

This writer does an adequate job of tying her lesson plan to the standards. She identifies her indebtedness to Gardner and the theory of multiple intelligences at the start, and elaborates on those connections throughout. She also demonstrates the applicability of Standard Two, but she never explicitly connects the application with the standard; that is, she tells the reader that this lesson built on a month's worth of lessons about sentence construction, but never says, "And this demonstrates the standard of coherence/continuity because. . ."). The writer does a better job of showing how her lesson embodies Standard Four through her description of the class activities and her inclusion of student responses. This writer needs to work on clarity and proofreading in her essay; there are some awkward sentences and some distracting grammar concerns.

SAMPLE IPA ESSAY

Standard #2 (Coherence/Continuity) & Standard #4 (Real World Connection) Learning Support (Grades 6 – 8)

I believe that this lesson exhibits to the maximum extent my multiple intelligence philosophy. I have embraced Howard Garner's theory of multiple intelligences because it emphasizes the awareness of individual differences in learning. I have composed a lesson that will show the logical connection and consistency in the students learning experiences, and also it will allow the students to see how classroom instruction extends far beyond the classroom and into the real world.

In my lesson, the students worked on an activity that taught them a different form of a verb- an action verb. The topic of the month for the class is "creating a complete sentence". The students are learning what a complete sentence consists of for example, nouns, verbs, and adjectives. Before the lesson I explained how there are different forms of a verb, like the form they covered last week, auxiliary verbs. And I explained how we were going to learn a new form, the action verb. Therefore, everyone would have a larger variety of verb forms to choose from when created a complete sentence.

The activity required the students to form three separate groups- home, school, and sports. Within these groups the students searched through magazines to find pictures of action verbs that related to their group title. I discovered that many of the students found action verbs that related to things that they have interest in, either at home, in school, or sports. For example, in the group labeled sports, the students explained to me why they chose some particular action verbs (see page 10). Kevin explained how he chose a picture of Allen Iverson shooting a basketball because that is what he likes to do in his free time- shoot. Kadia explained how she

chose a picture of a person running because she is on the track team. This activity gave the students an opportunity to draw on their personal experiences and interests, and relate it their work. After the activity the students had to work independently and create a sentence using one of the action verbs that they found (see page 11).

Throughout this lesson the students were able to develop their work systematically and see a logical connection and consistency among the different activities. First the students received an oral definition of what an action verb was. Next they read written sentences from the board that included action verbs. Then, they worked in groups, where they were able to take the knowledge that they just learned and try to find examples themselves. And finally, they applied the knowledge that they learned through writing a sentence, which included an action verb. I incorporated three of Gardner's multiple intelligences into my lesson, verbal/linguistic, bodily/kinesthetic, and spatial. Verbal/Linguistic learners benefit through the oral and written definitions and examples of an action verb (see page 6) and through the finish products *. The bodily/kinesthetic learners benefit through the hands on activity where they are to find pictures of action verbs. This activity also keeps their interest because it allows them to cut, paste, and decorate the poster board.

Finally, the Spatial learners, who usually think in images and pictures, will benefit from the various pictures of the action verbs. Applying Gardner's multiple intelligences into my lesson allowed me to help the students begin to discover how they may learn best.

My lesson was associated to coherence, continuity, and real-world connections, which were visible through my learning objectives. My objectives were met through the logical connection of the different activities and the ability to connect the classroom instructions with the student's personal interests.

* The finish products were the three poster boards with the action verbs on them. I was not able to include them because they were too large. They included 10 –15 large pictures of different action verbs with the name of the verb printed next to it. Page 12 has a miniature replica of the actual finish product.