

Multiple Intelligence Lesson Plan
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1. Standards:

A1.2.2 Associate a given equation with a function whose zeros are the solutions of the equation.

A.SSE.3a Factor a quadratic expression to reveal the zeros of the function it defines.

2. Behavioral Objective:

Using what the learners already know about the zero product property, the learners will create their own interpretation of the zero product property with 80-100% accuracy.

3. Anticipatory Set:

Ask the learners to write down what they know and learned about the zero product property. Once they are finished, have the students come and write what they came up with on the white board. Then go over everything that is put on the board as a class.

4. Objective/Purpose:

"Today we will be using what we already learned on the zero product property and creating our own interpretations. First, everyone will create their own ideas and then we will be presenting them to the class. This is a great way to see how other people think of the zero product property, and maybe learn something new!"

5. Input:

A. Task Analysis

- i. Put students into their groups from Friday's multiple intelligence ticket out the door (provided below). If they would like to work individually that is ok.
- ii. Give them half of the time remaining to work on their project, about 25 minutes.
- iii. Have students present what they created.
- iv. Vote, and find what group or student they think represented the zero product property the best.
- v. Ticket out the door.

B. Thinking Levels

1. Understand – Describe what they know about the zero product property on the board.

2. Create – Create own interpretation of the zero product property.
3. Evaluate – Compare what they know to what is being presented, and interpret it.

C. Learning Styles

1. All learning styles are incorporated into this lesson because students get to choose how they want to learn.

D. Methods and Materials:

1. Multiple intelligence, group or individual work, presenting.
2. Paper, markers/colored pencils, white board.

6. Checking for Understanding/ Guided Practice:

- a) Talk through what the students put onto the board for the anticipatory set. Make sure the students are on the right track.
- b) Observe the students while they create their projects.
- c) During the presentations.

7. Closure:

Ticket out the door – Have students write down one thing they learned from one of the presentations, or a way they did not think of when it came to the zero product property. If they cannot come up with anything have them write one thing they liked and did not like about the activity today.

Fridays Ticket Out the Door

Name: _____

Multiple Intelligence Survey

Please rank the following according to your preferences from 1-6, where 1 is your first choice and so forth.

- _____ Creating a poster (Visual/Spatial)
- _____ Creating a puzzle (Mathematical/Logical)
- _____ Storytelling (Verbal/Linguistic)
- _____ Role Play (Bodily/Kinesthetic)
- _____ Creating a rap or singing (Musical/Rhythmic)
- _____ Demonstrating natural phenomena (Naturalistic)

Please check only one of the following:

- _____ Group work (Interpersonal)
- _____ Individual work (Intrapersonal)