

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Multiple Intelligences Intro and Exploration Stations
Focus:	Introducing A Very Talented You

Materials:

Paper and pencils at every station

Station #1: 4 Story Starters (attached)

Station #2: Copies of number puzzles for students, dependent on grade level (attached)

Station #3: a box or bucket filled with a variety of twigs, leaves, rocks, or other items found in nature

Station #4: Journal Topic (attached)

Opening

State the objective

Today we will:

- Participate in 4 Exploration Stations. At each station, you will participate in a different activity.

Gain prior knowledge by asking students the following questions

(You do not need to introduce students to the Multiple Intelligences for this day. They will spend time exploring the activities at the stations without and understanding of what they are just yet. You can label the station with the Intelligence it represents, but you do not need to make it a focus or draw background information on it at this time.)

- What are some experiences that you have had where you have had to rotate from place to place?
- What did you do during that time to be safe?
- What did you do during that time to be respectful and responsible while rotating?
- What are some of the things we need to do in this environment to be safe, respectful and responsible when we rotate through stations?

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

As a whole group, introduce students to the 4 Exploration Stations that they will be rotating through today. Give specific instructions on youth should be doing at each station.

#1 Verbal/Linguistic Station: Students will use choose one story starter. They will take turns writing sentences to complete the story. One student will write a sentence and share it with the group. The next student will pick up where the other left off and add a sentence of their own. Continue until time runs out. (The leader may want to assist at this station for younger students).

#2 Logical/Mathematical Station: Students will work individually, in pairs or in teams to complete the number puzzles.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-

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<p>#3 Naturalist Station: Youth will work individually or as a team to sort the bucket of nature items. They can sort in whichever they agree (by tem, by color, by size). Older students should make a list of the items they sorted and the categories they belong to. Younger students should draw pictures to represent their sort.</p> <p>#4 Interpersonal/Intrapersonal: Students can choose to complete this task by themselves or with a partner or group. Students will respond to the posted Journal Question. Answers to the Journal Question should be written.</p>	<p>ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Students Practice (“You do”)</p>	
<p>Split students into 4 even groups. Assist as needed, as students rotate through the stations. Students should spend 7-10 minutes at each station, leaving plenty of time for a debrief.</p>	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Initiate a classroom discussion, by asking the following questions to debrief.</p> <ul style="list-style-type: none"> • At station #1, you completed a story starter as a group. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not? • At station #2, you worked on number puzzles. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not? • At station #3, you sorted items from nature. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not? • At station #4, you responded to a journal topic. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not? Did anyone choose to work by themselves? Why? Did anyone choose to work as a pair or a group? Why? • What skills did we use in completing these activities? Which of these skills do you think you are good at?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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It was a dark and cold night.

Maggie May was walking to the store when she saw something odd.

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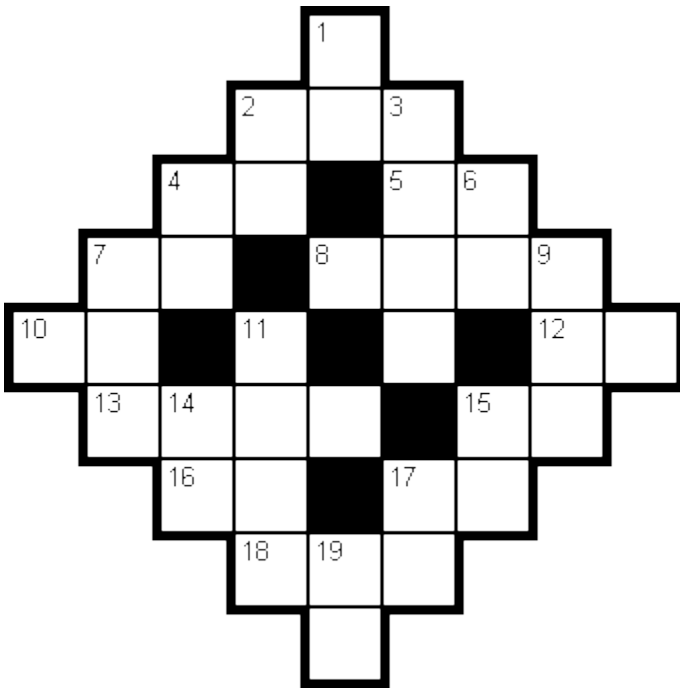
Every time it rains something strange happens to my dog.

Last Saturday, I found a magic penny.

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4th and 5th Grade

Look at the clues below and fill all the numbers you can into the grid. Then start again and use your answers to help solve the other clues.



Down

1. Four times eight
2. 12 across minus 16 across
3. 1640 doubled
4. 6 down minus 5 across
6. Nine times nine
7. Five times 121
9. Half of 1450
11. 716 doubled
14. A third of sixty-three
15. Number of hours in two days
17. Half of 164
19. 100 divided by five

Across

2. 7 down minus 482
4. Number of weeks in a year
5. Number of days in four weeks
7. Seven times nine
8. 7168 rearranged
10. 15 down plus forty-two
12. Quarter of 100
13. Half of 10486
15. Half of 10 across
16. Quarter of 4 across
17. Four times twenty-two
18. $82+62+78$

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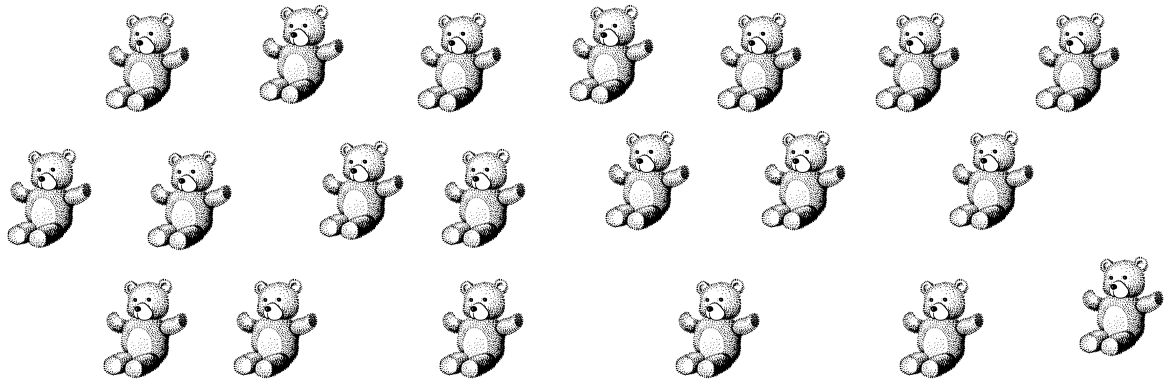
3rd Grade

There are 9 numbers in the box between 16 and 96. The numbers increase by 6. Can you figure out which numbers are missing?

16	96	46	70
84	28	40	
58			52

K, 1st and 2nd Grades

Timmy has 20 bears.



He has 3 purple bears.

He has 1 less blue bear than purple bears.

He has 1 more red bear than purple bear.

To find the number of pink bears he has, add the number of blue bears to the number of red bears.

The rest of Timmy's bears are brown.

How many purple bears does Timmy have? _____

How many blue bears does Timmy have? _____

How many red bears does Timmy have? _____

How many pink bears does Timmy have? _____

How many brown bears does Timmy have? _____

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4th and 5th Graders

Down

1. 32
2. 12
3. 3280
4. 53
6. 81
7. 605
9. 725
11. 1432
14. 21
15. 48
17. 82
19. 20

Across

2. 123
4. 52
5. 28
7. 63
8. 8617
10. 90
12. 25
13. 5243
15. 45
16. 13
17. 88
18. 222

3rd Grade

16 22 28 34 40 46 52 58 64 70 72 78 84 90 96

K, 1st and 2nd Grades

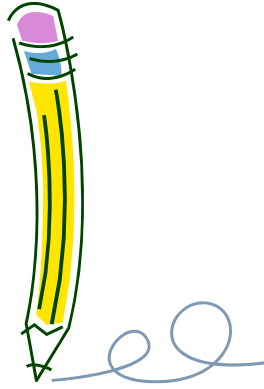
How many purple bears does Timmy have? 3

How many blue bears does Timmy have? 2

How many red bears does Timmy have? 4

How many pink bears does Timmy have? 6

How many brown bears does Timmy have? 5



What are important skills for people to have when they work or play with one another? Why?

