

Show & Tell Read Alouds

By

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A capstone project submitted in partial fulfillment of the requirements
for the degree of Masters of the Arts in Education.

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Project Description

Children, as well as adults, have the opportunity to read numerous times throughout just one day. Reading can be as simple as looking at a street sign to see what it says all the way to picking up a book and reading the words on a page. It is extremely important for children, at a young age, to begin and continue to learn how to read. Reading is not a skill that is taught once, it is ongoing and a person's ability to read continues to evolve the more time and effort that is put into it by them and those around them. The goal of this project is to help build background knowledge with young learners in order to begin to establish a solid foundation in reading.

My research question for this capstone project is: *Can student engagement be increased during the whole group read alouds by incorporating books selected by students with follow up activities pertaining to the theory of multiple intelligences?* I have created a read aloud curriculum, “Show & Tell Read Alouds”, that will be able to be used in my kindergarten classroom as well as many other kindergarten and even elementary classrooms as well. This curriculum will allow student choice, establish background knowledge, and even create connections among students and teachers in the classroom.

For two years, I taught in a kindergarten classroom. This is where I noticed the lack of student choice and student exploration in the books that are being read with them and the information that is being used beyond the book that can further a student's knowledge in the classroom. Students, especially in their first few years of school, are always looking to make friends and build connections, as well as relationships, with those they will be in school with everyday. When books are pre selected for read alouds from a curriculum, there can be a lack of information that is geared towards all of the students in

the classroom rather than just the majority or some of the students in the classroom. The curriculum I have developed is based on a need for structured time for students to begin to express themselves in the classroom and to engage in various ways of learning to not only help them to become stronger readers but to also help the teacher to understand how they learn best in a classroom setting.

This read aloud curriculum has been developed in order to fit however it may best serve a classroom's needs. This curriculum is intended to be implemented at the start of the school year but can continue on through the first 8 weeks or be spaced throughout the school year. This curriculum begins with an introduction to the schools' library or media center, includes lessons on various ways to carry out the student selected read alouds, and ends with ways to take the texts beyond the read alouds to include in everyday classroom activities that focus on the various ways that students learn. The follow up activities are based on Howard Gardner's Theory of Multiple Intelligences to provide teachers with specific strategies to guide students in their learning.

Research conducted by Howard Gardner highlights the importance of the individuality of each student in the classroom and their unique abilities to process and apply information that is presented to them. Through his Theory of Multiple Intelligences, this curriculum is geared towards various learning styles in the classroom and allows the teacher to sit back and observe the way students learn in ways that are best suited to who they are as a learner.

This curriculum will include the beginning lesson on how to introduce this to your students as well as how students will select the books that will then be read aloud in class. A pacing guide that will include a few different options for incorporating this into your

existing reading curriculum. Included in this section will also be the process of sifting through and categorizing the books that will be read aloud in order to fit with each of the follow up learning activity lessons. There will then be eight lessons, each focussing on each of Howard Gardner's Theory of Multiple Intelligences as examples for how to incorporate the different ways that students learn into everyday activities.

Show and Tell Read Alouds connect to Minnesota State Standards for kindergarteners. This curriculum incorporates not only many of the reading standards laid out for kindergarteners, but also some of the standards in other subjects. Below are a few of the standards that are being met with this Show and Tell Read Aloud Curriculum.

Standards

Examples from Minnesota Academic Standards: Kindergarten that are being met by

Show and Tell Read Alouds curriculum:

- 0.1.3.3 - “Analyze how and why individuals, events, and ideas develop and interact over the course of a text.”
- 0.1.2.2 - “Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.”
- 0.1.1.1 - “Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.”
- 0.1.9.9 - “Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.”
- 0.2.2.1 - “W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice.”
- 0.3.2.1 - “LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.”

Show and Tell Read Alouds

10 lessons

Lesson 1 - Book Selection

Before you begin :

Decide if you wish to have students bring in a book from home to share with the class, use this as an introduction to the school's media center/library and have students select a book or two that pertains to who they are or their interests, or you can give students the opportunity to explore the classroom library to select one or two books about something they like or pertains to who they are as a person.

Book from home :

If you've decided to have students bring a book from home to share with the class, be sure to inform parents/guardians of what you will be doing in the classroom and the purpose behind this so parents can help students select a book that they know and love to share with their classmates. Below is a note that can be sent home or emailed to parents to inform them of what will be taking place in the classroom with these books. If this is the route you choose, you can even ask parents/guardians/family members if they would like to be a guest reader in the class to read the story with the students and share more information as to why this book was chosen by the student and why this book is so special to them and their family.

