





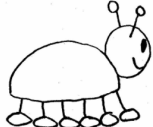



## CHOICE BOARD FOR MULTIPLE INTELLIGENCES

<p style="text-align: center;"><b>Verbal/Linguistic</b></p> <ul style="list-style-type: none"> <li>• Write instructions</li> <li>• Keep a personal journal</li> <li>• Create a poem</li> <li>• Create TV ads</li> <li>• Read stories to others</li> <li>• Retell in your own words</li> <li>• Teach concept mapping</li> <li>• Create crossword puzzle</li> </ul> 	<p style="text-align: center;"><b>Logical/Mathematical</b></p> <ul style="list-style-type: none"> <li>• Create a time line</li> <li>• Compare/contrast ideas</li> <li>• Create an outline for a story</li> <li>• Design a map</li> <li>• Decipher codes</li> <li>• Create patterns</li> <li>• Design a game to show...</li> </ul> 	<p style="text-align: center;"><b>Visual/Spatial</b></p> <ul style="list-style-type: none"> <li>• Create a poster</li> <li>• Draw a map</li> <li>• Create visual diagrams</li> <li>• Draw from different perspectives</li> <li>• Create a comic strip</li> <li>• Graph results of a survey</li> </ul> 
<p style="text-align: center;"><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Tell stories</li> <li>• Teach a cooperative game</li> <li>• Role play a situation</li> <li>• Discuss and come to a conclusion</li> <li>• Survey or interview others</li> </ul> 	<h1>Free Choice</h1>	<p style="text-align: center;"><b>Body Kinesthetic</b></p> <ul style="list-style-type: none"> <li>• Make up a cooperative game</li> <li>• Practice physical exercise</li> <li>• Conduct hands-on experiments</li> <li>• Construct a model or representation</li> </ul> 
<p style="text-align: center;"><b>Musical Rhythmic</b></p> <ul style="list-style-type: none"> <li>• Create raps</li> <li>• Play musical instruments</li> <li>• Write to music</li> <li>• Teach dance steps</li> <li>• Make up sounds and sound effects</li> <li>• Write a jingle</li> <li>• Create rhymes that...</li> </ul> 	<p style="text-align: center;"><b>Naturalist</b></p> <ul style="list-style-type: none"> <li>• Collect and categorize data, materials, or ideas</li> <li>• Discover or experiment</li> <li>• Take a field trip</li> <li>• Study means of survival</li> <li>• Adapt materials to a new use</li> <li>• Label and classify</li> </ul> 	<p style="text-align: center;"><b>Intrapersonal</b></p> <ul style="list-style-type: none"> <li>• Keep a personal journal</li> <li>• Write about personal experiences</li> <li>• Think about and plan...</li> <li>• Review or visualize</li> <li>• How would it feel to...</li> <li>• Imagine and write about the future</li> </ul> 

Genetics Think- Tac-Toe  
Option menu

Directions: Select one assignment from each vertical column. Circle your choices, and then list your three choices at the bottom of the page.

<p>#1 Prepare a 20 question quiz with answers about genetics(Section 1 and 2)</p>	<p>#2 Design a board game on Genetics(Section 1 and 2)</p>	<p>#3 Imagine you are a student in 1851 visiting Gregor Mendel in his garden. Write a letter to a friend describing Mendel experiment. The letter should be at least 1 1/2 pages long.</p>
<p>#4 Create a crossword puzzle using the vocabulary words from the Genetics chapter (Section 1 and 2).</p>	<p>#5 Construct a diorama to show Mendel's experiment.</p>	<p>#6 Design a poster on the experimental design of Mendel. Identify the question, hypothesis and outline the experimental design. Include a summary of your opinions about Mendel's procedure. Make sure to use the vocabulary words.</p>
<p>#7 Compose a poem using the vocabulary words in the section 1 and 2</p>	<p>#8 Create a concept map to show the relationship among the genetics terms. (Section 1 and 2)</p>	<p>#9 Create a travel brochure dating back to 1851 to Mendel's garden. Include the experiment and do not forget to use the vocabulary words.</p>

Activity choices:

# \_\_\_\_\_ Due: 20<sup>th</sup> Oct    Score: \_\_\_\_\_

# \_\_\_\_\_ Due: 24<sup>th</sup> Oct    Score: \_\_\_\_\_

# \_\_\_\_\_ Due: 30<sup>th</sup> Oct    Score: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## **KWL**

**Topic:**

**K**  
**(What I know)**

**W**  
**(What I want to know)**

**L**  
**(What I have learned)**

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# Plants Think-Tac-Toe

Name \_\_\_\_\_

**Directions: Complete 3 activities in a row**

<p><b>Place a lima bean in a baggie with a wet paper towel. Tape unclosed bag to the window. Have the students observe and draw the results every two day for ten days.</b></p>	<p><b>Make a flipbook listing the different needs of a plant. Label each page with a different need. Write at least one sentence telling why the plant needs that item to survive.</b></p>	<p><b>Cut out all of the parts of a plant out of construction paper. Glue the parts on a large piece of construction paper. Label the parts.</b></p>
<p><b>Go on a nature walk with tall white socks. After returning to the class room observe the socks to see if there are any seeds stuck to the socks. Students write in the writing journal their findings and list any other ways seeds might travel.</b></p>	<p style="text-align: center;"><b>Creative Writing</b>  <b>Write a story with the main character being a plant. In the story include the needs of the plant in order to survive.</b></p>	<p><b>Look up the parts of a plant in the dictionary and write the definition.</b></p>
<p><b>Observe two celery sticks placed in a container with water. Food coloring is mixed in the water of one of the containers. Predict what will happen to the two different celery sticks. After a week observe the sticks and record the results.</b></p>	<p><b>Fold a piece of paper two times in order to make four section. The students are to draw the life cycle of a plant.</b></p>	<p><b>Go on a nature walk. The students will take a clip board with paper and pencil. They pick out a plant or a tree to draw and label the parts.</b></p>

# Reciprocal Notes

Name

Date

Topic

Class/  
Subject

Directions: Reciprocal Notes help you identify important details and events, and also determine why they are important or what they mean. Your notes should fall into three categories: What it is; what it means; and why you think that. Use the sample "Deep Prompts" (or create your own) to help you answer the "Deep Questions" you pose.

**Surface Questions/Observations**

- What is it?
- What did it do?
- What did you see?
- Where did it happen?
- Who was involved?
- When did it happen?

**Deep Questions/Details**

- What does it mean?
- Why did it do that?
- What are the consequences?
- What will happen next?
- What caused this?
- What are the implications?

**Support Your Thinking**

- What examples can you provide?
- Why do you think this is true?
- How do you know this?

**Sample Questions**

- English: What do Antonio and Ultima do together?
- History: What did Caesar Chavez do for farmworkers?
- Science: What happened when you heated it up?
- Math: What is the relationship between A and B?
- Health: How many teenagers smoke?
- Art: What colors does the artist use in this painting?

**Deep Prompts**

- This is important because it shows...
- This proves that...
- This means that...
- The consequence of this is...
- This caused X to happen because...
- It acted this way because...
- This suggests that...

Down here (and on the back) you should connect, reflect, summarize, or explain your Reciprocal Notes above.

## Tic-Tac-Toe Science Assignment Board

Create a poster about the topic.	Build a model to illustrate the topic.	Research a famous scientist. Use the Internet.	Keep a journal for a month about the topic.
With a friend design a lab experiment about the topic.	Write a report on the topic.	Write a poem for the class about the topic.	Interview a parent or grandparent about the topic.
Invite an adult to speak to the class about the topic.	Draw sketches or diagrams about the topic.	Create a Word Search about the topic.	Make and share a science puzzle.
Outline ten facts about the topic.	Read a biography about a famous scientist. Summarize and report to the class.	Research five quotes about the topic.	Read a current events article in the newspaper about the topic. Share and report article with the class.

## WHAT'S YOUR STYLE?

SELECT THE NUMBER FROM 1 TO 3 BESIDE EACH STATEMENT.  
OFTEN IS (3); SOMETIMES IS (2), AND SELDOM / NEVER (1).

### VISUAL MODALITY

I remember information better if I write it down.  
Looking at the person helps keep me focused.  
I need a quiet place to get my work done.  
When I take a rest, I can see the textbook page in my head.  
I need to write down directions, not just take them verbally.  
Music or background noise distracts my attention from the task at hand.  
I don't always get the meaning of a joke.  
I doodle and draw pictures on the margins of my notebook pages.  
I have trouble following lectures.  
I react very strongly to colours.

### AUDITORY MODALITY

My papers and notebooks always seem messy.  
When I read, I need to use my index finger to track my place on the line.  
I do not follow written directions well.  
If I hear something I will remember it.  
Writing has always been difficult for me.  
I often misread words from the text (i.e. 'them' for 'then')  
I would rather listen and learn than read and learn.  
I'm not very good at interpreting an individual's body language.  
Pages with small print or poor quality are difficult for me to read.  
My eyes tire quickly, even though my vision check-up is always fine.

