

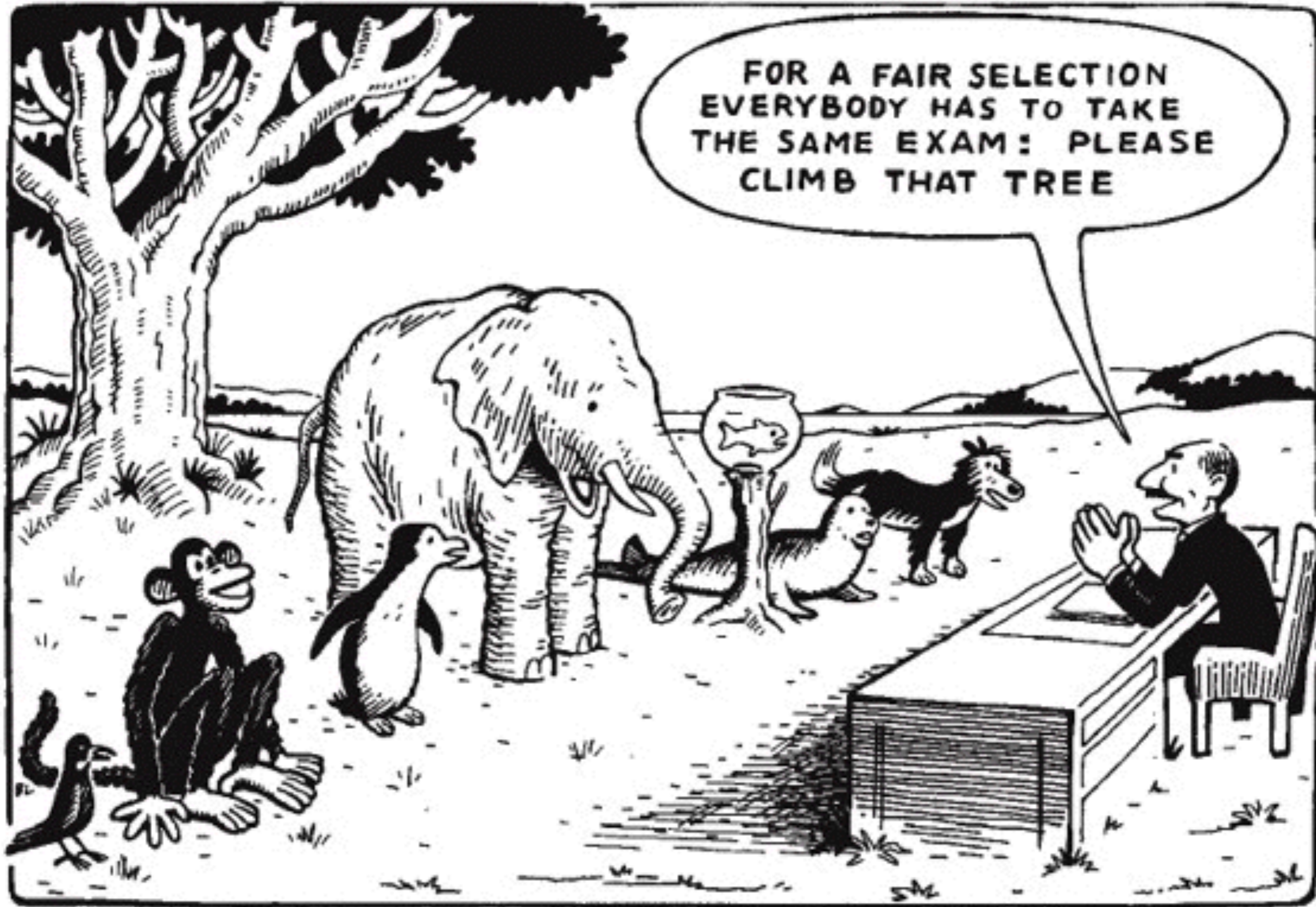
APPEALING TO DIFFERENT LEARNERS



NANCY MIKHAIL, M.S.ED.

@curriculumques

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



STATIONS

Station 1: Music Station
In your groups, create a jingle or rap about the water cycle using musical instruments

Station 2: Build a Shape
Create geometric shapes using pipe cleaners.

Station 3: Quick Write
Watch a 2 minute clip about Greek and Roman Art. Then you will have just a few minutes to write down everything you remember.

WHEN GIVING A LESSON YOU WANT TO MAKE SURE...



TYPES OF LEARNERS

- The Linguistic Learner
- The Musical or Rhythmic Learner
- The Kinesthetic Learner
- The Visual or Spatial Learner
- The Logical or Mathematical Learner
- The Interpersonal Learner
- The Intrapersonal Learner

BASED ON NON-EMPIRICAL ARTICLES, THE MULTIPLE INTELLIGENCES THEORY IN REGULAR AND SPECIAL EDUCATION, IT IS LIKELY TO HAVE...

- Fewer referrals to special education
- A greater emphasis on identifying strengths
- Increase students self-esteem
- Increase understanding and appreciation of students (making sense of individual differences, tolerances, understanding, and appreciation of students with special needs)

Modified from The Theory of Multiple Intelligences http://spannj.org/publications/theory_of_multiple_intelligences.htm

