

LEARNING MODALITIES CHECKLIST

Check items in each category which seem to describe an individual student. The strongest learning modality or modalities will be those with the most items checked.

Visual learners:

- Are good with detail
- Learn by seeing, watching demonstrations
- Often remember whatever they have written down
- Can recall the placement of words and pictures on a page
- Like descriptive reading
- Enjoy and learn from visual displays and colors
- Recognize words by sight and people by face rather than name
- Have a vivid imagination and think in pictures
- Are deliberate problem solvers and plan solutions in advance
- Facial expressions are a good indication of their emotions

Auditory/Verbal learners:

- Enjoy listening but are always ready to talk
- Like music, rap, poetry, rhyming words
- Enjoy dialogues, skits and debates
- Have auditory word attack skills and learn words phonetically
- Talk to themselves, repeating information aloud especially when memorizing
- Are distracted by sounds
- Talk out problems and the pros and cons of a situation
- Express emotion through changes in pitch, tone and volume of voice
- Are not detail persons; tend to be global thinkers
- Learn through verbal instructions from others or themselves

Kinesthetic/Tactile learners:

- Learn by hands-on experiences
- Prefer direct involvement rather than being a spectator
- Enjoy the performing arts and/or athletics
- Like working with materials, machinery and tools
- Prefer action/adventure stories and videos
- Communicate feelings through body language.
- Experiment with ideas to see how they will work in the real world
- Touch, feel, manipulate, and play with objects
- Show emotions physically by jumping, hugging, applauding, etc.
- Remember what they have done rather than what they have seen or read

Technological learners:

- Are mechanically oriented
- Know how to use technological tools without formal instruction
- Enjoy using a video camera
- Obtain much of their information electronically
- Like integrated learning activities
- Would like to learn everything via the computer
- Spend much of their spare time on the computer or playing video games
- Know how to work with and use new software programs and new hardware
- Interact and communicate with others via e-mail and/or the Internet
- Understand how to integrate various technologies

MULTIPLE INTELLIGENCES CHECKLIST

Check items in each category which describe an individual student. The strongest intelligences for an individual student will be those with the most items checked.

Verbal/Linguistic Intelligence

- Uses language well in order to persuade, entertain, inform, and communicate.
- Solves problems, memorizes, and acquires new knowledge through the use of language.
- Skilled in speaking, writing, listening and/or reading
- Can learn new languages easily
- Uses words effectively
- Has a wealth of vocabulary
- Has the ability to understand the function of language

Musical/Rhythmic Intelligence

- Has the ability to communicate and/or understand emotions conveyed through music
- Can compose and/or perform musically.
- Is sensitive to sounds and has a good sense of pitch
- Can perceive, discriminate, transform and express ideas and emotions musically
- Has an intuitive understanding of music (such as playing an instrument "by ear")
- Has a technical understanding of music (such as comes from the study of music theory).
- Has natural rhythm, beat and harmony

Logical/Mathematical Intelligence

- Can recognize and explore patterns, categories and relationships using objects or symbols.
- Thinks in a logical, ordered, sequential way.
- Enjoys collecting and classifying things
- Uses reasoning and logic to solve problems
- Uses numbers effectively
- Has a sensitivity to logical patterns, statements and relationships
- Skilled in science and math

Visual/Spatial Intelligence

- Can perceive, create and change visual objects mentally
- Knows how to create and interpret artistic works and other visuals
- Can orient oneself or navigate within an environment or location
- Able to represent spatial information graphically
- Sensitive to color, line, shape, form, space, and the relationships which exist between these elements
- Has a keen eye for visual detail
- Good at jigsaw puzzles and in fitting shapes together

Bodily/Kinesthetic Intelligence

- Uses both mind and body in the display of motor skills and the performance of physical tasks and functions
- Can manipulate objects in the environment with ease.
- Uses the whole body to express ideas and feelings
- Has a good sense of balance, coordination, strength, speed and/or dexterity
- Solves problems by "doing"
- Has good eye-hand coordination
- Able to use his/her hands to produce or transform things

*Obj
related*

Intrapersonal Intelligence

- Recognizes personal strengths and weaknesses and has the ability to reflect on his/her life.
- Reflects upon, analyzes and understands his/her feelings and desires
- Has self-discipline, self-confidence, self-motivation, and self-understanding
- Uses both strengths and limitations in goal setting, motivation, and planning
- Learns from successes and failures
- Plans for and uses suitable organization and study skills
- Understands his/her own hopes, dreams, aspirations, and emotions

Personal

Interpersonal Intelligence

- Has the ability to sense the moods, feelings and needs of others
- Can build relationships and work collaboratively and effectively as a member of a team.
- Understands and empathizes with others
- Able to lead and persuade others
- Sensitive to both verbal and non-verbal cues and responds appropriately
- Perceives the moods, intentions, feelings and motivations of others
- Asks for, listens to and considers advice and opinions of others when making a decision

Naturalist Intelligence

- Can create categories and sort/index items accordingly
- Feels comfortable with nature and the natural world
- Able to recognise and make distinctions between things in nature
- Is oriented toward the outdoor life
- Has good survival skills; can live off the land
- Observes things in nature others would miss
- Has "street smarts"

