

# Bloom's Lesson Planner

Revised Bloom's Taxonomy:

Grade Level/Subject:

ELA 6

Date:

11/8/17

**REMEMBERING:**

Choose	Define
Find	Tell
Label	List
Match	Recall
Name	Relate
Select	Show
What	When
Where	Why
Who	

Measurement Topic and Evidence Outcome:

Research, Writing, Presentation

**UNDERSTANDING:**

Classify	Compare
Contrast	Explain
Extend	Interpret
Infer	Summarize
Relate	Illustrate
Show	
Demonstrate	

Learner Objective(s):

Students will learn about different holiday traditions in different countries using research + the internet, creating a PPT presentation.

**APPLYING:**

Apply	Build
Identify	Plan
Model	Construct
Solve	Choose
Utilize	Develop
Interview	Organize

Review and Introduction:

Review students' prior knowledge about holiday traditions in other countries + in their homes.

**ANALYZING:**

Analyze	Classify
Compare	Contrast
List	Discover
Categorize	Examine
Simplify	Survey
Infer	Divide
Distinguish	

Food - what I had as a traditional holiday dish

+ why we had it.

Students will choose a country to research.

**EVALUATING:**

Agree	Deduct
Appraise	Defend
Assess	Judge
Choose	Justify
Support	Criticize
Value	Prove
Decide	Evaluate
Estimate	

Presentation:

PPT + food sample + recipe

Students can ask family members about special holidays dish that is made every year + why it is made. Bring questions + answers to class + discuss w/class.

**CREATING:**

Adapt	Build
Delete	Design
Change	Predict
Develop	Discuss
Invent	Create
Test	Modify
Compose	Construct
Propose	Compile
Suppose	Improve

compile answer + bring to class

Why Christmas com

### Activities and Closure:

- Students will bring in recipe from family member that has been handed down through the years.
- Students (with parents help) will prepare the dish chosen + bring to class for all to sample.

### Grouping/Differentiation:

Research Group

- Quad:
1. Gifts
  2. Food/Recipes
  3. Celebrations
  4. Gift Giver + descriptions

### Evaluation/Assessment:

PPT - compare + contrast US with country chosen.

### Planned Questions:

- How are holidays in the US different than other countries?
- Where would you rather celebrate? Your country or US? Why?

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## BLAST Math Game

What you need:

I use dry erase boards and markers, but you could use paper pencil.

Dice

Everyone writes B L A S T on a piece of paper or board.

— — — — —

They all have to stand up

Roll the dice - you roll a 4 and a 5 - you say "4 x 5" the kids answer...20

You say "would anyone want to sit down on 20" if they sit down they write their number under B. Once they sit down they are locked into that number.

The kids who are still standing are still playing.

Next roll, 4 and 3, you say 4 x 3 they say 12. You say 20 + 12, they say 32.

You say anyone want to sit on 32.

If you roll a 1. Example you roll a 3 and 1 The people who are standing has to take the 3 as their score. That ends the round for B.

Everyone back up for L - start again until either everyone is sitting or you roll a one.

Once you made through each round add all the rounds together and the person who has the highest score is the winner.





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### Activities and Closure:

They will draw their interpretation of Drac using Susan Strikers anti-coloring pages.

### Grouping/Differentiation:

They will choose their anti-coloring page.  
Then group them according to the picture they picked.

### Evaluation/Assessment:

Judge each other's drawings & discuss the traits shown in the illustration.

### Planned Questions:

How did what you started with determine how you finished?

Would you change your picture after reading the book and/or looking at other pictures?  
How?

# Bloom's Lesson Planner

Revised Bloom's  
Taxonomy:

**Grade Level/Subject:**

Any Language Arts - ~~10/10/10~~

**Date:**

**REMEMBERING:**

Choose Define  
Find Tell  
Label List  
Match Recall  
Name Relate  
Select Show  
What When  
Where Why  
Who

**Measurement Topic and Evidence Outcome:**

~~10/10/10~~ Character development

**Learner Objective(s):**

Interpret characteristics of Drac  
by illustrations

**UNDERSTANDING:**

Classify Compare  
Contrast Explain  
Extend Interpret  
Infer Summarize  
Relate Illustrate  
Show  
Demonstrate

**Review and Introduction:**

Review ways to develop a character  
List examples of different  
Character traits.