Parent Note

Dear Kindergarten Families,

Over the next eight weeks, your kindergarteners will be participating in Show and Tell Read Alouds in the classroom. In order to make this engaging and exciting for students, I am asking that each student bring in ONE book from home, marked clearly with their name, that will be read and shared with the class. Your child's teacher will be using each of these books to help students to learn more about each other as well as to tie in with learning that is already happening in the classroom. If you or someone in your family would like to come in and be a guest reader, please contact your child's teacher to set up a time for this to happen. Please be sure to include a sentence or two on a separate sheet of paper as to why your student chose this book and how it pertains to them!

Your Child's Kindergarten Teacher

Library/Media Center Book Selection :

Allowing students the opportunity to explore their school's library is a great way to introduce them to another resource that the school has for them that they may not know much about as a young learner. Be sure to go over rules and expectations before entering the library and if needed/available set up a time for the librarian to introduce themselves and have them share a little bit about themselves and the library. Allow students time to respectfully explore appropriate texts and allow students to choose a book that they wish to have read aloud to the class that is about something they like or is relatable to them. Students can do this by looking at book covers and carefully turning the pages of the book to see what it may be about.

Once students have selected a book, take them through the checkout process in the school's library to help them to feel comfortable and familiar with this space as they will have access to the library when they are at school.

Classroom Library Book Selection :

If you feel you have a very diverse classroom library that would work great for this, feel free to allow students to explore and choose a book from the classroom library. Show students where all of these books are in the classroom and be sure to go over rules and expectations of what it looks like to look at books in the classroom library. Allow students to pick out a book that is about something they like or about who they are as a person. Students can look at book covers and the pictures inside to find clues as to what the books are about.

After books have been selected :

If you have chosen to have students select a book from either the library or your classroom library, be sure to include extra time in this lesson to interview each student and ask them why they chose the book that they did. This will be important when it comes time to read each story as students may forget when asked to share why they chose this book to share with the class.

Parent/Family Participation

After children have selected their books, there can also be an option to send a note home to parents and families to look for guest readers to come into the classroom to read the book aloud to the class that their child had selected. This can be done once you've decided during which week you plan to incorporate this book that way families have specific dates that they could come into the classroom.

Lesson 2-10 Prep

Now that all of your students have selected a book, you will now need to group them according to each of the eight of Howard Gardner's Multiple Intelligences. How you categorize these books will determine how their content or form will be used for the activities that follow the read aloud texts. The eight categories these texts will be sorted into are as follows:

Musical Intelligence

Bodily-kinesthetic Intelligence

Logical-mathematical Intelligence

Linguistic Intelligence

Spatial Intelligence

Interpersonal Intelligence

Intrapersonal Intelligence

Naturalist Intelligence

A description of each of these intelligences can be found in the attached capstone in chapter two.

The organizer on the next page will give you space to organize the books that your students have selected to fit into each category. Some books may fit nicely into more than one, depending on the other books, you can move them around to even out the number of books read in accordance with each lesson.

Lessons 2-9 can be completed in any order

Book Selection Teacher Organizer

Musical Intelligence	Bodily-kinesthetic Intelligence	Logical-mathematical Intelligence	Linguistic Intelligence
Spatial Intelligence	Interpersonal Intelligence	Intrapersonal Intelligence	Naturalist Intelligence

Mentor texts for each Theory of Multiple Intelligence

Optional

If you are struggling to fit student read texts into one or more of the multiple intelligence categories, feel free to integrate any of these mentor texts to provide more concrete examples of each of the categories that are being covered throughout these lessons.

Mentor Texts

Musical Intelligence - *Wild Symphony* by Dan Brown

Bodily-kinesthetic Intelligence - *Move!* by Steve Jenkins and Robert Page

Logical-mathematical Intelligence - *We all went on Safari* by Laurie Krebs

Linguistic Intelligence - *Stegothsaurus* by Bridget Heos

Spatial Intelligence - *A Walk in the Words* by Hudson Talbott

Interpersonal Intelligence - *The Feelings Book* by Todd Parr

Intrapersonal Intelligence - *There's Only One You* by Deborah Hembrook and Katheryn

Heling

Naturalist Intelligence - *Outside, You Notice* by Erin Alladin

Displaying Books in the classroom

This can be done in any way that best suits your classroom setup. The most important part is finding a way to display the books you are reading during that week as well as displaying photos or dust jackets as the weeks go on. If you have bulletin board space, images of each book cover can be displayed as you read them for students to reference.