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploring Our Bodily Kinesthetic Talents
Focus:	Introducing A Very Talented You

Materials:

- “My Multiple Intelligences” Book- page 6 (1 per student)
- Modeling clay, various colors

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Learn about the Bodily Kinesthetic Intelligence and participate in an activity that uses Bodily Kinesthetic talents
- Complete the Bodily Kinesthetic page of our “My Multiple Intelligences” Book

Gain prior knowledge by asking students the following questions

Review the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”.

Explain to students that they will be learning about the Bodily Kinesthetic Intelligence today, doing an activity that uses Bodily Kinesthetic talents, and assessing themselves on their level of intelligence in this area. To gain prior knowledge, ask students:

- How do you like to be active?
- What are some ways you use your body to help you learn?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Remind students of the Action Charades activity during the Exploration Stations. Revisit their likes and dislikes about the activity. This was an activity that used Bodily Kinesthetic intelligence and talents!

Share the following information with students:

What does it mean to have Bodily Kinesthetic Intelligence? People with Bodily Kinesthetic intelligence have good hand-eye coordination. They are good at body movement and have good physical control.

Ask students to turn to a partner and discuss the following question: Does this sound like you? Why or why not?

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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<p>What are some common characteristics of people with strong Bodily Kinesthetic Intelligence?</p> <ul style="list-style-type: none"> Good at dancing and sports. Enjoy creating things with their hands. Excellent physical coordination. Tends to remember by doing, rather than hearing or seeing. <p>What are some activities that people with a strong Bodily Kinesthetic Intelligence might enjoy?</p> <p>Ask students to brainstorm ideas.</p> <p><u>Experiential Activity</u></p> <p>To experience an activity using Bodily Kinesthetic Intelligence, students will be creating Clay Creatures.</p> <ul style="list-style-type: none"> • Each student will receive a base color modeling clay to build their clay creatures. They can borrow small pieces of different colored clay to use as accents from classmates. • Students will design their creatures. Students should create a brief story about their creature including a name and how the creature came to be. • Allow time for students to come to the front of the classroom and share their clay creatures and their stories. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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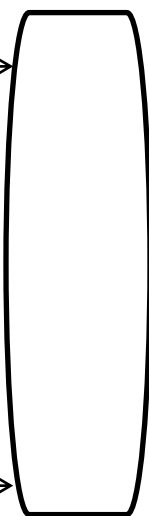
Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p><u>“My Multiple Intelligences” Book- Page 6</u></p> <p>After learning about an intelligence, students will complete a page for their book. These pages should be kept, if you are completing all of the lesson plans this month, to create a book of their learning and experiences at the end of the thematic unit.</p> <ul style="list-style-type: none"> • Give each student a copy of page 4. • Ask students to refer to the “What Does THAT mean?” box. Ask students to write a description of what this intelligence means in the box. (Younger students can draw a picture or you can lead the whole class in writing 1 or 2 guided sentences). • Ask students to refer to the Examples or Careers box (depending on the grade level). Assist students in listing or drawing examples of things people with this intelligence enjoy. If you are working with older students, help them brainstorm a list of careers that people with these talents would be interested in or good at. Some examples include: dancer, athlete, sculptor, actor, mechanic • Ask students to refer to the box labeled “Me!”. Students should color in the gauge dependent on whether they think that they have strong talents in this intelligence or not. Remember, everyone has all of the intelligences, but they are not strong in all of them. Students can use two different colors- one representing each of the intelligences. • Ask students to refer to the “My Real Life” box. Have students jot down notes, ideas or pictures for how they can or do use the talents of this intelligence in their real lives (at home or at school).

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Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Bodily Kinesthetic Intelligence

<p>What Does THAT Mean?</p>	<p>Examples or Careers</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Me!</p> <p>This is a perfect match for me! _____ →</p> <p>This describes me a little bit. _____ →</p> <p>This is not me at all! _____ →</p> 	<p>My Real Life</p>

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploration Stations Part 2
Focus:	Introducing A Very Talented You

Materials:

- Paper and pencils at every station
- Station #1: Poem directions (attached)
- Station #2: Various art supplies such as crayons, markers, paints, etc.
- Station #3: Musical Instrument Cards (attached)
- Station #4: Action Charades Cards (attached)

Opening

State the objective

Today we will:

- Participate in 4 Exploration Stations. At each station, you will participate in a different activity.

Gain prior knowledge by asking students the following questions

(You do not need to introduce students to the Multiple Intelligences for this day. They will spend time exploring the activities at the stations without an understanding of what they are doing just yet. You can label the station with the Intelligence it represents, but you do not need to make it a focus or draw background information on it at this time.)

- What are some experiences that you have had where you have had to rotate from place to place?
- What did you do during that time to be safe?
- What did you do during that time to be respectful and responsible while rotating?
- What are some of the things we need to do in this environment to be safe, respectful and responsible when we rotate through stations?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

As a whole group, introduce students to the 4 Exploration Stations that they will be rotating through today. Give specific instructions on youth should be doing at each station.

#1 Verbal/Linguistic Station: Students will be following written directions to create a poem.

#2 Visual/Spatial Station: Students will use the art supplies to create a piece of artwork of their choice. .

#3 Musical Station: Students will each draw a card. The instrument that is named on the card is the one that they must try and represent with their mouth or body parts. Students

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or

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<p>should work together to sound like a band, with each student performing his/her “instrument”.</p> <p>#4 Bodily-Kinesthetic Station: Students will each choose a card. One at a time, they must act out their card without using their voices and without making any noises. The other students should try and guess is on the actor’s card.</p>	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Students Practice (“You do”)</p>	
<p>Split students into 4 even groups. Assist as needed, as students rotate through the stations. Students should spend 7-10 minutes at each station, leaving plenty of time for a debrief.</p>	

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Initiate a classroom discussion, by asking the following questions to debrief.

- At station #1, you created poems. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not?
- At station #2, you created artwork. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not?
- At station #3, you made musical instruments out of your body and played in a band. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not?
- At station #4, played Action Charades. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not?
- What skills did we use in completing these activities? Which of these skills do you think you are good at?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2nd- 5th Grades

Create A Haiku Poem

Five syllables: _____
Seven syllables: _____
Five syllables: _____

Example:

Spring is nearly here.
The flowers start popping up
Oh my, how pretty!

K-1st Grades

Rewrite and fill in the blanks.

My name is _____.

I am _____.

I feel _____.

I love _____.

I'm scared _____.

I know _____.

My name is _____.

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DRUMS

TUBA

FLUTE

PIANO

BANJO

KAZOO

Consult 4 Kids Lesson Plans

DRUMS

TUBA

FLUTE

PIANO

BANJO

KAZOO

You are...

A mailman delivering mail.



You are...

A cowboy getting on a horse.



You are...

A dentist.



You are...

Washing your truck.



You are...

Making soup.



You are...

Weeding your garden.



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploring Our Logical-Mathematical Talents
Focus:	Introducing A Very Talented You

Materials:

- Several boxes of large paper clips
- “My Multiple Intelligences” Book- page 2 (1 per student)

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Learn about the Logical-Mathematical Intelligence and participate in an activity that uses Logical-Mathematical talents
- Complete the Logical-Mathematical page of our “My Multiple Intelligences” Book

Gain prior knowledge by asking students the following questions

Review the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”.

Explain to students that they will be learning about the Logical-Mathematical Intelligence today, doing an activity that uses Logical-Mathematical talents, and assessing themselves on their level of intelligence in this area. To gain prior knowledge, ask students:

- What does it mean to be logical?
- Do you enjoy math? Working with numbers and solving problems? Why or why not?
- Do you like to build things and find out how they work? Why or why not?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Remind students of the Number Puzzles they worked on during the Exploration Stations. Revisit their likes and dislikes about the activity. This was an activity that used Logical-Mathematical intelligence and talents!