*Obj
related*

For more information, see Teaching Tools for the 21st Century by Carolyn Coil,
Pieces of Learning, publisher ~ 1-800-729-5137
WWW.Piecesoflearning.com

Learning Styles Checklist

Concrete sequential students like to:

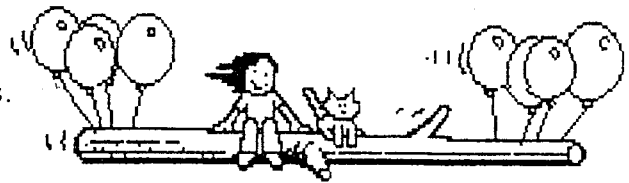
- _____ Read or listen to, and then follow directions.
- _____ Take notes, look at charts or diagrams, and do outlines.
- _____ Participate in structured learning, including pencil and paper exercises.
- _____ Have an organized teacher.
- _____ Know what the marking system is and what the teacher's specific expectations are.

Abstract sequential students like to:

- _____ Read different kinds of books, usually from beginning to end sequentially.
- _____ Listen to audio tapes, compact disks and lectures, see videos, films and slides, and work on the computer and other electronic learning tools.
- _____ Help other students understand the subject matter or what they've read.
- _____ Find THE answer to a problem, but are uncomfortable with multiple answers and possibilities.
- _____ Look at things logically, even situations where a logical solution is not necessarily the best one or does not solve the problem.

Concrete random students like to:

- _____ Complete a product or project for a classroom assignment.
- _____ Brainstorm creative ideas.
- _____ Take risks. Concrete random students will volunteer for anything!
- _____ Do things by trial and error.
- _____ Solve problems alone.
- _____ Avoid IQ and achievement tests.



Abstract random students like to:

- _____ Listen to, learn from and respond to their classmates.
- _____ Work in groups and will become the natural leaders in small groups.
- _____ Do short reading assignments, and often do not read books sequentially
- _____ Use emotions and intuition.
- _____ Have lots of things going on at once.

LEARNING-STYLE INVENTORY

LEARNING STYLES: A MULTIPLE INTELLIGENCES APPROACH

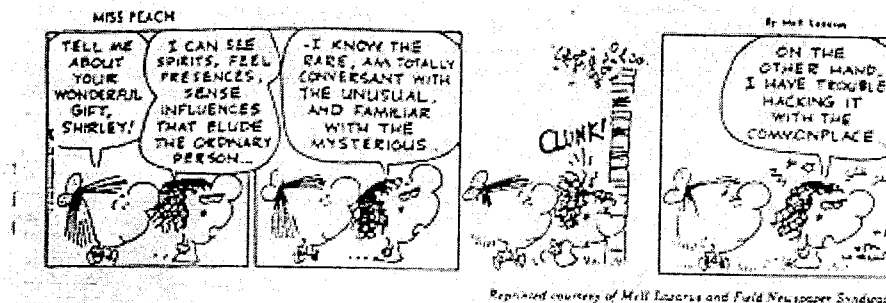
LEARNING-STYLE INVENTORY

David A. Kolb's Learning Style Inventory describes the way you learn and how you deal with ideas and day-to-day situations in your life. As this instrument is copyrighted please contact Ginny Flynn at 1-800-729-8074 for licensing information.

David Kolb's learning cycle model (*Experiential Learning*, 1984), the learning style inventory, and associated terminology are based on the work of John Dewey, Kurt Lewin, Jean Piaget, and J. P. Guilford. For more information see the following materials:

Kolb, David A. 1984. *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall, Inc., Englewood Cliffs, N.J.

Smith, Donna M., and David A. Kolb. 1986. *The User's Guide for the Learning-Style Inventory: A Manual for Teachers and Trainers*. McBer & Company. Boston, MA.



LEARNING STYLES: A MULTIPLE INTELLIGENCES APPROACH *Explain to them*

Multiple Intelligence (MI) theory states that there are at least seven different ways of learning anything, and therefore there are "seven intelligences": body/kinesthetic, interpersonal, intra-personal, logical/mathematical, musical/rhythmic, verbal/linguistic and visual/spatial. In addition most all people have the ability to develop skills in each of the intelligences, and to learn through them. However, in education we have tended to emphasize two of "the ways of learning": logical/mathematical and verbal/linguistic.

Attached here are several sheets that describe the "seven intelligences". At the end is an inventory that can help you to see where you apply each of the intelligences, and to what extent. In addition to filling out this inventory, on a separate piece of paper, please describe the forms of learning/intelligence that you tend to utilize and/or enjoy most, as well as the forms which you feel you rarely utilize or have not spent much time developing. Please also comment specifically on your strengths and weaknesses relating to "interpersonal learning".

Explain to them

Much of this material is from: *Seven Ways of Knowing: Teaching for Multiple Intelligences* by David Lazear. 1991. IRI/Skylight Publishing, Inc. Palatine, IL.