**APPLYING:**

Apply Build  
Identify Plan  
Model Construct  
Solve Choose  
Utilize Develop  
Interview Organize

**ANALYZING:**

Analyze Classify  
Compare Contrast  
List Discover  
Categorize Examine  
Simplify Survey  
Infer Divide  
Distinguish

**Presentation:**

Read "The House that Drac Built"  
aloud to the class.

**EVALUATING:**

Agree Deduct  
Appraise Defend  
Assess Judge  
Choose Justify  
Support Criticize  
Value Prove  
Decide Evaluate  
Estimate

**CREATING:**

Adapt Build  
Delete Design  
Change Predict  
Develop Discuss  
Invent Create  
Test Modify  
Compose Construct  
Propose Compile  
Suppose Improve

### Activities and Closure:

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Classify	Compare
Contrast	Explain
Extend	Interpret
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# Bloom's Lesson Planner

Revised Bloom's  
Taxonomy:

Grade Level/Subject:

any LA - ~~Language Arts~~

Date:

**REMEMBERING:**

Choose	Define
Find	Tell
Label	List
Match	Recall
Name	Relate
Select	Show
What	When
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Who	

Measurement Topic and Evidence Outcome:

idioms

Learner Objective(s):

literal and figurative  
interpretation of idioms

**UNDERSTANDING:**

Classify	Compare
Contrast	Explain
Extend	Interpret
Infer	Summarize
Relate	Illustrate
Show	
Demonstrate	

Review and Introduction:

review definition of idioms  
brainstorm list of idioms  
define / teacher example of  
literal / figurative

**APPLYING:**

Apply	Build
Identify	Plan
Model	Construct
Solve	Choose
Utilize	Develop
Interview	Organize

**ANALYZING:**

Analyze	Classify
Compare	Contrast
List	Discover
Categorize	Examine
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Infer	Divide
Distinguish	

Presentation:

Introduce: with book or novel  
EX: Amelia Bedelia  
Parts (Tedd Arnold)  
The Outsiders (SE Hinton)  
Older students - show  
"Ziva - Isms" NCIS (YouTube)

**EVALUATING:**

Agree	Deduct
Appraise	Defend
Assess	Judge
Choose	Justify
Support	Criticize
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Decide	Evaluate
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**CREATING:**

Adapt	Build
Delete	Design
Change	Predict
Develop	Discuss
Invent	Create
Test	Modify
Compose	Construct
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Suppose	Improve

### Activities and Closure:

each student choose different idiom  
(from brainstorm or book)

draw literal interpretation of idiom

explain / research figurative definition  
of idiom

↓  
(origin)

### Grouping/Differentiation:

small group presentation of  
idiom - share and discuss

group decides/creates uses of  
idioms in real life (find examples)

### Evaluation/Assessment:

Present idiom to whole class

~~Assessment~~

### Planned Questions:

How has your "picture" of the  
idiom changed?



# Bloom's Lesson Planner

Revised Bloom's  
Taxonomy:

Grade Level/Subject:

any LA - ~~idioms~~

Date:

**REMEMBERING:**

Choose	Define
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# Bloom's Lesson Planner

Revised Bloom's  
Taxonomy:

Grade Level/Subject:

Mathematics (4-6)

Date:

11-8-17

Measurement Topic and Evidence Outcome:

I can multiply a fraction by a whole number.

Learner Objective(s):

multiply a fraction by a whole number.

Review and Introduction:

Students use <sup>shows</sup> whiteboards to multiply fractions and whole numbers.

Introduce cookbook and show fractions used in recipes.

Presentation:

Teacher demonstrates how to increase recipes for punch for 2, 4, or 5 batches. Students talk through doubling, etc. fractional amounts of sugar for Green Tea recipe <sup>for a party</sup>. Talk through making an increased number of batches if more people arrive at the party. Give the students another recipe and practice increasing fractional parts of ingredients.

