Student Flip-Chart Based on...

Bloom's Taxonomy

Creating

Evaluating

Analyzing

Applying

Understanding

Remembering
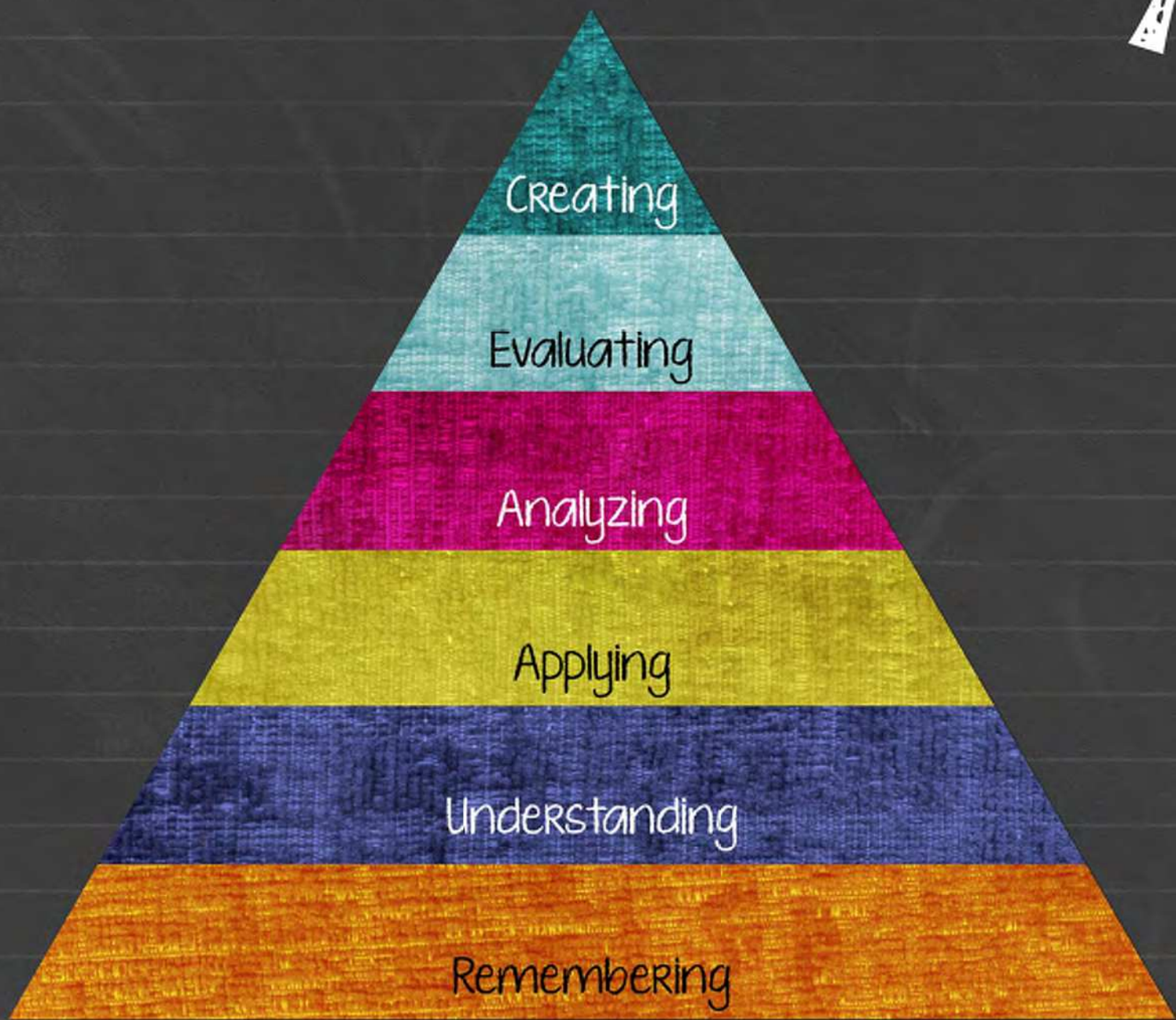
A user-friendly learning tool that deepens understanding and activates critical thinking.