Body/Kinesthetic Intelligence

This intelligence is related to physical movement and the knowing/wisdom of the body. Including the brain's motor cortex, which control bodily motion. Body/kinesthetic intelligence is awakened through physical movement such as in various sports, dance, and physical exercises as well as by the expression of oneself through the body, such as inventing, drama, body language, and creative/interpretive dance.

Capacities involved:

- control of "voluntary" movements
- control of "preprogrammed" movements
- expanding awareness through the body
- the mind and body connection
- mimetic abilities
- improved body functioning

Interpersonal Intelligence

This intelligence operates primarily through person-to-person relationships and communication. Interpersonal intelligence is activated by person-to-person encounters in which such things as effective communication, working together with others for a common goal, and noticing distinctions among persons are necessary and important.

Capacities involved:

- effective verbal/non-verbal communication
- sensitivity to other's moods, temperaments, motivations, and feelings
- working cooperatively in a group
- ability to discern other's underlying intentions and behavior
- "passing over" into the perspective of another
- creating and maintaining synergy

Intra-personal Intelligence

This intelligence relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking), and awareness of spiritual realities. Intra-personal intelligence is awakened when we are in situations that cause introspection and require knowledge of the internal aspects of the self, such as awareness of our feelings, thinking processes, self-reflection, and spirituality.

Capacities involved:

- concentration of the mind
- mindfulness
- metacognition
- awareness and expression of different feelings
- transpersonal sense of the self
- higher-order thinking and reasoning

Logical/Mathematical Intelligence

Often called "scientific thinking," this intelligence deals with inductive and deductive thinking/reasoning, numbers, and the recognition of abstract patterns. Logical mathematical intelligence is activated in situations requiring problem solving or meeting a new challenge as well as situations requiring pattern discernment and recognition.

Capacities involved:

- abstract pattern recognition

- inductive reasoning
- deductive reasoning
- discerning relationships & connections
- performing complex calculations
- scientific reasoning

Musical/Rhythmic Intelligence

This intelligence is based on the recognition of tonal patterns, including various environmental sounds, and on a sensitivity to rhythm and beats. Musical/rhythmic intelligence is turned on by the resonance or vibrational effect of music and rhythm on the brain, including such things as the human voice, sounds from nature, musical instruments, percussion instruments, and other humanly produced sounds.

- Capacities involved:
- appreciation for the structure of music
 - schemes or frames in the mind for hearing music
 - sensitivity to sounds
 - recognition, creation, and reproduction of melody/rhythm
 - sensing characteristic qualities of tone

Verbal/Linguistic Intelligence

This intelligence, which is related to words and language both written and spoken, dominates most Western educational systems. Verbal linguistic intelligence is awakened by the spoken word, by reading someone's ideas thoughts, or poetry, or by writing one's own ideas, thoughts, or poetry, as well as by various kinds of humor such as "plays on words," jokes, and "twists" of the language.

- Capacities involved:
- understanding order & meaning of words
 - convincing someone of a course of action
 - explaining, teaching, and learning
 - humor
 - memory & recall
 - "meta-linguistic" analysis

Visual/Spatial Intelligence

This intelligence, which relies on the sense of sight and being able to visualize an object, includes the ability to create internal mental images/pictures. Visual/spatial intelligence is triggered by presenting the mind with and/or creating unusual, delightful, and colorful designs, patterns, shapes, and pictures, and engaging in active imagination through such things as visualization guided imagery, and pretending exercises.

- Capacities involved:
- active imagination
 - forming mental images
 - finding your way in space
 - image manipulations
 - graphic representation
 - recognizing relationships of objects in space
 - accurate perception from different angles

they do this individually

An MI Inventory for Adults

Check those statements that apply in each intelligence category. Use these intelligence categories to help you understand the types of intelligence you possess and your strengths and weaknesses. Space at the end of each intelligence allow you to write additional information not specifically referred to in the inventory.

Body/Kinesthetic Intelligence

- I engage in at least one sport or physical activity on a regular basis.
- I find it difficult to sit still for long periods of time.
- I like working with my hands at concrete activities such as sewing, weaving, carving, carpentry, or model building.
- My best ideas often come to me when I'm out for a long walk or a jog, or when I'm engaged in some other kind of physical activity.
- I often like to spend my free time outdoors.
- I frequently use hand gestures or other forms of body language when conversing with someone.
- I need to touch things in order to learn more about them.
- I enjoy daredevil amusement rides or similar thrilling physical experiences.
- I would describe myself as well coordinated.
- I need to practice a new skill rather than simply reading about it or seeing a video that describes it.

Other Body/Kinesthetic Strengths:

Interpersonal Intelligence

- I'm the sort of person that people come to for advice and counsel at work or in my neighborhood.
- I prefer group sports like badminton, volleyball, or softball to solo sports such as swimming and jogging.
- When I have a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.
- I have at least three close friends.
- I favor social pastimes such as Monopoly or bridge over individual recreations such as video games and solitaire.
- I enjoy the challenge of teaching another person, or groups of people, what I know how to do.
- I consider myself a leader (or others have called me that).
- I feel comfortable in the midst of a crowd.
- I like to get involved in social activities connected with my work, church, or community.
- I would rather spend my evenings at a lively party than stay at home alone.

