

BLOOM'S TAXONOMY FOR K-1 GRADE SCIENCE

	C. Analysis Activities Do C1 plus 2 more. 3 points each C1. <u>Create a concept map</u> for either solids and liquids, force and motion, the Earth, weather, plants or animals. Use at least 10 vocabulary words. (See activities A5 and A7) C2. <u>Record the outside temperature</u> for every hour, starting at 8 am and ending at 4 pm. At 2 pm use your date to predict the temperature at 3pm and 4pm. How did you do? C3. <u>Push a wagon (or box) for 3 seconds. Then pull the wagon (or box) for 3 seconds. Compare the force needed to pull the wagon to the amount of force it took to pull the wagon. Were they the same or different? Explain your answer.</u> C4. <u>Select 10 items around the house and make a prediction if they will float or sink in a tub of water. Collect data and report on your findings.</u> C5. <u>Make a collage of pictures to show your understanding of science ideas related to one of the following: solids and liquids, force and motion, the Earth, weather, plants or animals. Explain how each picture is related to the science concept.</u> C6. "Let's Make a Deal". See teacher for guidance.
	D. Evaluation Activities Do D1 plus 2 more. 4 points each D1. <u>Keep a Learning Log</u> for the activities you did for this assignment. Include why you selected that activity and share at least one thing you learned by doing that activity. D2. <u>Recommend a "Top Three List" of key concepts and ideas about one of the following: solids and liquids, force and motion, the Earth, weather, plants or animals. Explain why you think your concepts are the most important.</u> D3. <u>Select 5 categories to construct a Jeopardy Game</u> about one of the following: solids and liquids, force and motion, the Earth, weather, plants or animals. Create 4 questions for each category. Play the game with family or friends. D4. <u>Set up an experiment to see if you are the same height when you wake up as you were when you went to sleep. Do the experiment and record your results.</u> D5. <u>Browse a website</u> about one of the following: solids and liquids, force and motion, the Earth, weather, plants or animals. What did you like about the website? D6. "Let's Make a Deal". See teacher for guidance.
	E. Create Activities Do one. 5 points each E1. <u>Invent a musical instrument to play</u> Old McDonald Had a Farm! E2. <u>Compose two different forms of poems</u> about one of the following: weather, sound, matter, or animal/insect life cycles. E3. <u>Write a song</u> (rap, country-western, nursery song, or other) about one of the following: weather, sound, matter, or animal/insect life cycles. Perform the song for family or friends. E4. <u>Design a zoo</u> for Charlotte. E5. "Let's Make a Deal". See teacher for guidance.

Assessment: 35-44+ points: Awesome! 20-34 points: Excellent! Less than 20 points – Not Yet.

This unit of study is a student-centered, thematic review of the major science topics taught in the North Carolina Standard Course of Study for Science. It can be used by students to enrich and enhance their learning or to review science concepts.

w.fisher@cms.k12.nc.us NCSA Share-A-Thon November 12th 2010

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A. Knowledge and Comprehension Activities Do ten activities. One point each.	A1. Define the terms "weather, animal, solid, liquid, force, wind, motion, plant, and Earth. A2. Show a friend how to balance on one foot. (friend's initials) A3. Watch any tv show or DVD/video about Solids and liquids, force and motion, the Earth, weather, plants or animals. Draw a picture about something interesting you saw on the show. A4. Identify at least ten words, such as "hard or rough" that can be used to describe rocks. A5. Browse through a book about one of the following: Solids and liquids, force and motion, the Earth, weather, plants or animals. Copy 10 vocabulary words related to science concepts for the topic you chose. A6. Talk to a friend for two minutes about one of the following science topics: Solids and liquids, force and motion, the Earth, weather, plants or animals. A7. Make 10 flashcards for the vocabulary words found in activity A5. A8. List names of ten different animals and ten different plants. A9. Show a friend how you can use a force to move an object. A10. Measure the height and weight of yourself and two other people. Write the numbers down in your science notebook. A11. Name the different types of animals and plants you can find around your house or neighborhood. Be careful in touching any animal or insect! A12. Write down five science facts you find interesting about one of the following topics: solids and liquids, force and motion, the Earth, weather, plants or animals. Why did you chose those facts? A13. Name five types of liquids, three common tools to measure weather, the three states of matter, and two ways to make make an object move. A14. After completing A1 through A13, make a list of five questions you have about any of the science concepts you chose to explore. A15. "Let's Make a Deal". See teacher for guidance.
	B1. Construct an "ABC" list for either solids and liquids, force and motion, the Earth, weather, plants or animals. An "ABC" list is when you write one sentence about your topic using each letter of the alphabet. B2. Use information you have learned about solids and liquids, force and motion, the Earth, weather, plants or animals to make a word find containing at least 10 science terms. Have a parent or friend do your word find. B3. Draw and label one of the following: a stormy day, something floating in water, two kids balanced on a see-saw, a ball rolling downhill, a bird flying. B4. Find information to answer two of your questions in A14. B5. Find an story book about one of the following: solids and liquids, force and motion, the Earth, weather, plants or animals. Write a 25 word summary of the story. B6. Find or take pictures of different types animals and plants around your house or neighborhood. Try to identify each animal or insect. B7. "Let's Make a Deal". See teacher for guidance.
	B. Application Activities Do B1 plus three more. 2 points each.

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