

Phylicia Kelly

Professor Schilling

EDUC 340

February 12, 2010

## Bloom's Taxonomy Questions

**Name of Book:** Rainbow Fish to the Rescue

**Author's Name:** Marcus Pfister

**Illustrator's Name:** unknown

**Publisher and Date:** Scholastic Inc., New York, NY 1995

**Grade Level:** 2<sup>nd</sup> grade

### Summary:

The children's book, Rainbow Fish to the Rescue begins with Rainbow Fish and his other fish friends (who all have a flashy scale from Rainbow Fish) playing a game of flash-tag. During their game, a striped fish that does not have a flashy scale asks to play the game, but they do not let him because he lacks this shiny scale. The fish continue their game, but all of a sudden, a dangerous shark appears and chases them away. While Rainbow Fish and his friends made it to safety, Rainbow Fish realizes that the striped fish without the flashy scale is in danger of the shark. At the end, Rainbow Fish decides to help the striped fish, and all of the fish, including the plain ole striped fish, become friends.

### Questions:

1. Knowledge: What is the name of the fish who rescues the striped fish?
  - This question involves the recalling of simple information from the story. It is a very short and direct answer. Every student should be able to answer this question if he/she is paying attention because Rainbow Fish is the main character.
2. Comprehension: Why did Rainbow Fish feel ashamed for not speaking out against the fish with jagged fins, who said that the striped fish could not play the game?
  - To answer this question, the students need to be able to grasp the meaning of why he felt ashamed. They need to reach into the meaning in the story and in order to do so, they have to pay attention to understand. Rainbow Fish remembered what it was like when he did not have any friends, and he felt bad for leaving this other fish lonely without friends too.
3. Application: Share with a partner, how would you have handled the situation if you were Rainbow Fish?
  - This question is having each student apply Rainbow Fish's situation to a similar situation in his or her own life. Application involves taking the learned information (Rainbow's life in the story) and using it in a new way (compared to their life).

4. Analysis: Ask the class, who was the main character in the story? Where did the story take place? What was the problem in the story?

- These types of questions involve breaking the story down into parts. In a grand conversation, the students and teacher could discuss the main character, the setting, and the conflict in the story. Even though the students may not have learned this vocabulary yet, this is still a good way to see if they understand and were paying attention.

5. Synthesis: Write a short story about a time that you rescued or helped a friend.

- This writing allows the students to take the knowledge they gained from the story and use it to create their own story. After reading a story about someone who rescued a friend, the students will have an idea of what type of story they may choose to write about.

6. Evaluation: Evaluate your own short story by looking at a rubric. Put a smiley face if you included the appropriate parts or put a sad face if you did not include these required elements in your story.

- This type of evaluation allows the students to check their own work. For example, if the rubric said, “Do you have a main character?” the students would draw a smiley face if they do. The students are evaluating their own work so that they can learn from it.



Bloom's Taxonomy Questions  
(30 points)

Name \_\_\_\_\_Phylcia  
Kelly\_\_\_\_\_

Book title \_\_\_\_\_*Rainbow Fish to the  
Rescue*\_\_\_\_\_

	1	3	5	score
Information	Book information is missing elements and/or no summary is provided	Book information provided, but summary is less than 5 sentences or incomplete.	Book information fully provided; summary is 5 sentences or more and complete	5
	5	8	10	
Bloom's level	Most of the levels of Bloom's is identified and somewhat relates to the book; doesn't fully represent the levels of Bloom's taxonomy	Each level of Bloom's is identified, and relates to the book; somewhat represents the level of Bloom's taxonomy	Each level of Bloom's is identified and directly related to the book; fully represents the level of Bloom's taxonomy	10
	5	8	10	
Explanation	Each question has vague explanations, and lacks full justification of how it demonstrates the levels of Bloom's	Each question has an explanation, but may lack full justification of how it demonstrates the levels of Bloom's	Each question has a specific explanation/justification of how it demonstrates the levels of Bloom's	10
	1		5	
Format <b>One error</b>	Assignment is not typed; has three or more grammatical; and/or does not have headings		Assignment is typed, with fewer than two grammatical/spelling error; neat; organized headings	5
TOTAL				30

COMMENTS: **Excellent work!**

For Angel purposes: C6 – Uses effective questioning strategies **4 = 27-30**, 3 = 24-26, 2 = 21-23, 1 = 20 or below