REMEMBERING:

Choose	Define
Find	Tell
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CREATING:

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Suppose	Improve

applying

model

### Activities and Closure:

With a partner, calculate ingredients needed for multiple batches of brownies. Each student pair gets a recipe. Calculate making 2 batches <sup>and</sup> or 6 batches. (Make sure units are labeled.)

Evaluate

Monitoring student understanding with ~~or~~ written questions to verify their thinking. Examples:

"Can you explain what you know?" or "Can you show me your thinking?"

Share and appraise solutions of others.

### Grouping/Differentiation:

Teacher will make pair students either by partnering struggling students with students who have mastered the skill or giving the struggling students a modified assignment.

Enrichment: Simplify final amount of fractions or modify recipe.

### Evaluation/Assessment:

The students will get an independent task. They will be given another recipe. They will be asked to triple a single ingredient.

Enrichment: Change fractional amounts for all ingredients

### Planned Questions:

\* ~~Explain~~ <sup>Explain</sup> the steps you used to find solution.

\* What step did you do first? "How do you give evidence to support

\* What pattern did you notice? "your solution?"

\* Does it make sense to your partner? "

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## Grade Level/Subject:

Mathematics (4-6)

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I can multiply a fraction by a whole number.

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Classify	Compare
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# Bloom's Lesson Planner

Revised Bloom's  
Taxonomy:

Grade Level/Subject:

Mathematics (4-6)

Date:

11-8-17

Measurement Topic and Evidence Outcome:

I can multiply a fraction by a whole number.

Learner Objective(s):

multiply a fraction by a whole number.

Review and Introduction:

Students use <sup>stroke</sup> whiteboards to multiply fractions and whole numbers.

Introduce cookbook and show fractions used in recipes.

Presentation:

Teacher demonstrates how to increase recipes for punch for 2, 4, or 5 batches. Students talk through doubling, etc. fractional amounts of sugar for Green Tea recipe <sup>for a party</sup>. Talk through making an increased number of batches if more people arrive at the party. Give the students another recipe and practice increasing fractional parts of ingredients.

REMEMBERING:

Choose	Define
Find	Tell
Label	List
Match	Recall
Name	Relate
Select	Show
What	When
Where	Why
Who	

UNDERSTANDING:

Classify	Compare
Contrast	Explain
Extend	Interpret
Infer	Summarize
Relate	Illustrate
Show	
Demonstrate	

APPLYING:

Apply	Build
Identify	Plan
Model	Construct
Solve	Choose
Utilize	Develop
Interview	Organize

ANALYZING:

Analyze	Classify
Compare	Contrast
List	Discover
Categorize	Examine
Simplify	Survey
Infer	Divide
Distinguish	

EVALUATING:

Agree	Deduct
Appraise	Defend
Assess	Judge
Choose	Justify
Support	Criticize
Value	Prove
Decide	Evaluate
Estimate	

CREATING:

Adapt	Build
Delete	Design
Change	Predict
Develop	Discuss
Invent	Create
Test	Modify
Compose	Construct
Propose	Compile
Suppose	Improve

applying

model

### Activities and Closure:

With a partner, calculate ingredients needed for multiple batches of brownies. Each student pair gets a recipe. Calculate making 2 batches <sup>and</sup> for 6 batches. (Make sure units are labeled.)

Monitoring student understanding with ~~oral~~ written questions to verify their thinking. Examples:  
"Can you explain what you know?" or "Can you show me your thinking?"  
Share and appraise solutions of others.

Evaluate

### Grouping/Differentiation:

Teacher will make pair students either by partnering struggling students with students who have mastered the skill or giving the struggling students a modified assignment.

Enrichment: Simplify final amount of fractions or modify recipe.

### Evaluation/Assessment:

The students will get an independent task. They will be given another recipe. They will be asked to triple a single ingredient.

Enrichment: Change fractional amounts for all ingredients

### Planned Questions:

\* ~~Explain~~ <sup>Explain</sup> the steps you used to find solution.

\* What step did you do first? "How do you give evidence to support

\* What pattern did you notice? "your solution?"

