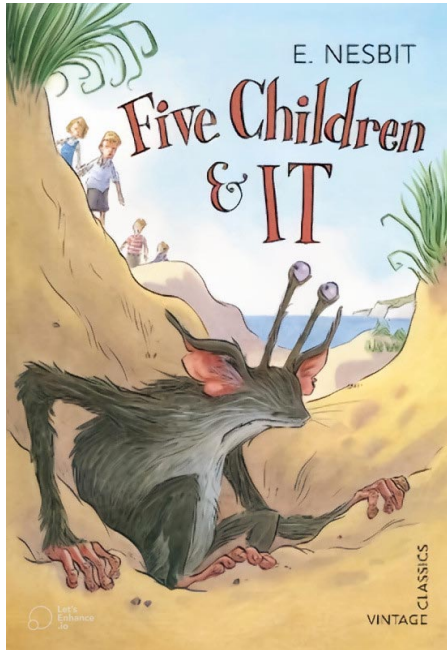


## Scaffolding Skills for Teachers and Pupils



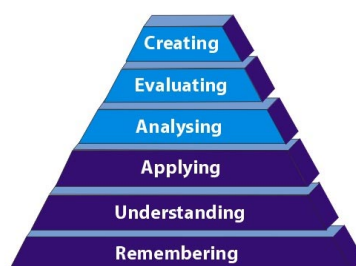
## Bloom's Taxonomy meets “Five Children & IT”

Teaching skill developed	Using Bloom’s Taxonomy
Format	Modelled practice
Target Audience	Teachers who are new to Bloom
Book summary used	Five Children and It
Subject	KS2 English
Evidence-Based skill?	Yes
Suitable for CPD?	Yes
Additional resource	Ready-to-use pupil activity

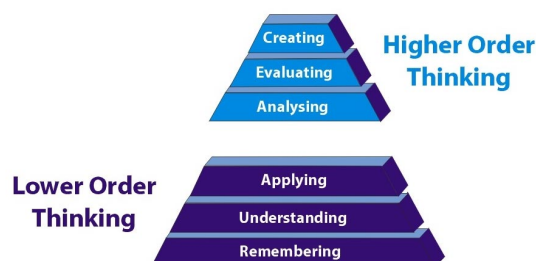
This resource provides a step-by-step walk through of the process of using Bloom’s Taxonomy in the classroom. It does this by modelling an activity based on a summary of the popular book “Five Children and It” by Edith Nesbitt. It also provides a ready-made pupil template for teachers to use in their classrooms.

## Why use Bloom's Taxonomy in the classroom?

Bloom's Taxonomy is a framework of thinking skills that represent learning objectives that progress from lower order thinking skills like remembering facts, up to higher order skills such as analysing and evaluating information. By using this taxonomy when designing activities, you can help your pupils develop more advanced critical thinking abilities. Starting pupils with low level thinking skills ensures they have a strong foundation of knowledge before moving to more complex thinking skills.



Creating learning goals based on Bloom's Taxonomy provides a scaffolded approach to learning, meeting pupils at their current level while also pushing them to the next. This helps foster self-efficacy and motivation as pupils experience success in progressing through the taxonomy categories.



Most importantly, focusing on higher order levels of the taxonomy develops critical 21st century skills like problem solving, creativity, and analytical thinking. This better equips pupils for real world application of knowledge. Education is no longer about just memorizing disjointed facts and figures, but using information purposefully. Centring your lessons around Bloom's taxonomy helps pupils gain these essential lifelong learning skills.

The sequential way Bloom's breaks down the learning process allows you to easily diagnose pupil difficulties and pinpoint where to target re-teaching. It also provides a sound basis for creating assessment activities and analysing data to see class trends. Using Bloom's provides important data to influence your future teaching.

