

MULTIPLE INTELLIGENCES & LESSON PLANNING MARGARET WARNER



Do your lessons develop the students' skills, as well as give them knowledge?

Do the children really understand what you teach them, or do they just memorise the information you put in front of them?

What attitudes are your students developing in your lessons?

Contents

The grades stated are suggestions. Activities can be adapted for a wide range of ages.

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Lesson Plan Template



Year/Grade _____ **Context** _____ **Week / Date** _____

Aim _____

Objectives - By the end of the lesson students will:

Know _____

Be able to _____

Understand _____

Have developed _____ attitudes

Formative assessment questions, to check students' knowledge at the start of the lesson.

Standard _____

Simplified _____

Challenging _____

Activities (example on page 13)

<p style="text-align: center;">e.g. Linguistic Intelligence</p> <p>Knowledge Students will know.....</p> <p>Skills Students will be able to</p> <p>Activities</p> <p>Resources</p> <p style="text-align: right;">Level of activity (above / average / below) <input type="checkbox"/></p>	<p style="text-align: center;">..... Intelligence</p> <p>Knowledge Students will know.....</p> <p>Skills Students will be able to</p> <p>Activities</p> <p>Resources</p> <p style="text-align: right;">Level of activity <input type="checkbox"/></p>
<p style="text-align: center;">..... Intelligence</p> <p>Knowledge Students will know.....</p> <p>Skills Students will be able to</p> <p>Activities description</p> <p>Resources</p> <p style="text-align: right;">Level of activity <input type="checkbox"/></p>	<p style="text-align: center;">..... Intelligence</p> <p>Knowledge Students will know.....</p> <p>Skills Students will be able to</p> <p>Activities</p> <p>Resources</p> <p style="text-align: right;">Level of activity <input type="checkbox"/></p>
<p>Students needing additional support - names of students (any personalised requirements)</p>	

Lesson Sequence

Timing	Sequence	Variations / notes
	Learning objectives shared with class	
	Formative assessment – questions above	
	Vocabulary - subject specific and EAL	
	Whole class teaching	
	Group and individual activities	
	On-going assessment and monitoring of students	
	Plenary - summative and formative assessment for next lesson	

Lesson Evaluation

Any difficulties in understanding the main concept

Lesson objectives – what went well and what needs to be covered again

Individual monitoring and assessment results

Students' Names	Strengths	Needs attention

The Early Years Classroom and MI

Multiple Intelligences

Linguistic
Mathematical
Visual / spatial
Musical
Bodily / Kinaesthetic
Naturalistic
Interpersonal
Intrapersonal

Areas of Learning

Communication, language and literacy
Problem –solving, reasoning and numeracy
Creative development
Creative development
Physical development
Knowledge and understanding of the world
Development Matters (PSE development)
Personal, social and emotional development

Aim

For children to know the name and sound of the letter **C** and hear it used in different contexts.

Lesson Objectives

Knowledge

- Language - to know how to say and write the letter **c** (**linguistic and kinaesthetic**)
- Numeracy - to be able to **c**ount (**mathematical**)
- Creative - to know the names of **c**olours, (**visual**)

Skills

- Physical - to be able to **c**limb on apparatus safely (**kinaesthetic**)
- Physical, mathematical – **c**ooking (**kinaesthetic**)

Understanding

- Knowledge and understanding of the world – **c**ats (naturalistic)

Attitudes

- Personal and social – **c**ommunications – good manners

Context

The class is working through the alphabet, focusing on a new letter each week.

Tasks

Children will be working in groups. An adult will be with most groups, promoting understanding, widening the children's vocabulary and supervising safety. During the week the children will have experienced all areas of learning and have developed and learned through all their intelligences.

Assessment

Assessment is through on-going observations and is recorded on 'post-its' or similar notes are taken and recorded.

Positional Vocabulary in an EAL / Art lesson

(KG and any new learners of a language)

Aim To have learned, understood and used new English vocabulary.

Lesson Objectives

Knowledge

- Students will know English positional vocabulary. (English)

Skills

- Students will be able to use positional vocabulary.
- Students will be able to make a model using (add your choice here) skills. (Art and Craft)

Understanding

- Students will understand the concepts of space and position.

Attitudes

- Students will be able to work successfully in a group, giving everyone an opportunity to take part.

Context

Your students are learning positional vocabulary in an English lesson for the first time. (State unit and lesson number on lesson plan.)