\* Does it make sense to your partner?"

# Bloom's Lesson Planner

**Grade Level/Subject:**

All grade levels

**Date:**

Revised Bloom's Taxonomy:

**REMEMBERING:**

Choose	Define
Find	Tell
Label	List
Match	Recall
Name	Relate
Select	Show
What	When
Where	Why
Who	

Blue

**Measurement Topic and Evidence Outcome:**

Presentations on Christmas around the world.

**Learner Objective(s):**

Students will gain knowledge about Christmas traditions in other countries, including our own.

**UNDERSTANDING:**

Classify	Compare
Contrast	Explain
Extend	Interpret
Infer	Summarize
Relate	Illustrate
Show	
Demonstrate	

Green

**Review and Introduction:**

Each group chooses a country to research (Teacher has choices) Students talk with family to determine "main" heritage. Students would be grouped according to similarity in choice Student groups research info about diff. traditions (music, food, art, etc)

**APPLYING:**

Apply	Build
Identify	Plan
Model	Construct
Solve	Choose
Utilize	Develop
Interview	Organize

Purple

**ANALYZING:**

Analyze	Classify
Compare	Contrast
List	Discover
Categorize	Examine
Simplify	Survey
Infer	Divide
Distinguish	

Yellow

**Presentation:**

According to Gardner MI, students can choose how to teach other students in the class what they learned.

**EVALUATING:**

Agree	Deduct
Appraise	Defend
Assess	Judge
Choose	Justify
Support	Criticize
Value	Prove
Decide	Evaluate
Estimate	

Orange

**CREATING:**

Adapt	Build
Delete	Design
Change	Predict
Develop	Discuss
Invent	Create
Test	Modify
Compose	Construct
Propose	Compile
Suppose	Improve

Red

Each Bloom's level has its own color. Students must choose at least 1 area in each level to apply to their presentation. Justify the DOK of Bloom's through Christmas symbols unique to that country.

+ color assigned to the levels

### Activities and Closure:

Suggested artifacts such as food, ~~powerpoint~~,  
powerpoint/presentation, puppetry skit, dress up  
in typical garb, demonstrate dance,  
play typical music of that country, play  
Do Teacher meetings once a week. typical  
game.  
Closure - Presentations  
Bonus opportunity → bring in  
expert speaker.  
in addition to  
group's own  
work

### Grouping/Differentiation:

Grouping According to similar interests.

Differentiation is built in with  
choice and levels of Bloom.

### Evaluation/Assessment:

Rubric provided to make sure  
all levels are completed in Blooms.

In addition to, neatness, professionalism,  
level of effort, creativity

### Planned Questions:

- EX's
- Level 1: Facts + details on holiday in your country
  - Level 2: Demonstrate a typical custom
  - Level 3: Organize ~~the~~ calibrate the holiday w/ the  
class authentically as possible
  - Level 4: Distinguish uniqueness of the traditions  
+ celebrations + share w/ class.
  - Level 5: Explain the value of the holiday +  
traditions to its native peoples
  - Level 6: ~~Propose~~ Propose a new way to incorporate  
these traditions into typical traditions  
used now



## GIANT JENGA REVIEW GAME

**Grade Level/Subject:** Any level, any subject

**Measurement Topic:** Review Game

### Learner Objectives:

- Students will demonstrate depth of knowledge of **previously** taught unit standards.
- Students will work together in groups to improve **their** understanding of the unit.

**Previous work:** The week before this game, students will **turn** in questions and answer keys for questions they create about the unit covered.

### Review and Intro.:

- Review the rules of Jenga.
- Split students into heterogeneous, **pre-determined groups**.

### Presentation/activities:

Before starting this activity, teachers will create a **differentiated** set of questions based on EACH of the blooms level. Some questions **would** come from the student created questions. Each Bloom section would be labeled with a **different color and** number. Ex. @ end of lesson plan. Each Bloom level would be worth **different points** (points would increase as the rigor/critical thinking increases)

Each jenga piece has 1 of the 6 Bloom **color labels and** a question number. Each group needs a mini whiteboard or **answer sheet**.

