

HOT Topics

No Gift for Man by Carolee Dean
(Based on Bloom's Revised Taxonomy)
<https://wordtravelpress.com/>

Introduction: The following list of activities is from the decodable book, *No Gift for Man* (Set 1, Book 1 from the HOT ROD Series). Activities have been designed to support Higher Order Thinking Skills and are arranged according to Bloom's Revised Taxonomy. See the website for information about how to purchase the book as well as supplementary activities that go with the story. A free PDF preview of the story (text only) is available [HERE](#). Items marked with * below contain links to more free downloads.

1. REMEMBER: Recall Details

- A. **Factual:** Read or listen to the non-fiction article about *Bat Facts*. Use the *Fun Facts* template to write down as many interesting details as you can remember about bats.
- B. **Conceptual:** The word *drill* is used in an unusual way in the story. That is because the word can have multiple meanings. Use the context to help you figure out what the word could mean in this poem. Then look at the illustration to help figure out what a *drill* is. (Note: We do not use illustrations to help us read words, but pictures can be useful to help us understand a word's meaning.)
- C. **Procedural:** Using a blank piece of paper, draw a series of stick figures to show the action of the story.
- D. **Metacognitive:** Share prior knowledge and additional information about an animal from the story through a class discussion or a written response.

2. UNDERSTAND: Make Meaning

- A. ***Factual:** Copy the words and definitions from [Wow Vocabulary](#) onto index cards and study them.
- B. ***Conceptual:** Study the words on [Morpho Mania](#) that include the Latin Prefix **PRO**. Then play the online matching game.
- C. **Procedural:** Follow the directions to create the *Vocabulary Foldable*.
- D. ***Metacognitive:** Test yourself using the [WOW Vocabulary](#) foldable or index cards and predict what your percent correct will be on the *Vocabulary Crossword*. Then complete the *Crossword* online. How accurate were you in predicting your performance?

3. APPLY: Use Information for a Task

- A. **Factual:** Use the stick figure drawings from 1C to retell the story
- B. **Conceptual:** Complete the template for *What's Your Gift?* Next to each animal's name, write what gift you think they may have received and why it is useful.
- C. **Procedural:** Complete *Sentence Construction #1- Sentence Combining*. Use conjunctions to combine short sentences.

- D. **Metacognitive:** Pick an illustration from the book. Ask yourself the questions from the handout *Sentences Construction #2- Who is Doing What?* Then use the information to create a sentence.

4. ANALYZE: Compare Parts to the Whole

- A. **Factual:** Read the words from *Word List #1* and look through each column to find words that rhyme. Write groups of two or more rhyming words on a separate piece of paper.
- B. ***Conceptual:** Complete [Sentence Construction #3 – Identifying Complete Sentences](#). Determine if sentences are complete or incomplete. Then decide if the sentence is missing a subject or a predicate.
- C. ***Procedural:** Follow the direction to complete [Feel the Beat](#) by reading each line of poetry aloud and underlining all the stressed syllables.
- A. **Metacognitive:** Determine which words go together in [Rhyme Time #1](#). Circle words that rhyme and underline alliterations. Then write sentences that contain alliterations. Think about how you tackle tasks. Would rather complete all three steps for each target word before moving on OR would you prefer to do all the rhymes first, then all the alliterations, and then all the sentences? How do you usually tackle tasks?

5. EVALUATE: Use Criteria to Make Judgements

- A. **Factual:** Write down all the facts you have learned about Epimetheus and Prometheus using the *Fun Facts* sheet.
- B. ***Conceptual:** Analyze the plot of the story using the [Story Frames Plot Analysis](#).
- C. **Procedural:** Complete a *Venn Diagram* by comparing and contrasting Epimetheus and Prometheus. Be sure to explore their strengths and weaknesses.
- D. **Metacognitive:** Ask yourself if you are more like Epimetheus or Prometheus. Do you tend to make plans or jump into action before thinking things through? Do you gather all your materials before you start a task, or do you grab things as you need them? Write a short paragraph describing your organization and planning style and the pros and cons of working that way.

6. CREATE: Reorganize Information into Something New

- B. **Factual:** Pick an animal from the story you have not heard of before, research it, and use the *Fun Facts* sheet to list interesting details.
- C. **Conceptual:** Create a drawing, diorama, poem, or story about the animal you researched. Show its special gift and its habitat.
- D. **Procedural:** Fill in words to complete the lines of verse in *Rhyme Time #2*. Then go back and underline all the stressed syllables. Analyze what you have written to make sure it fits the pattern of stressed and unstressed syllables. Then write two lines of an original poem about an animal of your choice.
- E. **Metacognitive:** Most cultures have their own creation stories about how humans and animals were made. Imagine that you have traveled alone to a new planet. Your

job is to fill it with living creatures. Write a story about how you create a friend for yourself. What other creatures might you create?

Read more about the **HOT ROD (Higher Order Thinking through the Reading of Decodables) Series** as well as more information about how to use these activities with the book, *No Gift for Man* at <https://wordtravelpress.com/>

Reference:

Anderson, L.W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York, NY: Addison Wesley Longman, Inc.