Task

To make simple models (**kinaesthetically**), so as to demonstrate a knowledge of positional vocabulary such as in front of, behind, besides, on top of, over, under, through, around, along. e.g. features and buildings in a town or village that the children are familiar with. What you decide to make will depend on the time you have and the quality you expect of your students.

Position these models on the floor or table around a street plan. (**visual / spatial**)

The teacher then asks questions of students such as:

“How do I reach x from y?”

“Which building/object is behind / in front of / besides x?” etc.

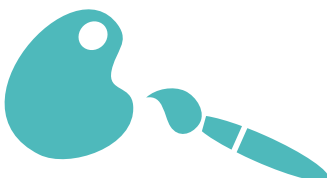
If the models are large enough, students could walk to the given place (**bodily / kinaesthetic**). e.g. “Stand behind the post office.”

Students make up their own questions and ask each other to give answers. (**interpersonal**) All positional vocabulary must be used. (**linguistic**)

Students draw a diagram of the model they have made (mathematical, spatial) and write questions and answers underneath it. They could refer to distances. (**mathematical**)

Assessment

Design your own rubric to assess different aspects of the lesson. (example on page 10)



Mental Recall of Number Bonds (Grades 1-3)



Aim of lesson To improve students' mental recall of number facts in mathematics.

Lesson Objectives

Knowledge (mathematical)

- Students will know number bonds to 10, 20, 50, 100 (addition and subtraction).
- Students will know the 5, 10, 2 and 9 times tables.

Skills (visual/spatial, kinaesthetic, musical)

- Students will have increased their fast mental recall of number facts.

Understanding (logical)

- Students will have a good understanding of the concept of numbers to 100.

Attitudes (interpersonal)

- Students will be able to work with a partner to improve the skill of mental recall of number bonds.

Context

- Revision of addition and subtraction number bonds. (State number of unit and lesson on lesson plan.)
- Current unit (state number) – multiplication tables 2,5,10,9.

Task

Work with a partner to practice number bonds to 10 (use timers, calculators, number lines to help you).

Work with a partner to practice multiplication tables 2,5,10,9 (use 100 square, number lines, music, dice, nature, quick fire questions and anything else helpful to improve your speed).

Assessment

Ten 'quick-fire' questions, answered by students who write at speed on individual white boards and hold up for the teacher to see. (You can make a white board out of a piece of A4 paper inserted into a plastic wallet.)

Living and Non-living Things (Grades 3 and 4)

Aim To understand the difference between living and non-living things.

Lesson Objectives

Knowledge

- Students will know the properties of living things.

Skills

- Students will be able to identifying living and non-living (and once living) things by their properties and explain this to others in different ways so that those who learn in different ways will remember them.

Understanding

- Students will understand that some things are alive and need specific attention.
- Students will understand that some things do not live.

Attitudes

- Students will be able to say how they would care for different living things.

Context

The students have previously been studying different materials. This is a new topic. (State number of unit and lesson on lesson plan.)

Task

Use all intelligences to demonstrate the properties of living and non-living things. e.g.

linguistic – write a poem about living and non-living things.

mathematical – show how patterns in nature are often copied in non living things.

musical – make up a song to remind yourself of the properties of living and non-living things.

interpersonal – demonstrate to the class (and film on camera) how to look after living things.

Assessment

Peer assessment of presentations.

Assessment by different tasks. (see MAW Publications Assessment Booklet)

Giving Directions (Grade 5)

Aim To ensure accuracy and clarity when giving a stranger directions to a given place.

Lesson objectives

Knowledge

- Students will know how to estimate distances – steps, yards, miles. **(mathematical)**
- Students will know how to use correctly positional vocabulary - Left, right, straight on, under, over, through, besides. **(spatial)**
- Students will know that they should mention physical feature en route in their directions. (using all five senses)

Skills

- Students will be able to make a sketch map showing compass directions. **(visual/spatial)**
- Students will be able to present directions in written form. (To send in advance to the visitor) **(linguistic)**
- Students will be made aware of the sounds around them by recording them. **(musical)**
- Students will already have role-played and practices the scenario, so it will be easier for them in future to give directions in real life situations. **(kinaesthetic, interpersonal)**

Understanding

- Students will understand the importance of giving accurate and clear directions.
- Students role-playing the ‘stranger’ should question directions when not understood.