Share the following information with students:

What does it mean to have Logical-Mathematical Intelligence? People with Logical intelligence are abstract thinkers and are attracted to logic and reasoning. They are good at investigation and scientific processes. They learn best by logic.

Ask students to turn to a partner and discuss the following question: Does this sound like you? Why or why not?

What are some common characteristics of people with strong Logical-Mathematical

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of

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Intelligence?

- Can easily do math in their head.
- Good at strategy games.
- Have a mind "like a computer".
- Really like math.
- Enjoy science experiments.
- Organize things by category.
- Abstract thinker.
- Look for a rational explanations.
- Wonder how things work.

What are some activities that people with a strong Logical-Mathematical Intelligence might enjoy?

Ask students to brainstorm ideas.

Experiential Activity

To experience an activity using the Logical-Mathematical Intelligence, give students directions for how to complete Measurement Madness. Individually or in small groups, students will use paper clips to measure common classroom items.

- With student input, create a list of items that can be found inside the classroom.
- Give each student or group a handful of paper clips.
- Encourage them to measure the items using paper clips, noting the lengths next to the list item as they are measured. (Example: Pencil= 5 paper clips)
- Talk about the differences in length. With older students, you can ask them to measure the length of a paper clip in centimeters or inches and then convert the listed items to those measurements.

the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

“My Multiple Intelligences” Book- Page 2

After learning about an intelligence, students will complete a page for their book. These pages should be kept, if you are completing all of the lesson plans this month, to create a book of their learning and experiences at the end of the thematic unit.

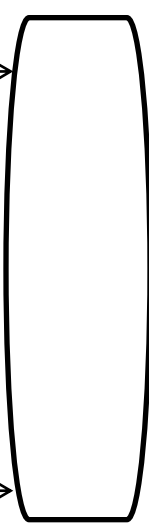
- Give each student a copy of page 2.
- Ask students to refer to the “What Does THAT mean?” box. Ask students to write a description of what this intelligence means in the box. (Younger students can draw a picture or you can lead the whole class in writing 1 or 2 guided sentences).
- Ask students to refer to the Examples or Careers box (depending on the grade level). Assist students in listing or drawing examples of things people with this intelligence enjoy. If you are working with older students, help them brainstorm a list of careers that people with these talents would be interested in or good at. Some examples include: math teacher, engineer, bonds trader, banker, accountant, computer programmer, business person, doctor or scientist.
- Ask students to refer to the box labeled “Me!”. Students should color in the gauge dependent on whether they think that they have strong talents in this intelligence or not. Remember, everyone has all of the intelligences, but they are not strong in all of them.
- Ask students to refer to the “My Real Life” box. Have students jot down notes, ideas or pictures for how they can or do use the talents of this intelligence in their real lives (at home or at school).

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Logistical-Mathematic Intelligence

Logistical-Mathematic Intelligence

<p>What Does THAT Mean?</p>	<p>Examples or Careers</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Me!</p> <p>This is a perfect match for me! →</p> <p>This describes me a little bit. →</p> <p>This is not me at all! →</p> 	<p>My Real Life</p>

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploring Our Musical Talents
Focus:	Introducing A Very Talented You

Materials:

- “My Multiple Intelligences” Book- page 3 (1 per student)
- “From Word To Song” Handout (1 per class, cut into individual poems)

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Learn about the Musical Intelligence and participate in an activity that uses Musical talents
- Complete the Musical page of our “My Multiple Intelligences” Book

Gain prior knowledge by asking students the following questions

Review the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”.

Explain to students that they will be learning about the Musical Intelligence today, doing an activity that uses Musical talents, and assessing themselves on their level of intelligence in this area. To gain prior knowledge, ask students:

- What does it mean to be musical?
- Do you like to sing or hum? Why or why not?
- Are you good at repeating beats and rhythms? Why or why not?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Remind students of the musical Instruments and Band Activity they worked on during the Exploration Stations. Revisit their likes and dislikes about the activity. This was an activity that used Musical intelligence and talents!

Share the following information with students:

What does it mean to have Musical Intelligence? People with musical intelligence love music. They appreciate rhythm and composition. They are gifted with the ability to compose, sing and/or play instrument(s). Able to recognize sounds, tones and rhythm, they have a “good ear” for music. They learn best through lectures and often use rhythm and music as a way to memorize things.

Ask students to turn to a partner and discuss the following question: Does this sound like

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to

Consult 4 Kids Lesson Plans

you? Why or why not?

What are some common characteristics of people with strong Musical Intelligence?

- Have good rhythm.
- Can easily memorize songs.
- Notice and enjoy different sounds.
- Often singing, whistling or tapping a song.
- Talented with an instrument or singing.
- Can tell when a note is off-key.
- Often have a song running through their head.
- Have an unquenchable passion for music.

What are some activities that people with a strong Musical Intelligence might enjoy?

Ask students to brainstorm ideas.

Experiential Activity

To experience an activity using the Musical Intelligence, give students directions for how to complete the From Word To Song activity. In small groups students will choose a poem from the attached list and turn it into a song.

- Group students into small groups of 3 or 4.
- Share the poems with students and allow each group to choose one.
- Give students time to create a melody and/or beat to turn their poem into a song.
- After groups have had an opportunity to practice, allow them to share their new “song” with the whole class.

determine what the rest of the group is thinking.
 When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

“My Multiple Intelligences” Book- Page 3

After learning about an intelligence, students will complete a page for their book. These pages should be kept, if you are completing all of the lesson plans this month, to create a book of their learning and experiences at the end of the thematic unit.

- Give each student a copy of page 3.
- Ask students to refer to the “What Does THAT mean?” box. Ask students to write a description of what this intelligence means in the box. (Younger students can draw a picture or you can lead the whole class in writing 1 or 2 guided sentences).
- Ask students to refer to the Examples or Careers box (depending on the grade level). Assist students in listing or drawing examples of things people with this intelligence enjoy. If you are working with older students, help them brainstorm a list of careers that people with these talents would be interested in or good at. Some examples include: music teacher, conductor, songwriter, singer, musician, choir director, record producer
- Ask students to refer to the box labeled “Me!” Students should color in the gauge dependent on whether they think that they have strong talents in this intelligence or not. Remember, everyone has all of the intelligences, but they are not strong in all of them.
- Ask students to refer to the “My Real Life” box. Have students jot down notes, ideas or pictures for how they can or do use the talents of this intelligence in their real lives (at home or at school).

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Musical Intelligence

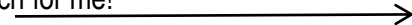
Musical Intelligence

What Does THAT Mean?

Examples or Careers

Me!

This is a perfect match for me!



This describes me a little bit.



This is not me at all!



My Real Life

Consult 4 Kids Lesson Plans

From Word To Song

Diddle, diddle, dumpling, my son John,
Went to bed with his trousers on;
One shoe off, and one shoe on,
Diddle, diddle, dumpling, my son John!

Ladybug, ladybug fly away home,
Your house in on fire and your children are gone,
All except one and that's little Ann,
For she crept under the frying pan.

Old Mother Hubbard
Went to the cupboard
To get her poor doggie a bone,
When she got there
The cupboard was bare
So the poor little doggie had none.

Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown,
Tapping at the window and crying through the lock,
Are all the children in their beds, it's past eight o'clock?

Thirty days hath September,
April, June and November;
All the rest have thirty one
Except for February which has twenty eight!
(And twenty nine each leap year)

The lion and the unicorn were fighting for the crown
The lion beat the unicorn all around the town.
Some gave them white bread, and some gave them brown;
Some gave them plum cake and drummed them out of town.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploring Our Interpersonal and Intrapersonal Talents
Focus:	Introducing A Very Talented You

Materials:

- “My Multiple Intelligences” Book- page 5 (1 per student)
- “About” Poem Handouts (1 per student)

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Learn about the Interpersonal and Intrapersonal Intelligence and participate in an activity that uses Interpersonal and Intrapersonal talents
- Complete the Interpersonal and Intrapersonal page of our “My Multiple Intelligences” Book

Gain prior knowledge by asking students the following questions

Review the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”.