THE LINGUISTIC LEARNER



Record

Words

Storytelling

Mnemonics

Restate Instructions

Audio Recordings

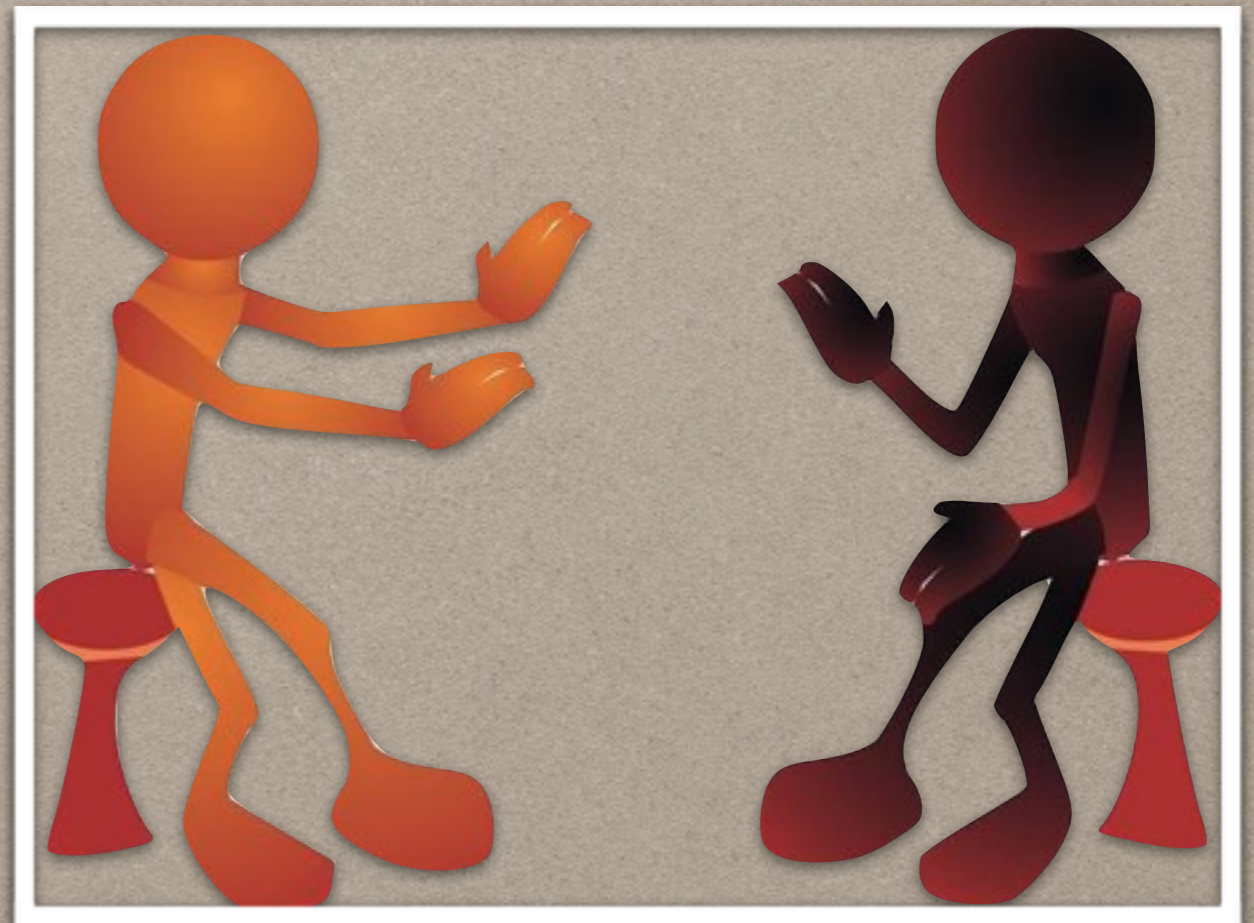
PICTURE WALK

- Post pictures around the room attached to a poster where students could write
- Students walk around with a marker and write their thoughts underneath the picture
- Discuss their comments and introduce the lesson



A-B PARTNER TEACH

- Designate one student as A and the other as B
- Tell them before the lesson that they will be responsible to reteach a portion of the content to a partner
- Now it's your turn!



THE MUSICAL LEARNER



Lessons into lyrics

Speaking rhythmically

Instruments

Poems

Songs

Playing music

THE KINESTHETIC LEARNER

**“Tell me
and I forget.
Teach me
and I remember.
Involve me
and I learn.”**

BENJAMIN FRANKLIN

Physical Activities
Retelling or Reteaching

Acting

Hands on

Sports

Visual learners account for around 30%
Auditory learners account for around 25%
Kinesthetic learners may account for as
much as 45%

<http://www.facstaff.bucknell.edu/jvt002/docs/asee-2008b.pdf>

WHO AM I?

- Materials: scotch tape, 3x5 cards
- Set-up: Write names of people on the cards. Tape one name on the back of each student. Don't allow student to see the name on his/her back
- How to: Students move around asking yes/no questions about their own character. May ask only 1 question per person. When they accurately identify the person they may sit down.



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THE VISUAL LEARNER



Charts

What do you see?

Link pictures to text

How does it function?

