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Introduction

For most instructors, the ultimate goal is to provide students with the best education possible. One of the largest obstacles that instructors face, however, is that they simply do not have enough time to teach all of the needed information. Research has shown that the best way to learn to write is to practise. Yet, how do instructors enable students to practise when time constraints often hinder them? More importantly, how can instructors be diverse enough to teach all of the different learning styles, so that they may meet the needs of every child? To help instructors to achieve this goal, *Writing Lessons Using Multiple Intelligences* includes lessons that teach the writing process and skills in a variety of ways, addressing students' many different learning styles, as delineated in Howard Gardner's theory of multiple intelligences.

For students who do not learn in a linguistic manner, writing can be difficult. Using other intelligences to teach students to write is not only valuable but also necessary. This book is designed to help non-linguistic students learn to write. By using the multiple intelligences, this book helps students to develop their linguistic intelligence through their other intelligences. This book is not a curriculum; rather, it is a supplement to a well-structured, content-rich curriculum. Its purpose is to aid the instructor whose students are struggling in all areas of writing, while improving the skills of the accomplished writer.

The lessons in this book have been taught in many classrooms. The step-by-step instructions are ones that have worked with all types of students. This does not mean that these lessons should remain unmodified. Each student is different, and teaching should meet the individual needs of every child. Since each student has a few dominant intelligences, these lessons are designed to cover three or more intelligences concurrently. The extensions at the end of each lesson help to cover the rest of the intelligences that are not used in the step-by-step instructions. Thus, each student will be able to demonstrate growth while successfully using the intelligences that will most help him or her.





Introduction *(cont.)*

Each lesson in the book follows the same format:

Curriculum Connections

Writing is the subject area of this book. Since writing across the curriculum has become an important part of the educational process, some lessons in this book cover more than one subject of the curriculum. Curriculum Connections lists the other subjects that can be included while completing each lesson. English (reading and speaking), science, maths, social education, music and health are examples of other areas of the curriculum that may also be taught in the lessons.

Objective

The Objective section gives a brief summary about what students will accomplish or demonstrate by completing the lesson.

Educational Goals

Educational Goals discusses what skills students will learn and practise by completing X lesson.

Materials

This section lists the work sheets and items used in the lesson.

Multiple Intelligence Connections

Multiple Intelligences Connections give examples of the intelligences that are addressed by completing certain activities contained in the lesson. Each instructional lesson covers three or more intelligences. In addition, extensions in each lesson offer extra activities designed to cover any intelligences that are not addressed in the instructional lesson. The extension activities also offer help to students who may be having difficulty with the instructional lesson or who need extra practice. Multiple Intelligence Connections covers both the instructional part of the lesson and the extensions; however, all intelligences do not need to be addressed within every lesson. One activity may overlap with another intelligence. For example, writing could be considered spatial (picturing or visualising) or linguistic (reading, writing or speaking), since the student is seeing or visualising the written word. The main purpose of Multiple Intelligence Connections is to act as an educational guide for helping students who learn best using other modes of thinking.





Standards and Benchmarks: 1A, 1B, 1C, 1G, 1K, 2A, 2B, 3B, 3D, 3E, 3F, 3J, 4A, 4F, 4G

Paragraph Writing Lesson

Curriculum Connections

Language arts, maths, science and social education

Objective

Students will write a paragraph using a title, a topic sentence, three supporting sentences and a concluding sentence.

Materials

- student copies of Work Sheet #1 or #2: Paragraph Strip Helpers (beginning or intermediate levels, pages 37–38)
- student copies of Work Sheet #3 or #4: Paragraph Stoplight (beginning or intermediate levels, pages 39–40)
- student copies of Work Sheet #5: My Favourite Season (page 41, optional)
- student copies of Work Sheet #6: A Million, a Billion and a Trillion (page 42, optional)
- student copies of Transitional Words and Phrases (page 26)
- blue, green, red and yellow crayons, textas, or coloured pencils for each student

Educational Goals

Students will learn to write a well-structured paragraph (about any subject). They also will practise sentence structure, punctuation and other grammar skills. This activity may also help students to excel on achievement tests, since these skills are usually assessed on such tests.

Multiple Intelligence Connections



LINGUISTIC

Write sentences; restate parts of a paragraph; create a paragraph.



SPATIAL

Create a 'paragraph stoplight'; use colour to identify parts of a paragraph.



BODILY-KINAESTHETIC

Assemble a 'paragraph chain'; touch the chain while explaining the parts of a paragraph.

Work Sheet #1: Paragraph Strip Helpers (Beginning)

Title

Topic Sentence

Supporting Sentence #1

Supporting Sentence #2

Supporting Sentence #3

Concluding Sentence