

Bloom's Taxonomy mixed with QAR

Running Out of Time, Margaret Peterson Haddix,
New York, NY, Aladdin Paperbacks, 1999.

STATEMENT OF PURPOSE. The purpose of this strategy is to help students connect with the text and make predictions about the rest of the book. This questioning strategy fosters independent, critical thinking in each student. While they will be working individually, they will also be able to discuss the issues that they are questioned about with the class. This strategy mixes the independence and application to the text that QAR brings with the increasing level of difficulty in Bloom's taxonomy.

CONTEXT. This strategy should be used after chapter 18. The questions in the strategy will guide them through chapter 19 and help them to think critically about Jessie's situation. At the end of chapter 18, Jessie blacks out after realizing that Mr. Neeley is not who he is supposed to be. The chapter ends with a tantalizing cliffhanger, and the students will be interested in finding out more. A perfect time to ask questions- when students are fully engaged in the novel.

DIRECTIONS.

Materials: A copy of the worksheet on page 3 for every student, and a copy of *Running out of Time* for each student (hopefully they already have these by chapter 18!)

Time Needed: Time is variable depending on the amount of student participation. The initial worksheet should take around twenty minutes. The second read through, depending on time taken for comments, can take up to another 20 minutes.

Steps:

1. Before beginning the strategy, make sure that each student has finished their reading up to chapter 18, and they have brought their book to class. Maybe give the class a special reminder of these two things the class period before you plan on using this strategy.
2. Pass out worksheets. Tell students to work individually, and that they will need to use their books. Allow twenty minutes.
3. Give these instructions: "As you read the chapter, pause and answer the questions on the worksheet. Some questions will be hard than others, but I want you to think about each one. There are no wrong answers. This is a thinking exercise." *You don't want students to be afraid of answering the questions and getting it wrong. Few of the questions will require recall, they are simply demanding that the students think and evaluate the text. There are six questions, one for each page in the chapter, and one for each level in Bloom's taxonomy. It is not a short assignment, but it will give the students a taste for the kinds of thinking that they need to do.*
4. After the students have read the chapter and answered the questions on their own, bring the class back together and read the chapter allowed, pausing at each

- question. Ask the class the question, and call on students for answers. Respond to student answers by asking more questions. Help them clarify. Some students who struggled with answering the questions in the first place will be able to get an idea of the task and kinds of thinking required. They will then be able to answer the question, and contribute to class discussion.
5. Once a question has been thoroughly answered and discussed, read the next segment of the chapter until the next question. Proceed in seeking answers, clarification, and more information from students. Repeat the process until all questions have been answered, and the chapter has been read. The point in reading through the chapter a second time is to help students see things that they didn't notice before, and give them another chance to think. When you read, you can put emphasis on things that students may or may not have noticed. And sometimes, students need to hear text read out loud for comprehension.

ASSESSMENT. When the steps are complete, you should be able to assess comprehension and success levels through the worksheet and through participation and comments in class. If this is inadequate, require students to pick the issue or idea that most interested them, and have them write about it. Just a one-page thing. They can turn it in the next class. Make sure they understand that the extra writing assignment is for exploration of ideas and *thinking*, and that it is not a big deal.

SUMMARY AND SEGUE. Segue into the next day's lesson and the rest of the book by asking the students to think about what will happen next before they begin reading (the last question actually addresses this issue). Chapter 19 ends with Jessie's escape, but she still doesn't know where to turn.

Name _____
Date _____

Guided Reading Questions

Directions. Read from the beginning of chapter 19 (page 135). At the end of every page, look at the corresponding question on this worksheet. Think about the question, and then answer it in paragraph form. Some questions will require more writing and thinking than others. Don't worry about getting the wrong answer. There are no wrong answers.

1. (Page 135) Recall: Why did Mr. Neeley want to kill her, and how does Jessie know this?
2. (Page 136) Explain: What did the lock door mean and why?
3. (Page 137) Modify: What other ways could Jessie get out, besides the window?
4. (Page 138) Investigate: Look back at the text on the page (and on other pages too). What clues are there about Jessie's physical condition? What could possibly be wrong?
5. (Page 139) Report: How did Jessie convince herself to get climb down the wall? Have you ever had a similar experience?
6. (Page 140) Evaluate: Now that Jessie has escaped from Dr. Neeley's, what is the best thing for her to do? Where should she go? How will she get there? Keep in mind that she has very limited knowledge of the modern world.