Other Interpersonal Strengths:

Intra-personal Intelligence

- I regularly spend time alone meditating, reflecting, or thinking about important life questions.
- I have attended counseling sessions or personal growth seminars to learn more about myself.
- I am able to respond to setbacks with resilience.
- I have a special hobby or interest that I keep pretty much to myself.
- I have some important goals for my life that I think about on a regular basis.

- I have a realistic view of my strengths and weaknesses (borne out by feedback from other sources).
- I would prefer to spend a weekend alone in a cabin in the woods rather than at a fancy resort with lots of people around.
- I consider myself to be strong willed or independent minded.
- I keep a personal diary or journal to record the events of my inner life.
- I am self-employed or have at least thought seriously about starting my own business.

Other Intra-personal Strengths:

Logical/Mathematical Intelligence

- I can easily compute numbers in my head.
- Math and/or science were among my favorite subjects in school.
- I enjoy playing games or solving brainteasers that require logical thinking.
- I like to set up little "what if" experiments (i.e. "What if I double the amount of water I give my rosebush each week?")
- My mind searches for patterns, regularities, or logical sequences in things.
- I'm interested in new developments in science.
- I believe that almost everything has a rational explanation.
- I sometimes think in clear abstract, wordless, imageless concepts.
- I like finding logical flaws in things that people say and do at home and work.
- I feel more comfortable when something has been measured, categorized, analyzed, or quantified in some way.

Other Logical/Mathematical Strengths:

Musical/Rhythmic Intelligence

- I have a pleasant singing voice.
- I can tell when a musical note is off-key.
- I frequently listen to music on the radio, cassette tapes or compact discs.
- I play a musical instrument.
- My life would be poorer if there were no music in it.
- I sometimes catch myself walking around with a jingle or other tune running through my mind.
- I can easily keep time to a piece of music with a simple percussion instrument.
- I know the tunes to many different songs or music pieces.
- If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
- I often make tapping sounds or sing little melodies while working, studying, or learning something new.

Other Musical/Rhythmic Strengths:

Verbal/Linguistic Intelligence

- Books are very important to me.
- I can hear words in my head before I read, speak, or write them down.
- I get more out of listening to the radio or a spoken-word cassette than I do from television or films.

- I enjoy word games like Scrabble, Boggle, Anagrams, or Password.
- I enjoy entertaining myself or others with tongue twisters, nonsense rhymes, or puns.
- Other people sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.
- English, social studies, and history were easier for me in school than math and science.
- When I drive down a freeway, I pay more attention to the words written on signs than to the scenery.
- My conversation includes frequent references to things that I've read or heard.
- I've written something recently that I was particularly proud of or that earned me recognition from others.

Other Verbal/Linguistic Strengths:

Visual/Spatial Intelligence

- I often see clear visual images when I close my eyes.
- I'm sensitive to color.
- I frequently use a camera or camcorder to record what I see around me.
- I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
- I have vivid dreams at night.
- I can generally find my way around unfamiliar territory.
- I like to draw or doodle.
- Geometry was easier for me than algebra in school.
- I can comfortably imagine how something might appear if it were looked down upon from directly above in a bird's-eye view.
- I prefer looking at reading material that is heavily illustrated.

Other Visual/Spatial Strengths:

Motivating Underachievers

Teaching Tools for the 21st Century

Carolyn Coil
Teacher's Tool Box →

9-11:30 ①
1-3:30

4 Theories → taken & adapted for various uses

↓
take theories and apply them

How do you do these & maintain a balance?

Keys to Success:
Flexibility ~ Planning ~ Choices

↓
do w/out going crazy

↓
utilize time better

↓
structured

Learning Modes:

Mikal? → * Visual * Auditory * Kinesesthetic * Technological

- very deliberate in solving probs.
- don't fix on 1 for long time - tend to take on piles of images at once
- limited concentration ability on one image
- 45%

Do you hear thinking out loud
Mary Poppins
- talkers
- listeners
- poetry etc.
- phonics
- debates
- talk to themselves
- hummer
- most distracted by noise
drawn by sound
20-25% global thinkers

- hands on
- move!!
- play w/ stuff at desk
- get in more trouble
- remember what they do
15-20%

- quality increase w/ tech.
- brains work better
- good math problem solvers
10-15% ↑

Mikal a combination of the 4!

~~misstatement for ADD/ADHD~~

many kids a combination of both or four

GT -> extremely strong in one or more modes

Walter Barb - special ed.
weakness in modes

weakest technological learners - teachers over 35
Cultures have a bit of overlay / more economically
influences especially in technology

Color-4
Format-4

Learning Styles indicate how brain processes information

1- Concrete Sequential: NOT mikal

- something done w/ 1 or all of 5 senses
- start at one point & follow steps to get to the end
- typically liked the most & reward the most by teachers
- thrive on structured learning
- exactly how you want, how many points, what the grade is
- problems: not too creative, perfectionist, panic less than A
- referred for GT BUT do not make GT
- everything created for this

Outline
Calendar
Chart
recipe
flow chart
time line

Gender : Learning Styles:

modalities 70's
styles 70's

CS- girls +

AS- boys +

CR- boys - by far!!

