



What are Objectives?

Objectives are what a pupil must achieve to accomplish what the teacher states is to be learned, comprehended or mastered.

Objectives do two things, they:

1. Assign

Objectives provide direction or tell a pupil what is to be comprehended or mastered in a lesson or an assignment.

2. Assess

Objectives tell the teacher if additional study is needed to master an objective.

... and objectives are stated or written in ONE sentence.

Examples of some Objectives

- List tools and machines used for cutting.
- Make a poster advertising your new product.
- Identify the main characters in the story.
- Describe the protagonist in the movie.
- Construct a model farm to illustrate crop rotation.
- Classify the shapes on the tray.
- Pretend you are the scientist who discovered oil. Write an announcement of your discovery for a radio programme.
- Prioritize 6 items for the Survival Kit. State the reasons for your choices.

Writing Objectives



Objectives state what you want pupils to accomplish. Pupils must know before the lesson, assignment, or activity begins what they are responsible for learning.

- Objectives are written before the lesson begins because objectives tell the teacher what is to be taught.
- Objectives are to be given to the pupils when the lesson begins so that the pupils know what they are responsible for.

Objectives begin with a VERB	Writing an Objective								
<p>Verbs are action words that do 2 things:</p> <ol style="list-style-type: none"> 1. Verbs tell a pupil what is to be accomplished. 2. Verbs tell a teacher what to look for to see if the pupil has accomplished what the teacher specified. 	<p>Step One: Pick a verb.</p> <ul style="list-style-type: none"> • Refer to the ‘Thinking Words’ in <i>Creating Lessons with Bloom’s Taxonomy Chart</i>. • Use the verb you select as the first word in the sentence. <p>Note: Only the teacher knows which verb to pick because the teacher knows what she wants to teach, the readiness level of the pupils, and what the teacher wants to prepare the pupils for next.</p> <p>Do not choose verbs from one category as this would challenge the pupils at only one level of thinking.</p> <p>Step Two: Complete the sentence.</p> <ul style="list-style-type: none"> • The verb tells the pupil what action is to be taken and the rest of the sentence tells the pupil what is to be performed or mastered. <p>Note: Make sure the sentence is precise and easily understood by the teacher, the pupil and the parents.</p>								
<p>Note: there are some verbs that are not good action words because it is difficult to determine what the pupil is to do. The words are:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">appreciate</td> <td>enjoy</td> </tr> <tr> <td style="padding-right: 20px;">be happy</td> <td>like</td> </tr> <tr> <td style="padding-right: 20px;">beautiful</td> <td>love</td> </tr> <tr> <td style="padding-right: 20px;">celebrate</td> <td>understand</td> </tr> </table>		appreciate	enjoy	be happy	like	beautiful	love	celebrate	understand
appreciate	enjoy								
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Writing an Objective or Criteria

Step 1: Pick a verb (from the Thinking Words' in *Creating Lessons with Bloom's Taxonomy Chart*).

Step 2: Complete the sentence.

Examples

- List 4 things Rabbit did to Fox.
- Explain how to use the 100 square to show multiples of 2.
- Compare flowering plants with conifer plants.

It is your turn.

The following chart illustrates some examples of objectives. For each thinking process, you can pick a verb and complete the sentence. There are three subject areas in each category: English, Math and Science. If you do not teach one or more of these subjects, write objectives for your subject area. Have fun! Share your completed sentences (objectives) with another teacher or teachers.

Applying Bloom's Taxonomy of Cognitive Processes			
Thinking Process	Subject	Pick a Verb	Complete the Sentence
Knowledge	English	name	Name the 3 characters in the story.
	Math		
	Science		
Comprehension	English		
	Math	put in order	Put the numbers in order from smallest to largest
	Science		
Application	English		
	Math		
	Science	construct	Construct a model of photosynthesis.
Analysis	English		
	Math		
	Science	compare	Compare the after school roles of boys and girls.
Synthesis	English		
	Math	create	Create a design using the 6 tangram pieces.
	Science		
Evaluation	English	choose	Choose another ending to the story.
	Math		
	Science		

Developing Questions for a Reading Selection

When sharing or assigning a reading selection:

- develop questions that reflect the progression of thinking and responding from the knowledge level to the evaluation level.
- note that not all levels need to be developed for every selection.
- select a range of levels that will lead the pupil to the greater purpose of reading.

The following chart illustrates how each level of Bloom's Taxonomy can be used for developing questions to read a story. The examples of questions or activities are provided for each group of Thinking Processes. The story of *The Lion and the Mouse* is used for this example.

Thinking Process	Story: The Lion and the Mouse
Knowledge - recall of information	Who was Lion?
	Where did Lion live?
	Where did Mouse live?
Comprehension - an understanding of what was read	What was the story about?
	Explain why Lion did not swallow Mouse.
	What did Mouse look like?
Application - converting abstract content to concrete situations	How were Lion and Mouse like real people?
	Draw a picture of Mouse rescuing Lion.
	Develop a role play about Mouse rescuing Lion.
Analysis - comparison and contrast of content to personal experiences	Use a Venn Diagram to compare and contrast Mouse and Lion.
	How would you react if you were Lion?
	Do you know any animals that act human?
Synthesis - organization of thoughts, ideas and information from the content	Draw the events of the story in sequence.
	Make a puppet of Lion and Mouse and reconstruct the story.
	Predict what might have happened if Mouse did not help Lion.
Evaluation - judgement of characters, actions, or outcomes based on criteria or standard	What do you think Lion learned from Mouse?
	Do you think this really happened to Lion?
	Write a letter to Mouse giving your opinion of his rescue of Lion.

It's your turn ... select a story and develop some questions.

Thinking Process	Story: _____
Knowledge - recall of information	
Comprehension - an understanding of what was read	
Application - converting abstract content to concrete situations	
Analysis - comparison and contrast of content to personal experiences	
Synthesis - organization of thoughts, ideas and information from the content	
Evaluation - judgement of characters, actions, or outcomes based on criteria or standard	