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| **How can we effectively integrate multiple intelligence learning in the teaching of reading?**  \*\*The participants are working in middle school grade teams – 6 to 8  \*\*The participants have been asked to bring a text that they use one of their units. Each teacher will have a copy of the text to work with.  \*\* The session will take place in the library where big posters for each of the 8 intelligences will be displayed. Participants can amble through this “Literacy Café” during breakfast. |
| |  |  | | --- | --- | | I. Introduction — 15 to 20 minutes | | | A. Introduce myself  B. Introduce session  C.Warm-up activity: | **Goals:**   Create "community" among myself and participants   Establish interactive nature of workshop from the outset   Create “parking lot” for questions; distribute sticky notes   Agenda for session   I invite you to approach this session with an open mind, to enjoy yourself, and to play!  **Video clip:**   The video is a great example of being able to view something from a different angle. Looking at the familiar from a different perspective. Each of us will view this and take away something completely different. Within are fabulous dance clips from famous musicals, but set to Kenny Loggins’ *Footloose*. See <http://www.youtube.com/watch?v=uHisd9P2M-Y>   * Let’s think about this montage and in particular, let’s use it as a springboard for our work today on how we can look at teaching reading from a different perspective – same material different manipulation   **Theme for session**: Unlocking Books - Making the Words Come Alive     * **THUMB BALL Game** Everyone is sitting or standing in a circle. Participants will toss the Tell the Tale Thumball ™ around and respond to the panel under their thumb when they catch it. This ball allows players to retell and summarize fairy tales, fables and modern stories. Lots of different thumballs are available and I use them for all different types of things, especially debriefing an activity. See [www.thumball.com](http://www.thumball.com) for all the different ones. * Example : a character that made you laugh; the climax of the story; the main characters; the moral of the story * Quick discussion on this game as a multiple intelligence activity (kinaesthetic) and its links with reading. Armstrong (2003) “By actively exploring the materials, students become interested….which leads to more informed use of the materials.” | | II. Activity 1 [Playing with MI : activities that support reading] — 40 minutes | | | Multiple Intelligences in the Reading Classroom | **Goals:**   Convey excitement of using multiple intelligences in reading instruction   Provide teachers with characteristics of an MI learner   Guide teachers through a simple reading activity using MI.  **Format:**     * Be open minded, enjoy yourself today, and play! I invite you to take a few moments to set a personal goal for today; perhaps you want to take a risk, challenge, re-acquaintance. * **I.** In your team do a 3 minute brainstorm on a reading strategy as a focus for today / making connections and inferences. * **II.** Come to the photo table and select a photo that ignites a spark and invites a connection with your selected text. (see note at top of page) I have here many photos of all shapes, sizes, colours, objects, places, and people. Explain that these photos are just samples of what teachers themselves can compile around a specific text. * **III.** Return to the group and use the photos as a starting point from which you will create a simple activity that you could use to introduce your text. For example: Create sentence long captions. Create headlines. Draw and fill dialogue bubbles. 10 minutes * **IV.** Share one per group. Discuss this as a Visual-Spatial intelligence.      * **V.** Distribute copies of MI plans (see link) and planning sheets * <http://www.ascd.org/ASCD/images/publications/books/armstrong2009_fig5.2.gif> * <http://www.ascd.org/ASCD/images/publications/books/armstrong2009_fig5.3.gif> * Allow a few minutes to look over planning questions sheet. * We are going to make a plan that unlocks all the intelligences. Think of the possibilities and focus on an objective or topic. Ex: The function of metaphor. Using the Ministry objectives is also offered as a choice from which to create an objective. Choose objective and fill out the planning sheet using your classroom text (poem, book, journal, graphic novel, etc.) as the reading material. 20 minutes   BREAK! | | III. Activity 2 [Putting learning into action]— 40 minutes | | | MI activities for the reading classroom. | **Goals:**   Provide teachers with several activities they can use to integrate MI whilst teaching reading   Continue interactive nature of the workshop  **Format:**   * **I.** Recap last activity and ask for volunteers to share. Discuss the significance of approaching literacy in such a specialized way. How does it serve our students, especially our struggling readers? * **II.** Distribute copies of *The Tale of the Custard Dragon* by Ogden Nash. Do a round robin reading where we go around the group each of us reading a couple of lines or a verse. * **III.** Ask the participants to work with a partner for this activity. Assign each pair one of the following specific MI activities to undertake.  1. Make a chart which classifies all the adjectives, nouns and verbs. (Mathematical/Logical) 2. Draw a picture of each verse. (Visual) 3. Split the poem in half and each person act out your own version of the story. (Intrapersonal) 4. Write your own rhyming poem using a happy animal as the main character. (Musical) 5. Make the main idea in the poem out of plasticine. (Kinesthetic) 6. Retell the story of the poem to someone else. (Linguistic) 7. Collaborate to create a series of ‘read-alouds’ from the poem which focus on its possible social significance and share your experience with the group. (Interpersonal) 8. Choose an animal from the poem and write a short poem from its point of view. (Nature)  * **IV.** Ask for volunteers to share. Gather all work to be copied and bound together for participants. | | IV. Wrap up — 10 - 15 minutes | | |  | **Goals:**   Collect feedback from workshop participants on the most and least valuable aspects of the workshop (see evaluation template in resources)   Discuss frequently encountered challenges in the integration of MI   Share strategies for dealing effectively with these challenges | |