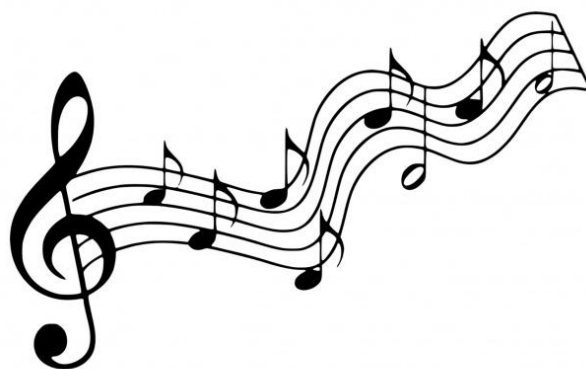
Lessons 2-10 Objectives

1. Students will be able to retell events and important details that occurred in the story.
2. Students will be able to engage appropriately with the text based on directions given.
3. Students will be able to apply the text to real world scenarios and apply them to their daily lives.
4. Students will be able to publicly share information with their classmates as to why they selected the book that they did.
5. Students will have a basic understanding of themselves as classroom learners and how they learn best.
6. Students will have a basic understanding of who their classmates are based on the texts that were selected, read aloud, and engaged with.
7. Students will have a basic understanding of the various ways that they and their classmates learn in the classroom.

Lesson 2 - Student Introduction to the Theory of Multiple Intelligences

<p>Read Aloud (10-15 min.)</p> <p>*Be sure to read the text before reading it to the students*</p> <p>*Print the multiple intelligences images and have them ready to display for use during the read aloud and to have a permanent spot in the classroom throughout the remainder of the lessons.*</p>	<ol style="list-style-type: none"> 1. Introduce the book <i>Ellie Rae Discovers Eight Ways to be SMART</i> by Mary R. Massey Ed. D.. 2. Discuss with your students how over the next eight weeks, we will be reading stories and experimenting in the different ways that each student in the classroom likes to learn. 3. Ask students to share some of their favorite things to do at school or their favorite ways that they like to learn. (Students will most likely not be familiar with this topic yet so allow them to discuss whatever their current favorite parts about school might be.) This sharing can be done as a large group, partner share, or even in small groups. 4. Read the story one time through with the students. During the second time reading the story with the students, display the multiple intelligence images for students to see. As each intelligence is discussed in the book, stop reading and have students decide which image is best suited for each intelligence. Repeat this throughout the rest of the book. 5. Explain to students how the books they have already chosen will be used to help us learn and practice these intelligences and will be displayed in the classroom as a reminder for the different ways that each of us learns best in the classroom.
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Musical Intelligence