AR- girls - by far!!

Kris → written / organization

Eddie

Mikal

Kris → verbal

~~Multiple Intelligences~~ out 90's most important for ed.

Howard Gardner (2nd to Blooms)

Verbal

- Ed. Psych.

- big into testing intelligences

Time genetically alter intelligence

not all equally imp.

what we use when processing information

- Verbal / Performance I.Q. testing

- What do the numbers allude to in the whole of the child's mind

- i.d. 7 intelligence types

1- Verbal / Linguistic

- most important #1

- basic literacy skills!!!

- vocabulary indicates level of intelligence

- ESL

2- Musical / Linguistic

- music / memory linked tringers

- emotional carbon dating

3- logical / Math

- 2nd most imp.

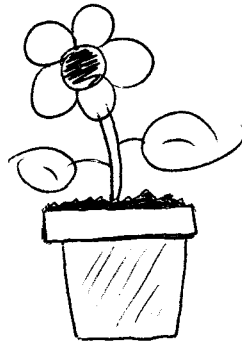
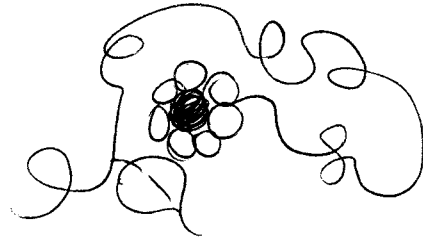
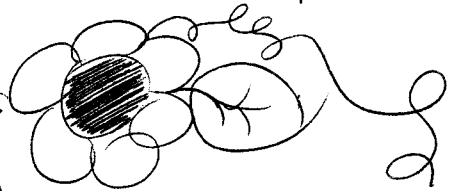
- Science

- math



Bloom's Taxonomy:

- G/T relies on this HEAVILY
- Taxonomy of Educational Objectives: Cognitive Domains



↓
 why are
 you teaching
 this?
 ↓
 outcomes for
 students

lower
 level
 thinking
 skills

Cross-
 curricular

higher
 level
 thinking
 skills

- 1- Knowledge - basic recall of specific info!
 - reg. class here a lot
 - most G/T skip this - they had no basis
- 2- Comprehension - have understanding
- 3- Application - use in another situation ex WRITING!
- 4- Analysis - break down to see how it ticks
 literature sentence structure
- 5- Synthesis - Put together into something new.
 sentences w/ spelling: vocabulary
- 6- Evaluation - make judgement based on criteria

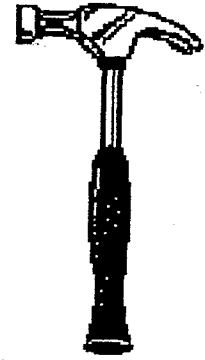
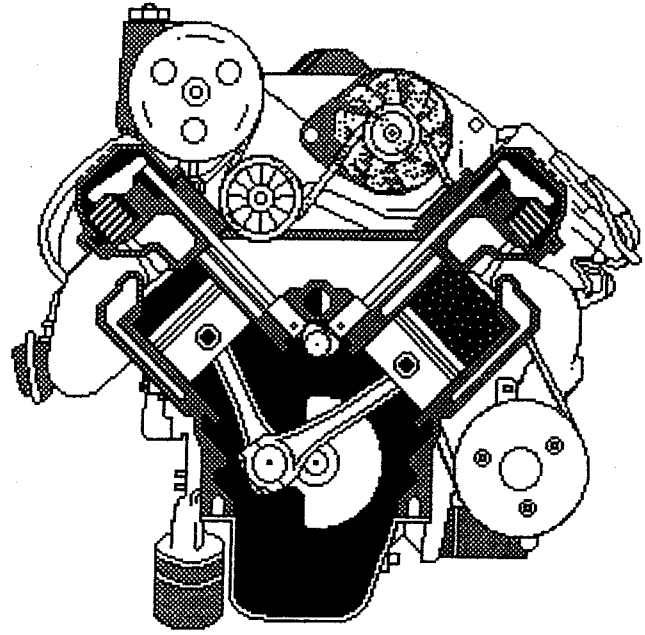
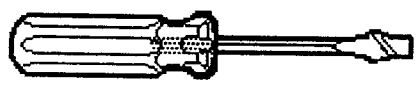
Any activity uses more than one of the Bloom's

Kristina
Janeway

TEACHING TOOLS

for the

21st CENTURY



Carolyn Coil
Pieces of Learning
1990 Market Road, Marion, Illinois 62959
Phone: 1-800-729-5137 Fax: 1-800-844-0455
Website: WWW.Piecesoflearning.com

CLASSROOM ACTIVITIES

Which modalities do you incorporate in your classroom?

1. List several ways students generally gather information and demonstrate what they know in your classroom. Indicate the modality(ies) for each activity.

Classroom activity: Bell-ringer Sentence Combining/Editing
PowerPoint - markers - students read aloud
Learning modality: Visual Kinesthetic Auditory Technology

Classroom activity: Introduction to various essays
Overhead - writing prompt - we talk over the essay from start to finish
Learning modality: Visual - Auditory - Kinesthetic

Classroom activity:
Learning modality:

Classroom activity:
Learning modality:

2. What other teaching activities or materials could you use to facilitate learning in each modality?

Visual:

Verbal:

Kinesthetic:

Technological:

CLASSROOM ACTIVITIES

Which learning style(s) do you incorporate in your classroom?

