

# Blooms Taxonomy and Multiple Intelligence Chart

Bloom's Level	Materials/Situations	Measurable Behaviors
<b>Knowledge</b>	Events, people, newspapers, magazine articles, definitions, videos, dramas, textbooks, films, television programs, recordings, media presentation.	Define, describe, memorize, label, recognize, name, draw, state, identify, select, locate, recite.
<b>Comprehension</b>	Speech, story, drama, cartoon, diagram, graph, summary, outline, analogy, poster, bulletin board.	Summarize, restate, paraphrase, illustrate, match, explain, defend, relate, infer, compare, contrast, generalize.
<b>Application</b>	Diagram, sculpture, illustration, demonstration, forecast, problem, puzzle, organizations, classifications, rules, systems, routines.	Apply, change, put together, construct, discover, produce, make, report, sketch, solve, show, collect, prepare.
<b>Analysis</b>	Survey, questionnaire, an argument, a model, displays, demonstrations, diagrams, systems, conclusions, report, graphed information.	Examine, classify, categorize, research, contrast, compare, disassemble, differentiate, separate, investigate, subdivide.
<b>Synthesis</b>	Experiment, game, song, report, poem, prose, speculation, creation, art, invention, drama, rules.	Combine, hypothesize, construct, originate, create, design, formulate, role-play, develop.
<b>Evaluation</b>	Recommendations, self-evaluation, group discussions, debate, court trial, standards, editorials, values.	Compare, recommend, assess, and value. appraise, solve, criticize, weigh, consider, debate.

	Interpersonal (People Smart)	Verbal/Linguistic (Word Smart)	Intrapersonal (Self Smart)	Bodily Kinesthetic (Body Smart)	Visual/Spatial (Picture Smart)	Musical/Rhythmic (Music Smart)
problem solving	co-operative learning	stories retelling	individual study	field trips	charts	singing
coding	sharing	journals	personal goal setting	activities	graphs	humming
classifying	group work	process writing	individual projects	creative movement	photography	rap
predicting	peer teaching	readers theater	journal log	hands on experiments	organizers	background music
data collecting	social awareness	book making	personal response	body language	visual metaphors	mood music
puzzles	conflict mediation	presentations	individualized reading	manipulative	illustrations	patterns
manipulative	discussion	listening	self-esteem activities	crafts	story maps	form
time	peer editing	storytelling		drama	visualizing	playing instruments
Sequencing	study group	nonfiction reading			mind maps	
critical thinking	brainstorming				patterning	

# LESSON PLAN FORMAT

Unit: \_\_\_\_\_ Theme/Topic: \_\_\_\_\_

Objective: \_\_\_\_\_ Level: Length of Session: \_\_\_\_\_

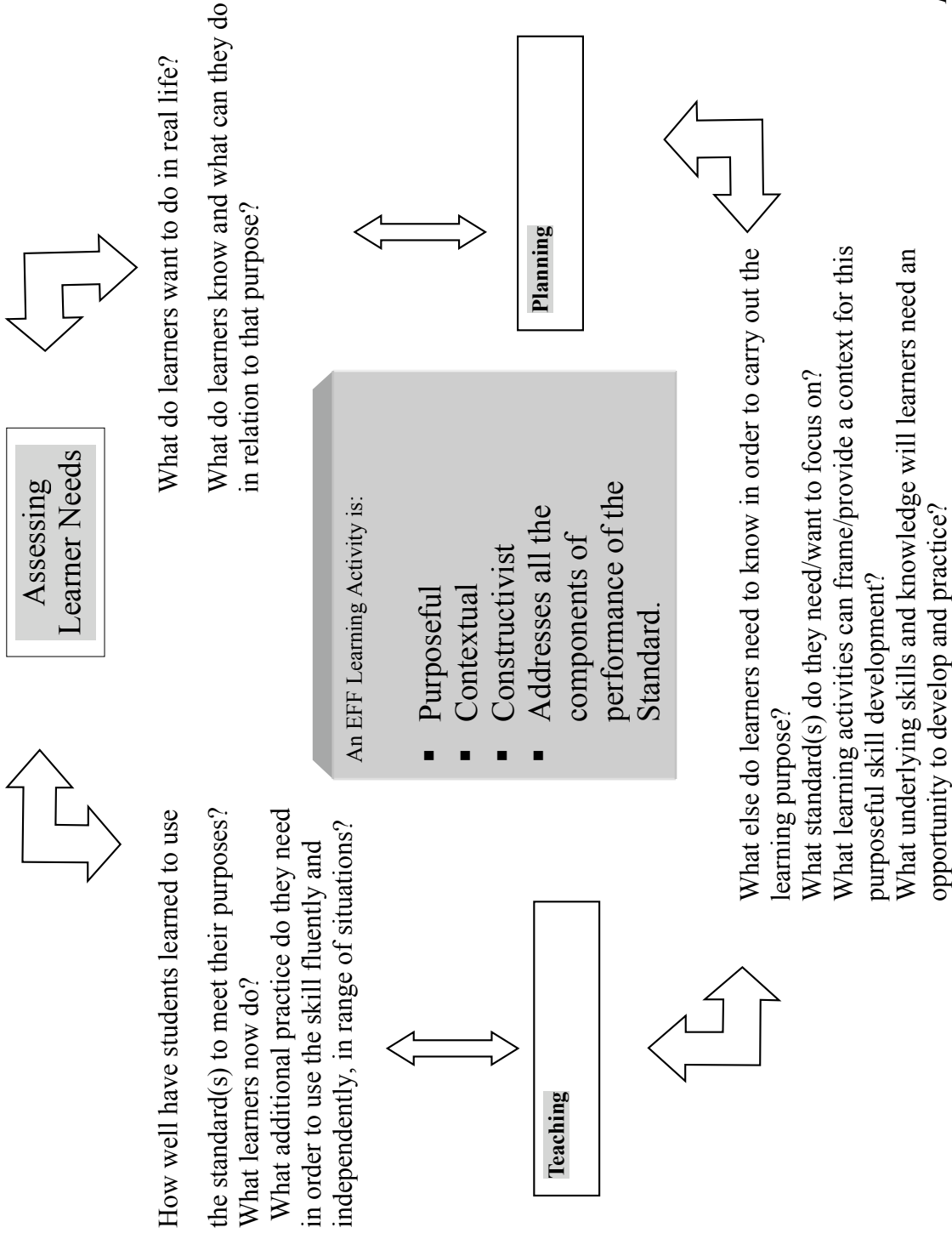
Standard(s): \_\_\_\_\_ NAEP Objective \_\_\_\_\_ CASAS Competency \_\_\_\_\_ Function(s) or Forms \_\_\_\_\_

