

LESSON PLANNING

| Class: | | Theme : | | | Date: | |
|---|--|--|---|--|---|--|
| Subject: | | | | Essential Question/s: | | |
| Bloom's Taxonomy | Knowledge | Comprehension | Application | Analysis | Evaluation | Synthesis |
| Gardner's Multiple Intelligences | Tell, list, define, label, recite, memorize, repeat, find, name, record, fill in, recall, relate | Locate, explain, summarize, identify, describe, report, discuss, review, paraphrase, restate, retell, show, outline, rewrite | Demonstrate, construct, record, use, diagram, revise, reformat, illustrate, interpret, dramatize, practice, organize, translate, manipulate, convert, adapt, research, calculate, operate, model, order, display, implement, sequence, integrate, incorporate | Compare, contrast, classify, critique, categorize, solve, deduce, examine, differentiate, appraise, distinguish, experiment, questions, investigate, categorize, infer | Judge, predict, verify, assess, justify, rate, prioritize, determine, select, decide, value, choose, forecast, estimate | Compose, hypothesize, design, formulate, create, invent, develop, refine, produce, transform |
| Verbal/linguistic Poetry, debate, storytelling, essay, checklist, journal | | | | | | |
| Visual/Spatial Drawing, model, poster, photograph, storyboard, illustration, board game | | | | | | |
| Logical/Mathematical Diagram, outline, timeline, chart, critique, graph | | | | | | |

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|--|--|--|--|--|--|--|
| <p>Naturalist Classification, collection, solution to problem, display, observation, forecast, investigation, simulation, exhibit, identification</p> | | | | | | |
| <p>Musical Song, rap, lyrics, composition, jingle, slogan, melody</p> | | | | | | |
| <p>Bodily/Kinesthetic Role play, skit, pantomime, dance, invention, lab, improvisation, prototype</p> | | | | | | |
| <p>Intrapersonal Journal, log, goal statement, belief statement, self-assessment, editorial</p> | | | | | | |
| <p>Interpersonal Discussion, roundtable, service learning, conversation, group, activity, position, statement, interview</p> | | | | | | |