Attitudes

- Students should be able to empathise with a stranger who may be lost or hesitant about coming to a new place.

Context

This is part of the Geography Curriculum and is also referred to in the Social Science Curriculum. (State on your lesson plan the number of the unit and lesson.)

Task

Working in pairs, practice scenarios which show you are able to give clear directions to a stranger in your town or village. Demonstrate these to the class.

Assessment

Peer assessment – the rest of the class write down what is good and what could be improved about each presentation.

Making a Model out of Newspaper (Grade 6)

Aim To use everyday materials to design and make a model of a new building / monument or bridge.

Learning Objectives

Knowledge

- Students will know that they can make models out of everyday materials.
- Students will know that buildings were designed by someone, and that this is a possible career option for them.

Skills

- Students will be able to work as a group successfully on a project.
- Students will be able to argue a point coherently and put forward reasons clearly when promoting their product.

Understanding

- Students will understand that the erection of buildings / bridges affects the people around them.
- Students will understand that good team work and time management is essential to success.

Attitudes

- Students will learn to share ideas and tasks when working as a group, valuing each person's contribution.

Context

This is part of a design and technology course. (State the number of unit and lesson on your lesson plan.)

Task (Choose one of the following)

1) In a group, using newspaper and sticky tape only, design and make a model of a new building/monument for your city centre. Felt-tip pens may be used to decorate around the model. Landscape the area around the model.

2) Design and make a bridge and show the landscape that will surround it.

Assessment

Use the rubric on the next page to assess the group work.



Example MI Rubric for Assessing a Group Activity

Example task The students have been asked to design and make a model of a new monument for the town centre and put forward their arguments as to why the town council should choose it rather than others.

	Excellent	Good	Satisfactory	Needs improvement
Interpersonal Worked well as a group.	All involved and contributing ideas. A high degree of discussion.	All contributed to the finished product and there was some discussion.	A few did most of the work, others contributed a little. Some students discussed but others not involved in the discussion.	Could not work as a group, some refused to contribute.
Linguistic Can put forward the case for why their model should be chosen.	Clearly argued with excellent reasons given.	Reasons given in a coherent way.	Satisfactory explanation given as to why this model should be chosen.	Not able to make a case or explain reasons why their monument should be chosen.
Mathematical and Spatial Made to scale (this will depend on the time allowed to make the model).	Very good planning, with the result that the model was accurately made to scale.	Planning to scale was accurate but accuracy of model was variable.	Planning to scale too place but accuracy not a feature.	Made model without reference to scale.
Kinaesthetic Quality of the finished product.	High quality product. Attention to detail.	Good quality product. Limited detail.	Product completed to a satisfactory standard.	Product not near completion, or completed but not to a satisfactory standard.
Naturalistic Has planned a landscape around the model.	Considerable thought put into the natural landscape around the monument. Live objects used.	Thought put into the natural setting of the monument. No live objects used.	Some attempt to consider the setting of the monument.	No attempt made to consider the setting of the monument.
Intrapersonal What affect will the monument have on people?	Group has thought through the implications of the monument to people's lives, and changes have been made as a result of this.	Group has discussed how the monument might affect people and their lives and can give reasons.	Some of the groups are able to reflect on the affect of the monument on people and their lives.	No understanding of how the monument might affect people and their lives.

Authentic (Real Life) Mathematics Situations (Grades 7-9)

Aim To show that mathematics is needed to solve problems in life outside the classroom.

Learning Objectives

Knowledge (factual knowledge students should know)

- The facts will depend of the project chosen.

Skills (skills students should learn in order to be able to play the game well)

- Students will be able to use mathematics to solve problems.

Understanding

- Students will understand that mathematics is essential to solving problems in ‘real life’ situations.

Attitudes

- Students will learn to apply what they learn in school to their daily lives.

Context

Using Bowland Mathematics ideas: <http://www.bowlandmaths.org.uk>

One of a series of mathematics lessons based on real life situations. Other ideas you may like to develop: cricket; a bank robbery; a road accident; selling / buying a house; planning a holiday etc.

Task

Follow the ideas given you in the Bowland Mathematics series.

Assessment

Assess separately each of the mathematical calculations that had to be carried out to complete the project.

Multiple Intelligences Taught in Sports (Grade 7)

Aim To show that to become good at a sport one must use all one's intelligences.