Vocabulary Introduced: \_\_\_\_\_

SCANS & EFF	Intro (5 to 10)	Materials/Resources Needed
<p>Check : SCANS FBS &amp; Competencies. EFF Common Activities.</p>	<p><b>Warm-Up/ Review</b></p> <ul style="list-style-type: none"> <li>▪ <b>Assessment:</b> Prior Knowledge/Skills.</li> <li>▪ <b>Task Analysis:</b> What needs to be taught in order to reach the objective today?</li> <li>▪ <b>Introduction:</b> Focus Attention; Communicate purpose &amp; importance, Communicate objectives (if appropriate); Motivate/relate objective/standards to previous learning (e.g., KWL, Quick Write).</li> </ul> <p style="text-align: center;"><b>Through</b> (Time varies)</p> <ul style="list-style-type: none"> <li>• <b>Presentation</b> ( ____ minutes) Introduction of new information by a variety of instructional strategies (See menu). Check students' comprehension.</li> <li>• <b>Guided Practice</b> ( ____ minutes) Whole group, small group, pairs, or individuals. Model activity, monitors progress and provides feedback.</li> </ul>	<p>Visuals, text(s), web pages, field trip, speaker, art supplies, video camera, etc.</p> <p style="text-align: center;"><b>Evaluation</b></p> <p>Oral, written, demonstrated performance, selected response, essay, group activity, personal checklist, worksheet, lesson reflection, portfolio, etc.</p>
<p><b>structor:</b></p> <p><b>ate:</b></p>	<p style="text-align: center;"><b>Beyond</b> (Not all need to be included.)</p> <ul style="list-style-type: none"> <li>• <b>Closure:</b> Summarize. Reflect. ( ____ minutes)</li> <li>• <b>Application:</b> Apply new knowledge to students' lives or situations (problem solving, critical thinking).</li> <li>• <b>Some Element to Consider:</b> Homework, early finishers, special needs, remediation, and enrichment.</li> </ul>	<p style="text-align: center;"><b>Evaluation</b></p>

