

Act Up To Read!™ & Gardner's Multiple Intelligence CURRICULUM INTEGRATION GUIDE



Gardner's Multiple Intelligence Learning Divisions

Visual/Spatial Intelligence

This student . . .

- a) enjoys: building, designing, looking at pictures, movies, charts.
- b) is a "natural" at: puzzles, imagining things, writing, understanding graphs, using directions to find places, reading.
- c) learns new concepts by: thinking in pictures, dreaming, fixing things, sketching.

Verbal/Linguistic Intelligence

This student . . .

- a) enjoys: speaking, reading, and story telling.
- b) is a "natural" at: listening, writing, memorizing, and debating.
- c) learns new concepts by: repeating info. aloud, hearing, seeing.

Logical/Mathematical Intelligence

This student . . .

- a) enjoys: thinking conceptually using logic, experimenting, figuring solutions using patterns and number relationships.
- b) is a "natural" at: math, problem solving, classifying, questioning, calculating.
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Bodily/Kinesthetic Intelligence

This student . . .

- a) enjoys: expression through movement, interacting with groups, having friends.
- b) is a "natural" at: physical activities such as sports, acting, miming, building, playing games that require a high degree of eye-hand coordination.
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Musical/Rhythmic Intelligence

This student . . .

- a) enjoys: singing, listening to music, making sounds.
- b) is a "natural" at: singing, whistling, playing and making music with an instrument, remembering lyrics, hearing tonal variations, pitch.
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Interpersonal Intelligence

This student . . .

- a) enjoys: having friends, talking, interacting, seeing things from other's point of view in order to understand his own feelings and reactions.
- b) is a "natural" at: mediating, organizing, manipulation problems to obtain positive results, counseling, cooperating.
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Intrapersonal Intelligence

This student . . .

- a) enjoys: independent study, working on projects alone, pursuing interests without interference.
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Fairy Tales For Today (F.T.F.T.!)

Teachers: to promote critical thinking and strengthening of K-3 basic skills toward automaticity, direct visual/spatial learners toward the books themselves. Have them listen to and read along with the Confetti Kids several times.

Test automaticity through visual/spatial clues:

Ex: From F.T.F.T.! Hansel & Gretel

- a) How many pebbles did Hansel drop?
- b) What color was the sign on the witch's house?

Teachers: to promote critical thinking and strengthening of K-3 basic skills toward automaticity, direct verbal/linguistic learners toward verbal clues identification. Have them listen to and read along with the Confetti Kids several times.

Ex: From F.T.F.T.! Little Red Riding Hood

- a) What is meant by "Baddest" on page 20?
- b) Why was Little Red "uncomfortable" on page 5? What does that word mean?

Teachers: to promote critical thinking and strengthening of K-3 basic skills toward automaticity, direct logical/mathematical learners toward the classification of facts and the resolution of character conflicts/problems. Have them listen to and read along with the Confetti Kids several times.

Ex: From F.T.F.T.! The Boy Who Cried Wolf

- a) In our country, everyone has a right to an education. Does Joseph's mother have the right to stop Joseph from getting his?
- b) Predict what would have happened if Elizabeth had not followed Joseph.

Teachers: to promote critical thinking and strengthening of K-3 basic skills toward automaticity, direct bodily/kinesthetic learners toward small group projects which incorporate crafts as a physical methodology for retaining storyline events. Have them listen to and read along with the Confetti Kids several times.

Ex: From F.T.F.T.! Rumpelstiltskin

- a) Have students identify the little mouse hidden on each page of the story.
- b) Have students pretend to be Rumpel as they move around the class reciting his secret rhyme.

Teachers: to promote critical thinking and strengthening of K-3 basic skills toward automaticity, direct musical/rhythmic learners toward small group projects which incorporate sound, rhythm and/or music as a catalyst for retaining storyline events. Have them listen to and read along with the Confetti Kids several times.

Ex: From F.T.F.T.! Cinderella

- a) Have students create their own music box and a song to go with it.
- b) Have students create a "rap" using the King's invitation.

Teachers: to promote critical thinking and strengthening of K-3 basic skills toward automaticity, direct interpersonal learners toward group projects which promote sharing of opinions, comparison of data, cooperation and relationship building. Have them listen to and read along with the Confetti Kids several times.

Ex: From F.T.F.T.! Little Red Riding Hood

- a) What did Little Red Fail to do, and what happened as a consequence?
- b) Who was most affected by Little Red's decision to break her promise?

Teachers: to promote critical thinking and strengthening of K-3 basic skills toward automaticity, direct intrapersonal learners toward individualized projects which promote understanding self through understanding the characters. Have them listen to and read along with the Confetti Kids several times.

Ex: From F.T.F.T.! A Different Kind of Christmas

- a) How did each individual character promote the goal of the Confetti Kids?
- b) Which character was the happiest? Why?
- c) Which character was the saddest? Why?

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Instructor Guides (I.G.)