Learning Objectives

Knowledge (factual knowledge students should know)

- Students will know about famous sports people who play or have played this game. **(linguistic)**
- Students will know the rules of the game. **(interpersonal)**
- Students will have an awareness of the mathematics of the sport. **(mathematical)**

Skills (skills students should learn, to be able to play the game well)

- Students will be able to time their skills for success. **(rhythmic, musical)**
- Students will be able to (state skills needed in this sport, e.g. dribble a ball, bowl a ball etc.) **(kinaesthetic)**

Understanding (understanding of how the body works and how they can take care of their own)

- Students will understand the importance of caring for their bodies. **(naturalistic, intrapersonal)**
- Students will understand the importance of sport in world affairs. **(interpersonal)**

Attitudes

- Students will learn the importance of working as a team. **(interpersonal)**
- Students will learn how to win and lose graciously. **(interpersonal)**

Context

This programme is to be covered over one term in Grade 7. (State number of unit and lesson on your lesson plan.)

Task

Divide into groups of three or four. Complete the learning objectives above for a chosen sport.

Before this unit starts teachers need to make a poster (in threes or fours) for different sports, showing how you will teach to the different learning objectives. What activities will you give the students, so that you cover all the learning objectives? Add further objectives if you wish. **(visual, spatial, mathematical, interpersonal etc.).**

Assessment

Students play a match in their chosen sport and an assessment of their strengths and weaknesses in their knowledge, skills, understanding and attitudes is carried out through self-assessment, peer assessment and teacher assessment.



Putting an Environmental Studies Project into Practice (Grade 8)

This unit is taken from the Indian CBSE syllabus and the content from the syllabus is shown on the next page.

Learning Objectives

Aim As in the CBSE Syllabus.

Knowledge

- As on the next page, depending on the activity.

Skills

- As on the next page, depending on the activity.

Understanding

- As on the next page, depending on the activity.

Attitudes

- As on the next page, depending on the activity.

Context

As part of a given syllabus for Grade 8 Environmental Education.

Task

Read through the different activities suggested on the next page and plan a series of lessons to include all these activities. Different groups of students may attempt the different activities. Not more than three activities should be attempted in one lesson.

Assessment

Presentations by students should be assessed using the rubric (similar to the one on page 11). Peer and teacher assessments are suggested. Groups who have not been involved in the research of a topic should also be assessed on what knowledge they have gained from the other groups' presentations.

This is a good way of covering the syllabus in more depth but in the given amount of time.





Environmental Education Activities

<p style="text-align: center;">Linguistic</p> <p>Knowledge Pupils will know what the commercial impact is on the environment in a given area.</p> <p>Skills Pupils will: know how to collect information from newspapers; have developed interviewing techniques; know how to prepare a questionnaire.</p> <p>Activity Using newspapers, interviews, questionnaires, journals etc, identify commercial impact on the environment.</p> <p>Resources Newspapers and journals etc.</p>	<p style="text-align: center;">Mathematical – Logical</p> <p>Knowledge The number of different trees in a given area.</p> <p>Skill Pupils will be able to carry out a survey and analyse the data .</p> <p>Activity Conduct surveys on the number of trees in a particular area.</p> <p>Resources Local environment where there are trees. Calculators.</p>
<p style="text-align: center;">Visual / Spatial</p> <p>Knowledge Pupils will know: the names of different plants; how to plan a kitchen garden; about different food chains.</p> <p>Skills Pupils will be able to: identify plants; plant vegetables; draw food chains and webs.</p> <p>Activities</p> <ol style="list-style-type: none"> 1 Make plans for a kitchen garden ...identify and plant. ... 2 Prepare charts depicting different types of food chains or food webs. <p>Resources rulers to plan to scale soil to plant in plants reference books</p>	<p style="text-align: center;">Bodily / Kinaesthetic</p> <p>Knowledge Pupils will know: that the content of water samples vary; the advantages and disadvantages of growing crops in different ways; that environmental conditions affect growth.</p> <p>Skills Pupils will be able to: Collect and analyse different examples of water; Know how to plant and transplant seeds and plants; Record environmental conditions.</p> <p>Activities</p> <ol style="list-style-type: none"> 1 Collect samples of water from different available sources. 2 Observe and find out advantages and disadvantages of growing crops by transplantation and sowing seeds. 3 Visit some sites record prevailing environmental conditions. <p>Resources water samples previously sown plants sites with different environmental condition equipment for check environmental conditions</p>
<p style="text-align: center;">Musical</p> <p>Knowledge Names of local birds</p> <p>Skills Recognition of birds by sight and song</p> <p>Activity Record bird song on tape Sketch bird – size and colour</p> <p>Resources Recorder Reference books</p>	<p style="text-align: center;">Naturalistic</p> <p style="text-align: center;">This intelligence is covered by this topic.</p>
<p style="text-align: center;">Interpersonal</p> <p>Knowledge Pupils will be able to infer the possible impact of cottage industries on the environment.</p> <p>Skills Pupils will be able to: debate and discuss; come to conclusions through discussion.</p> <p>Activities Opportunities for formal debate and discussion.</p>	<p style="text-align: center;">Intrapersonal</p> <p>Knowledge Pupils will have an understanding of their own responsibilities to society.</p> <p>Skills Pupils will be able to understand their own role in influencing the environment around them.</p> <p>Activities Choose their own MI way of recording their own responsibility to society.</p> <p>Resources as needed by individual pupils.</p>

