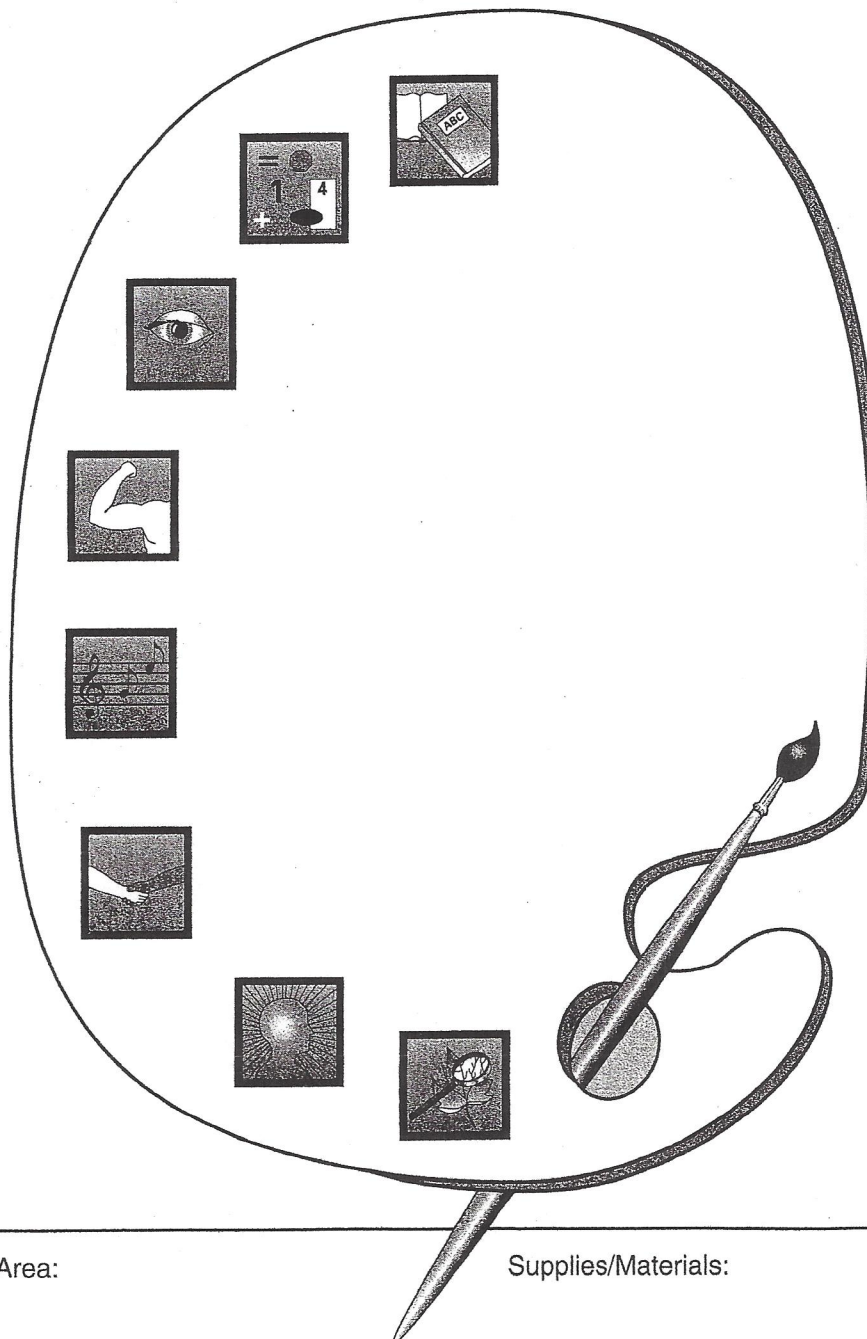


## Palette for Designing Multi-Modal Lessons

Topic: \_\_\_\_\_



Subject Area:

Supplies/Materials:

Lesson Objective:

Room Arrangement:

© SkyLight Training and Publishing Inc.

Fig. 9.7

- *Verbal/linguistic*: create a vocabulary game related to fraction terminology (e.g., numerator, denominator, ratio, etc.); make up fraction poetry (e.g., limericks to explain processes) and/or fraction jokes; engage in creative storytelling with different fractions as the story's characters.
- *Logical/mathematical*: use graphic organizers to analyze different processes (e.g., a Venn diagram to compare/contrast adding and subtracting); discuss problem-solving scenarios from everyday life that require an understanding of fractions (e.g., cutting a pizza to serve all at your table); create a fraction adding and subtracting pattern game.
- *Visual/spatial*: work with sculpture or various manipulatives for adding and subtracting parts of wholes; solve a page of fraction problems by drawing or painting answers; use active imagination processes for seeing the operations in action.
- *Bodily/kinesthetic*: use drama to act out a set of problems by physically adding and subtracting people from a whole group to make fractions of a group; create a sports game that uses adding and subtracting fractions; make up a creative dance that involves various patterns, steps of wholes, and steps of parts of the whole.
- *Musical/rhythmic*: create songs or raps for adding and subtracting fractions; create rhythmic patterns to communicate wholes and fractional parts; participate in music composition and take away from or add to the composition (e.g., remove half of the notes) and hear the new song.
- *Interpersonal*: use cooperative learning strategies, perhaps dividing a page of problems to solve among students, allowing them to work out the answers, and then asking them to teach each person in the group how to do the problems; create and present a group project on fractions with each student responsible for a part of the whole.
- *Intrapersonal*: use metacognitive techniques for comparing and contrasting the kind of thinking involved in fraction problem-solving and other types of problem-solving processes; use a know thyself procedure and analyze the whole of one's life by breaking it down into fractional parts and reflecting on how each part relates to the whole.
- *Naturalist*: go on a nature field trip to find fractional parts and whole in nature; participate in various kinds of hands-on labs that require adding and subtracting different things from nature to solve a problem; classify plants, animals, rocks, etc. based on fractional equivalents.

## Lesson Design Process

Let us now use the palette and toolbox to design an eight-in-one lesson. Following is a basic process that may help you get started with multimodal lesson planning. I have given you several examples for each intelligence of ways to employ tools from the toolbox in the adding and subtracting fractions lesson. Please look at my example, but more important, use one of your own upcoming lessons and take it through the process I am suggesting.

- Begin with a palette (fig. 9.7) and write the title of the lesson in the appropriate space.
- Take a couple of minutes to reflect and write your objective for the lesson.
- Now, keeping this objective in mind, look at the Multiple Intelligences Toolbox (fig. 9.6) and choose one tool for each intelligence that you believe will help your students achieve the objective for the lesson.
- Write the tools on the palette with a description of how you could use them (i.e., what you would actually have the students do using the tool).