### KINESTHETIC / TACTILE MODALITY

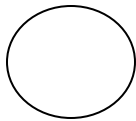
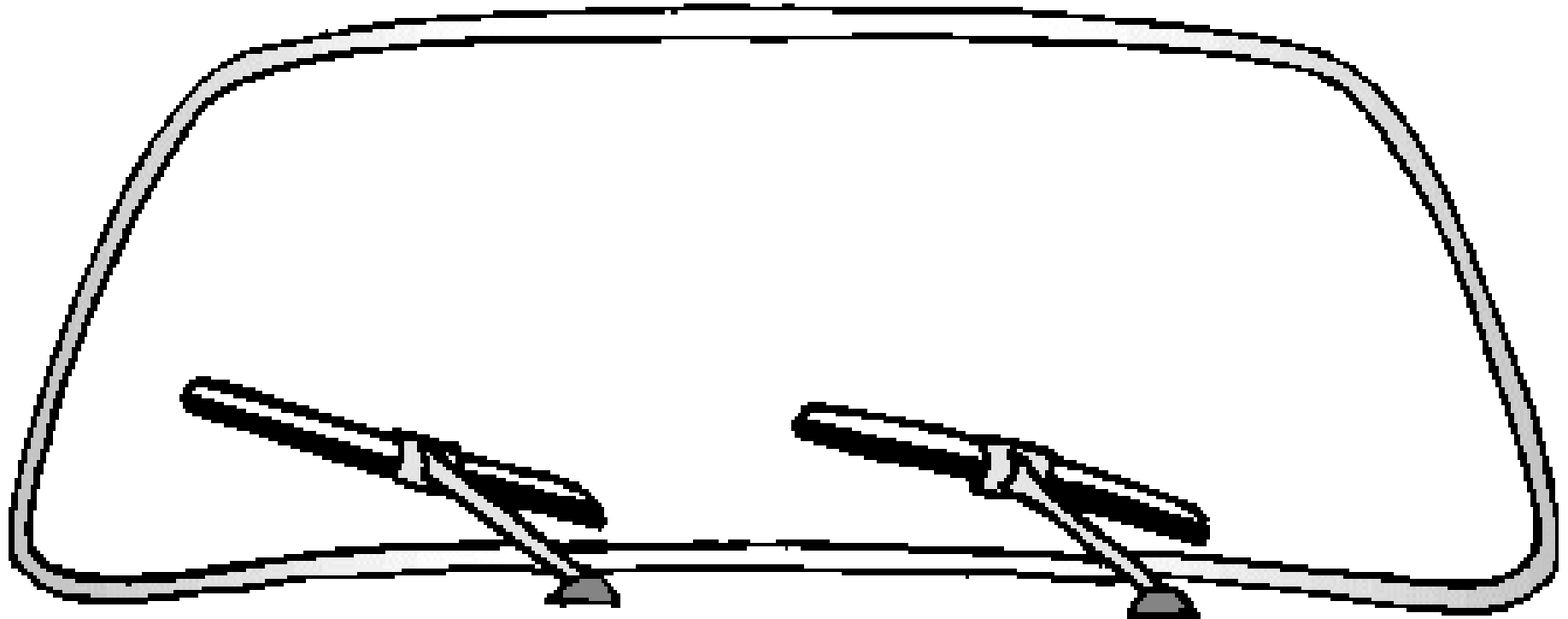
I start a project before reading the directions.  
I hate to sit at a desk for long periods of time.  
I prefer first to see something done and then to do it myself.  
I use the trial and error approach to problem-solving.  
I like to read my textbook while pacing at home.  
I take frequent study breaks.  
I have a difficult time giving step-by-step instructions.  
I enjoy sports and do well at several different types of sports.  
I use my hands to describe things.  
I have to rewrite or type my class notes to reinforce the material.

### DIRECTIONS:

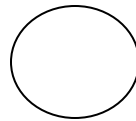
Total the score for each section. A score of 21 points or more in a modality indicates strength in that area. The highest of the 3 scores indicates the most efficient method of information intake. The second highest score indicates the modality which boosts the primary strength. For example, a score of 23 in the visual modality indicates a strong visual learner. Such a learner benefits from the text, from filmstrips, charts, graphs, etc. If the second highest score is auditory, then the individual would benefit from audio tapes, lectures, etc. If you are a strong kinesthetic learner, then taking notes and rewriting class notes will reinforce information.

# Windshield Check

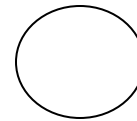
How many bugs do you have on your windshield? What is making it hard to see clearly?



My windshield is crystal clear.



My windshield has a few bugs.



My windshield is covered with bugs.





# Working Conditions

1. I will stay on task at all times.
2. I will use my time wisely and meet my due date.
3. I will move about the classroom without disturbing any of my classmates.
4. I will do my best work.
5. If I have a problem or question on my assignment, I will raise my hand and ask the teacher.
6. I will use a "six inch voice" when talking to classmates about our assignments. (These are voices that can be heard no more than six inches away from you.)
7. If I need to use supplies that are not at my desk, I will get permission from the teacher and get them quietly.
8. If I am working in a group, I will contribute to the assignment, remain seated, and follow all of the rules listed above.
9. I will talk to the teacher or members of my group about the assignment only. I will not go off-topic.
10. If I am permitted to work in the library or computer lab, I will stay on task there and follow all of the rules listed above.