Studying a Novel or Text the MI Way – Characterisation (Grades 9 and 10)

Aim To motivate students to empathise with people by studying different characters in a book.

Learning Objectives

Knowledge

- **Linguistic and logical** - Students will know who are the main characters of the book, and the connection between them in the story.
- **Intrapersonal and linguistic** - Students will be aware of the variety of different emotions played out by characters in the book, and are able to give similar examples from their own lives.

Skills

- **Linguistic** - Students will be able to find passages in a text to illustrate their examples.
- **Visual / Spatial** - Students will be able to show the different characters in a 'family tree' form.
- **Linguistic and interpersonal** - Students will be able to explain and demonstrate the emotions of different characters.
- **Mathematical and linguistic** – students will be able to suggest mathematical shapes that they are reminded of by the different characters and explain why.
- **Visual spatial and mathematical** – students will draw the characters with reference to shape or size.
- **Musical** – students will compose music that matches the character of different people in the novel.

Understanding

- Students will be able to apply what they have learned about the characters in the book to real life situations and to stories they write.

Attitudes

- **Interpersonal** – through discussion, students will have increased their ability to empathise with and understand others.

Context

Students have finished reading the novel and are using these tasks to revise what they have learned about the characters.

Task

Choose a novel that the students have to study from your syllabus.

Using all the multiple intelligences, plan activities that will meet the learning objectives above.

Assessment

Each group demonstrates to the other groups and other groups are asked to give, 'Two stars and a wish' i.e. mention two positive points and one suggestion for improvement. (Peer assessment)

Studying a Novel the MI Way – Settings (Grades 9 and 10)

Aim To help students follow the story line through studying the different locations described in the novel.

Vocabulary: setting = location, places in which different parts of the story takes place.

Learning Objectives

Knowledge

- Students will know the different settings in which the story takes place.
- Students will know how to describe different settings – widening of vocabulary, sense of place, atmosphere etc.

Skills

- Students will be able to find descriptions of four different settings in a novel.
- Students will be able to use different intelligences to describe these settings.
- **Linguistic** - describe the settings in their own (alternative) words using a thesaurus.
- **Spatial** – illustration (drawing, painting, digital camera etc.) of the different settings.
- **Kinaesthetic** – use their own bodies to illustrate different landscapes and conditions (cold, hot, frightening etc.). Make models of the different settings.
- **Musical** – create some atmospheric music to go with the different settings.
- **Mathematical** – show how far each setting is from the other and how they compare in size and shape.

Understanding

- Students will understand that the description of the setting is very important in relation to what happens in it.
- Students will understand that when they write a story they should think carefully about the settings within the story.

Attitudes

- Students will have worked together successfully as a group, delegating tasks to those who will carry them out best.
- Students will have thought about their own attitudes towards different settings e.g. the environment and how it affects people.

Context

Students have finished reading the novel and are using these tasks to revise what they have learned by considering the different settings in the novel.

Task

Think of a novel that the students have to read as part of their syllabus. Plan and carry out activities that will meet the objectives above.

Assessment

Each group demonstrates to the other groups and other groups are asked to give, ‘Two stars and a wish’ i.e. mention two positive points and one suggestion for improvement. (Peer assessment)



Studying an event in history or a place in the world (Grade 11)



Aim To help the students with revision.