Deepen your students' learning with the knowledge of Bloom's Taxonomy!

This flip-chart can be easily printed and assembled for each of your students. Students can use this learning tool to develop questioning strategies for each of the six (recently updated) levels of Bloom's Taxonomy. There are key words (verbs) and question frames for every level: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Also included is a "Question Frame" where students can record questions for each of the 6 levels.

Suggested Uses:
- Think Alouds: When introducing "Blooms" to our class, we start with MULTIPLE Shared Reading lessons based on familiar picture books. During these lessons we introduce the flip chart and model our thought process for generating questions on each level. As students begin to recognize the various attributes of each level, we then elicit student-generated questions.
- Literature Circles/Book Clubs: Students can use the flip chart to generate questions and lead a literature discussion.
- Expert Jigsaw: Using a common text, have students get into expert groups (based on Bloom's levels) to generate questions. Then students can take their questions back to their jigsaw group, where questions and answers from each level are shared.
- Carousel: create a chart for each level. Divide the students in 6 equal groups and assign each group to a chart. Using their flip charts, students can generate questions about a common text (anthology story, novel, social studies/science chapter from their textbooks). Every few minutes, rotate the groups so eventually they all have had an opportunity to visit each chart.
- Classroom Helpers: Parent volunteers and teachers' aids can use it to generate questions during small group instruction.
- At Home: Parents can use it at home to engage their children in Higher Order Thinking (HOTs)

Printing Instructions:
- Select File ➔ Print
- Set page scaling to "None". Make sure that "Shrink to Fit" or other scaling options are not selected.

Assembling the Flip Chart:
- Copy the first two pages, back to back. Notice that the second page is upside down; this is important when making your copies in order for your flip chart to line up properly.
- Then copy the last two pages, back to back. Again, make sure that the last page is upside down.
- Cut the pages lengthwise exactly down the middle (4.25 inches).
- Fold your pages on the grey lines.
- Assemble the pages and staple at the top to secure.

Level 6: Creating

Key Words:

build
change
choose
combine
compile
compose
construct
create
design
develop
do
formulate

hypothesize
imagine
improve
invent
make
make up
modify
originate
organize
plan
produce
role play
tell

Bloom's Taxonomy Flip Chart for Critical Thinking

Dear Student:
You are holding a very useful tool that will help you better understand everything you read and learn! You can use the various questions in this flip chart when reading any material (textbooks, novels, picture books, etc.). Have fun learning and thinking critically with this flip book

Introduction

Questions:

- ★ What changes would you make to solve...?
- ★ How would you improve...?
- ★ What would happen if...?
- ★ Can you elaborate on the reason...?
- ★ Can you propose in alternative...?
- ★ Can you invent...?
- ★ How would you adapt ___ to create a different...?
- ★ How would you change (modify) the plot (plan)...?
- ★ What could be done to minimize or maximize...?
- ★ What way would you design...?
- ★ What would be combined to improve (change)...?
- ★ Suppose you could ___ what would you do...?
- ★ How would you test...?
- ★ Can you formulate a theory for...?
- ★ Can you predict the outcome if...?
- ★ How would you estimate the results for...?
- ★ What facts can you compile...?
- ★ Can you construct a model that would change...?
- ★ Can you think of an original way for the...?

Questions:

- ★ Do you agree with the actions...? with the outcome...?
- ★ What is your opinion...?
- ★ Would you prove...? disprove...?
- ★ Would it be better if...?
- ★ Why did (the character) choose...?
- ★ What would you recommend...?
- ★ How would you rate that...?
- ★ How would you evaluate...?
- ★ How would you determine...?
- ★ What choice would you have made...?
- ★ What would you select...?
- ★ How would you prioritize...?
- ★ How would you justify...?
- ★ Why was it better (worse) that...?
- ★ How would you prioritize the facts...?
- ★ How would you compare the ideas...?
- ★ What judgment would you make about...?
- ★ What data was used to make the conclusion...?