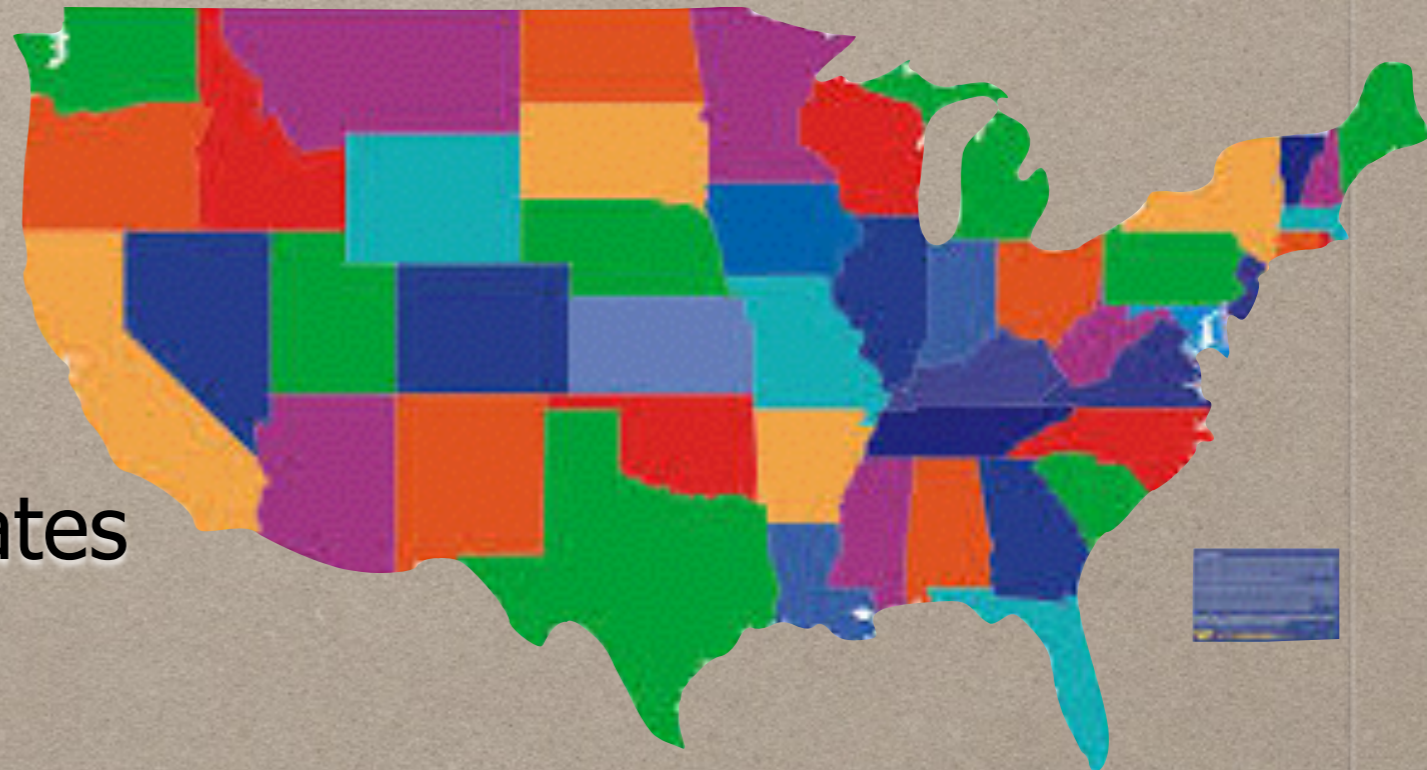
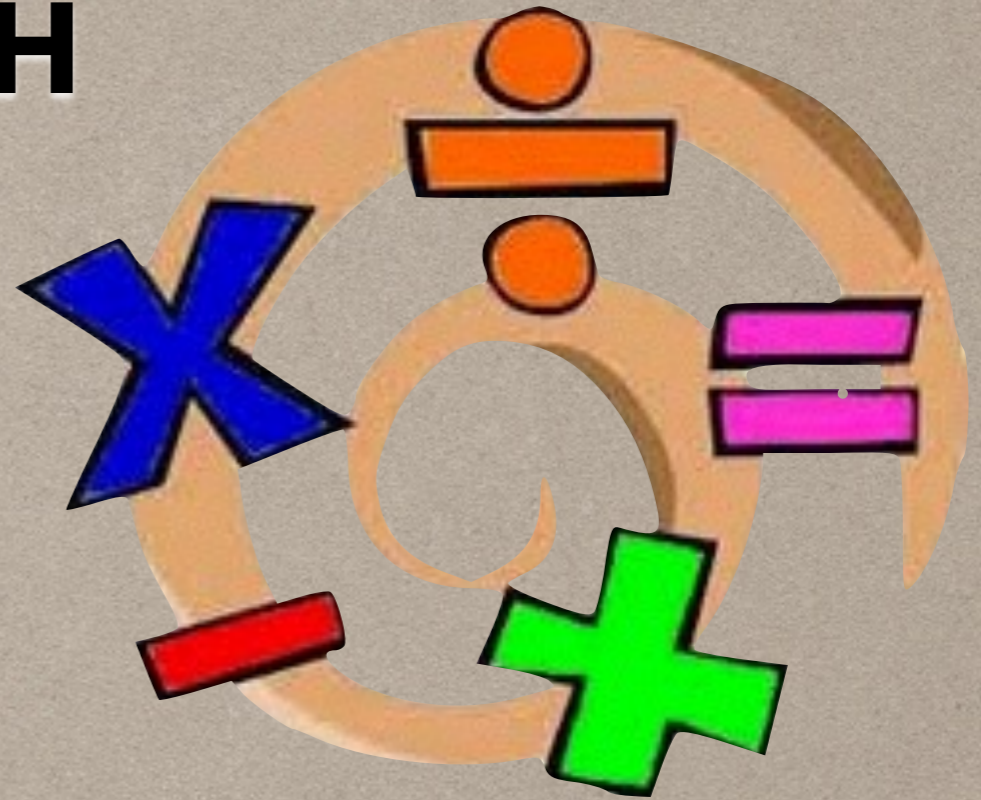
Color code work

STUDENT CHECKLIST

- Do I understand the directions?
- What is the first step?
- Do I understand all the language?
- Do I need more time?
- Do I need something clarified?
- Do I need something repeated?

MIX FREEZE MATCH

- Make index cards before hand
- Each student gets a card
- "Mix" "Freeze" "Match"
- You can match:
 - Definitions
 - States/Capitals
 - Important events with dates
 - Fractions/Decimals



THE LOGICAL LEARNER



Logic

Questions

Categorize

Numbers

Experiments

LOGICAL LEARNER IDEAS

- Building random materials together
- Observe, take something apart, fit things together
- Make models of objects, places, or events
- Edit pictures, video footage, or fabric pieces
- Ask students questions instead of talking to them

THE INTERPERSONAL LEARNER



Group Work

People

Discussions

FIND SOMEONE WHO

- Make a chart with “Find Someone Who” statements
- Students walk around the room to find someone who knows the information in the box
- They sign their name in the box
- Once the grid is complete, student is done!