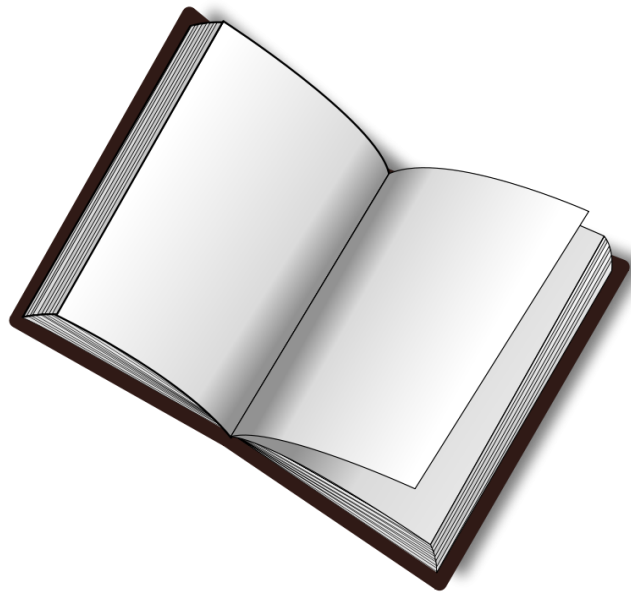
Bodily-kinesthetic Intelligence



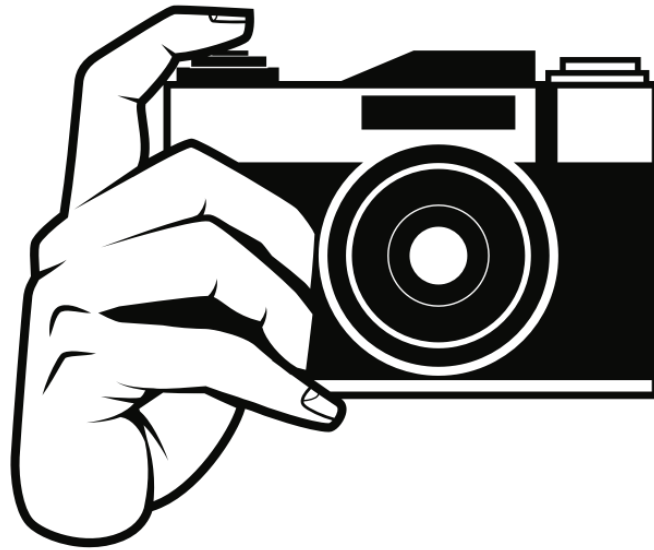
Logical-mathematical Intelligence



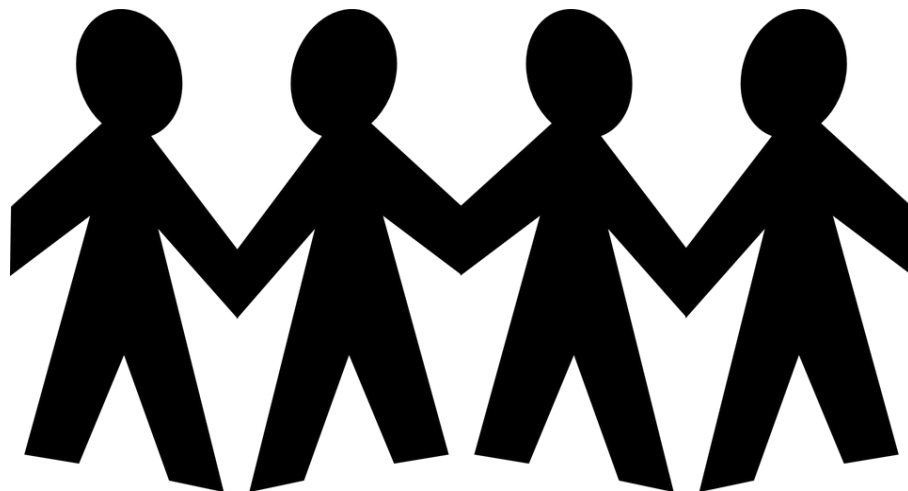
Linguistic Intelligence



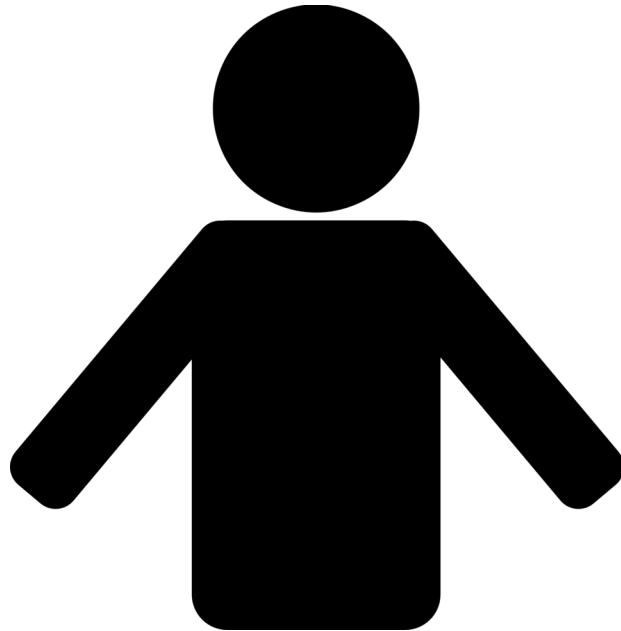
Spatial Intelligence



Interpersonal Intelligence



Intrapersonal Intelligence



Naturalist Intelligence



Lesson 3 - Musical Intelligence

<p>Read Aloud (15-20 min.)</p> <p>*Teacher to read text prior to sharing the story with the students. If there is a guest reader, be sure they have access to reading the story ahead of time or come a few minutes early to read the text before it is read to the students*</p>	<ol style="list-style-type: none"> 1. Book Introduction - Read the title of the book and ask students what they notice about the cover, what is pictured, what might the story be about? (Sharing can be done as a whole group, small groups, or partners.) 2. Student Share - Have the student who chose the book stand up and share with their classmates why they chose this book and what about the book makes it special to them. 3. Read - Carefully read the text to the class, stopping to point out important parts of the book that pertain to the intelligence that is being taught or the activity that will be used following the story to further engage students with the text. 4. Retell - be sure to engage students in a retell of the story, ensuring all the main points and details have been remembered and shared. This can be done in various ways: large group sharing, acting out the story, first, then, last style retell, or any other ways you wish to incorporate this aspect of the lesson into the classroom.
<p>Activity (5-30 min. depending on the selected to best fit the text and intelligence)</p>	<ol style="list-style-type: none"> 1. Activity introduction and expectations 2. Activity examples for Musical Intelligence: <ul style="list-style-type: none"> - Allow students to hold instruments during a retell of the book. When the teacher pauses reading, students can fill in what sound or rhythm they think matches the portion of the story that was just read. - Create a dance in a large group, small groups, or partners that the main character may do based on what we know of them from the

