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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.

# How to Read a Poem

If you want to write poems that you and others will enjoy reading, you will need to strengthen your 'poetic ear.' When you have a poetic ear, you can enjoy and appreciate reading and writing poetry. To strengthen your poetic ear, you need to read lots of poetry and write it, too.

Here is a very famous poem by American poet, Robert Frost. Read this poem, and other poems, by following the list of directions at the bottom of the page. After you've done this with a few poems, you will start to notice that your poetic ear is getting stronger.

## Stopping by Woods on a Snowy Evening

Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.  
My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.  
He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.  
The woods are lovely, dark and deep  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.



First, read the poem carefully all the way through. Next, read the poem aloud. When you read a poem, pay more attention to the punctuation than to the ends of lines. If there is no punctuation, go right to the next line as you read just as you would for a sentence in a story. Listen to it as you read.

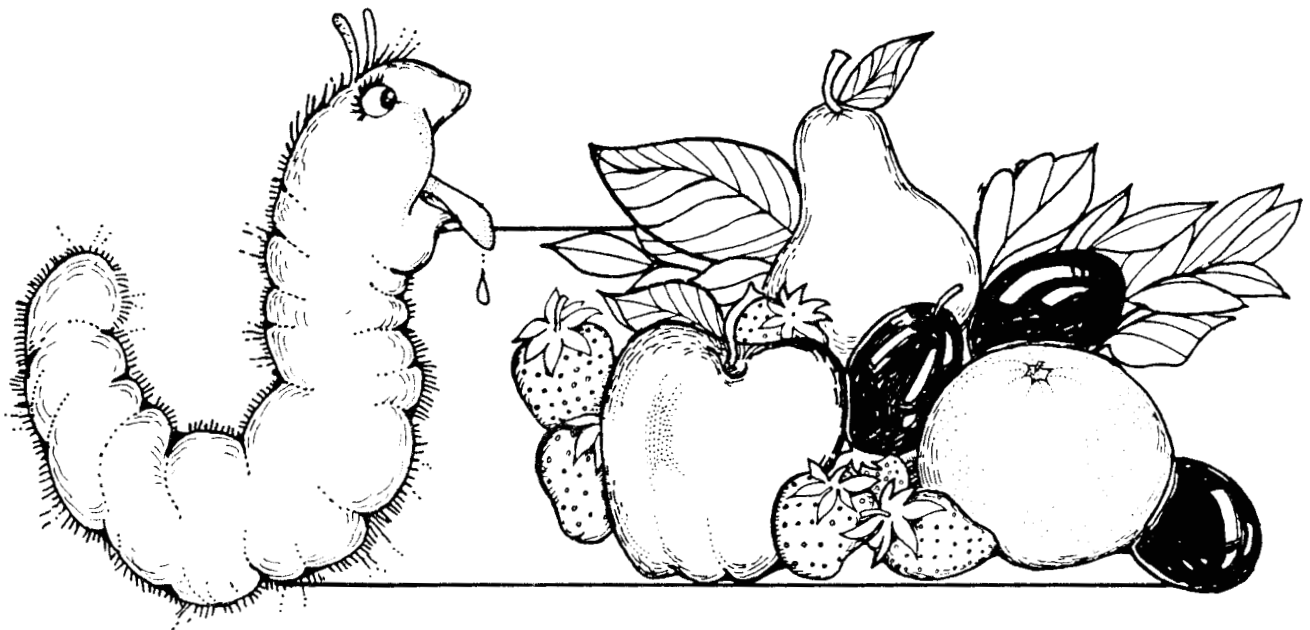
**Extension:** Write this poem on a piece of art paper and illustrate it. Choose several poems you like and write them in a poetry journal where you can collect your favourites.

# What a Hungry Little Guy!

Read *The Very Hungry Caterpillar* by Eric Carle. Use the information in the story to match the food sets the hungry caterpillar ate with the correct dining day.

- |  |              |
|--|--------------|
| 1. _____ four strawberries   | a. Monday    |
| 2. _____ one apple   | b. Tuesday   |
| 3. _____ three plums   | c. Wednesday |
| 4. _____ one piece of chocolate cake, one ice-cream cone, one pickle, one slice of Swiss cheese, one slice of salami, one lollipop, one piece of cherry pie, one sausage, one cupcake, and one slice of watermelon | d. Thursday  |
| 5. _____ two pears   | e. Friday    |
| 6. _____ one nice green leaf   | f. Saturday  |
| 7. _____ five oranges  | g. Sunday    |

Circle the foods mentioned above that might be on a real caterpillar's diet. Cross out the foods that you think a caterpillar would probably never get a chance to taste in real life.



# Drop Race

Cover this page with a sheet of wax paper. Fold the wax paper over to the back and tape it in place.

Using your finger, place a medium-size drop of water (from a tap or a cup of water) into the starting circle.

Guide the drop of water through the maze by moving the sheet of paper around. After practising for a few minutes, challenge a classmate to a water-drop race. Take turns seeing who can get the drop through the entire race course without going out of the lines and without dropping the drop. Have fun!

**Teacher's Note:** This activity also works well when the activity sheets have been laminated. If you do choose to laminate, save a class set to use year after year.