Explain to students that they will be learning about the Interpersonal and Intrapersonal Intelligence today, doing an activity that uses Interpersonal and Intrapersonal talents, and assessing themselves on their level of intelligence in this area. To gain prior knowledge, ask students:

- Which would you prefer working or playing with others or by yourself? Why?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Remind students of the journal response they wrote during the Exploration Stations. Remind students that they had the option of choosing to work with others or by themselves to complete the task. Revisit their likes and dislikes about the activity. This was an activity that used Interpersonal and Intrapersonal intelligence and talents!

Share the following information with students:

What does it mean to have Interpersonal and Intrapersonal Intelligence? People with Interpersonal Intelligence like to work with other people. They are good at communicating with other and easily build relationships. People with intrapersonal intelligences are very aware of ‘self- what they are feeling and what their strengths and weaknesses are. They understand why they do the things they do. They are often good self-reflectors and daydreamers.

Ask students to turn to a partner and discuss the following question: Which one sounds more

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

Consult 4 Kids Lesson Plans

like you? Why?

What are some common characteristics of people with strong Interpersonal Intelligence?

- Good at communicating verbally.
- Good at nonverbal communication.
- See situations from different perspectives.
- Create positive relationships with others.
- Good at resolving conflict in groups.

What are some activities that people with a strong Interpersonal Intelligence might enjoy?

Ask students to brainstorm ideas.

What are some common characteristics of people with strong Intrapersonal Intelligence?

- Good at analyzing their strengths and weaknesses.
- Enjoys analyzing theories and ideas.
- Excellent self-awareness.
- Clearly understands the basis for their own motivations and feelings.

What are some activities that people with a strong Intrapersonal Intelligence might enjoy?

Ask students to brainstorm ideas.

Experiential Activity

To experience an activity using the either Interpersonal or Intrapersonal Intelligence, students will be completing an “About” Poem. Students can choose to complete the poem about themselves (using Intrapersonal talents) or about someone else (using Interpersonal talents).

- Explain the assignment to students and allow them to choose which type of poem they will write.
- Give students the appropriate handout and allow time for students to complete. Students may choose to decorate their poem, if time allows.
- Allow volunteers to share their poems with the whole group or in partners.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

“My Multiple Intelligences” Book- Page 5

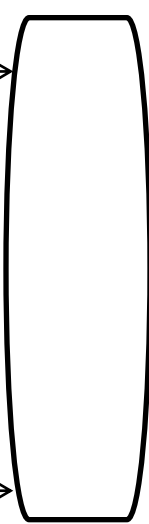
After learning about an intelligence, students will complete a page for their book. These pages should be kept, if you are completing all of the lesson plans this month, to create a book of their learning and experiences at the end of the thematic unit.

- Give each student a copy of page 4.
- Ask students to refer to the “What Does THAT mean?” box. Ask students to write a description of what this intelligence means in the box. (Younger students can draw a picture or you can lead the whole class in writing 1 or 2 guided sentences).
- Ask students to refer to the Examples or Careers box (depending on the grade level). Assist students in listing or drawing examples of things people with this intelligence enjoy. If you are working with older students, help them brainstorm a list of careers that people with these talents would be interested in or good at. Some examples include: Interpersonal- counselor, teacher, manager, guidance counselor, human resources. Intrapersonal- philosopher, writer, scientist
- Ask students to refer to the box labeled “Me!”. Students should color in the gauge dependent on whether they think that they have strong talents in this intelligence or not. Remember, everyone has all of the intelligences, but they are not strong in all of them. Students can use two different colors- one representing each of the intelligences.
- Ask students to refer to the “My Real Life” box. Have students jot down notes, ideas or pictures for how they can or do use the talents of this intelligence in their real lives (at home or at school).

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Interpersonal and Intrapersonal Intelligence

<p>What Does THAT Mean?</p>	<p>Examples or Careers</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Me!</p> <p>This is a perfect match for me! →</p> <p>This describes me a little bit. →</p> <p>This is not me at all! →</p> 	<p>My Real Life</p>

Interpersonal About Poem

A Poem About _____!

_____ is _____ years old.

_____ is _____.

_____ is afraid of _____,

but really loves _____.

_____ wants to _____

and grow up to be a _____.

_____ dreams of _____ and

_____.

Someday _____ will _____.

This is a poem about _____.

Intrapersonal About Poem

A Poem About _____!

I am _____ years old.

I am _____.

I am afraid of _____,

but I really love _____.

I want to _____

and grow up to be a _____.

I dream of _____ and

_____.

Someday I will _____.

This is a poem about _____.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploring Our Naturalistic Talents
Focus:	Introducing A Very Talented You

Materials:

- “My Multiple Intelligences” Book- page 7 (1 per student)
- “Nature Scavenger Hunt Checklist” Handout (1 per every group of three)
- Collection bags (plastic grocery bags or paper bags)

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Learn about the Naturalistic Intelligence and participate in an activity that uses Naturalistic talents
- Complete the Naturalistic page of our “My Multiple Intelligences” Book

Gain prior knowledge by asking students the following questions

Review the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”.

Explain to students that they will be learning about the Naturalistic Intelligence today, doing an activity that uses Naturalistic talents, and assessing themselves on their level of intelligence in this area. To gain prior knowledge, ask students:

- What is nature?
- Do you like to be in nature/ Why or why not?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Remind students of the Nature Sort activity during the Exploration Stations. Revisit their likes and dislikes about the activity. This was an activity that used Naturalistic intelligence and talents!

Share the following information with students:

What does it mean to have Naturalistic Intelligence? People with Naturalistic intelligence are in tune with nature. They are interested in exploring and preserving the environment and can notice even very small changes in the environment around them.

Ask students to turn to a partner and discuss the following question: Does this sound like you? Why or why not?

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage

Consult 4 Kids Lesson Plans

What are some common characteristics of people with strong Bodily Kinesthetic Intelligence?

- Interested in subjects like botany, biology and zoology.
- Good at categorizing and cataloging information easily.
- May enjoy camping, gardening, hiking and exploring the outdoors.
- Doesn't enjoy learning unfamiliar topics that have no connection to nature.

What are some activities that people with a strong Bodily Kinesthetic Intelligence might enjoy?

Ask students to brainstorm ideas.

Experiential Activity

To experience an activity using Naturalistic Intelligence, students will be going on a nature Scavenger hunt

- Split students into teams of 3.
- Give each group a Nature Scavenger Hunt Checklist and a collection bag.
- Remind students of all safety agreements and set boundaries.
- Allow students to explore the campus looking for items listed on the Checklist.
- When all groups return, list items from the checklist and have groups share what they found. (Optional, you can award points to teams for correct items if you want to make it competitive).

students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

“My Multiple Intelligences” Book- Page 6





After learning about an intelligence, students will complete a page for their book. These pages should be kept, if you are completing all of the lesson plans this month, to create a book of their learning and experiences at the end of the thematic unit.

- Give each student a copy of page 4.
- Ask students to refer to the “What Does THAT mean?” box. Ask students to write a description of what this intelligence means in the box. (Younger students can draw a picture or you can lead the whole class in writing 1 or 2 guided sentences).
- Ask students to refer to the Examples or Careers box (depending on the grade level). Assist students in listing or drawing examples of things people with this intelligence enjoy. If you are working with older students, help them brainstorm a list of careers that people with these talents would be interested in or good at. Some examples include: biologist, conservationist, farmer, gardner
- Ask students to refer to the box labeled “Me!”. Students should color in the gauge dependent on whether they think that they have strong talents in this intelligence or not. Remember, everyone has all of the intelligences, but they are not strong in all of them. Students can use two different colors- one representing each of the intelligences.
- Ask students to refer to the “My Real Life” box. Have students jot down notes, ideas or pictures for how they can or do use the talents of this intelligence in their real lives (at home or at school).

