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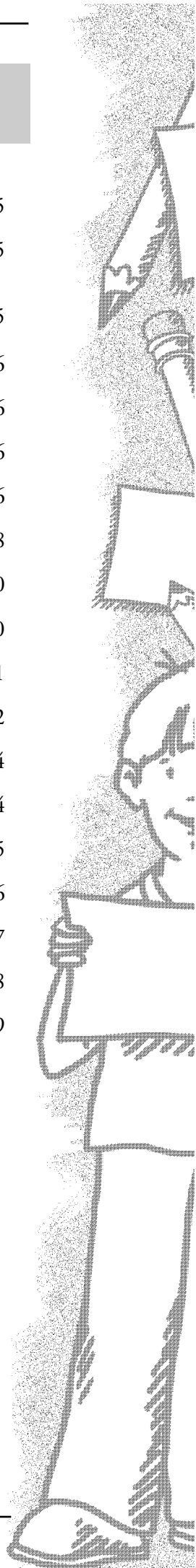
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## Overview

**I**n *Full Bloom: A Thinking Approach to Teaching Literature* is designed to help teachers create a community of lifelong readers. It promotes insightful analysis through creative problem-solving and thought-provoking tasks based on Bloom's Taxonomy. In providing a model and guide for teachers to individualise the teaching of reading in their classroom, *In Full Bloom* helps teachers to develop and extend their students' literacy skills and understandings about texts through the use of 'real books'.

Teachers can help their students improve their level of literacy by providing them with opportunities to engage with language that is meaningful, interesting and enjoyable. It is important, therefore, that teachers organise a rich, literature-filled environment for all their students so that the process of reading is nurtured.



*In Full Bloom* is divided into four main parts.

**Part one** provides a brief introduction to Bloom and his learning domains. It gives teachers an explanation of each of the six levels of Bloom's cognitive domain, and

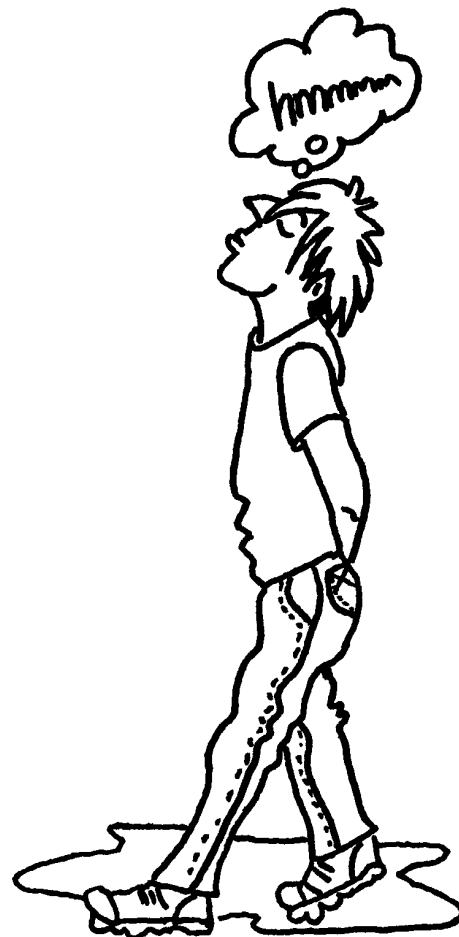
provides keywords and phrases to use at each level when teaching and assessing each student's level of understanding. It also lists the tasks appropriate for each level.

**Part two** suggests a way of implementing a reading program during a one-hour reading session, using the following procedure.

*Engaging* gives an overview of the types of activities teachers could introduce to their students at the beginning of each session. These activities are intended to teach children how to respond to texts in a variety of meaningful ways.

