

# No, David

Written and Illustrated by David Shannon

Published by The Blue Sky Press in Broadway, New York

Appropriate grade level of 1-3

**Summary:** The book, *No, David* is a story derived from the author David Shannon in which as a child he would do certain things around the house to upset his mother and cause her to constantly yell at him with the words “No, David!!” This book portrays David as a typical five year old getting into and causing trouble just like any other kid would at that age. David stirs the pot by trying to reach up on the third shelf for the cookie jar, tracking mud into the house, causing a mess in the bathtub, jumping on the bed rather than sleeping, not cleaning his room, and playing baseball in the house instead of playing outside. David is regularly corrected on his behavior by his mother and is often disciplined by going to his room when he disobeys the house rules. This book is a great tool to use in the classroom to show students that the same rules and actions that apply at home should also apply at school and there will be consequences for any misbehavior.

## **Bloom’s Questions:**

**Knowledge:** What were some things that David did to upset his mother?

- This question meets the knowledge section of Bloom’s Taxonomy because it asks the student to list and identify different examples throughout the book of when David was upsetting his mother.

**Comprehension:** Was it David’s fault that he was getting into trouble? And if so, why was it his fault?

- These questions meet the comprehension section of Bloom’s Taxonomy because they ask the students to describe scenes from the book and interpret or comprehend the particular motives of David as he did what he did.

**Application:** If you did some of the things at home that David did in the book, would your mother react the same or differently to the way David’s mother reacted?

- This questions meets the application section of Bloom’s Taxonomy because it’s asking the student to relate or apply the material in the book to personal experience. It enables the student to see what bad behavior is like, so that hopefully they can put good behavior into practice at home, which will lead to good behavior in the classroom.

**Analysis:** What might have caused David to act the way he did?

- This question meets the analysis section of Bloom’s Taxonomy because it lets the student infer as to why David chose to act poorly. Also, the student can brainstorm ideas and think outside of the box by using examples of why they may jump on the bed,

track mud in the house, and etc. so that they are comparing and contrasting ideas of their own life to David's life in the book.

**Synthesis:** What could David's mom had done differently after the first time he messed up to prevent David from doing things he wasn't supposed to do?

- This question meets the synthesis section of Bloom's Taxonomy because it allows the students to discuss different alternatives towards finding a solution to David's misbehavior. By David's mother punishing him after the first slip-up, David would then have knowledge or the understanding that if he performs the same skills as the first time, that he will again be punished. This may in turn produce a new behavior pattern for David.

**Evaluation:** Do you consider David a trouble-maker or just a normal five year old having fun?

- This question meets the evaluation section of Bloom's Taxonomy because it allows the students to form their own opinions on David's actions and whether or not his behavior should be criticized or defended by students who are near the same age as David. The students can judge, justify, and ultimately evaluate the reasons behind David's actions.