DCSB ELA Literacy L.A. 5c

Name: _____

Find Someone Who...

understands the relationships between these word pairs.

homonyms hair & hare grease & _____ _____ Name: _____	antonyms quick & slow victorious & _____ _____ Name: _____	homographs egg means: 1. A stone made of mineral matter. OR 2. _____ _____ Name: _____
homographs beat means: 1. To pull apart by force. OR 2. _____ _____ Name: _____	homonyms jean & gene foul & _____ _____ Name: _____	homographs wound means: 1. An injury. OR 2. _____ _____ Name: _____
Synonyms tasty & delectable illusionist & _____ _____ Name: _____	homographs permit means: 1. An official license or certification. OR 2. _____ _____ Name: _____	homonyms hours & ours higher & _____ _____ Name: _____

PES 5th & 6th Grade ELA

THE INTRAPERSONAL LEARNER



Independent

Modeling

Explain your philosophy on...

STATIONS

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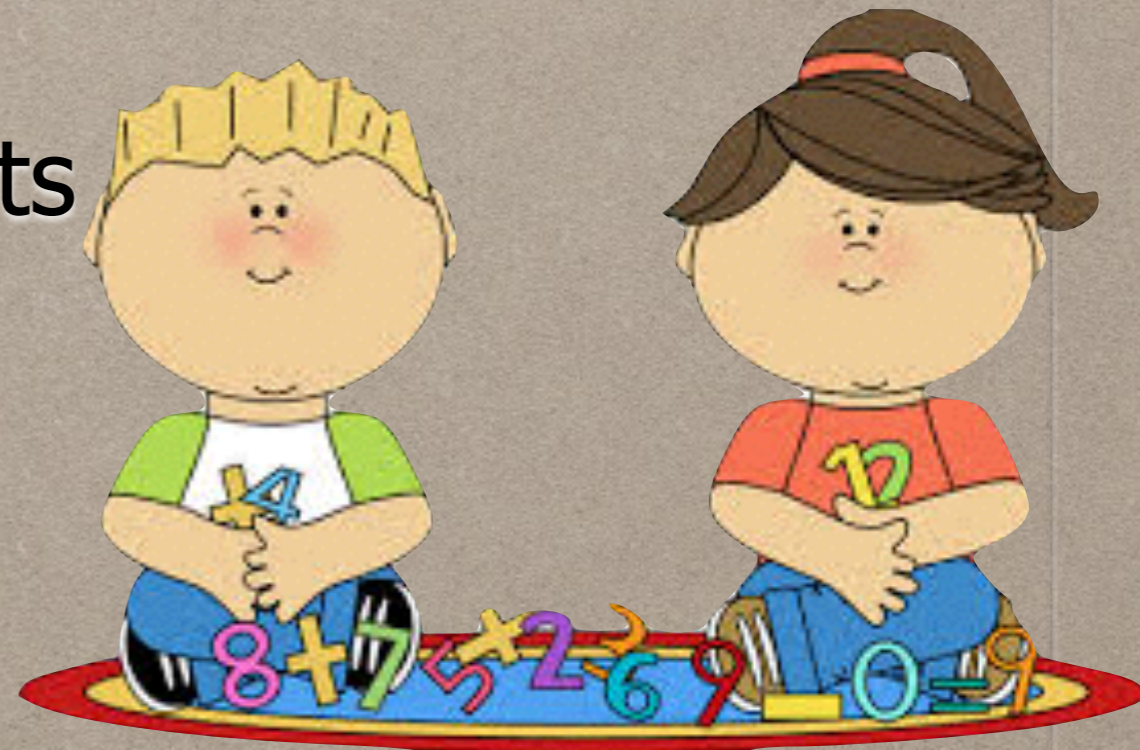
Station 2: Build a Shape
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Watch a 2 minute clip about Greek and Roman Art. Then you will have just a few minutes to write down everything you remember.

CENTERS

- Subject specific centers
- Multiple subjects during center time
- Allows for smaller group instruction
- Rotate around classroom
- Talk one-on-one with students
- Exploration



CHOICE BOARDS

ART HISTORY

<p>Verbal/Linguistic (Word Smart)</p> <p>Choose an Artist. Write a presentation on the life of this artist. Option: Present your presentation to the class.</p>	<p>Logical/Mathematical (Math Smart)</p> <p>Research the Op Art Period. Create an Optical Illusion on paper or using Adobe Photoshop. Option: Create a String Art Project</p>	<p>Intrapersonal (Self Smart)</p> <p>Choose your favorite artist or art period. Write a self reflection paper supporting why the artist or art period is your favorite. Option: Compare and Contrast two of your favorite artist or art periods.</p>
<p>Interpersonal (People Smart)</p> <p>With one partner, choose an artist or art period that you both like. Create a collaborative work of art in the style of artist or art period you both choose. Option: Present your collaborative work of art to the class.</p>	<p>ActivInspire Presentation (Computer Smart)</p> <p>Create an art history flipchart using ActivInspire. Choose an artist, your favorite work of art they created, and write two paragraphs describing the art and artist. Option: Present your Flipchart to the class.</p>	<p>Musical/Rhythmic (Music Smart)</p> <p>Write a song, chant or rap about an artist or art period. Option: Present the song, chat or rap to the class.</p>
<p>Visual/Spatial (Art & Space Smart)</p> <p>Recreate a piece of art in the style of an artist or art period. Option: Present your art to the class and explain how your art represents the artist or art period.</p>	<p>Bodily/Kinesthetic (Body Smart)</p> <p>Research an artist or art period. In partners or small groups, write a play about the artist or art period. Option: Record your play before or after school or present live to the class.</p>	<p>Naturalist (Nature Smart)</p> <p>Choose an artist whose art represents your favorite part of nature. Create a piece of art in the style of this artist. Option: Present your art to the class and describe why you choose this artist.</p>