1. List several activities you have done in your class in the past two or three weeks. Indicate the learning style(s) they are most suited for.

Activity: WebQuest research guest speaker note taking reading literature F out reach Create product Learning style(s): CS → AS → CR → AR
--

Activity:
Learning style(s):

Activity:
Learning style(s):

Activity:
Learning style(s):

2. Which style(s) do most of your classroom activities lend themselves to?

A- Abstract Sequential
B- Concrete Sequential
C- Concrete Random

3. Which style(s) are most difficult for you to work with?

Abstract Random

OBJECTIVES AND OUTCOMES USING BLOOM'S TAXONOMY

Name of Activity _____

1. Knowledge

- Ability to recall or recognize specific information
- Ability to bring to mind appropriate answers

2. Comprehension

- Ability to understand what is being communicated
- Ability to make use of an idea in the same or similar situation

3. Application

- Ability to use ideas in new situations
- Ability to use something in a different way

4. Analysis

- Ability to break down into smaller parts
- Ability to make something clearer by examining it closely

5. Synthesis

- Ability to put together parts into a unified whole
- Ability to express original thoughts or make original products

6. Evaluation

- Ability to develop standards and criteria
- Ability to judge the value of something according to a specified criteria

Reproducible page for teacher use.

Aims & Goals for Learning

Taxonomy of Educational Objectives → in Key Subject Areas
 Knowledge, Comprehension,
 Application, Analysis, Synthesis, Evaluation

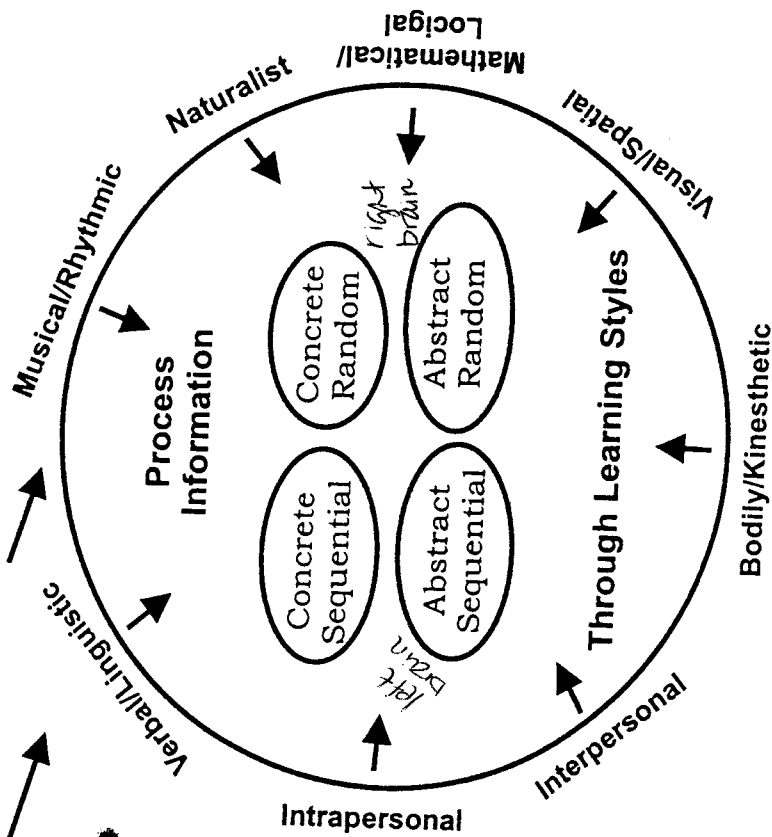
Gather information through
 Learning Modalities

Visual, Verbal, Kinesthetic, Technological

Using Multiple
Intelligences

Product
 Process
 Performance
 Demonstrated through
 Learning Modalities

Educational
 Outcomes
 Knowledge
 Comprehension
 Application
 Analysis
 Synthesis
 Evaluation



42
 Choose 2 in favorite
 in 2 or 3
 in another

The one choice none has is the choice to do nothing!

INDIVIDUAL LESSON PLAN - LEARNING MODALITIES

ACTIVITIES

Visual

1. Make a chart comparing/contrasting copyrights & patents. Write a paragraph on which one you think is most important & why.
2. Make a crossword puzzle of Leonardo DaVinci's inventions.
3. Make a collage of 19th century or 20th century inventions.

Verbal

7. Debate with a classmate: The most important invention of the 20th century is ... because ...
8. Using appropriate visual aids do an oral report about the car. Include your car of the future.
9. Write your list of the 10 most important inventions. Persuade the class that your list is correct.

Kinesthetic

4. Create a best friend robot and list 10 things you would like it to do.
5. Make a contraption from paper and explain how it works.
6. Invent a game and make a 3-D gameboard.

