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Introduction

The educational community has been clamoring for change for many years. Journal headlines suggest solutions. Politicians offer advice. Parents have their ideas of what should be done. There has been a growing trend in home schooling. Teachers are frustrated. Administrations seem ineffective. All of this scurrying about has had dire effects on the very people we are trying to help—the students!

What is the solution? Many creative people have developed curricula, new approaches to learning, and new teaching techniques. Teachers often go to seminars heralding a ‘new, improved, and guaranteed successful’ approach to classroom instruction. These presentations are often inspiring and full of great ideas. More often than not, teachers find themselves going back to their same classrooms, full of intent to implement these ideas, only to find the same textbooks, the same students, and the same old attitude about new ideas taking too much energy.

Teachers do not give up their quests for solutions, however. They keep searching, and once in a while they find a theory, technique, or idea that really works for them, and they embrace it. Teachers adopted the theory of multiple intelligences because it did not require the discarding of previous ideas. Instead of starting over with some brand new plan, they could just supplement the good things they were already doing with ideas that would reach even more of their students.

The theory of multiple intelligences makes sense. It involves taking what teachers already do in the classroom and expanding that to enable them to be more successful with all of their students. We have all heard quotes about the fraction of our brains that we use. Studies have shown that only 10%–25% of the human brain is actually used. The theory of multiple intelligences ensures whole-brain learning. The use of different parts of the brain guarantees that teachers and students alike will use larger portions of their brains. The theory is encouraging and does not limit anyone to a preconceived notion of how smart they are. It stresses real-life learning, not the memorisation of artificial, irrelevant snatches of information.

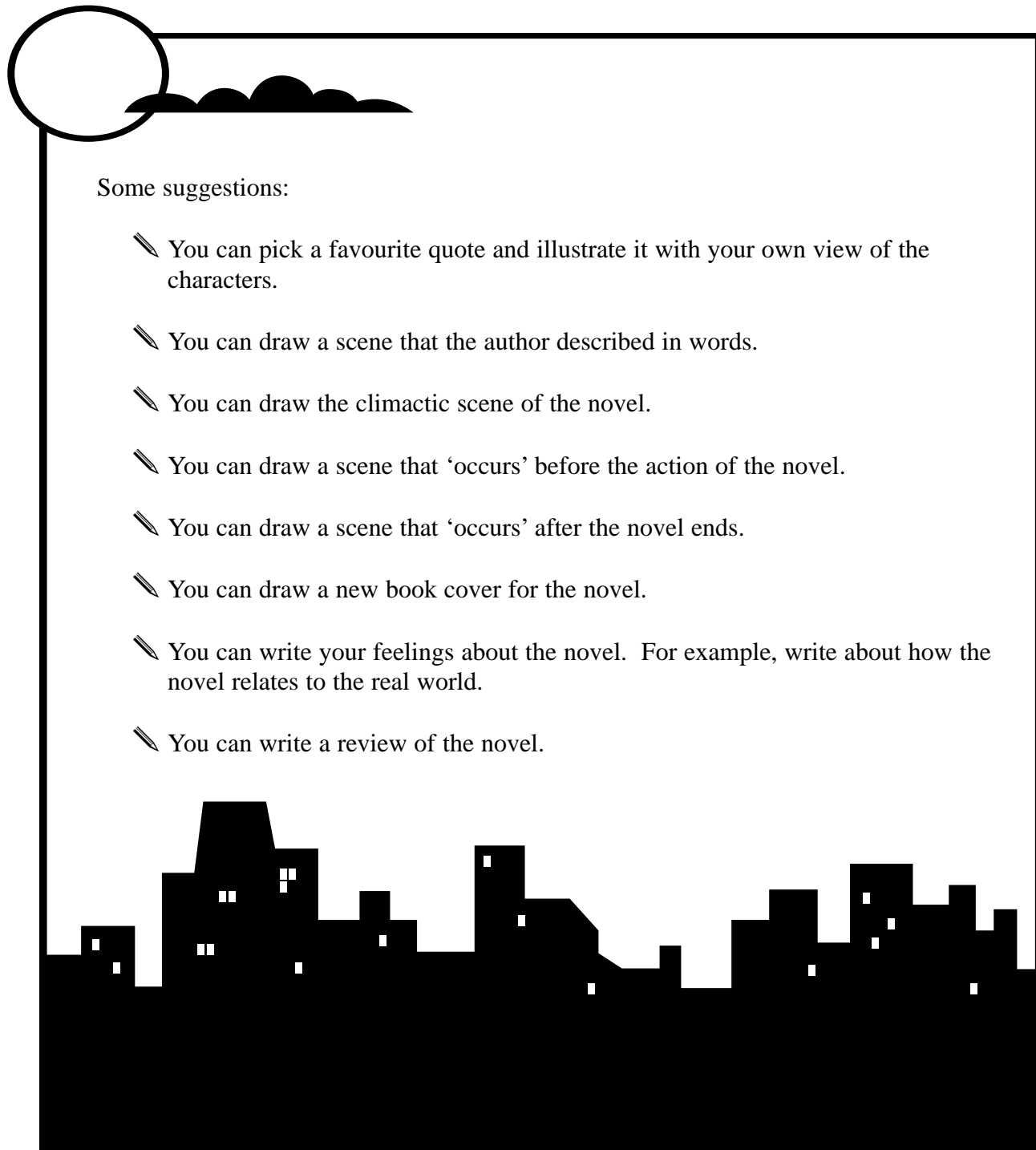
Celebrate learning with your students. Let them know that their potential is limitless. Help them develop into successful, self-confident, well-rounded citizens by incorporating multiple intelligences into their lives. Putting this theory in practice has improved the personal and professional lives of teachers in amazing ways.

