

BACK TO BASICS

FOR FLORIDA ADULT BASIC EDUCATION PRACTITIONERS

Multiple Intelligences Multiple Intelligences Multiple Intelligences

TEACHING TO MULTIPLE INTELLIGENCES CONTINUED: SPATIAL INTELLIGENCE

Teaching to Visual Intelligence is not unusual in the contemporary classroom; in fact, it is the way we teach students with no or little literacy. What we also need to remember is that offering visual learning options is helpful for all levels of learners. Think how much you remember from a movie, or how often you see movies as you read; you are experiencing visual learning in those scenarios. Here is a brief introduction to the visual or spatial learner and some ideas on how to tap that intelligence in your classroom.

The Visual or Spatial Learner

Students with strong visual or spatial intelligence tend to think in images and pictures instead of words or sounds. These students are very aware of shapes, images, patterns, designs, textures and colors and they often like to pretend, imagine, visualize or “daydream.” A strength in visual/spatial intelligence is not limited to students with sight. Visually impaired students may have a strong inclination to understand things in terms of patterns, location, shape and texture as well.

Students with this strength often enjoy jigsaw puzzles, are sensitive to how furniture is arranged, can discern fine distinctions in shade or size or shape and will like to read maps and charts.

Students with strengths in visual or spatial intelligence often choose architecture, art, advertising, graphic design, fashion design, interior design, film making, drafting or building as careers.

Visual/spatial learners will benefit from being given the following options for completing assignments and mastering information.

1. Graph math results.
2. Learn vocabulary words by playing Pictionary.
3. Use highlight markers to colorize parts of a story or poem.
4. Draw a map of the setting of a story.
5. Study a culture through its visual arts.
6. Illustrate a story.
7. Add, subtract, multiply, and divide by using manipulatives.
8. Estimate measurements by sight and touch then check estimates with measuring tools.
9. Create posters or flyers about a science topic.
10. Create a timeline for a period in history or a historical event.
11. Paint a mural to show the relationship between two ideas or events.
12. Practice math skills by mapping a trip, charting expenses, creating a timeline and keeping visual “souvenirs” of all places you want to visit.
13. Color code words so each syllable is a different color which can help with pronunciation and spelling.
14. Write a word on the blackboard (if you still have one!) with a wet finger. If you have only a white board, simply “draw” the word with a dry finger. Visualize the word as it disappears (if drawn wet) or as you shape it (if drawn dry). See if you can spell it afterwards.
15. Write words vertically or in a shape that illustrates them.
16. Cut out words from a magazine and use them in a letter or essay. You may actually paste the words in and write around them or print the words in your own handwriting.

Continued on the next page

17. Keep a journal of patterns you notice. Be sure to include a variety of pattern types, such as things you see and things you hear, as well as movement and math patterns.

Musical Intelligence

Musical Intelligence is one of the intelligences that scares students and teachers alike. Many people claim they can't sing and shy away from producing any music at all. However, musical intelligence is sensitive to both tone and vibration, noticing rhythms as well as sounds. Simply allowing students to work while listening to music can help the student with strengths in musical intelligence.

Students showing strength in musical intelligence usually love music, but are also probably sensitive to other sounds as well: a bird chirping; a new rattle in the air-conditioner; traffic patterns; the sound of rain. They are often skilled at mimicking sounds, regional accents and others' speech patterns. They can reproduce a rhythm or song after one hearing and seem to need music around them all the time. This is the student always humming, tapping, listening to headphones, or walking to a rhythm.

Obviously, students with strength in musical intelligence often choose music related careers, but they may not always be performers. Studio technician, radio disc jockey, or sound editor may be careers chosen. Hobbies will often include singing in a church choir, playing in a band, or just collecting musical performances on CDs.

Giving musical learners the following options on assignments should help their performance and mastery of skills.