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Naturalistic Intelligence

What Does THAT Mean?	Examples or Careers
<p style="text-align: center;">Me!</p> <p>This is a perfect match for me! </p> <p>This describes me a little bit. </p> <p>This is not me at all! </p> 	<p style="text-align: center;">My Real Life</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Nature Scavenger Hunt Checklist

- Find something that is 100 years old
- Find 1 thing that a squirrel would eat
- Find 1 leaf with bite marks from an insect
- Find 2 things a bird would use to make a nest
- Find 1 item that a rabbit would eat
- Find 1 item from nature that is as long as your arm
- Find a weed
- Find 1 things a bird would eat
- Find the biggest leaf you can
- Find 1 thing that is the length of your arm
- Find one piece of bark

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploring Our Verbal-Linguistic Talents
Focus:	Introducing A Very Talented You

Materials:

- Yankee Doodle Challenge Handout (one per group or pair)
- My Multiple Intelligence Book- Page 1 (one per student)

Opening

State the objective

Today we will:

- Introduce the 8 Multiple Intelligences we will be learning about.
- Learn about the Verbal/Linguistic Intelligence and participate in an activity that uses verbal-linguistic talents
- Complete the Verbal/Linguistic page of our “My Multiple Intelligences” Book

Gain prior knowledge by asking students the following questions

Introduce students to the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”. Explain to students that they will be learning about the Verbal/Linguistic Intelligence today, doing an activity that uses verbal/linguistic talents, and assessing themselves on their level of intelligence in this area. To gain prior knowledge, ask students:

- What do you think the word verbal means? (Expressed in words, either spoken or written)
- What do you think verbal intelligence refers to?
- Do you enjoy reading? Writing? Learning new words? Why or why not?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Remind students of the Story Starter activity and the poems they worked on during the Exploration Stations. Revisit their likes and dislikes about the activity. This was an activity that used Verbal-Linguistic intelligence and talents!

Share the following information with students:

What does it mean to have Verbal-Linguistic Intelligence? People with Verbal-Linguistic intelligence love words and are talented at using them. They enjoy reading, writing and learning languages. They have an ability to teach and explain things to others. They learn best by reading, taking notes and going to lectures.

Ask students to turn to a partner and discuss the following question: Does this sound like you? Why or why not?

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage

Consult 4 Kids Lesson Plans

What are some common characteristics of people with strong Verbal-Linguistic Intelligence?

- Notices grammatical mistakes
- Often speaks of what they have read
- Likes to use "fancy" words
- Loves word games
- Cherishes their book collection
- Easily remembers quotes and famous sayings
- Likes puns and rhymes
- Enjoys writing
- Enjoys foreign language
- Always enjoyed English class

What are some activities that people with a strong Verbal-Linguistic Intelligence might enjoy?

Ask students to brainstorm ideas.

Experiential Activity

To experience an activity using the Verbal-Linguistic Intelligence, give students directions for how to complete the Yankee Doodle Challenge. In small groups, students will complete the rhyming patterns for alternate versions of the song "Yankee Doodle Went To Town".

- Share the original version with students:

"Yankee Doodle went to town
 Riding on a pony.
 Stuck a feather in his cap
 And called it macaroni"

- Ask students to identify the rhyming lines.
- Share the Yankee Doodle Challenge Verses Handout with them. Encourage them to fill in the blanks and be creative. There are no right answers, so long as the 2nd and 4th lines rhyme.

students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

“My Multiple Intelligences” Book- Page 1

After learning about an intelligence students will complete a page for their book. These pages should be kept, if you are completing all of the lesson plans this month, to create a book of their learning and experiences at the end of the thematic unit.

- Give each student a copy of page 1.
- Ask students to refer to the “What Does THAT mean?” box. Ask students to write a description of what this intelligence means in the box. (Younger students can draw a picture or you can lead the whole class in writing 1 or 2 guided sentences).
- Ask students to refer to the Examples or Careers box (depending on the grade level). Assist students in listing or drawing examples of things people with this intelligence enjoy. If you are working with older students, help them brainstorm a list of careers that people with these talents would be interested in or good at. Some examples include: teacher, lawyer, author, journalist, reporter, preacher or TV broadcaster
- Ask students to refer to the box labeled “Me!”. Students should color in the gauge dependent on whether they think that they have strong talents in this intelligence or not. Remember, everyone has all of the intelligences, but they are not strong in all of them.
- Ask students to refer to the “My Real Life” box. Have students jot down notes, ideas or pictures for how they can or do use the talents of this intelligence in their real lives (at home or at school).

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Yankee Doodle Challenge (3rd-5th)

Yankee Doodle went to town
Riding on a pickle

Yankee Doodle went to town
To fetch a pail of water

Yankee Doodle went to town
Holding a yellow flower

Yankee Doodle went to town
And forgot his father

Yankee Doodle went to town
To get some milk and honey

Yankee Doodle went to town
Riding on a rooster

Yankee Doodle went to town
With 2 dimes and a nickel.

Yankee Doodle went to town
To help his ailing grandpa

Yankee Doodle went to town
Riding on a ferry.

Yankee Doodle went to town
Riding on a log

Consult 4 Kids Lesson Plans

Yankee Doodle Challenge (K-2nd)

Yankee Doodle went to town
Riding on a pickle
It was wet and stinky
And boy, did it _____.

Yankee Doodle went to town
And forgot his father
“Who will buy my milk and cheese?
Oh, what a _____!”

Yankee Doodle went to town
Holding a yellow flower
He waved high o’er head
For nearly half an _____.

Yankee Doodle went to town
Riding on a rooster
The rooster’s legs were very short
And he had to use a _____.

Yankee Doodle went to town
To get some milk and honey
He came home and he was sad
‘Cause he forgot his _____.

Yankee Doodle went to town
To help his ailing grandpa
He fetched his cane and his soup
That he stole from his _____.

Yankee Doodle went to town
With 2 dimes and a nickel
He rode home with a smile
Because he bought a _____.

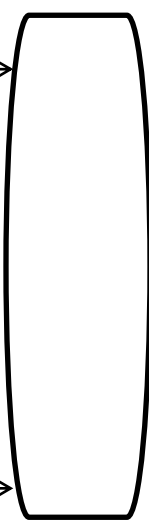
Yankee Doodle went to town
Riding on a log
“Oh, this log is so slow,
Next time I’ll take a _____.”

Yankee Doodle went to town
Riding on a ferry.
On the way he got a shave ‘cause
Gee, his head was _____.

Make up your own Yankee Doodle rhyme!

Yankee Doodle went to town
To fetch a pail of water
The water was boiled with fire
And that made him even _____.

Verbal-Linguistic Intelligence

<p>What Does THAT Mean?</p>	<p>Examples or Careers</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Me!</p> <p>This is a perfect match for me! →</p> <p>This describes me a little bit. →</p> <p>This is not me at all! →</p> 	<p>My Real Life</p>

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploring Our Visual Spatial Talents
Focus:	Introducing A Very Talented You

Materials:

- “My Multiple Intelligences” Book- page 4 (1 per student)
- “My Estimates” Handout (1 per student)
- Common classroom items to measure (ruler, pencil, stapler, desktop, chair leg, etc)
- Measuring Tools (paper clips, erasers, candies, etc)

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Learn about the Visual Spatial I Intelligence and participate in an activity that uses Visual Spatial talents
- Complete the Visual Spatial page of our “My Multiple Intelligences” Book

Gain prior knowledge by asking students the following questions

Review the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”.

Explain to students that they will be learning about the Visual Spatial Intelligence today, doing an activity that uses Visual Spatial talents, and assessing themselves on their level of intelligence in this area. To gain prior knowledge, ask students:

- What does visual mean?
- Do you learn best from seeing a picture or reading words? What about seeing a picture helps you to remember better?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Remind students of the artwork they created during the Exploration Stations. Revisit their likes and dislikes about the activity. This was an activity that used Visual Spatial intelligence and talents!