Learning Objectives

Knowledge

- Students will know the main features of the event or place being studied. They will have knowledge of all the vocabulary they need to present their work. (Teachers need to list the words and facts that are essential for students to know.)

Skills

History (Also see <http://www.revisionrocks.co.uk/> for learning history facts to music.)

- **Linguistic and kinaesthetic** – students will be able to role play an event in history.
- **Mathematical and visual** – students will produce a visual time line showing how this event relates to other historical events.
- **Spatial** – students will illustrate this event using drawing, painting, collage or other media.
- **Musical** – students will carry out research and have found music that was played / sung at this historical time.
- **Mathematical and spatial** – students will be able to draw a Venn diagram showing the differences between that time in history and the present time.

Geography

- **Linguistic and kinaesthetic** -students will be able to role play an event in the life of people in this country / culture.
- **Mathematical and visual** – students will use an atlas to find out the distance of the place in relation to others they have learned about and how long it takes to fly between the two or travel in another way. Also – height of mountains, length of rivers etc.
- **Musical** – students will have found music typical of this country and have attempted to create something similar themselves.
- **Mathematical and visual** – students will be able to draw a Venn diagram showing the differences between two different countries. (people, geographical features etc.)

Understanding

- Students will have an understanding of how people live(d) at a given time or in a given place.

Attitudes

- **Interpersonal** – Students will be able to empathise with people in different places and with those who lived at different times from the present.

Task

History - choose an event in history. Geography – choose a country.

Using all the multiple intelligences, plan activities that will meet the learning objectives above.

Assessment

Assessment of presentations. Assessment by task (see MAW Publications Assessment booklet).



Promoting a New Product (Grade 12)



Aim To show the importance of marketing when a new product is to be promoted.

Promotion examples

A new brand of bottled water.

A new restaurant.

Learning Objective Complete these to match the requirements of your own syllabus and product.

Knowledge

- Students will know.....

Skills

- Students will be able to

Understanding

- Students will understand that

Attitudes

- Students will be aware of the ethical issues related to marketing.

Context

Part of the Economics curriculum.

Task

Promote a new produce/initiative in as many different multiple intelligences ways as you can, so that the learning objectives of the lesson are met.

Assessment

Bring in someone from business to give a professional assessment of the students' presentations.

How to plan lessons from your syllabus

Take one unit/topic from your syllabus.

Divide it up into a series of lessons.

Give each lesson a heading which shows the **main concept to be taught**.

Read through the whole unit / topic in the syllabus and note down the following:

The **knowledge** that students need to have at the end of this series of lessons, on which they can be tested;

The subject specific **skills** and other skills they will need during this topic - these should be progressive: some will have been learned before and new ones will need to be taught.

The **understanding** that they will gain as a result of this topic – not just knowledge, but how to **apply** the knowledge and skills in different situations;

The **attitudes** that will be fostered and promoted as a result of studying this topic; these may be personal e.g. the ability to work with a partner, in a group or silently doing research; or they may be general e.g. civic duties, environmental awareness etc.

Having decided what needs to be taught in order to follow your given syllabus then think of ways that the knowledge, skills, understanding and attitudes can be learned through the **full range of the students' multiple intelligences**. Brain-storm with your colleagues to come up with ideas for **activities**.

Next

Describe the **tasks** that the students will complete during each lesson and record how they will be carried out: whole class teaching, groups, partner-work and individually.

Using ideas from the MAW Publications MI and **Assessment** booklet, decide how you will assess the success of each student in each lesson and series of lessons.

Finally, transfer all this information onto separate lesson plans using the template on pages 3 and 4. Save this on computer so that these lesson plans can be revised and reused for future lessons.

For the MI and Assessment booklet go to

<http://www.discover-multiple-intelligences.com/mawbooklets.htm>



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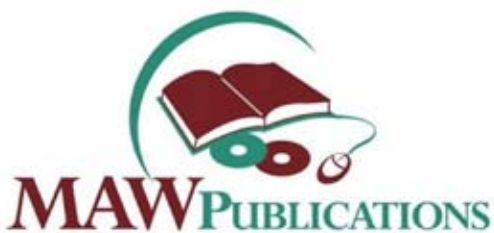
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MULTIPLE INTELLIGENCES & LESSON PLANNING MARGARET WARNER

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