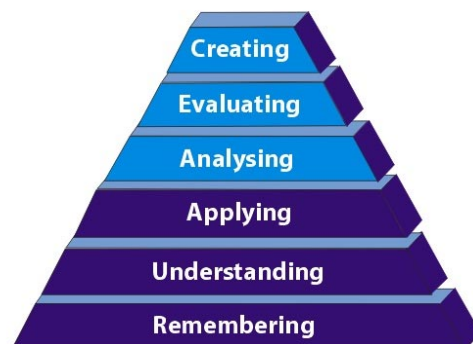
In conclusion, integrating Bloom's Taxonomy into your teaching approach offers a structured and effective way to enhance the learning experience for your pupils. By promoting a variety of cognitive skills, fostering critical thinking, and providing a clear path for skill development, you can create a positive and enriching educational environment that prepares pupils for success in their academic journey and beyond.

## About this resource

This resource is intended for teachers who are new to Bloom's Taxonomy and want to try a Bloom-based activity in their classroom. Here is a brief overview of how this is achieved:

1. There are simple explanations of each level of thinking skill that provide clarity on the core concepts and differences between each level. Breaking down the definitions makes it more accessible.
2. Question stems for each level have been included to give teachers clear examples of how to formulate taxonomy-aligned questions. This scaffolding helps put the theory into practice.
3. The interactivity is increased by having teachers/pupils write their own questions. This engages them in applying their understanding.
4. The summary walkthrough modelling is provided for a clear demonstration of the full process.
5. Extra detail is given on why the sample questions represent that particular thinking skill. This helps reinforce the distinctions between levels.
6. There is a ready-to-use pupil activity so that teacher can try out Bloom's Taxonomy without any further preparation.

In summary, the inclusion of simplified explanations, example question stems, opportunities for practice and reinforced connections between sample and model questions are key features of this resource.



## Some evidence to support using Bloom

Here are two research studies that support the use of Bloom's Taxonomy in the primary classroom:

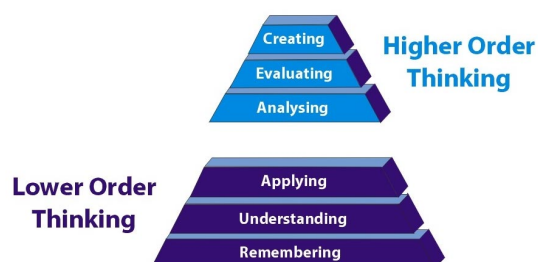
1. A **2021** study published in the **International Journal of Instruction** examined how a group of primary school teachers in Indonesia implemented lesson plans aligned to Bloom's Taxonomy over a 3-month period. The study found increased higher-order thinking skills among students whose teachers used the Bloom's-aligned lessons compared to a control group. This suggests Bloom's Taxonomy can be effectively used to promote critical thinking in young students when teachers consciously apply it.

*Yuberti, Yuberti, and Akhyar Anshori. "Teachers' Understanding on Bloom's Taxonomy-based Lesson Plans and Its Implementation in Primary Schools." International Journal of Instruction Vol 14 No 2 (2021): pp. 875-892.*

2. A **2015** study in the **Journal of Education and Practice** analysed primary school students' understanding and performance on science tests after being taught using a Bloom's Taxonomy-based approach. Students taught with intentional sequencing of lower to higher Bloom's levels demonstrated better comprehension, application, analysis, and other skills on science tests than the control group students. The results indicate teaching strategically using Bloom's Taxonomy levels helps enhance primary students' academic abilities.

*Ubuz, Behiye, and Müge Yurt. "Effects of learning styles and teaching strategies on students' science success in primary schools." Journal of Education and Practice Vol 6 no3 (2015): pp. 115-122.*

In summary, purposefully structuring lessons and objectives according to Bloom's Taxonomy has been shown in multiple studies to develop stronger analysis, evaluation, creativity, and other higher-order thinking skills among young primary school students across academic subjects.