Spelling Activities

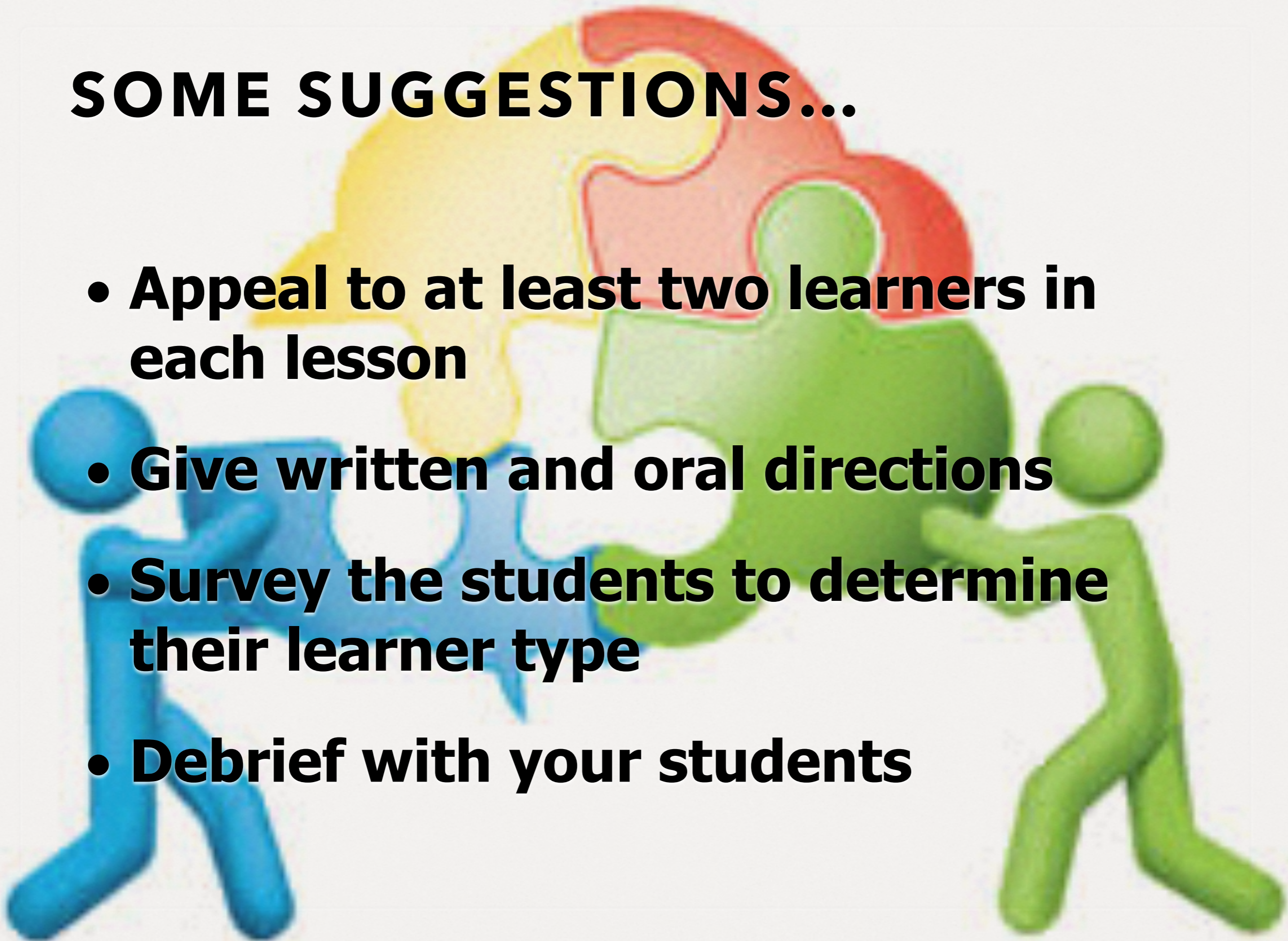
This is your spelling activity list. You must choose **four** activities a week. Don't forget to turn in your homework every morning.

<p>Pyramid Words</p> <p>Write your words in the shape of a pyramid.</p> <p>Ex: can c ca can</p>	<p>Word Search</p> <p>Create a word search, print, and find the words.</p> <p>http://www.funfonix.com</p> <p>Or</p> <p>Create a word search on graph paper and find the words.</p>	<p>Vowels & Consonants</p> <p>Write your spelling words 2 times each. Use a red crayon or colored pencil for vowels and blue for consonants.</p> <p>Ex: can</p>																																				
<p>Rainbow Letters</p> <p>Write your words in pencil. Trace over the word with different crayons or colored pencils 2 times.</p> <p>Ex: can</p>	<p>Drawing Words</p> <p>Write your spelling words in fun writing. Be creative (bubbly, spiggles, block)</p> <p>Ex: can</p>	<p>Word Detective</p> <p>Add up your words using code</p> <p>Ex: can = 3+3+4 = 10</p> <table border="1"> <tbody> <tr> <td>A</td><td>C</td><td>G</td><td>O</td><td>S</td><td>T</td> </tr> <tr> <td>1</td><td>3</td><td>3</td><td>2</td><td>1</td><td>6</td> </tr> <tr> <td>4</td><td>4</td><td>3</td><td>7</td><td>6</td><td>1</td> </tr> <tr> <td>3</td><td>2</td><td>1</td><td>3</td><td>10</td><td>1</td> </tr> <tr> <td>1</td><td>1</td><td>1</td><td>6</td><td>4</td><td>4</td> </tr> <tr> <td>5</td><td>10</td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	A	C	G	O	S	T	1	3	3	2	1	6	4	4	3	7	6	1	3	2	1	3	10	1	1	1	1	6	4	4	5	10				
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3	2	1	3	10	1																																	
1	1	1	6	4	4																																	
5	10																																					
<p>ABC Order</p> <p>Write your spelling words in ABC order and then reverse it.</p> <p>ABC ORDER REVERSE</p> <p>Ex: can store cape deer door cape store can</p>	<p>Cursive</p> <p>Write your spelling words 2 times each in cursive.</p> <p>can store cape deer door cape store can</p>	<p>Repeat</p> <p>Write your spelling words 2 times each</p> <p>Or</p> <p>Type your spelling words 2 times on your computer. Print it out and turn it in.</p>																																				