Share the following information with students:

What does it mean to have Visual Spatial Intelligence? People with a strong Visual Spatial Intelligence have the ability to represent the world and information in pictures in their minds. They often translate new information into pictures in their minds. People with this intelligence know where they are in space relative to other things and can have the ability to see things from other perspectives, like a “fly on the wall.”

Ask students to turn to a partner and discuss the following question: Does this sound like you? Why or why not?

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of

Consult 4 Kids Lesson Plans

What are some common characteristics of people with strong Visual Spatial Intelligence?

- likes art, drawing, sculpture, painting.
- good at directions, reading maps.
- can visualize or imagine vividly.
- remembers in pictures (photographic memory).
- appreciates colors.
- often found doodling.
- speaks fast.
- thinks in pictures
- likes to watch the video when listening to songs

What are some activities that people with a strong Visual Spatial Intelligence might enjoy?

Ask students to brainstorm ideas.

Experiential Activity

To experience an activity using the Visual Spatial Intelligence, students will be estimating the lengths of classroom items with a variety of tools. This activity is designed as a whole class activity, in order to use fewer supplies. You could turn this activity into a classroom competition, with students scoring points for guessing correctly or guessing the closest.

- Give each student a “My Estimates” handout.
- Hold up a common classroom item so that all students. A good practice item is a ruler.
- Now, hold up a paper clip for students to view.
- Ask students to guess how many paper clips it will take, laid end to end to equal the length of the ruler.
- Students should fill in the chart on their “My Estimates” handout. (The ruler and paper clip examples are modeled on the handout).
- Ask for volunteers to share their estimates.
- Lay paper clips end to end to find the length of the ruler in paper clips.
- Award student points for correct guesses. (optional)
- Repeat using as many items and measuring tools as time allows.

the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

“My Multiple Intelligences” Book- Page 4

After learning about an intelligence, students will complete a page for their book. These pages should be kept, if you are completing all of the lesson plans this month, to create a book of their learning and experiences at the end of the thematic unit.

- Give each student a copy of page 4.
- Ask students to refer to the “What Does THAT mean?” box. Ask students to write a description of what this intelligence means in the box. (Younger students can draw a picture or you can lead the whole class in writing 1 or 2 guided sentences).
- Ask students to refer to the Examples or Careers box (depending on the grade level). Assist students in listing or drawing examples of things people with this intelligence enjoy. If you are working with older students, help them brainstorm a list of careers that people with these talents would be interested in or good at. Some examples include: graphic designer, painter, art teacher, architect, fashion designer, photographer, interior designer, stage or set designer.
- Ask students to refer to the box labeled “Me!”. Students should color in the gauge dependent on whether they think that they have strong talents in this intelligence or not. Remember, everyone has all of the intelligences, but they are not strong in all of them.
- Ask students to refer to the “My Real Life” box. Have students jot down notes, ideas or pictures for how they can or do use the talents of this intelligence in their real lives (at home or at school).

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Visual Spatial Intelligence

What Does THAT Mean?

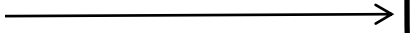
Examples or Careers

Me!

This is a perfect match for me!



This describes me a little bit.

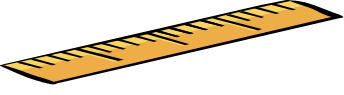
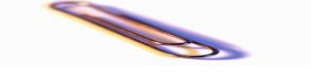


This is not me at all!



My Real Life

My Estimates

Item	Measuring Tool	My Estimate
 Ruler	 Paper Clip	8 paper clips equal 1 ruler

*Use the back of the page if you run out of space!

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Multiple Intelligences and Talents Review- Memory
Focus:	Introducing A Very Talented You

Materials:

- “Multiple Intelligences and Talents” Memory Sets (printed on heavy paper, such as cardstock); 1 per every pair or small group of students.
- Scissors (if students will be cutting out games cards)

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Play a game to review things we have learned about Multiple Intelligences and Talents

Gain prior knowledge by asking students the following questions

Review the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”.

Explain to students that they will be playing a memory game to review the concepts we learned about Multiple Intelligences and talents.

- Has anyone ever played Memory?
- What are the rules of the game?
- What are some ways that we can behave so that everyone can learn at their best and have fun?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Instructions for Invention Memory- Review with Students!

Each game set consists of picture cards (Set #1) and fact cards (Set #2). Group students into groups of 2-4 players. Each group will cut out all cards in the game set. To play:

1. Turn all cards face down in a 5 x 4 grid.
2. One at a time, players will choose two cards to turn face up so that all players can see.
3. A player gets a match if the picture card matches the fact card. They keep the match and turn over two new cards.
4. If a player doesn't get a match, it is the next players turn.
5. Continue until all cards have been matched. Player with the most matches wins.

Demonstration

Choose a student to come to the front with you. Show students how to lay out cards and how to play. Play a few rounds with your volunteer so students can see how the game is played.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage

Consult 4 Kids Lesson Plans

Students can play multiple times, as time allows.

students in a “teach to learn” opportunity and have the student become the teacher.

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

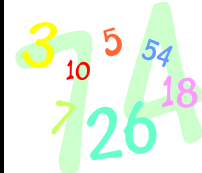
You may want to have cards cut prior to student arrival for younger students.



Verbal Linguistic

I like to:

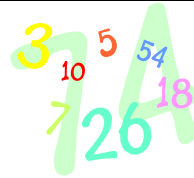
- play word games
- read
- write



Logical
Mathematical

I like:

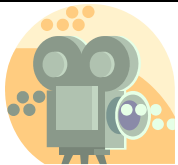
- numbers
- experiments
- math



Musical

I like:

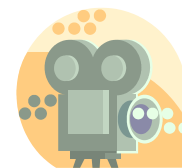
- rhythms and beats
- to listen to music
- to sing



Visual Spatial

I like:

- pictures
- maps
- art



Interpersonal

Intrapersonal



Bodily Kinesthetic



Multiple Intelligences

- I:
-am self-aware
-know my strengths and
weaknesses



- I:
-am in control of my body
-remember by doing



Multiple Intelligences

- I:
-like people
-work well in groups

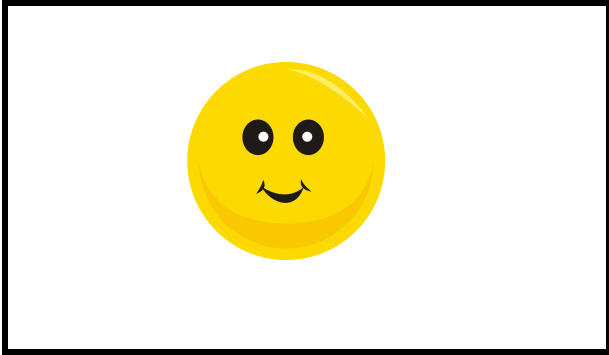
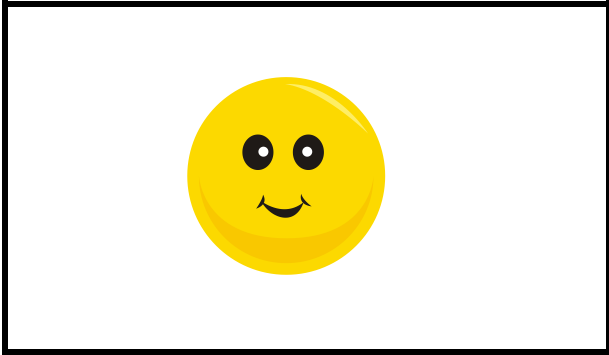


Naturalistic

- I like:
-camping
-nature
-hiking



Consult 4 Kids Lesson Plans



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Multiple Intelligences and Talents- Book Assembly
Focus:	Introducing A Very Talented You

Materials:

- “My Multiple Intelligences” Book pages for each student OR blank drawing paper, if you do not have student completed pages.
- Table of Contents (1 per student), optional
- Drawing materials- crayons, markers, etc
- Construction paper 11x17 (1 per student)
- Stapler

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Assemble the book pages to create individual “My Multiple Intelligence” books

Gain prior knowledge by asking students the following questions

- What have you discovered about yourself by completing the activities and creating your book about Multiple Intelligences?