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References: [1] Gardner, H. (1983). *Frames Of Mind: the theory of Multiple Intelligences*. New York: Basic Books. Basic Books Paperback, 1985. Tenth Anniversary Edition with new intro. N.Y.: Basic Books, 1993. [2] Bloom, B. (1996). *Automaticity "The Hands and Feet of Genius," Educational Leadership v44n5*, page 70-77, Feb. 1986. [3] *Cognitive domain*. New York: Longman, Green

All I.G.'s: Create-A-Cover	I.G. 6" Color the Shoemaker's Shoes
I.G. 1: Story Vocabulary	I.G. 6: Shoe Crazy!
I.G. 2: Story Crossword Puzzle	I.G. 7: Cinderella's Sound Alike
I.G. 3: Get Ready...Set...Read!	I.G. 8: Crossword Puzzle
I.G. 4: Gretel's Picture Problem	I.G. 8: A Riddle
I.G. 4: What Does Not Belong	I.G. 9: Coin Count for Charity
I.G. 4: Hansel's Pebble Path Math	I.G. 10: Words That Tell Where
I.G. 5: Which Hat Is whose?	I.G. 10: Call Me doctor Claudine
I.G. 5: Forest friends	

All I.G.'s: Write It Right	I.G. 7: Cinderella's MysteryMessage
I.G. 1: Story Vocabulary	I.G. 7: Willy's Favorite Wish
I.G. 2: Story Crossword Puzzle	I.G. 8: Mr. Young's Blank Chalkboard
I.G. 4: Gretel's Picture Problem	I.G. 9: Christmas Carol Contractions
I.G. 4: What Does Not Belong	I.G. 10: Words That Tell Where
I.G. 5: Fairy Footprints	I.G. 10: Different Strokes
I.G. 6: Lace Line Linkup	

All I.G.'s What Happens Next	I.G. 6: Lace Line Linkup, Shoes On The shelf!
I.G. 1: How Many Coins?	I.G. 7: The Oak Tree, Cinderella's Mystery Message
I.G. 2: Story Crossword Puzzle, Graph It Up!, Frog or Toad?	I.G. 7: What Does Not Belong
I.G. 3: Opposite Crossword Puzzle	I.G. 8: Bong!, Crossword Puzzle, Let's Count
I.G. 3: The Hunt for Little Red, Lemonade Evaporation	I.G. 9: The "Shivering" Coin, Coin Count for Charity
I.G. 4: Hansel's Pebble Path Math, Witchy Weather	I.G. 10: Words That Tell Where, Call Me Doctor Claudine
I.G. 5: Which Hat Is Whose?, Fairy Footprints	I.G. 10: Aimee's Holiday Cake
I.G. 5: Forest Friends, A Scary Fairy Walk	

I.G. 1: Think About It	I.G. 3: Lemonade Evaporation
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I.G. 2: Think About It	I.G. 9: The "Shivering" Coin
I.G. 2: Graph It Up!	

I.G. 7: Cinderella's Sound Alike

I.G. 1: Think About It, Trust-In-Me Pledge	I.G. 6: Charity Champs, CharityTree
I.G. 2: Think About It, Graph It Up!	I.G. 7: Are You Loyal?
I.G. 3: Little Red Rhyme	I.G. 8: Who Is Honest?
I.G. 3: Accountability Brick	I.G. 9: All Aboard the C..S. Empathy
I.G. 4: World Class Citizens	I.G. 9: Caring Means Sharing
I.G. 5: Golden Rulers, Fairy Faith's Gift	I.G. 10: Holiday Helpers
	I.G. 10: Holiday Cheer Leaders

I.G. 2: Frog or Toad?	I.G. 7: Royal Shield Of Loyalty
I.G. 4: Family Flags	I.G. 8: Mr. Young's Blank Chalkboard

Visit our website!
www.confettibooks4kids.com

INSTRUCTOR GUIDE KEY	I.G. 6: The Shoemaker & The Elves
I.G. 1: Rumpelstiltskin	I.G. 7: Cinderella
I.G. 2: The Frog Prince	I.G. 8: The Boy Who Cried Wolf
I.G. 3: Little Red Riding Hood	I.G. 9: A Christmas Carol
I.G. 4: Hansel & Gretel	I.G. 10: A Different Kind of Christmas
I.G. 5: Sleeping Beauty	

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"A Play In One Act" Scripts

Teachers: Have the students learn the Confetti Company song. Provide these students the opportunity to design a poster using the Confetti Company Song lyrics so that they develop automaticity as they "see" their creative expressions take shape.

These children will learn through the process of visualizing sets, creating appropriate props, and as prompters and chorus members.

Teachers: Have the students learn the Confetti Company song. Provide these students the opportunity to read several roles so that they develop automaticity through repetition.

These students will learn through saying, hearing, and seeing words. They will enjoy being cast members and stand-ins.

Teachers: Have the students learn the Confetti Company song. Provide these students the opportunity to write the Confetti Company song lyrics separated into lead and chorus parts, supporting their tendency to classify.

These students will achieve automaticity more readily if allowed to portray logic-driven characters. They will also excel at set design, ticket design, and performance aspects dealing with categorizing and classifying.

Teachers: Have the students learn the Confetti Company song. Provide these students the opportunity to move/clap/dance to the music while learning the lyrics.

These students will achieve automaticity more readily if assigned movement-driven roles such as prompter, lighting technicians, set design helpers, gofers, prop. managers and stand-ins.

Teachers: Have the students learn the Confetti Company song. Provide these students the opportunity to sing the lyrics while the class works on projects having to do with the play performance.

These students will achieve automaticity more readily if encouraged to vocalize while learning assigned roles and/or supporting those developing sets, acting as prop. managers and stand-ins.

Teachers: Have the students learn the Confetti Company song. Provide these students the opportunity to interact with classmates on projects having to do with the play performance.

These students will achieve automaticity more readily if encouraged to relate with peers while learning assigned roles, and/or supporting those students developing sets, acting as prop. managers, prompters, and stand-ins.

Teachers: Have the students learn the Confetti Company song. Provide these students ample opportunities to learn the Confetti Company song lyrics but don't pressure them if they choose not to sing aloud during performances.

These students will achieve automaticity through listening and observation. Assign these students to tasks that support their independence within class limits; e.g. tape recorder monitor.