

Act Up To Read!TM & Bloom's Taxonomy

CURRICULUM INTEGRATION GUIDE

Bloom's Cognitive Learning Divisions

Knowledge

- Observation and recall
- Knowledge of dates, events, places
- Knowledge of major idea
- Mastery of subject matter

Comprehension

- Understanding information
- Grasping meaning
- Interpreting facts, comparing, contrasting
- Predicting consequences
- Ordering, grouping, and inferring causes

Application

- Use learned information
- Use learned methods, concepts, theories in new situations
- Solve problems using required skills or knowledge

Analysis

- Seeing patterns
- Organization of parts
- Recognition of hidden meanings
- Identification of components

Synthesis

- Use old ideas to create new ones
- Generalize from given facts
- Relate knowledge from several areas
- Predict, draw conclusions

Evaluation

- Compare and discriminate between ideas
- Assess value of theories and presentations
- Make choices based on reasoned judgment
- Verify value of evidence

Fairy Tales For Today! (F.T.F.T.!)

Teachers: design questions for your students that evaluate recall.

Ex: From F.T.F.T.! Rumpelstiltskin

- What does Bria's father brag?
- How many rooms of straw does Rumpelstiltskin spin into gold?
- What does Bria give Rumpelstiltskin?
- What do the villagers chant?

Teachers: design questions for your students that evaluate what students understand.

Ex: From F.T.F.T.! Frog Prince

- Explain why Frog was so sickly-looking when Lisa met him the second time.
- What would have happened to Ivy's ring without Frog's help?
- What is a one word definition of the phrase "Keep your word?" Did Frog keep his word? Did Ivy?

Teachers: design questions for your students that evaluate whether students can use what they know to solve a new problem.

Ex: From F.T.F.T.! The Boy Who Cried Wolf

- In our country, everyone has a right to an education. Does Joseph's mother have the right to stop Joseph from getting his?
- Predict what would have happened if Elizabeth had not followed Joseph.
- Did Joseph have to apologize? Why/why not?

Teachers: design questions for your students that evaluate their ability to understand subtle and implied information.

Ex: From F.T.F.T.! The Shoemaker and the Elves

- Why were Kwame's hands not as steady as they used to be?
- Kwame says his wife always looks on the bright side. What does he mean?
- List the content clues that help answer the following question: Why does Kwame's stomach have to forgive him? Answer the question.

Teachers: design questions for your students that evaluate whether they can combine information to create something new.

Ex: From F.T.F.T.! Cinderella

- Hypothesize: what would have happened if Ella's mother had not died?
- Did Ella have to sleep in the attic and do all the chores?
- Ella chooses to stay with her stepmother. Invent two other choices and their consequences.

Teachers: design questions for your students that evaluate whether they can assess information, judge, then defend an opinion.

Ex. From F.T.F.T.! Little Red Riding Hood

- What did Little Red fail to do, and what happen as a consequence?
- Who was most affected by Little Red's decision to break her promise?
- Defend your response to this question: Is talking to strangers dangerous?

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Instructor Guides (I.G.)

All I.G.'s: What Happens Next?	I.G. 6: Shoe Crazy!
I.G. 3: Get Ready...Set...Read!	I.G. 7: The Oak Tree
I.G. 4: Hansel's Pebble Path Math	I.G. 9: Spirit Time
I.G. 5: Fairy Footprints	I.G. 9: Christmas Carol Contractions
I.G. 6: Color the Shoemaker's Shoes	I.G. 10: Words That Tell Where
I.G. 2: Story Crossword Puzzle	I.G. 7: Cinderella's Sound Alike
I.G. 3: Opposite Crossword Puzzle	I.G. 8: Crossword Puzzle
I.G. 4: Gretel's Picture Problem	I.G. 9: Spirit Time
I.G. 5: Which Hat is Whose?	I.G. 10: Aimee's Holiday Cake
I.G. 6: Lace Line Linkup	
All I.G.'s Write It Right	I.G. 7: Cinderella's Mystery Message
I.G. 1: Story Vocabulary	I.G. 9: The "Shivering" Coin
I.G. 3: The Hunt For Little Red	I.G. 9: Coin Count for Charity
I.G. 4: What Does Not Belong	I.G. 10: Different Strokes
I.G. 5: Forest Friends	
I.G. 6: Shoes On The Shelf!	
I.G. 1: How Many Coins?	I.G. 7: Willy's Favorite Wish
I.G. 2: Graph It Up!	I.G. 8: A Riddle
I.G. 3: Lemonade Evaporation	I.G. 9: Spirit Time
I.G. 4: Witchy Weather	I.G. 9: The "Shivering" Coin
I.G. 5: A Scary Fairy Walk	I.G. 10: Call Me Doctor Claudine
I.G. 1: Trust-In-Me-Pledge	I.G. 7: Royal Shield of Loyalty
I.G. 2: Frog or Toad?	I.G. 8: Who Is Honest?
I.G. 3: Little Red Rhyme	I.G. 9: The "Shivering" Coin
I.G. 4: Family Flags	I.G. 9: All Aboard the C.S. Empathy!
I.G. 5: Golden Rulers	I.G. 10: Holiday Cheer Leaders
I.G. 6: Charity Champs	
I.G. 2: Responsibility Workout	I.G. 7: Are You Loyal?
I.G. 3: Accountability Brick	I.G. 8: Mr. Young's Blank Chalkboard
I.G. 4: World Class Citizen	I.G. 9: Caring Means Sharing
I.G. 5: Fairy Faith's Gift	I.G. 10: Holiday Helpers
I.G. 6: Charity Tree	

INSTRUCTOR GUIDE KEY

I.G. 1: Rumpelstiltskin	I.G. 6: The Shoemaker & The Elves
I.G. 2: The Frog Prince	I.G. 7: Cinderella
I.G. 3: Little Red Riding Hood	I.G. 8: The Boy Who Cried Wolf
I.G. 4: Hansel & Gretel	I.G. 9: A Christmas Carol
I.G. 5: Sleeping Beauty	I.G. 10: A Different Kind of Christmas

References: [1] Bloom, B. (1996), Automaticity "The Hands and Feet of Genius," Educational Leadership v44n5, page 70-77, Feb. 1986.
 [2] Bloom, Benjamin S. and David R. Krathwohl, (1956). Taxonomy of Educational Objectives: The Classification of Educational Goals, by a committee of college and university examiners. Handbook I: Cognitive Domain. New York: Longman, Green. [3]
www.wiredteaching.org/teaching/bloomtax.htm

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"A Play In One Act" Scripts

Teachers: Automaticity is most readily achieved in oral language. Have the students learn the Confetti Company song. Then have students identify the major motivations and emotions for their assigned roles as they recall the major moments in the play.

Teachers: Automaticity is most readily achieved in oral language. Have the students describe their assigned characters, interpret their reactions to major play moments, and draw conclusions about their actions.

Teachers: Automaticity is most readily achieved in oral language. Have the students chose a behavior of their assigned roles and orally experiment with alternatives. Then have students interview another character while in their assigned role.

Teachers: Automaticity is most readily achieved in oral language. Have the students arrange props in their order of appearance and explain their use. Then have students present a comparison of how they are alike/different from their assigned roles. Lastly, have students graph and present the results of an investigation into which character speaks the most words.

Teachers: Automaticity is most readily achieved in oral language. Have the students present original poems that describe their assigned roles. Have students develop and present the results of a survey on a topic that would interest their assigned roles.

Teachers: Automaticity is most readily achieved in oral language. Have the students discuss the performance process and assess improvements. Have students compare performances between groups. Have students present their assessment of the role of the audience in performance quality and enjoyment.

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