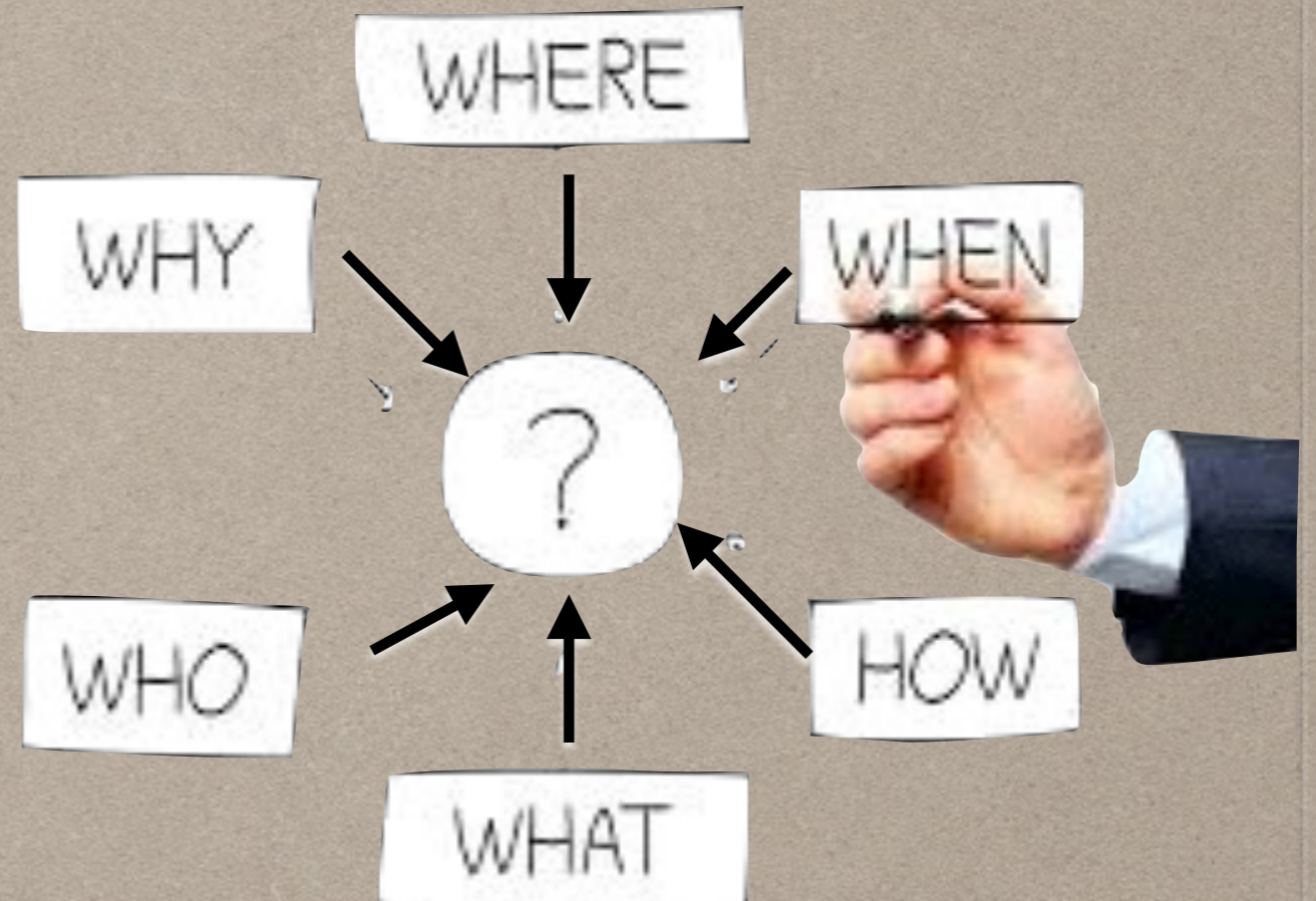
SOME SUGGESTIONS...

- **Appeal to at least two learners in each lesson**
- **Give written and oral directions**
- **Survey the students to determine their learner type**
- **Debrief with your students**



DEBRIEFING WITH YOUR STUDENTS

- Close a lesson
- Make connections
- Assessment
- **Intrapersonal Benefits:** confidence, leadership skills, reflective thinking skills, willingness to take risks
- **Interpersonal Benefits:** cooperation, communication skills, trust in others, sharing of decision making, problem-solving skills



HOW TO DEBRIEF

Debrief Cheat Sheet

"The What"

"So What?"

"Now What?"