1. Use a familiar tune, song, or rap to teach spelling rules, grammar rules, multiplication tables, or information for a test.
2. Create a poem with an emphasis on certain sounds for

3. Clap out or walk out the sounds of syllables or the rhythms of phrases, especially run-on or fragment sentences.
4. Read together (choral reading) in pairs, small groups, or as a class to work on fluency and intonation.
5. Read a story with great emotion — sad, then happy, then angry. Talk about what changes — is it only tone?
6. Keep a journal of words that sound like what they mean (onomatopoeia). For example: sizzle, cuckoo, smash. Allow students to make up and use their own such words.
7. Read lyrics to music. Allow students to write analysis of lyrics and music.
8. Use music as background while reviewing and for helping to remember new material.
9. Use rhymes to remember spelling rules, i.e., "I before E except after C."
10. Learn and practice "phonetic punctuation" a la Victor Borge.
11. Illustrate a poem or story with sound.
12. Read a novel and then watch its movie form and discuss, or write a paper about, how music influenced the audience's interpretation during the movie.
13. Play music and instruments from around the world.
14. Listen to and analyze different kinds of music from different cultures.
15. Use music reading or listening to teach addition, subtraction, multiplication and division.
16. Teach/learn songs/music that were popular in previous eras or that were popular during the time of a novel or story being read.

HEALTH CARE BROCHURES FOR LIMITED LITERACY READERS

"46% of Americans are functionally illiterate in dealing with the health care system."

This astounding statistic is one of many which indicate the social crisis this country is facing. Without functional literacy, patients cannot read medical consent forms, medicine labels, discharge instructions, or other written health care information.

Through a Florida Department of Education grant to Leon County Schools Adult & Community Education in cooperation with the Florida Adult Basic Education

Practitioners' Committee, low-literacy brochures were developed to help both practitioners and patients bridge the literacy gap. These brochures make standard health information accessible to those with limited literacy skills. The brochure titled "If Your Patient Can't Read" helps health care professionals become aware of literacy issues when treating patients.

All of these brochures are available in PDF format for free downloading from <http://www.ABEFlorida.org> and may be reproduced for use. Go to ABEFlorida and then click on the link to Health & Literacy for an introduction and choice of brochures.

Be sure your low literacy students are getting the health care they need. Download and share these brochures.



March 30-31, 2004 marked Florida's first Adult Basic Education Summit sponsored by the Adult Basic Education Practitioners' Taskforce Committee. This comprehensive, two-day program welcomed over 150 Adult Education practitioners statewide and focused on issues and concerns related to the delivery of Adult Basic Education in this State.

More than 45 speakers were present and made themselves accessible—not only offering valuable information in their presentations, but also joining participants for networking during meals. Those educators participating in the Summit felt the experience was especially worthwhile due to hosts and presenters going the extra mile in making them welcome and comfortable.

Presentations on Florida's initiatives by Dr. Joseph Torgesen, Executive Director for the Florida Center for Reading Research; Mary Laura Openshaw, Director of Just Read, Florida!; and Liza McFadden, President of the Volunteer Florida Foundation were high points of the summit. Participants commented that, "It was time well spent. We learned much about the big picture of adult education from the perspective of the DOE, legislature, and others."

The emphasis of the Summit was on reading for adult learners and classroom resources. With 25% of Florida's population reading below the fourth grade level, this is a critical area for adult education programs statewide.

The ABE Practitioners' Taskforce Committee is composed of qualified program practitioners from small, medium and large-sized school districts, community colleges and community-based organizations who have served diligently since 1997. The Committee's mission is to address issues and concerns related to adult basic education as a result of legislative changes in funding and delivery of adult education in Florida.

The Committee's recommendations to the Department of Education have resulted in local program improvement benefiting thousands of adult students statewide. This year's Summit helped the committee realize their dream of offering continuing education and networking opportunities for ABE practitioners statewide. Special appreciation goes to the Leon County delegation and the ABE Practitioners' Taskforce Committee for organizing the Summit.