	<p>story.</p> <ul style="list-style-type: none"> - Write a song, this may be best completed as a large group, including important parts of the book.
<p>Assessment (5-10 min.)</p>	<p>This can be done formally or informally based on the activity chosen for each text. Options include:</p> <ul style="list-style-type: none"> - Making a note of students who excelled at the task as well as students who struggled. - Ask students to retell the events that occurred in the story using first, then, last. - Share with a partner 1 important lesson, theme, or idea from the book. - If the activity included something done on paper or where students worked independently or in small groups, have them turn in the work that was completed to check for understanding.

***Repeat this lesson with varying activities each day that you read a book with the focus of musical intelligence. Be sure to switch up the activities and even add your own in that you feel will be fitting for your classroom. These activities can vary in length depending on how much classroom time is available to complete them.**

Lesson 4 - Bodily-kinesthetic Intelligence

<p>Read Aloud (15-20 min.)</p> <p>*Teacher to read text prior to sharing the story with the students. If there is a guest reader, be sure they have access to reading the story ahead of time or come a few minutes early to read the text before it is read to the students*</p>	<ol style="list-style-type: none"> 1. Book Introduction - Read the title of the book and ask students what they notice about the cover, what is pictured, what might the story be about? (Sharing can be done as a whole group, small groups, or partners.) 2. Student Share - Have the student who chose the book stand up and share with their classmates why they chose this book and what about the book makes it special to them. 3. Read - Carefully read the text to the class, stopping to point out important parts of the book that pertain to the intelligence that is being taught or the activity that will be used following the story to further engage students with the text. 4. Retell - be sure to engage students in a retell of the story, ensuring all the main points and details have been remembered and shared. This can be done in various ways: large group sharing, acting out the story, first, then, last style retell, or any other ways you wish to incorporate this aspect of the lesson into the classroom.
<p>Activity (5-30 min. depending on the selected to best fit the text and intelligence)</p>	<ol style="list-style-type: none"> 1. Activity introduction and expectations 2. Activity examples for Bodily-kinesthetic Intelligence: <ul style="list-style-type: none"> - Allow students to act out portions of the book while rereading the story to them. For example, if the book is about animals and the ways that they move, have them act out the movements as if they were each animal. - If the story was about sports, have the class play the sport that was described in the book. - Create an obstacle course,

	<p>designating different movements or spots on the course as parts of the story and journey through the obstacle course during a retelling of the story.</p>
<p>Assessment (5-10 min.)</p>	<p>This can be done formally or informally based on the activity chosen for each text. Options include:</p> <ul style="list-style-type: none"> - Making a note of students who excelled at the task as well as students who struggled. - Ask students to retell the events that occurred in the story using first, then, last. - Share with a partner 1 important lesson, theme, or idea from the book. - If the activity included something done on paper or where students worked independently or in small groups, have them turn in the work that was completed to check for understanding.

***Repeat this lesson with varying activities each day that you read a book with the focus of bodily-kinesthetic intelligence. Be sure to switch up the activities and even add your own in that you feel will be fitting for your classroom. These activities can vary in length depending on how much classroom time is available to complete them.**

Lesson 5 - Logical-Mathematical Intelligence

<p>Read Aloud (15-20 min.)</p> <p>*Teacher to read text prior to sharing the story with the students. If there is a guest reader, be sure they have access to reading the story ahead of time or come a few minutes early to read the text before it is read to the students*</p>	<ol style="list-style-type: none"> 1. Book Introduction - Read the title of the book and ask students what they notice about the cover, what is pictured, what might the story be about? (Sharing can be done as a whole group, small groups, or partners.) 2. Student Share - Have the student who chose the book stand up and share with their classmates why they chose this book and what about the book makes it special to them. 3. Read - Carefully read the text to the class, stopping to point out important parts of the book that pertain to the intelligence that is being taught or the activity that will be used following the story to further engage students with the text. 4. Retell - be sure to engage students in a retell of the story, ensuring all the main points and details have been remembered and shared. This can be done in various ways: large group sharing, acting out the story, first, then, last style retell, or any other ways you wish to incorporate this aspect of the lesson into the classroom.
<p>Activity (5-30 min. depending on the selected to best fit the text and intelligence)</p>	<ol style="list-style-type: none"> 1. Activity introduction and expectations 2. Activity examples for logical-mathematical intelligence: <ul style="list-style-type: none"> - Incorporate any of these texts into math lessons that are currently being taught in the classroom. - Using counters/counting objects, have students match their number of objects to the numbers that appear in the story during the second time reading the story aloud. - Give each student a number and have them represent that number