One-Pager









Complete this activity after reading *Maniac Magee* by Jerry Spinelli (Little, 1996).

A 'one-pager' is a chance for you to draw or write your reaction to *Maniac Magee*. You may do whatever you want, as long as it relates to the novel. Use a separate sheet of paper—you will need to decide whether it should have lines, have just a few lines, or be free of lines.

The only requirement is that your page has to have some colour on it. If you don't want to draw, then at least put a colourful border around your writing.



Some suggestions:

-  You can pick a favourite quote and illustrate it with your own view of the characters.
-  You can draw a scene that the author described in words.
-  You can draw the climactic scene of the novel.
-  You can draw a scene that 'occurs' before the action of the novel.
-  You can draw a scene that 'occurs' after the novel ends.
-  You can draw a new book cover for the novel.
-  You can write your feelings about the novel. For example, write about how the novel relates to the real world.
-  You can write a review of the novel.

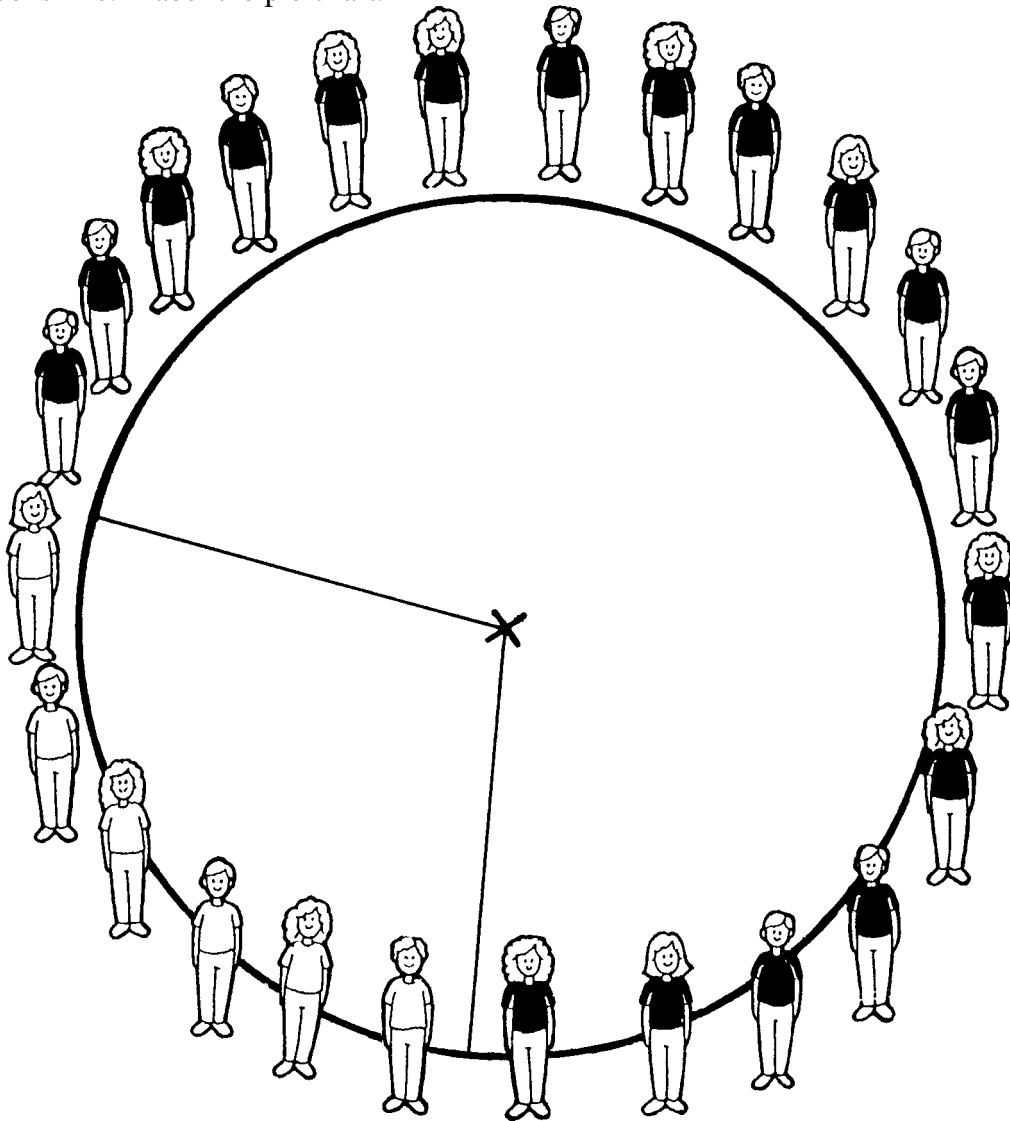
Pie Graph

Materials: chalk; paper; crayons; flat paved areas on the playground

Directions: Ask how many children are wearing the colour red. Those children will need to form a line and hold hands. The children not wearing red will form a line and hold hands. The children on the ends of each line will hold hands with the children of the other group and form a large circle. One child or the teacher will draw a circle around the inside of the children with chalk. Each group will be standing together on the edge of the chalk circle.

Have the children help locate the centre of the circle and place an 'X' in the centre. Draw lines from the 'X' to the beginning and ending of the red group. Which group makes the biggest piece of the pie? This is a pie chart.

Pass out crayons and paper and let each child copy one of the human pie graphs that you made on the playground. This can be done right on the playground so that each child can remember what a pie graph looks like. Label the pie chart.