## Summary: Five Children and It

The book "Five Children and It" by Edith Nesbit is a magical adventure story about five siblings named Robert, Anthea, Cyril, Jane, and the baby. They discover a sand fairy while playing in the sandpit in their garden. The fairy, called the Psammead, has the power to grant them one wish a day. However, the wishes always have unexpected consequences and the children have to figure out how to reverse them.

The children have many adventures and make many wishes, some of which go wrong, but they learn valuable lessons along the way about the importance of family, friendship, and kindness. They also learn about the power of wishes and how they should be careful about what they wish for. The wishes the children ask for from the sand fairy include:

- To be rich and have lots of money
- To be able to fly
- To be invisible
- To be beautiful
- To be big and strong

Throughout their adventures, the children learn that each wish comes with its own set of problems and unexpected consequences, leading them to understand the importance of being careful about what they wish for. For example:

When the children wish to be rich, they find that their newfound wealth brings unwanted attention and danger.

When they wish to be able to fly, they find that they cannot control their flight and end up getting lost in the air.

When they wish to be invisible, they realise that they can't communicate with others and are unable to help a friend in need.

When they wish to be beautiful, they find that their beauty causes conflicts and jealousy among their friends.

When they wish to be big and strong, they find that their size and strength cause them to unintentionally cause destruction and harm others.

Despite the challenges they face, the children always stick together and support each other. They also learn that there is always a solution to a problem, even if it seems impossible at first.

In the end, the children learn to be more careful about what they wish for and to appreciate what they already have. The book is a reminder that the most important things in life are not material possessions or physical attributes, but the people we love and the kindness we show others.

## Key Thinking Skill 1 - REMEMBERING

Simple explanation of remembering

Remembering is the ability to store and retrieve information. It is a very important thinking skill because it allows you to learn and use new information.

Sample remembering question

What is the name of the sand fairy?

Check that the question is a remembering question

Why Remembering? Asking for the name of the sand fairy tests basic recall of a key detail about the story.

Answer

The name of the sand fairy is the Psammead.

Remembering questions can look like this

Can you make a list...?

Can you describe what happened...?

Can you name...?

Which is true or false...?

What is...?

Write one remembering question of your own based on the summary of "Five Children and It"

## Key Thinking Skill 2 - UNDERSTANDING

### Simple explanation of understanding

Understanding is the ability to grasp the meaning of something. It is a very important thinking skill because it allows you to learn and use new information. If you have understood something it means that you can summarise it in your own words, give examples and even answer questions about it.

### Sample understanding question

What do the children learn about the power of wishes?

### Check that the question is an understanding question

Why understanding? This question checks understanding of the overall pattern - that the wishes backfire forcing the children to problem-solve.

### Possible answer

The wishes have unexpected consequences because the children do not fully think through what they are wishing for.

### Understanding questions can look like this

Explain what happened...?

Can you summarise...?

What was the main idea...?

Can you give an example?

Why is...?

Write one understanding question of your own based on the summary of "Five Children and It"

## Key Thinking Skill 3 - APPLYING

### Simple explanation of applying

Applying is using knowledge or skills in a real-world situation. It is a very important thinking skill because it allows you to use what you have learned to solve problems.

### Sample applying question

If you were granted one of the children's wishes but could not undo it afterwards, which wish do you think would cause you the most problems and why?

### Check that the question is an applying question

Why applying? The hypothetical wish takes a core aspect of the plot and requires relating it to the pupil's own ideas.

### Possible answer

The wish to be big and strong might be a problem in the long run because I might not fit into chairs, through doors, on a bus seat, might be much bigger than other children etc.

### Applying questions can look like this

What questions would you ask...?

How could you use what you've learned to solve a new problem?

From the information, can you develop a set of instructions for...?

If...

How does this compare to...?

Write one applying question of your own based on the summary of "Five Children and It"



## Key Thinking Skill 4 - ANALYSING

### Simple explanation of analysing

For these questions you dig deeper into the story elements by comparing, contrasting and finding connections. You break main ideas down into smaller parts and examine how they connect.