Introduction

Did you know that there are many different levels of learning? Some are easier than others, but all are important! Use this flip chart to explore the 6 levels of Bloom's Taxonomy and begin a fun journey of critical thinking!

Level 1: Remembering

Key Words:

choose, describe, define, identify, select, recognize, label, omit, recite, name, state, memorize, list, locate, match

Level 5: Evaluating

Key Words:

appraise	interpret	compare
judge	explain	rate
criticize	support	rule on
defend	criteria	select
compare	dispute	recommend
award	evaluate	agree
choose	judge	value
conclude	justify	estimate
criticize	prove	appraise
decide	disprove	prioritize
defend	assess	deduct
determine	influence	

Questions:

* ✻ When did....?
* ✻ Who were the main...?
* ✻ What is...?
* ✻ How is...?
* ✻ Where is..?
* ✻ When did ____ happen?
* ✻ How did ____ happen?
* ✻ Why did...?
* ✻ Can you recall...?
* ✻ Can you list the three...?
* ✻ Who was...?

Remembering

Level 4: Analyzing

Key Words:

analyze	simplify
classify	survey
categorize	test for
compare	distinguish
contrast	take part in
discover	infer
dissect	differentiate
divide	distinguish
examine	subdivide
inspect	survey

Questions:

* ✻ How would you classify this type of...?
* ✻ How would you compare...? Contrast...?
* ✻ Will you state or interpret in your own words...?
* ✻ How would you rephrase the meaning...?
* ✻ What facts or ideas show...?
* ✻ What is the main idea of...?
* ✻ Which statements support...?
* ✻ Can you explain what is happening...?
* ✻ What is meant by...?
* ✻ What can you say about...?
* ✻ Which is the best answer...?
* ✻ How would you summarize...?

Understanding

Analyzing

Key Words:

classify	paraphrase	illustrate
defend	represent	indicate
demonstrate	restate	interpret
distinguish	rewrite	interrelate
explain	show	match
extend	summarize	translate

Questions:

* What are the parts or features of...?
* How is ____ related to...?
* What do you think...?
* What is the theme...?
* What motive is there...?
* Can you list the parts...?
* What inference can you make...?
* What conclusions can you draw...?
* How would you classify...?
* How would you categorize...?
* Can you identify the different parts...?
* What evidence can you find...?
* What is the relationship between...?
* Can you make a distinction between...?
* What is the function of...?
* What ideas justify...?

Applying

Key Words:

apply	prepare	develop
choose	produce	interview
dramatize	select	plan
explain	show	elect
generalize	sketch	solve
judge	apply	utilize
organize	build	model
paint	choose	identify
	construct	solve
		use

Questions:

* How would you...?
* What examples can you find to...?
* How would you solve ____ using what you've learned...?
* How would you organize ____ to show...?
* How would you show your understanding of...?
* What approach would you use to...?
* How would you apply what you learned to develop...?
* What other way would you plan to...?
* What elements would you choose to change...?
* What facts would you select to show...?
* What questions would you ask in an interview with...?

Name:_____ Date:_____

Bloom's Taxonomy Question Frame

Reading Assignment:_____

Use your Critical Thinking Flip Chart to write one question and answer for each of the levels of Bloom's Taxonomy. These questions will be based on the reading assignment indicated above.

<u>Level 1 - Remembering</u>:

Q:_____

_____

A:_____

_____

<u>Level 2- Understanding</u>:

Q:_____

_____

A:_____

_____

<u>Level 3- Applying</u>:

Q:_____

_____

A:_____

_____

<u>Level 4 - Analyzing</u>:

Q:_____

_____

A:_____

_____

<u>Level 5- Evaluating</u>:

Q:_____

_____

A:_____

_____

<u>Level 6 - Creating</u>:

Q:_____

_____

A:_____

_____