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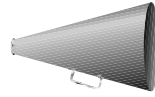
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Verbal/Linguistic Intelligence

. . . is the ability to use with clarity the core operations of language. The predominant aspects of this intelligence are communication through reading, writing, listening, and speaking with key literacy skills. The ability to link new knowledge to prior experiences is also an important component of this intelligence.

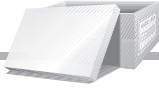
Individuals who are proficient in verbal/linguistic intelligence are able to form and recognise words and patterns by sight, sound, and in some cases touch. Those who are strong in this intelligence are able to produce and refine language and use its many forms and formats.

In the classroom, verbal/linguistic intelligence is stimulated through storytelling, debating, speech making, and play acting. Reading and responding to a variety of texts, as well as writing essays, stories, letters and jokes, also utilises this intelligence. To activate verbal/linguistic intelligence, as with every intelligence, teachers should also encourage students to draw connections between past experiences and new knowledge. This strategy, often referred to as *transfer*, helps learners better relate to and understand new ideas and information.

The verbal/linguistic-focused lessons in this section offer educators a way to inspire and employ the properties of this intelligence in the classroom. These lessons will provide opportunities for learners to practise and polish verbal/linguistic communication skills through activities in reading, thinking, writing, listening, and speaking.



READING FOR THE MAIN IDEA



ACTIVITY-AT-A-GLANCE

Purpose

Use strategic reading methods to determine main ideas in literature.

What You'll Need

- A selection of nursery rhymes
 - A variety of headlines from the newspaper
-

Metacognitive Opener

Ask students to consider how they determine what the main idea of a story is. Explain that the main idea of a paragraph, story, or newspaper article is the writer's message to the reader. The main idea may summarise a central idea or bring up or answer a specific question. Explain that students will begin by uncovering the main ideas in several nursery rhymes.

What to Do

1. Examine a series of headlines from the newspaper and discuss how they connect to the main ideas of the articles.
2. Select a nursery rhyme, such as 'Jack Be Nimble' or 'Jack and Jill,' and make sure all students have a copy. Select a student to read the rhyme aloud. Next, invite students to close their eyes and visualise the rhyme as another student reads the rhyme aloud again.



3. Guide students in detecting the rhyme's main idea and then creating a headline that emphasises this idea. For example, for the 'Jack Be Nimble' rhyme, the headline/main idea could be 'Boy takes a daring leap.' 'Jack and Jill' could inspire a headline/main idea of 'Couple involved in an accident.'
4. Have students create their own headlines for the other nursery rhymes.
5. Invite students to share their work with the class. Ask listeners to critique, compare, and comment on the work that is shared.
6. Review Reading Strategies: A Checklist for Success with students (see blacklines section).

Meeting the Needs of Diverse Learners

Ask students to read a news article and write its main idea. Students may illustrate the main idea, create a collage that reflects it, or create a nursery rhyme with the same theme.

Reflections

1. Have students ask a family member to share with them a favourite nursery rhyme. Together they can create a headline/main idea for the rhyme.
2. Have students read one new nursery rhyme and write a headline/main idea, then illustrate this piece and share it with a younger sibling or friend.

