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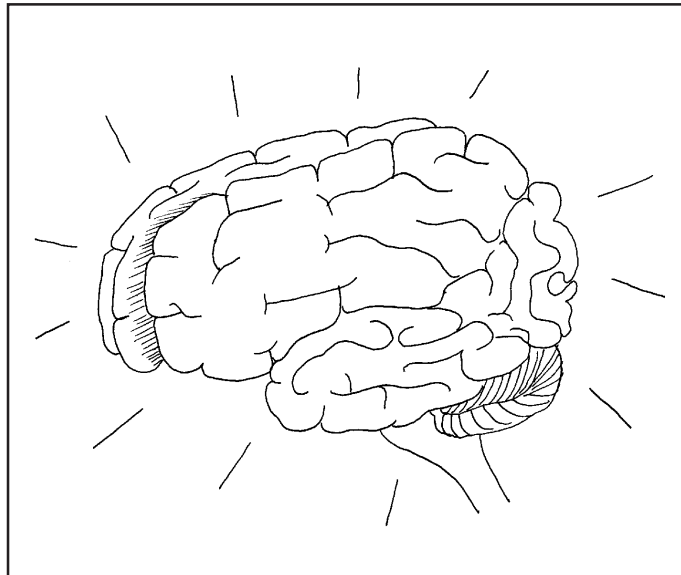
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Setting the Stage

The activities in this chapter introduce your students and you to the basics of multiple intelligence theory. These nine lessons will help you acquire information about your students' proclivities, and your students will begin to focus and take responsibility for their own learning styles. They will begin to appreciate learning differences among their classmates, and your class will become receptive to various intelligences and styles of learning, which will make introducing the multiple intelligence lessons easier. After completing the activities here, your students and you will have the information you need to use the rest of the learning strategies in this book.



Activity 1

Portfolios and Thought Journals

In Brief

Based on examples you provide, students create personal portfolios for storing their thoughts and any information they find on thinking and the brain.

Time

25 minutes (includes 10 minutes prep time)

Objectives

To set the stage for the introduction of multiple intelligence activities

To provide students with journals in which to write, draw, and keep other records of their experiences with multiple intelligence lessons

Background

This initial activity and others in the chapter gradually introduce students to a brand new way of thinking and learning. As students progress through the multiple intelligence activities, they will use the portfolio to track their growth and store their learning.

Learning Approaches

visual-spatial (copying what you see)

bodily-kinaesthetic (hand-eye coordination)

Materials

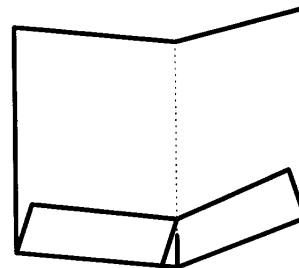
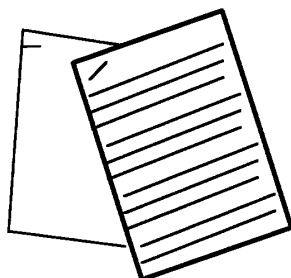
one sheet per student of large construction paper

staplers and staples

notebook paper or composition books

blank drawing paper

example portfolios



Preparation

Before starting this activity, create three to five example portfolios as models. The portfolios should include construction paper folders with pockets for extra papers, articles, and so on, and thought journals, with lined and blank pages (approximately ten to fifteen pages each).

Teach

- Step 1: Tell students they will be creating folders that they'll use to collect notes, sketches, and work sheets as they learn about the human brain and their own thinking and learning processes.
- Step 2: Show students the example portfolios you prepared and explain that they can use the examples for ideas but that they are not required to copy what they see.
- Step 3: Either set the materials and example portfolios at an activity centre where individual students or partners can look at the example and make their own, or divide the class into groups and provide each group with materials and one example portfolio.
- Step 4: Give students five to ten minutes to work. When they have finished, ask them to label the outside of their portfolios with their names and the title "A Place for My Thoughts."

Reflect

Challenge students to continue to collect items of interest to store in their thought journals. Ask them, "What kinds of things could you collect about the brain? Where could you look for these things?" Accept and discuss any answers: photographs; information they learn from their parents, friends, movies, or television; information from books or posters about the brain; and so on.

Follow-up and Extension

Invite students to add to their portfolios whenever they choose (articles, drawings, their own written ideas about thinking, and so on). Periodically, collect the portfolios and review them to check student progress and to note student interests to guide you in collecting classroom references.

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Musical-Rhythmic Intelligence

This book begins with strategies for enhancing the musical-rhythmic intelligence because it is perhaps one of the least used intelligences in the traditional primary curriculum. Music is generally used as enrichment, only taught by a specialist for one hour a week. Some teachers may introduce a few songs during the school year and have holiday music programs, but regular exposure to music is rare. This chapter provides six ways to use music for more than talent enrichment; these strategies use music to teach subject matter by associating the qualities and elements of music with the information being learned.

Learning by using music will probably be completely foreign to many of your students. As you teach the lessons in this chapter, preview each one with your students by summarising the activities and goals.