	<p>on a piece of paper.</p> <ul style="list-style-type: none"> - Have students form small groups to represent the numbers as they appear in a second reading of the book.
Assessment (5-10 min.)	<p>This can be done formally or informally based on the activity chosen for each text. Options include:</p> <ul style="list-style-type: none"> - Making a note of students who excelled at the task as well as students who struggled. - Ask students to retell the events that occurred in the story using first, then, last. - Share with a partner 1 important lesson, theme, or idea from the book. - If the activity included something done on paper or where students worked independently or in small groups, have them turn in the work that was completed to check for understanding.

***Repeat this lesson with varying activities each day that you read a book with the focus of logical-mathematical intelligence . Be sure to switch up the activities and even add your own in that you feel will be fitting for your classroom. These activities can vary in length depending on how much classroom time is available to complete them.**

Lesson 6 - Linguistic Intelligence

<p>Read Aloud (15-20 min.)</p> <p>*Teacher to read text prior to sharing the story with the students. If there is a guest reader, be sure they have access to reading the story ahead of time or come a few minutes early to read the text before it is read to the students*</p>	<ol style="list-style-type: none"> 1. Book Introduction - Read the title of the book and ask students what they notice about the cover, what is pictured, what might the story be about? (Sharing can be done as a whole group, small groups, or partners.) 2. Student Share - Have the student who chose the book stand up and share with their classmates why they chose this book and what about the book makes it special to them. 3. Read - Carefully read the text to the class, stopping to point out important parts of the book that pertain to the intelligence that is being taught or the activity that will be used following the story to further engage students with the text. 4. Retell - be sure to engage students in a retell of the story, ensuring all the main points and details have been remembered and shared. This can be done in various ways: large group sharing, acting out the story, first, then, last style retell, or any other ways you wish to incorporate this aspect of the lesson into the classroom.
<p>Activity (5-30 min. depending on the selected to best fit the text and intelligence)</p>	<ol style="list-style-type: none"> 1. Activity introduction and expectations 2. Activity examples for logical-mathematical intelligence: <ul style="list-style-type: none"> - Write a word up in front of the class and brainstorm other words that have similar meanings that can be used when describing something in a story. - Write a word up on the board and have students think of various words to describe the word that was written - Given student a word and have them draw a picture of the first

	<p>thing that they think of when they hear that word.</p> <ul style="list-style-type: none"> - Read a word allowed to the students, have them close their eyes and then raise their hand to share the first thing they thought of when the word was read to them.
Assessment (5-10 min.)	<p>This can be done formally or informally based on the activity chosen for each text. Options include:</p> <ul style="list-style-type: none"> - Making a note of students who excelled at the task as well as students who struggled. - Ask students to retell the events that occurred in the story using first, then, last. - Share with a partner 1 important lesson, theme, or idea from the book. - If the activity included something done on paper or where students worked independently or in small groups, have them turn in the work that was completed to check for understanding.

***Repeat this lesson with varying activities each day that you read a book with the focus of logical-mathematical intelligence . Be sure to switch up the activities and even add your own in that you feel will be fitting for your classroom. These activities can vary in length depending on how much classroom time is available to complete them.**

Lesson 7 - Spatial Intelligence

<p>Read Aloud (15-20 min.)</p> <p>*Teacher to read text prior to sharing the story with the students. If there is a guest reader, be sure they have access to reading the story ahead of time or come a few minutes early to read the text before it is read to the students*</p>	<ol style="list-style-type: none"> 1. Book Introduction - Read the title of the book and ask students what they notice about the cover, what is pictured, what might the story be about? (Sharing can be done as a whole group, small groups, or partners.) 2. Student Share - Have the student who chose the book stand up and share with their classmates why they chose this book and what about the book makes it special to them. 3. Read - Carefully read the text to the class, stopping to point out important parts of the book that pertain to the intelligence that is being taught or the activity that will be used following the story to further engage students with the text. 4. Retell - be sure to engage students in a retell of the story, ensuring all the main points and details have been remembered and shared. This can be done in various ways: large group sharing, acting out the story, first, then, last style retell, or any other ways you wish to incorporate this aspect of the lesson into the classroom.
<p>Activity (5-30 min. depending on the selected to best fit the text and intelligence)</p>	<ol style="list-style-type: none"> 1. Activity introduction and expectations 2. Activity examples for Spatial intelligence: <ul style="list-style-type: none"> - Think of one of your favorite words, or a word that means a lot to you. Draw a picture of what that word looks like in your mind. - Imagine you are a famous artist, what would your drawings look like? Draw that on a piece of paper. - Write a word on the board in front of the class, read it aloud, have the students draw a picture of what