Your Comments Are Important

We hope you enjoy this issue of **Back To Basics**. If you have any comments or questions, please contact: Lynn Cunill, Leon County Schools, Adult & Community Education, 283 Trojan Trail, Tallahassee, FL 32311, (850) 922-5343, cunill@ACE-Leon.org

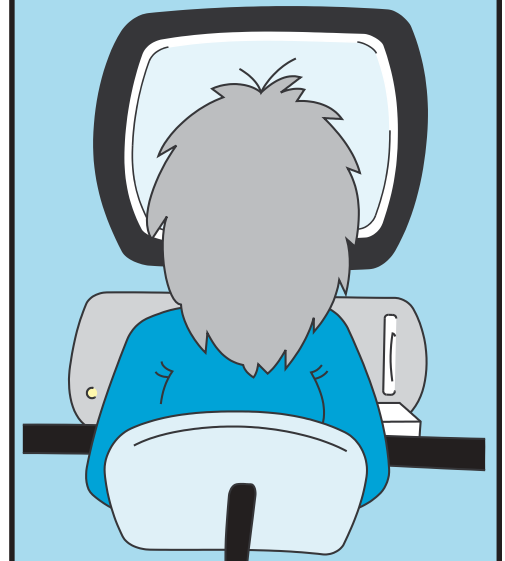
Check Out These Sites!

<http://www.nationalgeographic.com/xpeditions/atlas/>

Xpeditions Atlas is a website sponsored by National Geographic that supplies both basic and detailed maps for free downloading and printing. Worldwide locations are available, though no street maps were accessible. This is a good site for viewing the general look of an area, for finding capitals, major cities, and major bodies of water. Remember, maps are helpful for those with visual/spatial intelligence.

<http://illuminations.nctm.org/mathlets/>

Interactive Math Tools offers very interesting mathlets that are ready for immediate student interaction. The Electronic Abacus allows students to manipulate the beads and count, electronically regrouping the beads to give a visual image of the math problem written below; Cubes allows students to build boxes online; Fraction Pie allows the students to manipulate the fractions chosen and then shows a visual image of a circle or rectangle that represents the fraction. More mathlets are available. This is a very good site for a math student who is a visual learner. All mathlets are available for free download and each is available for either a PC or an Apple.



Reading Activity - Level: 0.0-1.9

Standard: 3, 4
Benchmark: 3.1, 3.2, 4.2
Title: Matching Pictures and Sentences
Materials: Pictures, magazines, paper, pencils

Procedure: Provide a set of pictures from magazines and a set of sentences printed on strips of paper, one sentence for each picture. Each person chooses a picture, then finds the matching sentence that describes it. An alternative is to choose a sentence strip and then find the picture to match it. Pictures and sentences can be chosen so that they tell a story. After learners match sentences and pictures, they must put them in order to form a story.

This is a good MI activity for the Visual Learner.
 Source: Adapted from Kennedy and Sarkisian, 1979, p. 68.

Language Learning Activity - Level: 6.0-8.9

Standard: 36
Benchmark: 36.2, 36.3
Title: Cards and Ratios
Contributor: Diane Richardson, Broward County, *Side by Side Design and Implementation 1994 - 1995*
Materials: Provide a deck of cards for each student

Procedure: Have each student put out different combinations and talk about the ratio of one card to another. Talk about the probability that you will pick up a certain card if you could not see the faces of the cards. Figure the probability in one deck of cards, not multiple decks.

Example: Jack-Jack-Queen-King-King
 What are the chances of picking up a Jack next?

This is a good MI activity for the Visual Learner.



BACK TO BASICS

Back to Basics is always looking for good ideas. If you have an article or activity you believe would be helpful to other adult educators, please e-mail it to Lynn Cunill at cunilll@ACE-Leon.org or mail it to Lynn Cunill, 283 Trojan Trail, Tallahassee, FL 32311. We look forward to hearing from you.

PARENT AND CHILD ACTIVITY

With the end of school looming, your middle school and high school aged children are full of daydreams about the future. Challenge them to look both backwards and forwards with these activities.

Middle School – Discuss what it was like when you were a kid. Have your child write a story about your life as you described it. Encourage your child to collect stories from each family member. An alternative idea is to show your child pictures of your childhood (or those glorious yearbooks!) and let your child make up a story about the picture before you tell them the “real scoop.”

Secondary – Discuss future goals with your teenager and have her write down what she would like to accomplish in the next five years. Help them to identify and encourage her to write down the steps necessary to reach each goal.

Leon County Schools

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This newsletter is made possible by state leadership funds from the Florida Department of Education Division of Workforce Development. The School Board of Leon County is an equal opportunity institution for education and employment.