(If students have not completed all, or some, of the lessons on Multiple Intelligences, you will want to use the “Leader Information Sheet” to share with students so that they can complete this lesson).

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Instructions for Assembling The Books

- Give each student a sheet of construction paper and drawing materials. Fold paper in half to create the book cover.
- Allow students to decorate their covers with the title “My Multiple Intelligences” and their name. This will give you the opportunity to hand out completed student pages. (****If you do not have student pages, see the directions in the Modification section at the bottom of the page to complete this activity.****)
- Ask students to arrange their pages in the order they were presented. You may choose to give them a Table of Contents to add to their books or just write the order on the board.
- Allow students to draw pictures on the back of the pages that represent the

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

Consult 4 Kids Lesson Plans

<p>Experiential Activity they participated in. This will allow you enough time to move through the students, stapling their books together.</p> <ul style="list-style-type: none"> • Allow students time to share their completed books with a partner. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
--	--

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Three Whats Ask the following three “what” questions:</p> <ol style="list-style-type: none"> 1. What did you enjoy most about this activity? 2. What was the biggest challenge with this activity? 3. What did you learn from the group?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
--

<p>Modification:</p> <p>If students have not completed any of the pages for My Multiple Intelligences, please use the following guide:</p> <ul style="list-style-type: none"> • Share the information, as appropriate for your grade level, with students. • Introduce them to the 7 types of intelligence that you will be discussing. Write each on the board. • Give each student 7 pieces of drawing paper. Ask students to label each page with a different intelligence as a heading. • As you discuss the meaning of each intelligence, you will want to brainstorm the following: <ul style="list-style-type: none"> -What might people who are strong in this intelligence enjoy doing? -What might be their talents or hobbies? Careers? -Does this sound like you? • Students will then draw or write their interpretation of the intelligence and results of the class brainstorm on the piece of paper with the appropriate heading. • With this completed, you are now ready to jump back up into the book assembly lesson plan, where you left off.

My Multiple Intelligences Table of Contents

Page	Intelligence	Activity
1	Verbal Linguistic	Yankee Doodle Challenge
2	Logical Mathematical	Measurement Madness
3	Musical	From Words to Song
4	Visual Spatial	My Estimates
5	Interpersonal and Intrapersonal	“About” Poems
6	Bodily Kinesthetic	Clay Creatures
7	Naturalistic	Nature Scavenger Hunt

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploration Stations Part 2
Focus:	Introducing A Very Talented You

Materials:

- Paper and pencils at every station
- Station #1: Poem directions (attached)
- Station #2: Various art supplies such as crayons, markers, paints, etc.
- Station #3: Musical Instrument Cards (attached)
- Station #4: Action Charades Cards (attached)

Opening

State the objective

Today we will:

- Participate in 4 Exploration Stations. At each station, you will participate in a different activity.

Gain prior knowledge by asking students the following questions

(You do not need to introduce students to the Multiple Intelligences for this day. They will spend time exploring the activities at the stations without an understanding of what they are doing just yet. You can label the station with the Intelligence it represents, but you do not need to make it a focus or draw background information on it at this time.)

- What are some experiences that you have had where you have had to rotate from place to place?
- What did you do during that time to be safe?
- What did you do during that time to be respectful and responsible while rotating?
- What are some of the things we need to do in this environment to be safe, respectful and responsible when we rotate through stations?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

As a whole group, introduce students to the 4 Exploration Stations that they will be rotating through today. Give specific instructions on youth should be doing at each station.

#1 Verbal/Linguistic Station: Students will be following written directions to create a poem.

#2 Visual/Spatial Station: Students will use the art supplies to create a piece of artwork of their choice. .

#3 Musical Station: Students will each draw a card. The instrument that is named on the card is the one that they must try and represent with their mouth or body parts. Students

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or

Consult 4 Kids Lesson Plans

<p>should work together to sound like a band, with each student performing his/her “instrument”.</p> <p>#4 Bodily-Kinesthetic Station: Students will each choose a card. One at a time, they must act out their card without using their voices and without making any noises. The other students should try and guess is on the actor’s card.</p>	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Students Practice (“You do”)</p>	
<p>Split students into 4 even groups. Assist as needed, as students rotate through the stations. Students should spend 7-10 minutes at each station, leaving plenty of time for a debrief.</p>	

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Initiate a classroom discussion, by asking the following questions to debrief.

- At station #1, you created poems. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not?
- At station #2, you created artwork. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not?
- At station #3, you made musical instruments out of your body and played in a band. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not?
- At station #4, played Action Charades. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not?
- What skills did we use in completing these activities? Which of these skills do you think you are good at?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2nd- 5th Grades

Create A Haiku Poem

Five syllables: _____
Seven syllables: _____
Five syllables: _____

Example:

Spring is nearly here.
The flowers start popping up
Oh my, how pretty!

K-1st Grades

Rewrite and fill in the blanks.

My name is _____.

I am _____.

I feel _____.

I love _____.

I'm scared _____.

I know _____.

My name is _____.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentation Development- Bodily Kinesthetic
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Review the Bodily Kinesthetic Intelligence
- Develop a talent presentation Bodily Kinesthetic Intelligences and Talents

Gain prior knowledge by asking students the following questions

- Recap what you learned about the Bodily Kinesthetic Intelligence through the classroom discussion and the activity, Clay Creatures. (Allow students to answer freely, prompting as necessary).

If you did not do the above activity, refer to the “A Leader’s Guide’ included with this month to give students enough background information to do this activity.

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Group Brainstorm

- What are some of the talents that people with Bodily Kinesthetic intelligence might possess?

Explain the Presentation Guidelines to students. (See Modifications for working with very young students).

-Students will create presentation/performance/display using talents that relate directly to this intelligence.

-Students can work individually, in pairs or in groups to complete their task. They only have the remainder of this Theme session to prepare their presentation.

-Performances will be on Days 5, 10, 15, and 20 (generally Fridays).*

- What are some possible presentations that you could do using talents from this intelligence?

Presentation Development

Allow students to prepare for their presentations, making any items or materials they may need available to them.

*If you are not using these lesson plans consecutively, you can shorten the preparation time and have students perform at the end of the session.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

- If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small groups and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentation Development- Logical Mathematical
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Review the Logical Mathematical Intelligence
- Develop a talent presentation using Logical Mathematical Intelligences and Talents

Gain prior knowledge by asking students the following questions

- Recap what you learned about the Logical Mathematical Intelligence through the classroom discussion and the activity, Measurement Madness. (Allow students to answer freely, prompting as necessary).

If you did not do the above activity, refer to the "A Leader's Guide" included with this month to give students enough background information to do this activity.

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Group Brainstorm

- What are some of the talents that people with Logical Mathematical intelligences might possess?

Explain the Presentation Guidelines to students. (See Modifications for working with very young students).

-Students will create presentation/performance/display using talents that relate directly to this intelligence.

-Students can work individually, in pairs or in groups to complete their task. They only have the remainder of this Theme session to prepare their presentation.

-Performances will be on Days 5, 10, 15, and 20 (generally Fridays).*

- What are some possible presentations that you could do using talents from this intelligence? (perform an experiment, create number puzzles for the audience, etc)

Presentation Development

Allow students to prepare for their presentations, making any items or materials they may need available to them.

*If you are not using these lesson plans consecutively, you can shorten the preparation time and have students perform at the end of the session.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

- If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentation Development- Musical
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Review the Musical Intelligence
- Develop a talent presentation using Musical Intelligences and Talents

Gain prior knowledge by asking students the following questions

- Recap what you learned about the Musical Intelligence through the classroom discussion and the activity, From Words To Songs. (Allow students to answer freely, prompting as necessary).

If you did not do the above activity, refer to the "A Leader's Guide" included with this month to give students enough background information to do this activity.

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Group Brainstorm

- What are some of the talents that people with Musical intelligence might possess?

Explain the Presentation Guidelines to students. (See Modifications for working with very young students).