	that word looks like to them.
Assessment (5-10 min.)	<p>This can be done formally or informally based on the activity chosen for each text. Options include:</p> <ul style="list-style-type: none"> - Making a note of students who excelled at the task as well as students who struggled. - Ask students to retell the events that occurred in the story using first, then, last. - Share with a partner 1 important lesson, theme, or idea from the book. - If the activity included something done on paper or where students worked independently or in small groups, have them turn in the work that was completed to check for understanding.

***Repeat this lesson with varying activities each day that you read a book with the focus of Spatial intelligence . Be sure to switch up the activities and even add your own in that you feel will be fitting for your classroom. These activities can vary in length depending on how much classroom time is available to complete them.**

Lesson 8 - Interpersonal Intelligence

<p>Read Aloud (15-20 min.)</p> <p>*Teacher to read text prior to sharing the story with the students. If there is a guest reader, be sure they have access to reading the story ahead of time or come a few minutes early to read the text before it is read to the students*</p>	<ol style="list-style-type: none"> 1. Book Introduction - Read the title of the book and ask students what they notice about the cover, what is pictured, what might the story be about? (Sharing can be done as a whole group, small groups, or partners.) 2. Student Share - Have the student who chose the book stand up and share with their classmates why they chose this book and what about the book makes it special to them. 3. Read - Carefully read the text to the class, stopping to point out important parts of the book that pertain to the intelligence that is being taught or the activity that will be used following the story to further engage students with the text. 4. Retell - be sure to engage students in a retell of the story, ensuring all the main points and details have been remembered and shared. This can be done in various ways: large group sharing, acting out the story, first, then, last style retell, or any other ways you wish to incorporate this aspect of the lesson into the classroom.
<p>Activity (5-30 min. depending on the selected to best fit the text and intelligence)</p>	<ol style="list-style-type: none"> 1. Activity introduction and expectations 2. Activity examples for Interpersonal intelligence: <ul style="list-style-type: none"> - Reread the story a second time, having the students show what each emotion looks like as it is read in the story. You could even have two students at a time come up to the front of the class showing that there are different ways one emotion can be shown. - Have students partner up, one student will show an emotion and the other partner will have to guess

	<p>what it is based on the expressions the other student is showing.</p> <ul style="list-style-type: none"> - Give each student a piece of paper divided into four sections. Come up with four emotions ahead of time and read them one at a time, giving students time to draw what they think each of these emotions look like. - Have students write a short story about one of the emotions that was portrayed in the story that was read. If time, offer students the option to share their short stories with their classmates.
Assessment (5-10 min.)	<p>This can be done formally or informally based on the activity chosen for each text. Options include:</p> <ul style="list-style-type: none"> - Making a note of students who excelled at the task as well as students who struggled. - Ask students to retell the events that occurred in the story using first, then, last. - Share with a partner 1 important lesson, theme, or idea from the book. - If the activity included something done on paper or where students worked independently or in small groups, have them turn in the work that was completed to check for understanding.

***Repeat this lesson with varying activities each day that you read a book with the focus of Interpersonal intelligence . Be sure to switch up the activities and even add your own in that you feel will be fitting for your classroom. These activities can vary in length depending on how much classroom time is available to complete them.**

Lesson 9 - Intrapersonal Intelligence

<p>Read Aloud (15-20 min.)</p> <p>*Teacher to read text prior to sharing the story with the students. If there is a guest reader, be sure they have access to reading the story ahead of time or come a few minutes early to read the text before it is read to the students*</p>	<ol style="list-style-type: none"> 1. Book Introduction - Read the title of the book and ask students what they notice about the cover, what is pictured, what might the story be about? (Sharing can be done as a whole group, small groups, or partners.) 2. Student Share - Have the student who chose the book stand up and share with their classmates why they chose this book and what about the book makes it special to them. 3. Read - Carefully read the text to the class, stopping to point out important parts of the book that pertain to the intelligence that is being taught or the activity that will be used following the story to further engage students with the text. 4. Retell - be sure to engage students in a retell of the story, ensuring all the main points and details have been remembered and shared. This can be done in various ways: large group sharing, acting out the story, first, then, last style retell, or any other ways you wish to incorporate this aspect of the lesson into the classroom.
<p>Activity (5-30 min. depending on the selected to best fit the text and intelligence)</p>	<ol style="list-style-type: none"> 1. Activity introduction and expectations 2. Activity examples for Intrapersonal intelligence: <ul style="list-style-type: none"> - Give each student an independent task. This could be anything that you are currently working on in class or even a small activity such as a coloring sheet. Set a timer and see how long each student can work independently on the task, making note of the students who are easily distracted versus those who continue to work well independently.

