**Applying Bloom’s Taxonomy to Marzano’s Research-Based Strategies**

By Julie Kalvels

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| **Bloom’s Digital Taxonomy** | **Bloom’s**  **Verbs** | **Marzano Strategy** | **Content** | **Activities for a Kindergarten Classroom** |
| Remembering | identify  highlighting  naming | \*advanced organizers  \*practice  \*identify similarities | Literacy | 1. Students will remember initial letter sounds by creating a **Wordle** identifying objects that begin with the same letter as their name. Student can look at the word wall or use an online dictionary that will be book marked to help them think of some words. |
| Remembering | recognizing  naming  identifying  highlighting | \*practice  \*goal setting  cooperative learning | Literacy | 2. The students will remember capital and lowercase letter names by playing **Dance Mat Typing**. This activity also promotes key boarding skills and recognizing where the keys are on a keyboard. The students will set goals with how fast they can recognize the letters. They can get in pairs and time each other using a stop watch. Or the teacher can so go and see how many letters than can recognize and type in one minute. Do this several times and see if they get faster. |
| Understanding | commenting  explaining  comparing | \*generating and testing hypotheses  \*identifying similarities and differences | Science | 3. The students will understand what magnets stick to by going around the room and testing things that stick to magnets and things that don’t stick to magnets. Teacher will make a chart of things that stuck and didn’t stick using **Popplet**. The students will compare the lists and decide why magnets stick to some things and not others. Teacher would have taken pictures of them testing items in the room and upload them to **Voicethread**. The students will say on Voicethread if the magnet stuck to the item they tried and tell why or why not. |
| Understanding | classifying  comparing  explaining  categorizing | \*summarizing  \*cooperative learning  \*identifying similarities and differences  \*practice  \*nonlinguistic representation | Math | 4. The students will understand that different shapes have different attributes. In pairs the children will be given a handful of shapes. They will have to sort them into similarities and differences. They will explain why they sorted them in a particular way. The teacher will make a chart summarizing the attributes of different shapes. During centers the children play the **Geometry 4 Kids app** on the iPad. They will have to sort shapes depending on their characteristics. Using the **Geoboard app** they can create their own shapes too. We can print them out and write about what makes it a certain shape. |
| Applying | implementing  Using  Sharing  Playing  loading | \*practice  \*setting objectives and providing feedback  \*reinforcing effort and providing recognition | Literacy | 5. The students will apply what they know about word families. At centers the children will create words in the same word family using magnetic letters. For example cat, bat, sat, fat. The parent volunteer will take a picture of their magnetic tray with at least 4 words in the same family displayed. I will upload the pictures onto **Fotobabble**. The children will select their pictures and create a recording of the words they made plus they must tell why they belong to the same word family. We will share photos with the class and comment on each other’s hard work. We can send their talking photo to their parents email. |
| Applying | Using  Carrying out  Sharing  uploading | \*cooperative learning  \*setting objectives  \*homework  \*questions | Literacy | 6. After studying about “*how to*” stories the children will apply what they’ve learned to create their own “*how to*” story. A rubric will be made as a class for them to follow. They will get with their book buddies and work together to publish their stories using **Little Bird Tales**. These will be placed on their classroom blogs for all to see. As homework they will have to listen to someone else’s how to story and respond by asking them a question. |
| Analyzing | comparing  deconstructing  linking  finding | \*nonlinguistic representations  \*practice  \*cooperative learning | Math | 7. The students will analyze numbers and what they represent. In pairs the children will take turns tapping on each other’s back. The person being tapped will have the flashcards 1-10 in front of them. They have to guess the number of times they were tapped and show the corresponding card to the person behind them. In centers they will access the app **Doodle Buddy**. They will have to choose a stamp and stamp a certain number of times on the board and write the corresponding number. They can save their pictures to the camera roll. Later we will create a **podcast** of the students counting up to their number and then saying what is what less and one more than their given number. |
| Analyzing | comparing  organizing  finding  linking | \*practice  \*identifying similarities and differences  \*advanced organizers | Literacy | 8. The children will write a post it note in **lino it** for as many words they can think of in the \_at and \_an word families. Each word will be written a different post it note. As a class we will analyze the words and sort them into two categories. The activity will continue using different words. For a challenge they could write as many three letter words as they can think of in one minute. The class will then have to sort those words. |
| Evaluating | checking  detecting  reviewing  posting  commenting | \*cooperative learning  \*homework and practice  \*cues &  questions | Literacy | 9. The students will evaluate what they know about a sentence. Teacher will write create a **SMART board** lesson with sentences written incorrectly. Some will have no capital letter. Some will have the words out of order. Some will forget the period at the end. Some will have a period instead of a question mark. Student will read the sentences and determine what’s wrong. The teacher will use think-pair-share to give the kids time to think about what’s wrong with the sentences. For homework the students will create two sentences on their **blog** that are written incorrectly. In class the next day at centers the children will pair up read and comment on some blog posts. |
| Evaluating | Hypothesizing  Critiquing  Judging | \*nonlinguistic representations  \*cues & questions  \*homework | Science | 10. The students will evaluate pictures to determine which habitat is being displayed. Using the app **ArtRage** the students will draw a picture of an animal in its natural habitat. I will then create a slideshow of the pictures using **Slideshare**. The presentation will go up on our classroom website. For homework the children will have to look at the pictures and evaluate each of the pictures to determine where each animal lives. |
| Creating | blogging  planning  producing  making | \*setting objectives and providing feedback  \*homework and practice  \*reinforcing effort | Literacy | 11. The students will create a story with a beginning, middle and end using **Puppet Pals**. The class will create a class rubric describing expectations. Students will evaluate themselves using the rubric and the teacher will as well and a discussion will take place comparing how each other marked the paper. Teacher will give lots of praise and reinforcing effort all throughout the project. The video stories will be uploaded to the children’s class **blog**. For homework the students will be asked to comment on each other’s videos. |
| Creating | planning  making  blogging  publishing | \*summarizing ad Note-taking  \*setting objectives and providing feedback  \*advanced organizers | Literacy | 12. The students will create flip books and a Popplet. The children will research about an animal of their choice. They will use the **website wiki** I created to find useful kid-friendly links. They will create a **flip book** describing what it eats, where it lives, how it protects itself and other related information. They will have a research folder to gather their information along with a check list in the back of steps they need to complete. A rubric will be created to make sure their flip books are organized and neat. After making the flip book they will create a **Popplet** describing their animal. This will be put on their **blog**. |