-Students will create presentation/performance/display using talents that relate directly to this intelligence.

-Students can work individually, in pairs or in groups to complete their task. They only have the remainder of this Theme session to prepare their presentation.

-Performances will be on Days 5, 10, 15, and 20 (generally Fridays).*

- What are some possible presentations that you could do using talents from this intelligence? (sing a song, dance, play instruments, etc)

Presentation Development

Allow students to prepare for their presentations, making any items or materials they may need available to them.

*If you are not using these lesson plans consecutively, you can shorten the preparation time and have students perform at the end of the session.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

- If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentation Development- Interpersonal and Intrapersonal
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Review the Interpersonal and Intrapersonal Intelligence
- Develop a talent presentation using Interpersonal and Intrapersonal Intelligences and Talents

Gain prior knowledge by asking students the following questions

- Recap what you learned about the Interpersonal and Intrapersonal Intelligence through the classroom discussion and the activity, "About" Poems. (Allow students to answer freely, prompting as necessary).

If you did not do the above activity, refer to the "A Leader's Guide" included with this month to give students enough background information to do this activity.

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Group Brainstorm

- What are some of the talents that people with Interpersonal and Intrapersonal intelligence might possess?

Explain the Presentation Guidelines to students. (See Modifications for working with very young students).

-Students will create presentation/performance/display using talents that relate directly to this intelligence.

-Students can work individually, in pairs or in groups to complete their task. They only have the remainder of this Theme session to prepare their presentation.

-Performances will be on Days 5, 10, 15, and 20 (generally Fridays).*

- What are some possible presentations that you could do using talents from this intelligence?

Presentation Development

Allow students to prepare for their presentations, making any items or materials they may need available to them.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

*If you are not using these lesson plans consecutively, you can shorten the preparation time and

Consult 4 Kids Lesson Plans

have students perform at the end of the session.	
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Closing
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives?
<p style="text-align: center;">Debrief</p> <p>Three Whats</p> <p>Ask the following three “what” questions:</p> <ol style="list-style-type: none"> 1. What did you enjoy most about this activity? 2. What was the biggest challenge with this activity? 3. What did you learn from the group?
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> Ask students to think about what they did today. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

<p>Modification:</p> <ul style="list-style-type: none"> If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentation Development- Naturalistic
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Review the Naturalistic Intelligence
- Develop a talent presentation Naturalistic Intelligences and Talents

Gain prior knowledge by asking students the following questions

- Recap what you learned about the Naturalistic Intelligence through the classroom discussion and the activity, Nature Scavenger Hunt. (Allow students to answer freely, prompting as necessary).

If you did not do the above activity, refer to the "A Leader's Guide" included with this month to give students enough background information to do this activity.

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Group Brainstorm

- What are some of the talents that people with Naturalistic intelligence might possess?

Explain the Presentation Guidelines to students. (See Modifications for working with very young students).

-Students will create presentation/performance/display using talents that relate directly to this intelligence.

-Students can work individually, in pairs or in groups to complete their task. They only have the remainder of this Theme session to prepare their presentation.

-Performances will be on Days 5, 10, 15, and 20 (generally Fridays).*

- What are some possible presentations that you could do using talents from this intelligence?

Presentation Development

Allow students to prepare for their presentations, making any items or materials they may need available to them.

*If you are not using these lesson plans consecutively, you can shorten the preparation time and have students perform at the end of the session.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentation Development- Verbal Linguistic
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Review the Verbal Linguistic Intelligence
- Develop a talent presentation using Verbal Linguistic Intelligences and Talents

Gain prior knowledge by asking students the following questions

- Recap what you learned about the Verbal Linguistic Intelligence through the classroom discussion and the activity, Yank Doodle Challenge. (Allow students to answer freely, prompting as necessary).

If you did not do the above activity, refer to the "A Leader's Guide" included with this month to give students enough background information to do this activity.

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Group Brainstorm

- What are some of the talents that people with Verbal Linguistic intelligences might possess?

Explain the Presentation Guidelines to students. (See Modifications for working with very young students).

-Students will create presentation/performance/display using talents that relate directly to this intelligence.

-Students can work individually, in pairs or in groups to complete their task. They only have the remainder of this Theme session to prepare their presentation.

-Performances will be on Days 5, 10, 15, and 20 (generally Fridays).*

- What are some possible presentations that you could do using talents from this intelligence? (create a word game to play with audience, recite a poem, write a story, etc)

Presentation Development

Allow students to prepare for their presentations, making any items or materials they may need available to them.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

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*If you are not using these lesson plans consecutively, you can shorten the preparation time and have students perform at the end of the session.

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

- If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentation Development- Visual Spatial
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Review the Visual Spatial Intelligence
- Develop a talent presentation using Visual Spatial Intelligences and Talents

Gain prior knowledge by asking students the following questions

- Recap what you learned about the Visual Spatial Intelligence through the classroom discussion and the activity, My Estimates. (Allow students to answer freely, prompting as necessary).

If you did not do the above activity, refer to the "A Leader's Guide" included with this month to give students enough background information to do this activity.

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Group Brainstorm

- What are some of the talents that people with Visual Spatial intelligence might possess?

Explain the Presentation Guidelines to students. (See Modifications for working with very young students).

-Students will create presentation/performance/display using talents that relate directly to this intelligence.

-Students can work individually, in pairs or in groups to complete their task. They only have the remainder of this Theme session to prepare their presentation.

-Performances will be on Days 5, 10, 15, and 20 (generally Fridays).*

- What are some possible presentations that you could do using talents from this intelligence? (draw, paint, write or read poems, etc)

Presentation Development

Allow students to prepare for their presentations, making any items or materials they may need

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the

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available to them.

student become the teacher.

*If you are not using these lesson plans consecutively, you can shorten the preparation time and have students perform at the end of the session.

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

- If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentations and Performances Bodily Kinesthetic and Naturalistic
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Unveil the presentations and performances we have been working on for the Bodily Kinesthetic and Naturalistic intelligences.

Gain prior knowledge by asking students the following questions

- What does it mean to be a good audience member?
- What are some ways we can show respect to performers?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Prep

Allow performers 5-10 minutes to gather needed materials and prepare for their performances and presentations.

Performances & Presentations

Call performers to the front of the classroom, one at a time. After each performance (and applause!), review with the group how it fit in with the corresponding intelligence and talent.

Activity → Teachable Moment(s) *throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentations and Performances- Logical Mathematical & Musical
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Unveil the presentations and performances we have been working on for the Logical Mathematical & Musical Intelligences.

Gain prior knowledge by asking students the following questions

- What does it mean to be a good audience member?
- What are some ways we can show respect to performers?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Prep

Allow performers 5-10 minutes to gather needed materials and prepare for their performances and presentations.

Performances & Presentations

Call performers to the front of the classroom, one at a time. After each performance (and applause!), review with the group how it fit in with the corresponding intelligence and talent.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

- If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentations and Performances- Verbal Linguistic
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Unveil the presentations and performances we have been working on for the Verbal Linguistic Intelligence.

Gain prior knowledge by asking students the following questions

- What does it mean to be a good audience member?
- What are some ways we can show respect to performers?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Prep

Allow performers 5-10 minutes to gather needed materials and prepare for their performances and presentations.

Performances & Presentations

Call performers to the front of the classroom, one at a time. After each performance (and applause!), review with the group how it fit in with the corresponding intelligence and talent.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

- If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentations and Performances- Visual Spatial & Interpersonal, Intrapersonal
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Unveil the presentations and performances we have been working on for the Visual Spatial & Interpersonal, Intrapersonal Intelligences.

Gain prior knowledge by asking students the following questions

- What does it mean to be a good audience member?
- What are some ways we can show respect to performers?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Prep

Allow performers 5-10 minutes to gather needed materials and prepare for their performances and presentations.

Performances & Presentations

Call performers to the front of the classroom, one at a time. After each performance (and applause!), review with the group how it fit in with the corresponding intelligence and talent.

Activity → Teachable Moment(s) *throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.