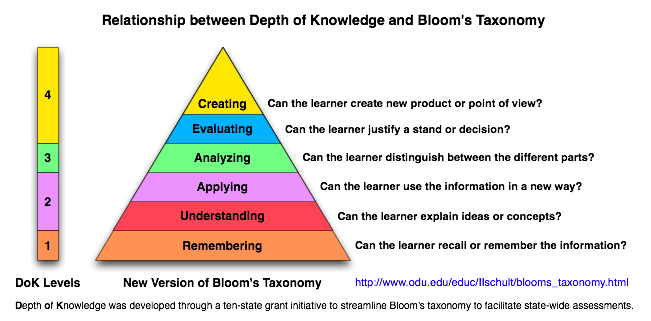
**Goals & Strategies for Coherence for Deep Learning**

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| **Blooms Taxonomy Levels** | **Art Based Skill/Strategy, GLAD**  **Tableau and Martha Game**  **Second Grade**  **Artful Learning Unit**  **Interdependence**  **(Objective- create a group Tableau demonstrating understanding of the interdependent relationship of economic buyers and sellers in a community. )** |
| Creating | Students revise thinking and previous actions to repeat Tableau/M  Students can construct and justify a new point of view  GLAD Coop. strip paragraph to prove arguments analyzed |
| Evaluating | Students make connections with their choices in the tableau and draw conclusions.  (4 C’s rubric) |
| Analyzing | Audience members develop logical arguments to identify different parts of the Tableau/Martha by citing evidence and differentiating characters  Participating students explain concepts, and choices |
| Applying | Students make inferences with their role in a character tableau  Students compare/contrast characters and information on a Venn diagram  Students organize their understanding of the text/story and construct a dramatic skit  Martha Game – setting justification (urban, suburban, rural) |
| Understanding | Students show understanding of text information elements through their role in a simple Tableau / Martha  Students justify their role in the Tableau by showing evidence from the text  Students distinguish between their character roles |
| Remembering | Students access Social Studies newspapers on economic Producers and Consumers by teacher read aloud and/or independent reading, recalling who, what, where, when, why   * Identify story elements (character, setting, problem, or main points of non fiction information) * Recall story elements naming, citing, quoting information from the text * Think/Pair/Share * Define/describe story elements through writing organization first, next, then, last and summarizing and Lori O Fab 4 |

Critical Thinking Strategies

* Turn & Talk
* Venn Diagram Organizer
* Three Step Interview
* 3 – 2 – 1
* Quick Write
* What? So What? Now What?



**Goals & Strategies for Coherence for Deep Learning**

* **List an Art Based Skill/Strategy or GLAD Strategy that you currently enjoy using with your students.**
* **Locate the Bloom’s Taxonomy Level in which you think the strategy is taught. Describe the evidence that led you to this conclusion.**
* **Now, teach the strategy while applying one of the Critical Thinking Strategies listed below.**
* **Reassess. At what level of Bloom’s Taxonomy was the strategy taught. Why?**

