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Lit Block
Bloom's Questions Revised
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In The Tall, Tall Grass

Background Information:

In The Tall, Tall Grass written and illustrated by Denise Fleming. Published by Henry Holt and Company, Inc in the city of New York in 1991. Kindergarten reading level.

This book has a caterpillar tour guide that takes the reader through The Tall, Tall Grass. Each page has an animal or insect that can be found in the grass and rhyming words describing what that animal is doing. The animals in the book either live in the grass/ground or their food supply is in the grass. This book introduces plenty of rhyming words that build a child's vocabulary. The rhyming also helps the child be able to predict the text and become an involved participant in reading this book.

Bloom's Questions:

1. **Knowledge:** What kind of things can be found in The Tall, Tall Grass?
 - ❖ This question is asking the children to recall the animals or insects that the book mentioned. Knowledge is different from comprehension in that knowledge questions are asking for things straight from the book and comprehension questions are looking for an understanding of the material.
2. **Comprehension:** Describe what some of the animals or insects were doing in the book.
 - ❖ This question is a comprehension question because the students must understand what is going on in the story in order to be able to describe what is being done. Comprehension differs from application because comprehension is understanding the material the book presents about the creatures in the grass and application is taking what you learn from the book and applying it to something other than the book.
3. **Application:** What kind of things we would see in the grass if we were to go outside.
 - ❖ This demonstrates application because it is taking what is learned and applying that information to a new or similar situation. Analysis, on the other hand, questions things about the book to get students thinking and reasoning.
4. **Analysis:** Why is each animal or insect in the grass?
 - ❖ This question challenges students to take each animal or insect and explain why that creature is in the grass, making them explore the different parts of the story and having reasons to back up the explanations. Analysis

breaks down information into pieces and examines each piece where synthesis applies prior knowledge or the knowledge most recently learned to a new situation.

5. **Synthesis:** Now that we know what kind of things/animals can be found in the grass I would like you to draw me a picture that shows an animal that wasn't in the book and also draw where that animal lives.
 - ❖ The challenge in this question represents synthesis because it applies prior knowledge (from the book as well as previous background knowledge) and skills to make new situation. Evaluation differs from synthesis because synthesis connects background knowledge with what was learned from the book and evaluation is a judgment or critique of the book.
6. **Evaluation:** Let's take another look at the book; do all of the creatures that we see in the grass belong there? Why?
 - ❖ This question challenges the students to justify the book by examining the information presented and critically reviewing it. Evaluation is different from the other Bloom levels because it examines the book and it's information in no specific way; the reader can choose what to talk about. The students have the decision of what part of the book to talk about/evaluate or they can talk about the book as a whole.