### Sample analysing question

Compare and contrast two of the wishes, being rich and being beautiful, the children made and the unexpected problems that arose from each wish.

### Check that the question is an analysing question

Why analysing? Comparing two wishes and their outcomes asks pupils to break down cause and effect relationships in the text.

### Possible answer

When they wished to be rich, they found it brought them danger and isolation. However, when they wished to be beautiful, they found it brought vanity, jealousy and conflict among them. So while wealth caused external problems, beauty caused more problems between them.

### Analysing questions can look like this

What evidence can you give for...?

Why do you think...?

What conclusions can you draw...?

What is the relationship between...?

How is...

Write one analysing question of your own based on the summary of "Five Children and It"

## Key Thinking Skill 5 - EVALUATING

Simple explanation of evaluating

Here you get to give your own opinions and judgments about some element of the story.

Sample evaluating question

Do you think the children learned valuable lessons from their wishes going wrong? Why or why not?

Check that the question is an evaluating question

Why evaluating? Determining if lessons were learned requires subjective judgment and assessment of the overall impact on the characters.

Possible answer

Yes, I believe the children learned to be more thoughtful about the possibly negative consequences of wishes, rather than rushing into wishing without considering what could happen.

Evaluating questions can look like this

What are the arguments for and against this...?

Do you think...?

What information can you use to support the view...?

How can you prove...?

What is your opinion of...?

Write one evaluating question of your own based on the summary of "Five Children and It"

## Key Thinking Skill 6 - CREATING

### Simple explanation of creating

Now you take all that you have learned and understood from the story and use it as inspiration for your own original ideas. Come up with your own story plot, a new character or a different ending for example.

### Sample creating question

Make up a new wish the children could have asked the sand fairy for. Explain what you think might have happened if your wish was granted.

### Check that the question is a creating question

Why creating? Inventing a new wish puts pupils in the role of the story creator, requiring imaginative idea generation about that fits in with the story.

### Possible answer

The children could have wished they knew everything they never needed to go to school because they knew everything. But, they would miss their friends.

### Creating questions can look like this

How can you improve...?

Can you change...?

