

Learning Strategy of the Week:

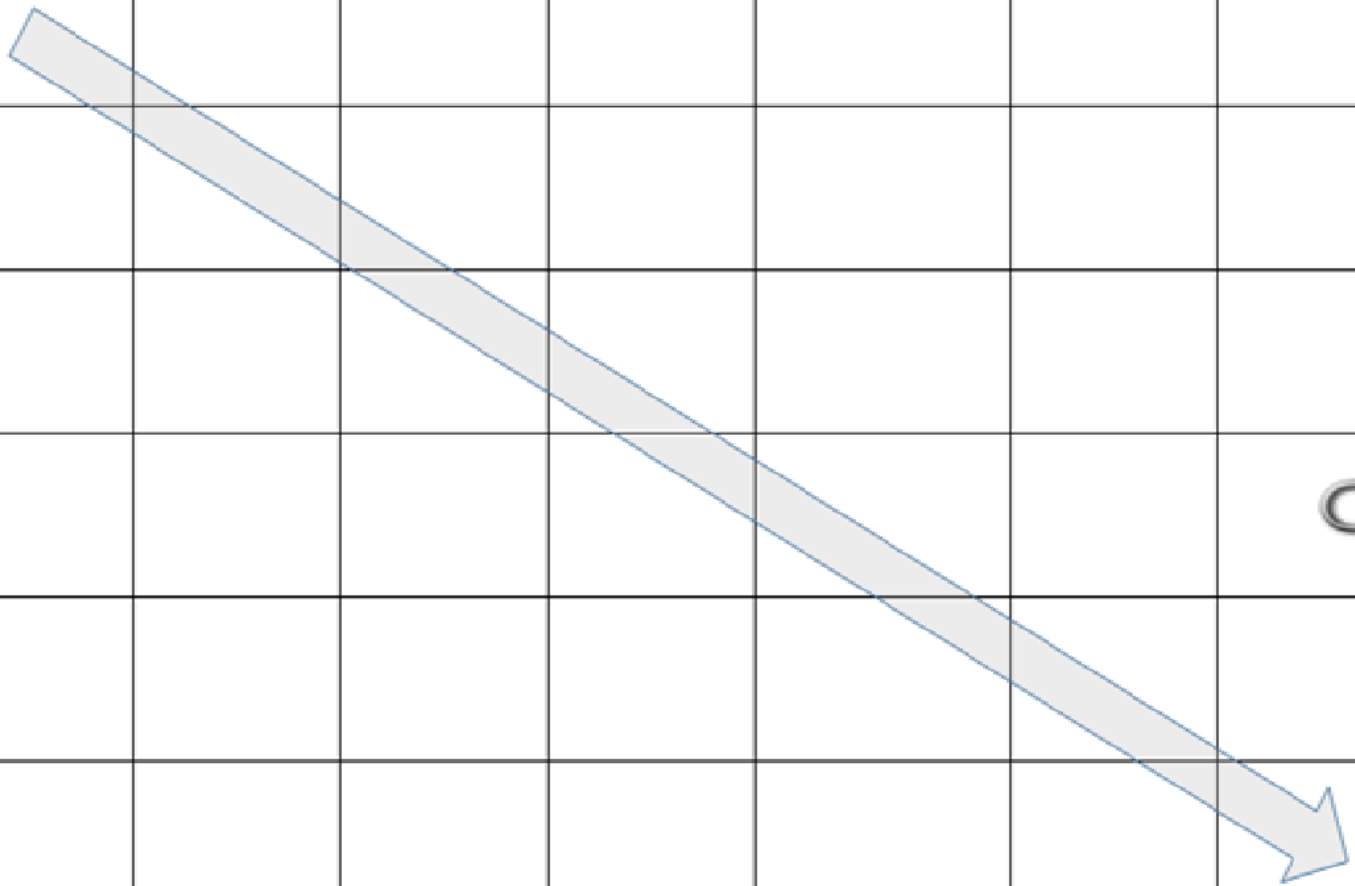
Bloom's Grid with 5 Ws & 1H

- You can use the 5Ws & 1H strategy WITH Bloom's Taxonomy of questions to really look deeper at a topic
- This is great for exam and Senior students to analyse a topic deeply to help their learning
- This grid can be got from your teacher and copies are in the main office
- As you move down the arrow, your understanding increases!

Bloom's Taxonomy



| | Is/ Does | Has/ Was | Can | Should | Would/ Could | Will | Might |
|-------|----------|----------|-----|--------|--------------|------|-------|
| Who | | | | | | | |
| What | | | | | | | |
| Where | | | | | | | |
| When | | | | | | | |
| Why | | | | | | | |
| How | | | | | | | |



Learning Strategy of the Week:

Bloom's Grid with 5 Ws & 1H

- How to use it:
 - Fill out all the sections thinking about the questions on the side AND on the top so your responses are detailed and show deep thought
- Great for:
 - Revision
 - Examining a topic for the first time

Learning Strategy of the Week:

Bloom's Grid with 5 Ws & 1H

- The key is higher order thinking!

