

Learning About My Multiple Intelligences

Lesson Plan

Goal: This lesson plan is designed for sixth graders to be implemented at the onset of the school year. Its purpose is to introduce learners to the formal practice of metacognition, to assess their' strengths and weaknesses in the eight multiple intelligences (identified by Howard Gardner), and to target the newly NJ Core Curriculum Content Standards for Technological Literacy as well as other standards.

Objectives	NJ Curriculum Standards
<p>By the end of this lesson plan, learners should be able to:</p> <p>1) identify their individual strengths and weaknesses as learners according to the eight intelligences identified by Howard Gardner by completing a <i>Learning Inventory</i> using http://www.ldrc.ca/projects/mi/inventory/mitest.html or http://surfaquarium.com/MI/MIinvent.htm</p>	<p>Standard 8.1 All students will use (technology skills and tools) computer applications to gather and organize information</p> <p>Standard 8.2 All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.</p>
<p>2) identify and describe each of the multiple intelligences by researching them online using http://www.thirteen.org/edonline/concept2class/month1/index.html#2 then by working in cooperative groups to demonstrate/present understanding to class.</p>	<p>Standard 2: All Students Will Use Information, Technology, And Other Tools Indicator: 7. Use technology and other tools to solve problems, collect data, and make decisions.</p>
<p>3) compare and contrast their strengths and weaknesses with other students within the classroom context by graphing the results of their <i>Learning Inventory</i> using a graphing software</p>	<p>Standard 4: All Students Will Demonstrate Self-Management Skills Indicators: 1. Set short and long term goals 11. Describe how ability, effort, and achievement are interrelated</p>
<p>4) use mathematical skills of collecting, organizing and displaying data to achieve objective #2</p>	<p>Math Standard: A. Data Analysis- Students will: 1. Collect, generate, organize, and display data</p>

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Activities:

Introductory- Students will be directed to use a *think-write-share* strategy to answer the following questions:

- How do you learn best?
- What helps you to learn best?
- Name something you learned well anytime and any place in your life.
- Why do think you learned it so well?

In a total group setting, the teacher will document the *shared* responses to each question using Inspiration software and project onto a screen using an LCD projector. (The responses can be written on a chalkboard using concept mapping.)

The teacher will explain that students will be completing an inventory of their learning styles

Main Activities-

- A) Learners will complete a checklist of behaviors describing each of Howard Gardner's Multiple Intelligences. (These can be printed out in a copy for each child from :
<http://www.ldrc.ca/projects/miinventory/mitest.html> or
<http://surfaquarium.com/MI/MIinvent.htm> When finished, each person will tally the results within each category.
- B) Using an LCD projector, students will be introduced to Gardner's *Eight Multiple Intelligences* the following website:
<http://www.thirteen.org/edonline/concept2class/month1/index.html#2>
- C) Learners will be paired with a laptop or desktop and directed to access the above website using the Internet. They will research each intelligence and examples of how that intelligence is exhibited or demonstrated then record these on a T-chart in WORD.
- D) Using the information on the T-chart, students will be organized into eight cooperative groups and select one of the intelligences (picking from labeled index cards). Each group will be directed to teach the class about all eight intelligences using the strengths described by their research on their assigned intelligence. For example, the group labeled *Visual/Spatial* could draw illustrations for each of the intelligences.
- E) Each group will present their demonstration to the entire class.

Culminating Activity-

- A) Using the information tallied in 2A, students will organize their data according to each *intelligence* category then graph the results using a software program such as EXCEL, Tom Snyder's Graph Master, or the website <http://nces.ed.gov/nceskids/graphing/>.

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- B) The teacher will organize all students' results into a class table (showing no individual names) and then graph the results, using the above software.
- C) In a total group situation, the teacher and class will discuss the results, comparing the strengths and weaknesses of each *intelligence's* result to another's. The class will discuss how they could all benefit from this knowledge (i.e. class members can share strengths with one another; they can value and respect their strengths and those of their peers; and they can use the awareness to work on develop their individual weaknesses).
- D) In journal, learners will write a summary of their results, reactions to the results (agree or disagree with reasons), comparison of their individual results with the total group's results, and a paragraph on how this information will be useful in learning.

Follow-up Activity-

The graph can be posted on a bulletin board for display throughout the year, so that learners can refer to the data as groups are being formed, pairs are chosen, activities are selected, etc. The multiple intelligence inventory can be re-administered mid-year and at the end of the year to note changes, if any.

Evaluation-

- Informal-Teacher observation; pupil participation; journal responses
- Formal- Group rubric; individual graphs; class graph