Variation: Divide the class by hair colour, eye colour, Velcro versus tie shoes, number of siblings, or birth order. Show the children more complicated pie graphs using more than one category.

Send a Message

Science Concept: Nerves carry messages between the body and the brain.

Question

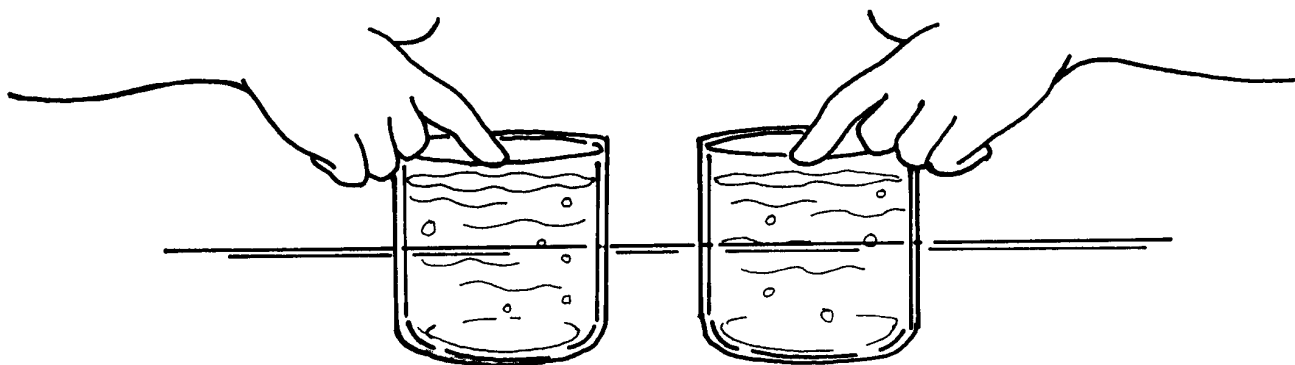
How does my brain know if the water I touch with my finger is warm or cold?

Materials Needed for Each Group

- container of warm water
- container of cold water

Discovery Experience

1. Divide your class into small groups. Give each group one container of cold water and one container of warm water. Ask your children if they can tell by looking, which container has the warm water and which container has the cold water.
2. Pose a silly question to introduce the nervous system. If your brain is the part of your body that decides which container has the hot and cold water, should you stick your brain (head) in the water so that it can decide which is the warm water and which is the cold water?
3. Ask your children to explain an easier way to test the water temperature. Encourage them to try to explain how the brain can know the temperature of the water if it is the finger that will actually be in the water.
4. Encourage each child to test the water by sticking one finger in each container. Allow each group to report its findings.



What Scientists Know

Your brain and your finger each have an important job to do today. Your brain made the decision, but your finger did the water test. What makes the connection between the finger and the brain? Inside your finger there are nerves that run from your finger and up your arm to your brain. Just like the mail carrier or telephone wires, nerves carry messages from the finger to the brain. Nerves, however, are much faster than mail carriers or telephone wires. You did not need to get your head wet for your brain to quickly know which water was warm and which was cold.