Higher Order Thinking Questions

| Level | Keywords | Question Stems |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 1: Knowledge Exhibits previously learned material by recalling facts, terms, basic concepts and answers. Retention of terminology, facts, conventions, methodologies, structures, principles, etc. | who, what, why, when, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select | What is...? How is...? Where is...? When did _____ happen? How did _____ happen? How would you explain _____? Why did...? How would you describe...? Can you recall...? How would you show...? Can you select...? Who were the main...? Can you list three...? Which one...? Who was...? When did...? |
| Level 2: Comprehension Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas. Grasping of meaning, translation, extrapolation, interpretation of facts, making comparisons, etc. | compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify | How would you classify the type of...? How would you compare...? contrast...? What facts or ideas show...? What is the main idea of...? Which statements support...? What is meant...? Can you explain what is happening...? Which is the best answer...? What can you say about...? How would you summarize...? Will you state in your own words...? How would you rephrase the meaning...? |
| Level 3: Application Solving problems by applying acquired knowledge, facts, techniques and rules in a different way. Problem solving, usage of information in a new way. | apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify | How would you organize _____ to show...? What would result if...? How would you show your understanding of...? What approach would you use to...? What facts would you select to show...? How would you use...? What elements would you choose to change...? What examples can you find to...? What other way would you plan to...? Can you make use of the facts to...? What questions would you ask in an interview with...? How would you apply what you learned to develop...? How would you solve _____ using what you have learned? |

Learning Strategy of the Week: Bloom's Grid with 5 Ws & 1H

Text-Dependent Questions



- 1 Key understanding of whole text:** Identify the key understandings and insights you want students to learn from the text.

Example What is the gist of the passage? **Example** What is the main claim of the text? What evidence supports that claim?
- 2 Build understanding of the meaning:** Start with easier questions about what, where, why, and how, to help build understanding of the meaning of the passage. Key in on important details.

Example What are potential hazards of bats according to this article? **Example** What are potential benefits of bats according to this passage?
- 3 Vocabulary and text structure:** Craft questions about the most powerful academic words, and text structures (such as cause/effect, problem/solution, compare/contrast, sequence, etc.).

Example Why did the author use words such as "blood-sucking" and "dive-bombed"? **Example** How does the author transition between the two viewpoints?
- 4 Author's purpose and point of view:** Ask questions to draw the reader's attention to genre, author's purpose, point of view, and multiple perspectives.

Example Who is the intended audience for this article? How do you know? **Example** There are two distinct view points represented in this article. Which view point do you think the author believes? Support your answer with evidence.
- 5 Inference questions:** Challenge students to examine inferences on ideas or key details/arguments in the text.

Example How would this article be different if Oliva lived in Arizona instead of Panama? **Example** How would this article be different if the author could not cite the scientific advances that had already been made about the study of bats?
- 6 Opinion and intertextual questions:** Have students assert their opinions or make connections to other texts, and support their claims with evidence from the text.

Example Identify examples of appeals to ethos, pathos, and logos. **Example** Which argument is more compelling: vampire bats are a menace and should be exterminated, or vampire bats have value to humans and should be preserved? Defend your answer.

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Design & Technology Higher Order Thinking

- 1. Knowledge – Low Order Thinking Skills**

What is...?
Why did...?
How would you describe...?
Can you list three...?
How would you explain...?
- 2. Comprehension – Low Order Thinking Skills**

How would you classify...?
How would you compare...?
What is meant by...?
Can you explain what happened when...?
What is the difference between...?
How would you rephrase the meaning of...?
- 3. Application – Middle Order Thinking Skills**

How would you use...?
How would you apply what you have learned to...?
What is meant by...?
How could you modify your approach...?
What other way could you...?
- 4. Analysis – High Order Thinking Skills**

What is the function of...?
What are the features of...?
Can you identify the different parts and what do they do...?
What is the relationship between...?
What evidence can you find to...?
- 5. Evaluation – High Order Thinking Skills**

What is your opinion of...?
Based on what you know how would you explain...?
What judgement would you make about...?
Give arguments for and against...?
What would you recommend...?
- 6. Synthesis – High Order Thinking Skills**

What changes would you make...?
Can you think of an alternative to...?
How could you modify the plan...?
Can you predict the outcome if...?
What would happen if...?
How could you test your product...?
How could you adapt what you have learned...?

Great for lots of subjects and topics