Technological

10. Produce a 5 minute musical video selling yourself as a robot.
11. Survey 25 people with home computers to find out what kind they have. Generate a chart or graph showing the survey results.
12. Use commercially developed software to find out about a specific invention and/or inventor.

Required Activities Teacher's Choice

1. Read text about inventions & inventors. Answer text questions.
2. View video about major inventions of the 20th century. Make a mind map of important inventions. Web! random
3. Write a news story about one important inventor. make new technology

Product/Performance Required

1. Answer to questions
2. Mind map
3. News story

repeat information must be in write in due date

Assessment Required Activities

1. Accurate; complete
2. Main ideas recorded; appropriate details & facts
3. Organization; clarity of thought

Optional Student-Parent Cooperative Activity one of 4 projects help!

Student Choices in Ways to Learn

Visual
 1 (TAPS)

Kinesthetic
 4

Verbal
 9 (TAPS)

Technological
 10

Product/Performance Student Choice

1. chart paragraph
4. robot
9. list: persuasive speech
10. musc video

Assessment Student Choice

Student Choice: !!!!!!!!

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typical classroom

Planning a Unit for an Individualized Lesson Plan

Theme or Topic: Tom Sawyer

Possible Student Activities	Product/Performance	Learning Style/Modality
1. <u>Compare to self</u>	<u>journal</u>	<u>Bloom's</u>
2. <u>Compare to Huck</u>	<u>journal</u>	
3. <u>Compare S.S. to novel</u> Style using DIDLST tone	<u>journal</u>	
4. <u>Mural life on Mississippi</u> use Net web en Books	<u>poster</u>	
5. <u>essay - C-P-CA</u>	<u>essay</u>	
6. <u>Study guide</u>	<u>study guide</u>	
7. <u>journaling</u>		
8. <u>Omnimax-video</u> Mark Twain	<u>video guide</u>	
9. <u>field trip</u>	<u>hands-on</u>	
10. <u>Oral report in character</u>	<u>oral report</u>	
11. <u>Character</u> <small>Dynamic Static Round Flat</small>	<u>Character analysis</u>	
12. <u>Play music during</u> warm-up <small>Burl Ives Stephen Foster</small>	<u>none</u>	
13. <u>Show Boat</u>	<u>journal perspective on similar situations</u>	
14. _____		
15. _____		

INDIVIDUAL LESSON PLAN - LEARNING MODALITIES

ACTIVITIES - STUDENT CHOICES

Visual	
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	Verbal
--	--------

Kinesthetic	
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	Technological
--	---------------

Required Activities Teacher's Choice

Product/Performance Required

Assessment Required Activities

Optional Student-Parent Cooperative Activity
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Student Choices in Ways to Learn
Visual

Kinesthetic

Verbal

Technological

Product/Performance Student Choice

Assessment Student Choice

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Name _____

Date _____

Individual Lesson Plan

Activities - Student Choice

Visual

Verbal

Kinesthetic

Technological

But I really wanted to...

Required Activities Teacher's Choice	Product /Performance Required	Assessment Required Activities	Due

Optional
Student-Parent
Cooperative Activity

Student Choices	Produce /Performance Student Choice	Assessment Student Choice	Due

Student Activities based on Multiple Intelligences

Verbal Linguistic

- You are a tree in a temperate climate. Write a journal of how you look and what is going on around you in January, April, July and October.
- Make an oral presentation explaining why weather is so important to people who work in agriculture.
- Write a letter to businesses that sell products that contribute to the destruction of the rainforests. Explain your concerns.

Musical/Rhythmic

- Find at least 5 songs that relate to weather. Sing or play one of them for your class.
- Learn 10 weather vocabulary words by putting music to their definitions.
- Listen to pieces of classical or aboriginal music which convey ideas, feelings and moods about weather. Write down your thoughts as you listen.

Logical/Mathematical

- Figure out the percentage of sunny, cloudy and rainy days in your area during the past month. Compare this to the same month last year. What conclusions can you make?
- Make a line graph showing precipitation in your area for the past 30 days. On the same page, make a line graph showing temperature during the same period. What is the relationship between the two?
- Find out the function of various instruments that measure the weather such as a thermometer, barometer, rainfall gauge, hygrometer and anemometer. What does each measure and what types of measurements are used in each?

Visual/Spatial

- Make a collage showing different kinds of storms. Label each.
- Draw a cartoon or comic strip illustrating people's reactions to extremes in weather.
- Draw a diagram which shows global wind patterns in both the Northern and Southern Hemispheres.

Bodily/Kinaesthetic

- Pantomime several types of weather: a warm sunny day, a gentle rainfall, a cyclone, an earthquake, a drought, a monsoon, etc.
- Make a mobile of 5 different weather instruments. Hang a card beside each to explain what it is and what it measures.
- Make a sculpture of a Native American thunderbird. Explain the myths and legends told about the thunderbird.

Naturalist

- Learn about ways animals can be good predictors of weather. What animals are best to observe? What characteristics should be observed? Make a poster showing your findings.
- Do an oral report to your class explaining some good survival techniques to use in a cyclone, a flash flood and an earthquake.
- Research reasons why certain whales, seals and penguins thrive in the cold Antarctic climate. What special adaptations do these animals have which make this a habitable climate for them? Write a report with illustrations explaining these things.