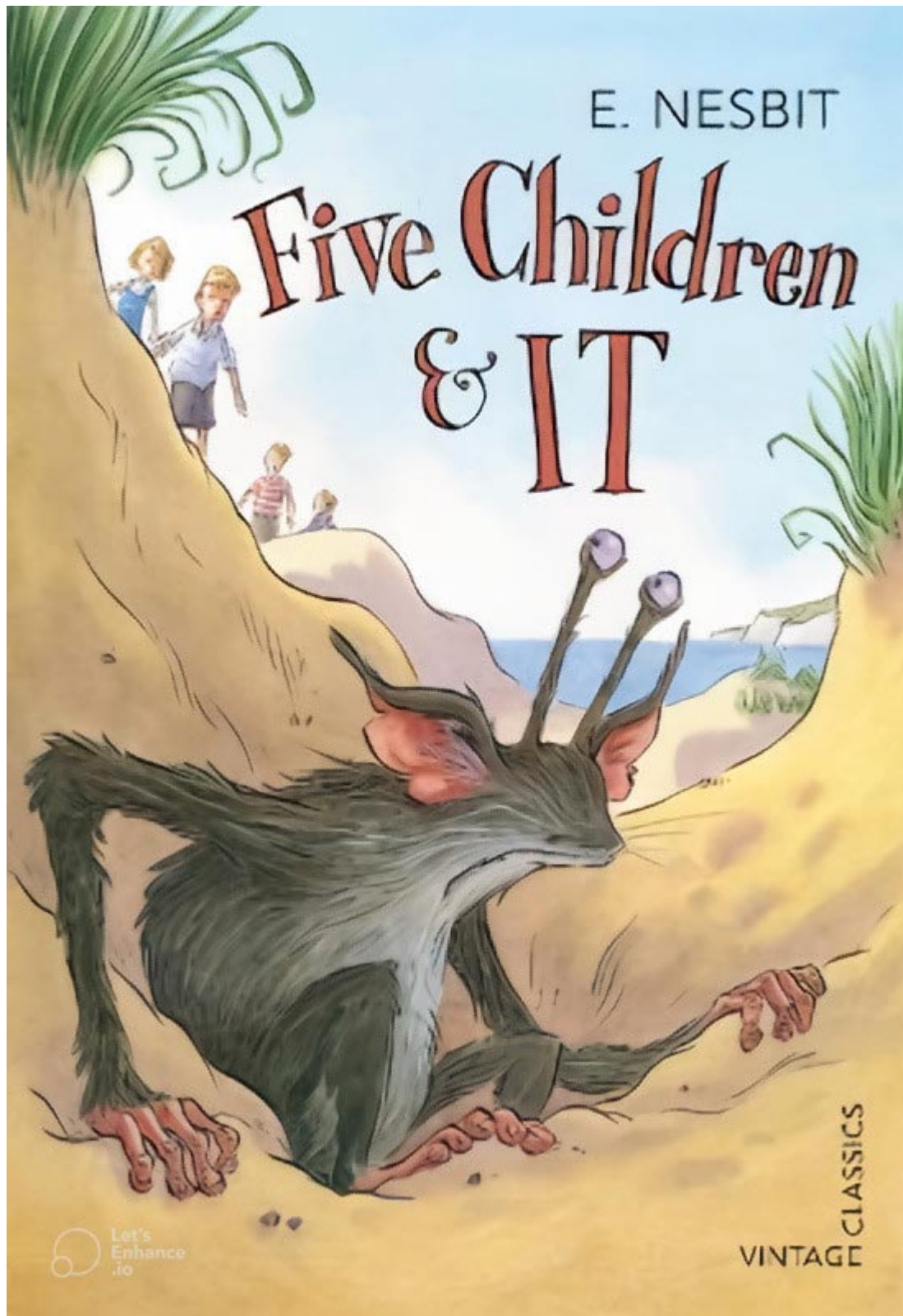
What would happen if you combined...?

Can you think of a new...?

Can you think of an alternative...?

Can you think of a creating question of your own based on the summary of "Five Children and It"

# FIVE CHILDREN & IT



## Five Children and It

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The children have many adventures and make many wishes, some of which go wrong, but they learn valuable lessons along the way about the importance of family, friendship, and kindness. They also learn about the power of wishes and how they should be careful about what they wish for. The wishes the children ask for from the sand fairy include:

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Throughout their adventures, the children learn that each wish comes with its own set of problems and unexpected consequences, leading them to understand the importance of being careful about what they wish for. For example:

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Understanding question

What do the children learn about the power of wishes?



## Key Thinking Skill 3 - APPLYING

Applying is...

...using knowledge or skills in a real-world situation. It is a very important thinking skill because it allows you to use what you have learned to solve problems.

Applying question

If you were granted one of the children's wishes but could not undo it afterwards, which wish do you think would cause you the most problems and why?



## Key Thinking Skill 4 - ANALYSING

Analysing is...

...when you dig deeper into the story elements by comparing, contrasting and finding connections. You break main ideas down into smaller parts and examine how they connect.

Analysing question

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## Key Thinking Skill 5 - EVALUATING

Evaluating is...

...when you give your own opinions and judgments about some element of the story.

Evaluating question

Do you think the children learned valuable lessons from their wishes going wrong? Why or why not?



## Key Thinking Skill 6 - CREATING

Creating is...

...when you take all that you have learned and understood from the story and use it as inspiration for your own original ideas. Come up with your own story plot, a new character or a different ending for example.

Creating question

Make up a new wish the children could have asked the sand fairy for. Explain what you think might have happened if your wish was granted.