STRATEGIES FOR YOU

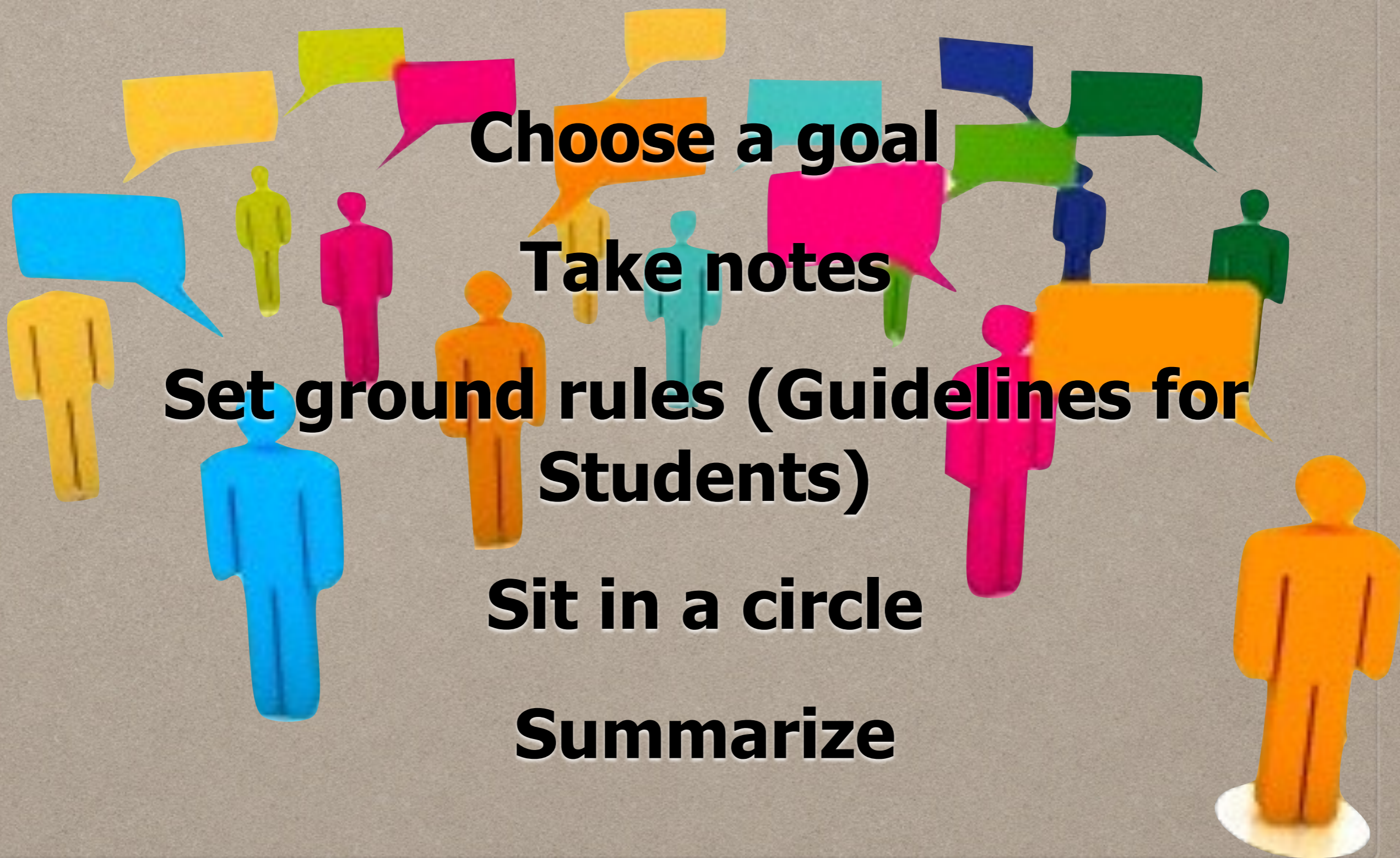
Choose a goal

Take notes

Set ground rules (Guidelines for Students)

Sit in a circle

Summarize



DEBRIEFING ACTIVITIES

QUICK DRAW DEBRIEF ACTIVITY



INSTRUCTIONS

THIS IS A GREAT ACTIVITY FOR THOSE WHO TAKE A BIT OF TIME TO OPEN UP AND SHARE THEIR THOUGHTS. IT IS A QUICK AND EASY WAY TO GET STUDENTS TO REFLECT ON AND EVALUATE THEIR PERFORMANCE, THOUGHTS OR FEELINGS DURING OR AFTER A LESSON. IT CAN BE USED IN A VARIETY OF WAYS, FROM A QUICK CHECK-IN WITH STUDENTS TO A CATALYST FOR MORE IN-DEPTH INSPECTION.

AS IN THE GAME 'PAPER, SCISSORS, ROCK', STUDENTS ON THE COUNT OF THREE HOLD UP ANY NUMBER OF FINGERS FROM ONE TO FIVE OR ONE TO TEN TO EVALUATE HOW THEY PERFORMED IN SOME ASPECT OF THE LESSON. TO FACILITATE THIS ACTIVITY FROM THIS POINT, NEGATIVE ASPECTS OF BEHAVIOUR THAT LED TO THE SCORES COULD BE ADDRESSED OR POSITIVE SOLUTIONS COULD BE FOCUSED UPON.



BreakAppz



@DALESDIBOTTOM

HOLLYWOOD ACTING debrief activity



INSTRUCTIONS

THIS REFLECTION ACTIVITY IS GREAT IF YOU HAVE A LARGER AMOUNT OF TIME (30 MINUTES TO ONE HOUR). DIVIDE THE STUDENTS INTO GROUPS OF THREE OR FOUR AND ASK EACH GROUP TO REFLECT ON THE LESSON JUST COMPLETED. THEIR AIM IS TO PORTRAY THEIR LESSON THROUGH A SKIT. EACH GROUP GETS 10 MINUTES TO PLAN THEIR SKIT AND UP TO FIVE MINUTES TO SHARE IT WITH THE REST OF THE CLASS.

AFTER EACH SKIT, FACILITATE A GROUP DISCUSSION WITH ALL THE STUDENTS, INCLUDING REFLECTION QUESTIONS AND AN OPPORTUNITY FOR THE STUDENTS TO SHARE THEIR REACTIONS TO THE SKITS, GIVE POSITIVE FEEDBACK TO THE PARTICIPANTS AND GIVE SUGGESTIONS FOR FUTURE LESSONS.