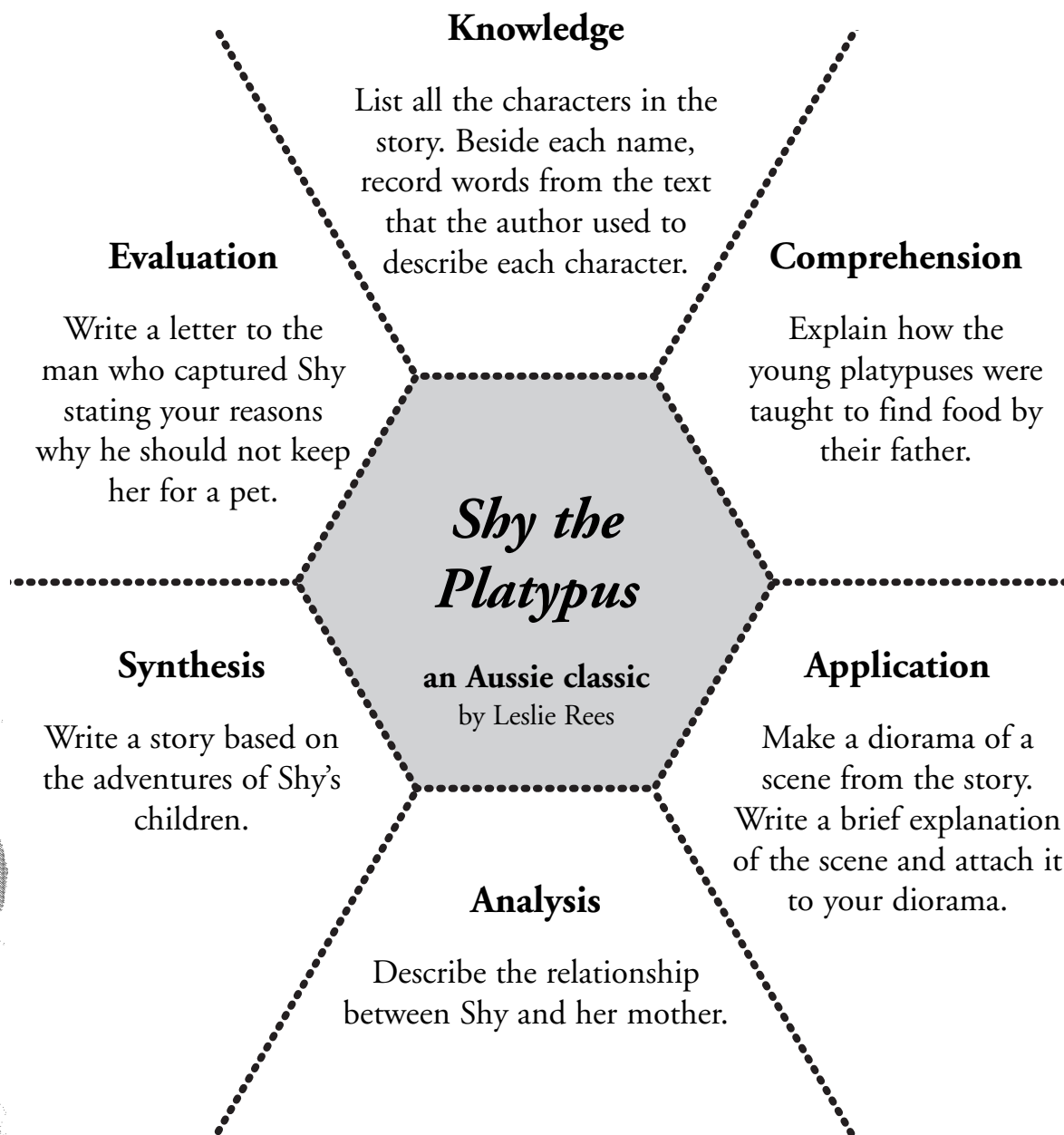
*Responding* discusses the main part of the lesson. It explains the use of conferences and how the 'teaching' group fits within this model of teaching. It offers practical suggestions on how to teach the skills students will need to be able to read with meaning and clarity.

*Presenting* this section emphasises and explains the importance of giving the students time to present their work to their peers and to a wider audience.



# Thinking Levels in Literature Tasks

## *Bloom's Levels of Thinking in a Literature Context*





# Readers' Theatre

1. From a book you have just read, choose a scene or chapter that you think would make a good oral reading.
2. Ask some of your friends to participate in the presentation. Give them each a part to read aloud. Are there multiple copies of the book? If not, you may need to make a copy of the part to be read aloud for each person in your group.



3. Practise reading aloud with your friends. When everyone in the group is feeling confident, arrange a time when you could perform the play for your classmates or another grade in the school.