**Bloom’s Sentence Starters for Learning Intentions**

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| We/I will compose....  We/I will design....  We/I will revise...  We/I will generate...  We/I will produce....  We/I will plan...  We/I will develop... |
| We/I will compare....  We/I will assess...  We/I will justify...  We/I will judge...  We/I will conclude....  We/I will evaluate...  We/I will select... |
| We/I will analyse.  We/I will sort…  We/I will categorise...  We/I will examine....  We/I will compare...  We/I will contrast...  We/I will organise...  We/I will distinguish.... |
| We/I will apply....  We/I will modify...  We/I will produce...  We/I will identify connections.....  We/I will choose....  We/I will construct.... |
| We/I will retell...  We/I will estimate....  We/I will predict...  We/I will describe…  We/I will match...  We/I will defend..... |
| We/I will identify...  We/I will select....  We/I will record....  We/I will locate...  We/I will define.... |

Learning intentions may be set for a whole class, a small group or individual students. They are often set collaboratively with students.

Possible tasks

Design a machine to do a specific task, create a new product for a specific purpose, devise a way to sell an idea, compose an essay about your feelings in relation to…,design a book or magazine cover

**CREATE**

Evaluate a list of criteria to judge…, judge a debate, form a panel to compare views, assess the impact of a school rule, write an editorial and justify your opinion.

**EVALUATE**

Draw a flow chart to distinguish critical stages, categorise and graph selected information, review a work of art in terms of colour, form and texture then compare with another piece, sort a set of objects in different ways.

**ANALYSE**

Construct a model to demonstrate how it works, make a diorama to illustrate an event, use a graphic organiser to show connections of ideas, produce a collection of photos to demonstrate a point.

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**APPLY**

Produce a scrap book describing a sequence of events, retell the story/poem in your own words, describe what you think the main idea may have been, predict the ending of the book/film.

**UNDERSTAND**

Recite a poem, define the following words…, identify the main characters/events/challenges in the …, select your favourite part of the story and share it with the class.

**KNOW**

Source: Krillis P, Sartori J, Hooper A