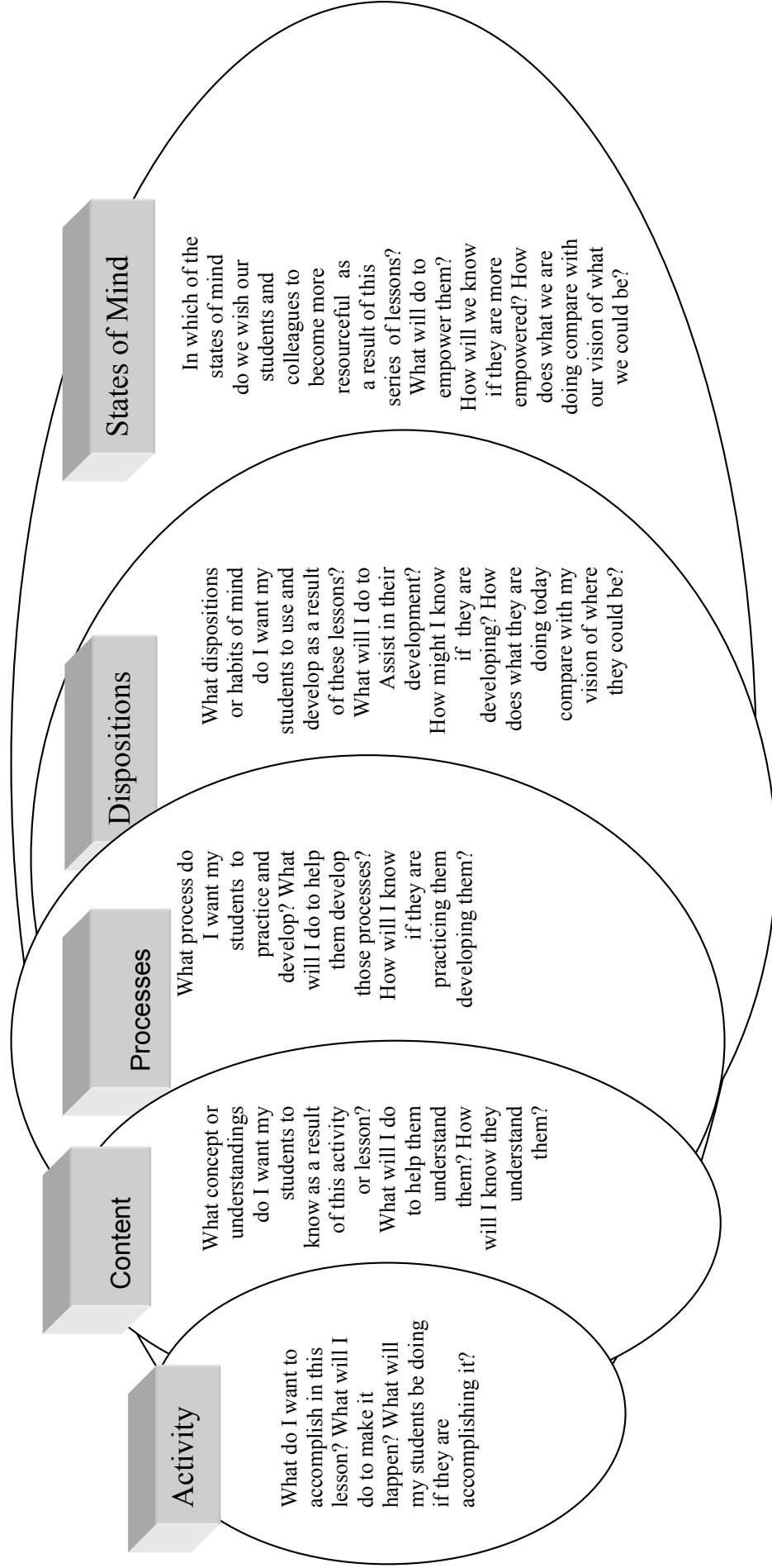
*(See Appendix for Template)*

# Teaching and Learning with EFF Standards



From EFF

# Questions to Ask (Outcomes of a Lesson Plan)



# Menu of Instructional Strategies for Language Arts

(The instructional strategies with an (\*) are explained starting on page 132)

Oral Language	Literacy	Process Writing	Reading & literature	Content Reading: Pre Reading & During Reading	Content Reading: Post Reading S
Drama	Alphabet books	Author's circle*	Adapting stories	Anticipation guides	Brainstorming
Dubbing TV Shows	Oral dialogue journals	Clustering*	Cognitive mapping	Cohesive ties	Group mapping
One looks/One doesn't	Labeling	Brainstorming	DR-TA*	Essay structures*	Journals*
Scaffolds*	Language Experience*	Dialogue Journals*	Developing Scripts	Experiments	Learning Logs
Create advertisement	Choral Reading*	Editing groups	Illustrating poems	Field Trips	Oral research project
Pictures/collages	Dictionary	I remember	Language Experience	Headings/Subheadings	Mapping
Show and Tell/		Life murals	Portfolios*	Jigsaw procedure*	Photo essays
Demonstration		Mapping*	Reader's Theater*	Learning logs*	Portfolios
Wordless book stories		Partner stories	Response groups	Preview guides	Rehearsing
Group Discussions		Patterned poems*	Response journals	Preview vocabulary	Semantic feature analysis
Debate		Response groups	Scripts to interpret plays	Simulation games	Student selected topics
Interview		Sentence combining	Story mapping*	Story structure	Thematic units
Role Playing		Sentence modeling	Running Records	Structured Overviews	Thematic cycles
Presentations		Sentence shortening	Reading logs	Teacher talk	Written Research
Storytelling		Show and not tell		Text structure	<b>Critical Thinking/Language Arts</b>
Symposium & Forums				SQ3R*	Project Base Learning*
					Inquiry Maps*
					Case Studies*

Resource: "Reading, Writing & Learning in ESL: A Resource Book for K-12 Teachers" by Suzanne F. Peregoy and Owen F. Boyle and "Content Area: Reading and Learning Instructional Strategies" by Diane Lapp, James Flood and Nancy Farnan.