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Objectives:

Identify Howard Gardner’s theory of multiple intelligences and explore learning styles.

Determine personal style(s) of learning.

Evaluate children’s activities to determine multiple intelligences illustrated.

Intro: How are you SMART? Give students the multiple intelligence survey from Teachers Pay Teachers (TPT freebie) or this one from <http://www.collegesuccess1.com/InstructorManual4thEd/Learning%20Style/MI_quiz.pdf> .Discuss their results.

Notes: Read the following article and take notes on the multiple intelligences and suggested activities as they apply to children:

<http://www.education.com/magazine/article/Multiple_Intelligences/>

Activity: Analyze the Activities for Multiple Intelligences. Complete the activity as described and then identify all of the learning styles/multiple intelligences being illustrated. Be able to justify your answers.

**The following monster themed activities can be completed in ANY order…base it on time available.**

Activity #1: Read “There’s a Monster at the End of this Book”. Read it you tube style so whole class can see and hear.

<http://www.youtube.com/watch?v=_JVK0-4HQTY&feature=related>

What multiple intelligences are being illustrated in this activity? Fill out your response sheet. (Verbal/Linguistic)

Activity #2: Give small groups of students a set of the “Monster Number Words” activity from TPT (freebie) and have them match up the numbers with the words, line them up in order and then practice writing out your numbers on the form. What multiple intelligences are being illustrated in this activity? Fill out your response sheet. (Logical/Mathematical)

Activity #3: As a class sing and perform the song “There’s a Monster in My Closet” sung to “If You’re Happy and You Know It” from [www.perpetualpreschool.com](http://www.perpetualpreschool.com).

There's A Monster In My Closet
And It's Green! (Rawwwr Rawwwr)
There's A Monster In My Closet
And It's Green! (Rawwwr Rawwwr)
There's A Monster In My Closet
And It's Very Very Green
There's A Monster In My Closet
And It's Green! (Rawwwr Rawwwr)

There's A Monster In My Closet
And It Smells! (Pew Pew!)
There's A Monster In My Closet
And It Smells! (Pew Pew!)
There's A Monster In My Closet
And It Really Really Smells!
There's A Monster In My Closet
And It Smells! (Pew Pew!)

There's A Monster In My Closet
And It Snorts! (Snort Snort!)
There's A Monster In My Closet
And It Snorts! (Snort Snort!)
There's A Monster In My Closet
And It Really Really Snorts!
There's A Monster In My Closet
And It Snorts! (Snort Snort!)

There's A Monster In My Closet
And It Cries! (Boo Hoo!)

There's A Monster In My Closet
And It Jumps! (Jump Jump!)

What multiple intelligence(s) are being illustrated in this activity? Fill out your response sheet. (Musical/Rhythmic, Bodily/Kinesthetic)

Activity #4: Monster Guts (perpetual preschool): Give each set of two students a ziploc baggie with two different colored spoonfuls of Jello inside. Have students “squish” together to make monster guts. Have students describe their feelings about the “monster guts” and share with their partner and then the whole group. Students may eat their Jello while answering their response sheet. What multiple intelligence(s) are being illustrated in this activity? (Naturalist and Interpersonal)

Activity #5: Recycled Monsters: As groups of two, students must use the box of junk and hot glue or some kind of cement glue to create a monster. The monster must be able to stand on its own for display. After completing your monsters, create a set of wild words to describe your monster and then write an acrostic poem about your monster and place it beside it. Share monsters and poems with class.

What multiple intelligence(s) are being illustrated in this activity? Fill out your response sheet. (Visual Spatial, Bodily/Kinesthetic, Interpersonal & Linguistic/Verbal)

Activity #6: Write a journal entry on composition paper answering the following question: “What did you think of all these monster activities?” What multiple intelligence(s) is being illustrated in this activity? (Intrapersonal)

Discuss: Have students trade response papers and share responses to the activities completed in class illustrating the multiple intelligences.

Give them correct answers but collect response sheets to read specifically what students wrote.

Assessment: Quiz on multiple intelligences.