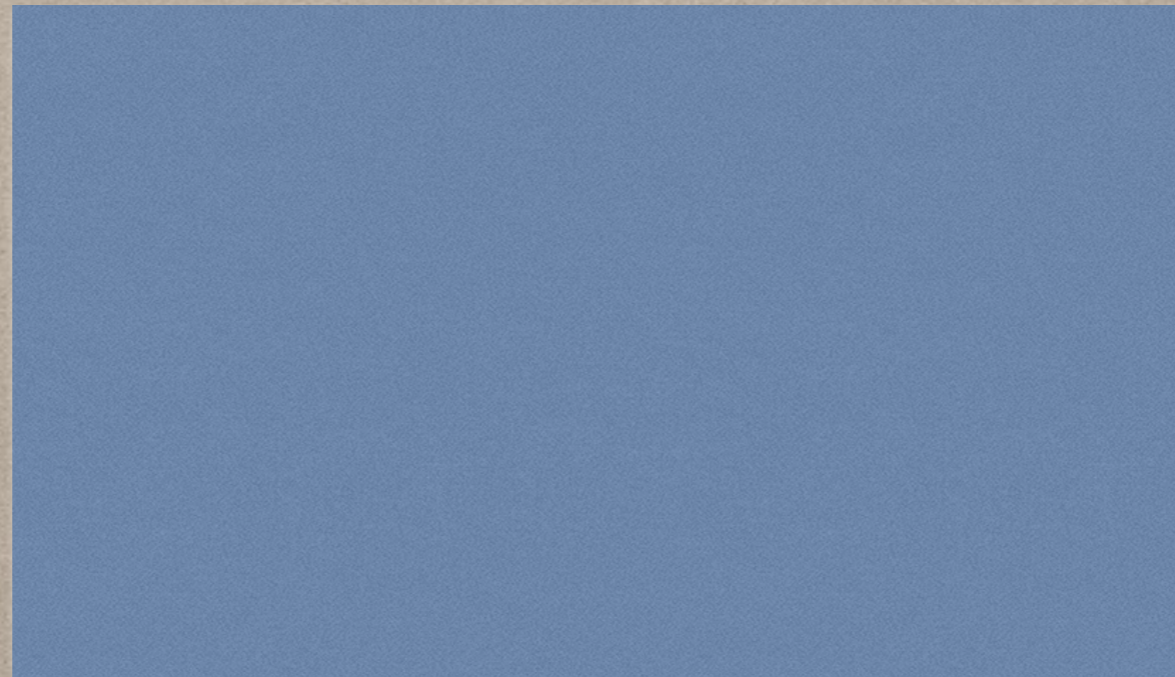


BreakAppz



@DALESDIBOTTOM

DEBRIEFING EXAMPLE



ASSESSING STUDENTS ON THEIR INTELLIGENCES

Learning styles inventory

To get a better understanding of how you learn, take this learning styles inventory. Answer each question as honestly as you can, then add up your points to find out whether you're an auditory, visual or tactile learner—and how you can make your personal style work in the classroom.

		Often	Some-times	Seldom
1	I can remember more about a subject through the lecture method with information, explanation and discussion.			
2	I prefer information to be written on the chalkboard, with the use of visual aids and assigned readings.			
3	I like to write things down or take notes for visual review.			
4	I prefer to use posters and models or practice some activities in class.			
5	I require explanations of diagrams, graphs or visual directions.			
6	I enjoy working with my hands or making things.			
7	I am skillful with and enjoy developing and making graphs and charts.			
8	I can tell if sounds match when presented with pairs of sounds.			
9	I remember best by writing things down several times.			
10	I can understand and follow directions on maps.			
11	I do better at academic subjects by listening to lectures and tapes.			
12	I play with coins or keys in my pockets.			
13	I learn to spell by repeating the words aloud rather than by writing them on paper.			
14	I can better understand a news article by reading about it in the newspaper rather than by listening to the radio.			
15	I chew gum or eat a snack while studying.			
16	I feel the best way to remember is to picture it in my head.			
17	I learn spelling by "finger spelling" (drawing the letters with a finger).			
18	I would rather listen to a good lecture or speech than read about it.			
19	I am good at working and solving jigsaw puzzles and mazes.			
20	I grip objects in my hands during learning periods.			
21	I prefer listening to the news on the radio rather than reading about it in the newspaper.			
22	I obtain information on an interesting subject by reading relevant materials.			
23	I feel very comfortable touching others, hugging, shaking hands, etc.			
24	I follow spoken directions better than written ones.			

Check your results >>



THE MULTIPLE INTELLIGENCE QUIZ

Estimated time required: 20 minutes

For each of the statements below, choose a number between 1 and 5 to rate how the statement describes you.

- 1 – No, the statement is not at all like me
- 2 – The statement is a little like me
- 3 – The statement is somewhat like me
- 4 – The statement is a lot like me
- 5 – Yes, the statement is definitely me

Verbal/Linguistic

- I can use lots of different words to express myself.
 - I feel comfortable working with language and words.
 - I enjoy crosswords and other word games like Scrabble.
 - I tend to remember things exactly as they are said to me.
 - I enjoy participating in debates and/or discussions.
 - I find it easy to explain things to others.
 - I enjoy keeping a written journal and/or writing stories and articles.
 - I like to read a lot.
- TOTAL**

Logical/Mathematical

- I work best in an organised work area.
 - I enjoy maths and using numbers.
 - I keep a 'things to do' list.
 - I enjoy playing brainteasers and logic puzzles.
 - I like to ask 'why' questions.
 - I work best when I have a day planner or timetable.
 - I quickly grasp cause and effect relationships.
 - I always do things one step at a time.
- TOTAL**

Visual/Spatial

- I understand colour combinations and what colours work well together.
 - I enjoy solving jigsaw, maze and/or other visual puzzles.
 - I read charts and maps easily.
 - I have a good sense of direction.
 - I like to watch the scenes and activities in movies.
 - I am observant. I often see things that others miss.
 - I can anticipate the moves and consequences in a game plan (i.e., hockey sense, chess sense).
 - I can picture scenes in my head when I remember things.
- TOTAL**

Interpersonal

- I can sense the moods and feelings of others.
 - I work best when interacting with people.
 - I enjoy team sports rather than individual sports.
 - I can sort out arguments between friends.
 - I prefer group activities rather than ones I do alone.
 - I enjoy learning about different cultures.
 - I enjoy social events like parties.
 - I enjoy sharing my ideas and feelings with others.
- TOTAL**

Musical

- I often play music in my mind.
 - My mood changes when I listen to music.
 - It is easy for me to follow the beat of music.
 - I can pick out different instruments when I listen to a piece of music.
 - I keep time when music is playing.
 - I can hear an off-key note.
 - I find it easy to engage in musical activities.
 - I can remember pieces of music easily.
- TOTAL**

Naturalistic

- Pollution makes me angry.
 - I notice similarities and differences in trees, flowers and other things in nature.
 - I feel very strongly about protecting the environment.
 - I enjoy watching nature programs on television.
 - I engage in 'clean-up days'.
 - I like planting and caring for a garden.
 - I enjoy fishing, bushwalking and bird-watching.
 - When I leave school, I hope to work with plants and animals.
- TOTAL**

THANK YOU!

Please contact me with any questions!

nancy@curriculumresources.net

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