To start the game, 1 member from a **group** comes up **and** chooses a color they are comfortable with (students know in advance **which color is recall, apply, analyze, create, etc.**) The teacher reads the questions associated with **that piece**. Each team that correctly answers the question/prompt within the time **decided by the teacher** receives the number of points for that colored piece.

If the Jenga set falls during a team's turn, **that team loses** 5 points. The winning team gets candy.


### Grouping/differentiation:

Pre-determined groups of mixed abilities and **learning** styles.  
Questions differentiated for Blooms

### Evaluation/Assessment:

Allows teacher to see what students understand and **wh** they still **need** to review.  
Allows students to practice with different level **thinkers**.

## Activities and Closure:

Suggested artifacts such as food,  wepount/presi, puppetry skit, dress up in typical garb, demonstrate dance, play typical music of that country, play typical game.

Teacher meetings once a week.

Closure - Presentations

Bonus opportunity → bring in expert speaker. in addition to group's own work

## Grouping/Differentiation:

Grouping According to similar interests.

Differentiation is built in with choice and levels of Bloom.

## Criteria/Assessment:

rubric provided to make sure levels are completed in Blooms.

In addition to, neatness, professionalism, and effort. creativity

## Questions:

Facts + details on holiday in your country

Demonstrate a typical custom

Organize & calibrate the holiday w/ the class authentically as possible

Distinguish uniqueness of the traditions + celebrations + share w/ class.

Explain the value of the holiday & traditions to its native peoples

~~Propose~~ Propose a new way to incorporate these traditions into typical traditions used now



# Bloom's Lesson Planner

Grade Level/Subject:

4-6

Date:

Reading/Language Arts 11-8-17

Measurement Topic and Evidence Outcome:

- Measuring characterization & character analysis

Learner Objective(s):

- Understanding the characters
- Character motivation
- Understanding story elements

Review and Introduction:

- Review vocab
- Review story elements
- Introduce new vocab

Presentation:

- Read and discuss the story
- Watch the movie

Revised Bloom's Taxonomy:

**REMEMBERING:**

Choose	Define
Find	Tell
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What	When
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Who	

**UNDERSTANDING:**

Classify	Compare
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**APPLYING:**

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**ANALYZING:**

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**EVALUATING:**

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**CREATING:**

Adapt	Build
Delete	Design
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### Activities and Closure:

- Recall the order of tickets found
- Summarize the story
- \* • Distinguish the difference between the five winners reaction to finding the ticket.
- \* • Contrast the winners experience being inside the factory to that of Charlie.
  - Create your own golden ticket candy bar

### Grouping/Differentiation:

- \* • Build a chocolate factory (legos or computers)
- Change the ending of the story

\*- Any activity with a star may be completed in a small group.

### Evaluation/Assessment:

• Students will be evaluated on their completion of the activities based on a rubric.

### Planned Questions:

- What did you like about the project?
- What would you have done differently? Why?
- If you could come up with your own project for the story, what would it be? Why?

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**Grouping/differentiation:**

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**Evaluation/Assessment:**

Allows teacher to see what students understand and what they still need to review.

Allows students to practice with different level thinkers.

**Examples:**

Remembers: Blue (1 point)

Understanding: Green (2 points)

Applying: Purple (3 points)

Analyzing: Yellow (4 points)

Evaluating: Orange (5 points)

Creating: Red (6 points)

**Teacher Guide Questions:**

B1: Define this vocabulary word

B2: What happened to \_\_\_\_\_ in this story?

G1: Compare and contrast the how these 2 characters chose to respond to the conflict.

G2: Summarize \_\_\_\_\_

P1: Solve a problem in a different way than the character did

P2: Identify another problem in the book that was not in the forefront.

P3: Choose a character you most identify with and why

Y1: Analyze \_\_\_\_\_

Y2: Examine

Y3: Divide

O1: Assess \_\_\_\_\_

O2: Justify the main characters approach to solving the conflict

R1: Predict \_\_\_\_\_

R2: Propose an alternative solution to the conflict

R3: Discuss \_\_\_\_\_