	<ul style="list-style-type: none"> - Make two separate categories/or a venn diagram on the board so the students can see. One side will be activities that students can do in groups or with friends and the other side will be for activities that are best done independently. Have students name off various activities, placing them in their appropriate categories.
Assessment (5-10 min.)	<p>This can be done formally or informally based on the activity chosen for each text. Options include:</p> <ul style="list-style-type: none"> - Making a note of students who excelled at the task as well as students who struggled. - Ask students to retell the events that occurred in the story using first, then, last. - Share with a partner 1 important lesson, theme, or idea from the book. - If the activity included something done on paper or where students worked independently or in small groups, have them turn in the work that was completed to check for understanding.

***Repeat this lesson with varying activities each day that you read a book with the focus of Intrapersonal intelligence . Be sure to switch up the activities and even add your own in that you feel will be fitting for your classroom. These activities can vary in length depending on how much classroom time is available to complete them.**

Lesson 10 - Naturalist Intelligence

<p>Read Aloud (15-20 min.)</p> <p>*Teacher to read text prior to sharing the story with the students. If there is a guest reader, be sure they have access to reading the story ahead of time or come a few minutes early to read the text before it is read to the students*</p>	<ol style="list-style-type: none"> 1. Book Introduction - Read the title of the book and ask students what they notice about the cover, what is pictured, what might the story be about? (Sharing can be done as a whole group, small groups, or partners.) 2. Student Share - Have the student who chose the book stand up and share with their classmates why they chose this book and what about the book makes it special to them. 3. Read - Carefully read the text to the class, stopping to point out important parts of the book that pertain to the intelligence that is being taught or the activity that will be used following the story to further engage students with the text. 4. Retell - be sure to engage students in a retell of the story, ensuring all the main points and details have been remembered and shared. This can be done in various ways: large group sharing, acting out the story, first, then, last style retell, or any other ways you wish to incorporate this aspect of the lesson into the classroom.
<p>Activity (5-30 min. depending on the selected to best fit the text and intelligence)</p>	<ol style="list-style-type: none"> 1. Activity introduction and expectations 2. Activity examples for Naturalist intelligence: <ul style="list-style-type: none"> - Create a scavenger hunt and take students outside around the school yard either collecting, taking pictures, or checking off the things on the list that they find outside. - Take students outside to participate in an outdoor classroom learning environment. Use any lesson that you plan to currently teach during that week and see how students respond to taking the classroom

	<p>outside.</p> <ul style="list-style-type: none"> - During an independent or partner read time, take students outside to read and work independently or in small groups. Make note of students who can maintain focus on the task while being outdoors. - Using sight words or math work, take students outside and use chalk on the sidewalks around the school. Use this as a time to work on basic math facts, writing sight words, or in any other way that would be best suited for students in your classroom.
Assessment (5-10 min.)	<p>This can be done formally or informally based on the activity chosen for each text. Options include:</p> <ul style="list-style-type: none"> - Making a note of students who excelled at the task as well as students who struggled. - Ask students to retell the events that occurred in the story using first, then, last. - Share with a partner 1 important lesson, theme, or idea from the book. - If the activity included something done on paper or where students worked independently or in small groups, have them turn in the work that was completed to check for understanding.

***Repeat this lesson with varying activities each day that you read a book with the focus of naturalist intelligence . Be sure to switch up the activities and even add your own in that you feel will be fitting for your classroom. These activities can vary in length depending on how much classroom time is available to complete them.**

Assessments

Formative Assessment

Any information that you have collected over the course of these lessons about the way that students learn and interact in a classroom environment will be key information as you formulate and plan your classroom throughout the rest of the school year. It may be helpful to jot down the intelligences that each student excelled in based on your observations through these lessons. You can also interview each student to see which activities were their favorite to see if what you observed and what stuck with them are in alignment.

Summative Assessment

Any of the activities that you have done that involved work that could be collected may count as part of your summative assessments. These pieces of work will tell you which students have a greater understanding of the intelligences and the students who may be struggling to comprehend what each one of them are and how they can be applied.

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