

Lesson Plan

Multiple Intelligences

1	<p>Subject</p> <ul style="list-style-type: none"> Literacy Development
2	<p>Unit</p> <p>How We Are Smart</p>
3	<p>Overview</p> <p>Students are introduced to the concept of multiple intelligences. They identify their own areas of intelligence and find ways to discuss and share their “smarts” with the class.</p>
4	<p>Materials</p> <p><input checked="" type="checkbox"/> Learning Materials: “What do you think?” Anticipation Guide, “How We Are Smart” Reading & Review, “Multiple Intelligences” Writing Response Handout</p> <p>For Follow Up: “Multiple Intelligences Placemat” – Kagan, Multiple Intelligences Cloze Chart (graphic organizer), “Latin for Word Lovers – Multi & Inter” Vocabulary Chart</p> <p><input checked="" type="checkbox"/> Multimedia: Power-point – “Multiple Intelligences”</p> <p><input checked="" type="checkbox"/> Guides: Hi-Lighting Strategy – ZAP (may only want to use “Z”)</p> <p><input checked="" type="checkbox"/> Equipment: computer, projector</p> <p><input checked="" type="checkbox"/> References: Kagan Placemat, “Anticipation Guide” Strategy – 50 Literacy Strategies (by Gail E. Tompkins)</p>
5	<p>Learning Objectives</p> <ul style="list-style-type: none"> Building reading habits students recognize different types of intelligence, and identify own strengths students discuss opinions with classmates, communicate ideas around their own areas of strength
6	<p>Types of Activities</p> <p><input checked="" type="checkbox"/> Advanced Organizer <input checked="" type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Whole Group Activity</p> <p><input checked="" type="checkbox"/> Pairs Activity <input checked="" type="checkbox"/> Writing</p>

7 Teaching and Learning Activities – Step by Step

a	Pre-Activities (Pre-Reading) 20 minutes 1) Anticipation Guide – see attached 2) Students read and think about six statements that focus on intelligence – they indicate whether they agree or disagree with the statement, then discuss with a partner. Teacher gives examples of how to discuss opinions - I think _____ because _____.
b	Activities (During Reading) 30 - 45 minutes 1) Power Point Presentation – teacher reads each slide, asks students to volunteer another job that might fit in the category, asks each student to think how they are strong in that area, asks a volunteer to explain why the picture/image is appropriate – teacher is modeling good reading strategies by asking questions, clarifying any words that aren't understood, examining visual cues 2) Handout – “How We Are Smart” – “ZAP” it – teacher reads first page to class, modeling good reading and thinking strategies; volunteers read individual descriptions of intelligences; students complete review activity independently
c	Post-Activities (Post-Reading) 10-15 minutes 1) Go back to Anticipation guide – re-evaluate their opinions of certain statements, change their opinions if necessary 2) Class discussion around opinions that changed. 3) Informal writing assignment – Which intelligences do you believe you have? Name the intelligences and give examples of how you are smart in that way – time given in class to start, finished piece is for homework
d	Out of Class Assignment varied time Finish writing piece Find something to share with class the next day that indicates one area of your intelligence.
e	Extension and Follow-up 1 hour (next day) 1) Students share their “proof” of intelligence (time varies) 2) Vocabulary Development – “Latin for Word Lovers – Multi & Inter” 3) Kagan Placemat – lists 8 areas of intelligence and identifies them as “_____ Smart” use this to demonstrate hi-lighting strategies... model what to hi-light in one box, then allow students time to try it out on the other areas that they are intelligent – focus on hi-lighting what is interesting to them. Then use graphic organizer to “see what you remember”

8 Assessment (Describe if checked and attach if applicable.)

- Self-Assessment: graphic organizer sorts info. into chart form
- Portfolio: students write about themselves and the way they are smart
- Teacher Observations: every student has opportunity to bring in and explain their “proof” of intelligence

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Reflection: What Worked and Why

- anticipation guide engages students – they have some background knowledge in this area, but their interest must be teased out by having to form opinions
- asking students to identify opinions before and after reading allows students to change their minds after reading – if asked to identify statements as true or false before reading, then re-evaluate after, some students find difficulty with being wrong or admitting they were wrong
- recognizing skills and levels of intelligence gives students a sense of pride – sharing these creates community among the group

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Tips for Teachers

- clarify language and vocabulary – better to over explain, than to assume things are understood
- modeling the “during reading” strategies sets up later lessons where the strategies actually get named and discussed - think out loud, clarify terms, ask/answer questions, etc. with students – don’t identify the different strategies at this point – do this with all readings so that when you want to teach the pieces discretely students will have seen you doing these things.
- if students want to share skills that take some time (play an instrument, bike trick), organize for a few to go each day – otherwise encourage “proof of” like photos, cookies if someone likes to cook, awards earned, piece of artwork