Intrapersonal

- Write a two week journal reflecting on your moods and feelings during different types of weather. What can you learn about the relationship of the weather to your moods?
- Make a brochure of an imaginary place that has ideal weather for you. Describe all the features of your ideal weather and climate in this place.
- Pretend you are an endangered species due to a change in climate brought about by the carelessness or thoughtlessness of humans. Write a letter to the human race explaining how you feel.

Interpersonal

- Work in a group to produce a world weather map with lots of different weather symbols. Each person in the group should be responsible for part of the project.
- With a group of classmates, brainstorm ways worldwide weather and climatic problems such as acid rain, ozone depletion, deforestation, and global warming might be solved. Send your suggestions to the World Meteorological Organization.
- E-mail students in other countries to find out the kinds of weather they are having. Compare Northern Hemisphere weather to Southern Hemisphere weather based on your e-mail information.

Multiple Intelligences Lesson Planning Form

Unit of Study: _____

Intelligence

Activity

Verbal/Linguistic:

Musical/Rhythmic:

Logical/Mathematical:

Visual/Spatial:

Bodily/Kinesthetic:

Intrapersonal:

Interpersonal:

Naturalist:

Reproducible page for teacher use.

Taken from a workshop by Carolyn Coil

Criteria for Assessment of Student Projects/Products/Performances

Project/Product/Performance: _____

Assessment criteria:

- 1.
- 2.
- 3.
- 4.
- 5.

Project/Product/Performance: _____

Assessment criteria:

- 1.
- 2.
- 3.
- 4.
- 5.

Project/Product/Performance: _____

Assessment criteria:

- 1.
- 2.
- 3.
- 4.
- 5.

Project/Product/Performance: _____

Assessment criteria:

- 1.
- 2.
- 3.
- 4.
- 5.

Bloom's Taxonomy

Objectives	Processes	Outcomes	Information Skills
Knowledge <ul style="list-style-type: none"> • Specifics • Ways and means of dealing w/ specifics • Universals and abstractions in a field 	Define Recognize Recall Identify Label Understand Examine Show Collect List	Labels Names Facts Definitions Concepts	Define Locate
Comprehension <ul style="list-style-type: none"> • Translation <i>category</i> • Interpretation • Extrapolation 	Translate Interpret Explain Describe Summarize Demonstrate	Argument Explanation Description Summary	Define Locate Select Present Organize
Application <ul style="list-style-type: none"> • Use of abstractions in specific and concrete situations 	Apply Solve Experiment Demonstrate Construct Illustrate Record	Diagram / Illustration Collection Puzzle Model Report Photograph Lesson	Select Organize Present
Analysis <ul style="list-style-type: none"> • Elements • Relationships • Organizational Principles <i>why</i>	Connect Relate Differentiate Classify Group Organize Categorize Compare Dissect Investigate Separate	Graph Questionnaire Category Survey Chart Outline Diagram Conclusion List Plan Summary	Locate Select Present
Synthesis <ul style="list-style-type: none"> • Unique communication • Plan of operation • Set of abstract relations <i>parts to whole solve?</i>	Design Redesign Combine Consolidate Compose Hypothesize Construct Translate Imagine Invent Infer Produce Predict	Poem Project Design Brief Formula Invention Story Solution Machine Film Program Product	Select Organize Present
Evaluation <ul style="list-style-type: none"> • Judgements in terms of internal or external evidence <i>Did I answer the question?</i>	Assess Judge Criticize Decide Discuss Verify Dispute Choose	Opinion Judgement Recommendation Verdict Conclusion Evaluation Investigation Editorial	Select Assess

hardest to grasp

Learning Modality

Kinesthetic

Learning Style

Concrete Random

Taxonomy Level

Application, Analysis

Multiple Intelligence

Bodily/Kinesthetic

Logical/Mathematical

Visual/Spatial

Assessment

Originality/Creativity

Ability of object to function

Project Question

How are new things created or invented?

Questivities™

List all the kinds of paper you could use to make your contraption.

Compare/contrast something made from paper with something made from wood.

What would happen if everything in your house was made from paper?

Would you rather work with paper or work with clay?

How would you feel if you could never use any paper at school? What would school be like?

Why do people in Japan use paper for so many things, such as origami, windows on homes, noshigami (money envelopes) etc.?

How could you make your paper contraption look more beautiful?

Active Questioning

Make a list of questions a roll of wallpaper might ask a can of paint.

Inventions & Inventors

Make a contraption from paper
and explain how it works.

INDIVIDUAL LESSON PLAN • LEARNING MODALITIES

ACTIVITIES - STUDENT CHOICES

Visual	
	Verbal
Kinesthetic	
	Technological

Required Activities Teacher's Choice		
	Product/Performance Required	
		Assessment Required Activities

**Optional
Student-Parent
Cooperative Activity**

Student Choices in Ways to Learn Visual _____ _____ _____ _____ Kesthetic _____ _____ _____ Verbal _____ _____ _____ Technological _____ _____ _____	Product/Performance Student Choice	Assessment Student Choice
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