

Frequently Asked Questions

How does the *Act Up To Read!*TM enhanced reading program work?

*Act Up To Read!*TM utilizes Bloom's Taxonomy and Gardner's Multiple Intelligence to develop student automaticity through recognition, reinforcement, and repetition.

In 25 words or less, what is automaticity?

Automaticity is instantaneous, effortless, and fluent recitation of basic skills developed through extensive practice. Bloom states that student automaticity is essential for later complex learning.

Briefly, who is Benjamin Bloom?

Benjamin Bloom is an educational psychologist. In 1956, he led a group of educators in the formulation of "the goals of the educational process". He and his team developed a classification system—a taxonomy—that outlined the different levels of intellectual behavior that are important to learning. The system became known as Bloom's Taxonomy.

What is Bloom's Taxonomy?

Bloom and a committee of educators identified that how a child learns falls into three overlapping domains: the cognitive (knowledge), the affective (attitude), and the psychomotor (skills). Today, teachers focus primarily on the cognitive domain, which has, according to Bloom, six subdivisions: knowledge, comprehension, application, analysis, synthesis, and evaluation. Later studies subdivided the affective and the psychomotor domains.

Why is Bloom's Taxonomy important?

Bloom's Taxonomy is significant because it was the first attempt by educators to identify what learning is, how it happens, and how it can be classified.

Who is Howard Gardner?

Howard Gardner is the John H. and Elisabeth A. Hobbs Professor in Cognition and Education at the Harvard Graduate School of Education. He is also Adjunct Professor of Psychology at Harvard University and Adjunct Professor of Neurology at the Boston University School of Medicine.

What is Gardner's Multiple Intelligence?

Gardner conceived seven different ways students demonstrate intellectual ability: visual/spatial intelligence, verbal/linguistic intelligence, logical/mathematical intelligence,

bodily/kinesthetic intelligence, musical/rhythmic intelligence, interpersonal intelligence, and intrapersonal intelligence. He maintains that if a teacher identifies a student's primary ability, that student's barriers to learning are lowered. Later studies worked on the design of performance-based assessments to achieve more personalized curriculum and instruction.

How is Gardner's Multiple Intelligence important to teaching?

Gardner's Multiple Intelligence is significant as it allows teachers/parents/instructors (and students themselves) to understand how best students learn and how curriculum can be presented to maximize comprehension and, therefore, success.

What does the Act Up To Read!™ program offer the student?

Act Up To Read!™ offers three fun ways to strengthen K-3 basic skills: 1) The *Fairy Tales For Today!* series of books and audio tapes that are enjoyable to listen to and to learn from, 2) A broad range of hands-on activities that expand knowledge, 3) A *Play In One Act* series to deepen comprehension through performing arts, and 4) The opportunity to interact with friends, listen to upbeat music, and use imagination while learning.

What does the Act Up To Read!™ program offer the teacher/parent?

Act Up To Read!™ reinforces K-3 basic skills: reading, writing, spelling, art, music, and ethics.

The *Fairy Tales For Today!* series of books and tapes are nonviolent and multiethnic with a focus on self-reliance, problem solving, and family.

The *Instructor Guide* series offers wide-ranging, hands-on activities that develop automaticity as conceived by Bloom in his Taxonomy.

A *Play In One Act* series develops student ownership of new concepts by utilizing Gardner's Multiple Intelligence to create participation opportunities for students of widely ranging skills and interests.

The program is easy to use, and produces demonstratable improvements in the use of oral language.

Why is this an "enhanced" reading program?

Children "hear" young voices on the stereo-quality audio-tape while they "read" along with the book.

Students "say" the words and do cooperative group projects outlined in the *Instructor Guide*.

Students “sing” with the music.

Students “perform” the story as a play in an informal format or a formal stage presentation.

Students “empower” themselves as success fosters increased motivation.

Why is this enhanced program so critical to the development of automaticity in students?

Students choose their role in the *A Play In One Act* series according to their natural inclinations as supported by Gardner's Multiple Intelligence.

Students establish a "comfort and confidence" zone within their chosen role as actor, chorus member, line prompter, or backstage technician, allowing them to more successfully absorb new information.

Students experience reduced stress and increased enjoyment, aiding repetition and reinforcement of known material, hence automaticity.

Students gain confidence, aiding in the strengthening of weaker K-3 basic skills.

Students use new vocabulary for performance purposes. New ways of speaking are easily adopted and language automaticity happens naturally.

The *Act Up To Read!*TM enhanced reading program includes the *Fairy Tale For Today!* series as well as other original literature. What are fairy tales?

Fairy tales are stories, myths, and legends about life that help children build character by discovering who they are and how they relate to the world around them.

How do fairy tales help empower children?

Fairy tales help children discover who they are through the successes and failures of heroes and heroines. Children become the hero/heroine and through them, build/verify their own moral character.

Why are fairy tales so powerful?

Fairy tales are powerful because they respect a child's imagination while empowering his/her self-image. Children want to mature and learn about life on their terms and in their own ways. Fairy tales respect this desire. That's why so many fairy tale heroes and heroines are alone or secluded at critical moments. Fairy tales tell children that life is good, though a good life often requires personal risk, i.e., you have to work for it.

Why are fairy tales so satisfying?

Fairy tales are satisfying because they speak directly to children's hearts in the language all children understand—the language of sorcerers and spells, kingdoms and magic, knights and quests. Fairy tales never lecture. Fairy tales also don't pretend to be anything but fantasies. Children love that freedom from reality and through their belief in the fairy tale, they learn about right and wrong, love and hate, loyalty and betrayal, war and peace, and the relationships that shape their lives.

Why should a school's curriculum include the *Act Up To Read!*TM program?

Teachers need the *Act Up To Read!*TM enhanced reading program because it successfully integrates Bloom's Taxonomy and Gardner's Multiple Intelligence learning strategies into one package that is easy to apply and fun for students.

Parents need the *Act Up To Read!*TM enhanced reading program because reading with automaticity is critical to success in life. A child that reads well is self-confident and self-empowered. The *Act Up To Read!*TM enhanced reading program provides that confidence.

Administrators need the *Act Up To Read!*TM enhanced reading program because visible and demonstratable reading success translates into local support. When teachers, parents, and instructors have confidence in the education their children are receiving, when they see evidence of increased self-confidence and academic skills in their children, the school benefits almost as much as the child.

Let's get specific: How does the *Act Up To Read!*TM enhanced reading program support Bloom's Taxonomy, and Gardner's Multiple Intelligence?

Attached to this pamphlet are two (2) charts. Chart 1 correlates the *Act Up To Read!*TM program with Bloom's six categories of cognitive learning. Chart 2 correlates the *Act Up To Read!*TM program with Gardner's seven divisions of intelligence.

Chart format is easy to follow and even easier to apply. For example, say a teacher wishes to focus on strengthening her students' ability to analyze (Bloom's cognitive division number four). The teacher accesses Chart 1, finds column 1—analysis— reads horizontally across the chart to find specific story questions, hand-on activities, and performance suggestions which support the Analysis aspect of cognition. The same procedure is followed for the other divisions as well as for Chart 2.