

Differentiation In Your Classroom

Catering for Differences in Ability
for ALL students



MULTIPLE INTELLIGENCES

What is Differentiated Curriculum?

Differentiated Curriculum refers to teaching that is adapted to take into account the individual differences and needs of students in any one classroom.

It comprises modifications to the curriculum, teaching structures, and teaching practices in combination to ensure that instruction is relevant, flexible and responsive, leading to successful achievement and the development of students as self-regulated learners.

The table below defines differentiation

Differentiated programming is:	Differentiated programming isn't:
<ul style="list-style-type: none">• Having high expectations for ALL students• Permitting students to demonstrate mastery of material they already know and to progress at their own pace through new material• Providing different avenues to acquiring content, to processing or making sense of ideas, and to developing products• Providing multiple assignments within each unit, tailored for students with differing levels of achievement• Allowing students to choose with the teacher's guidance, ways to learn and demonstrate what they have learned• Flexible— teachers move students in and out of groups, based on students' instructional needs	<ul style="list-style-type: none">• Individualised instruction—it is not a different lesson plan for each student each day• Assigning more work at the same level to high-achieving students• All the time—often it is important for students to work as a whole class• Using only the differences in students responses to the same class assignment to provide differentiation• Giving a <i>normal</i> assignment to most students and a <i>different</i> one to advanced learners• Limited to subject acceleration— teachers are encouraged to use a variety of strategies

Write out the parts of a typical lesson that you would teach

What do you do?

What do you ask your students to do?



More than one way to skin a cat!



Blooms Taxonomy

Multiple Intelligences

Purdue Three Stage Model

Maker Model

Kaplan Model

Taylor Model

Williams Taxonomy

What they all have in Common

Each model :

- Gives students the choice of how they learn
- Gives students choice of how they demonstrate their learning
- Gives students the choice of working solo or as a group
- Uses the creative side of the brain
- Asks students to work at a higher cognitive level

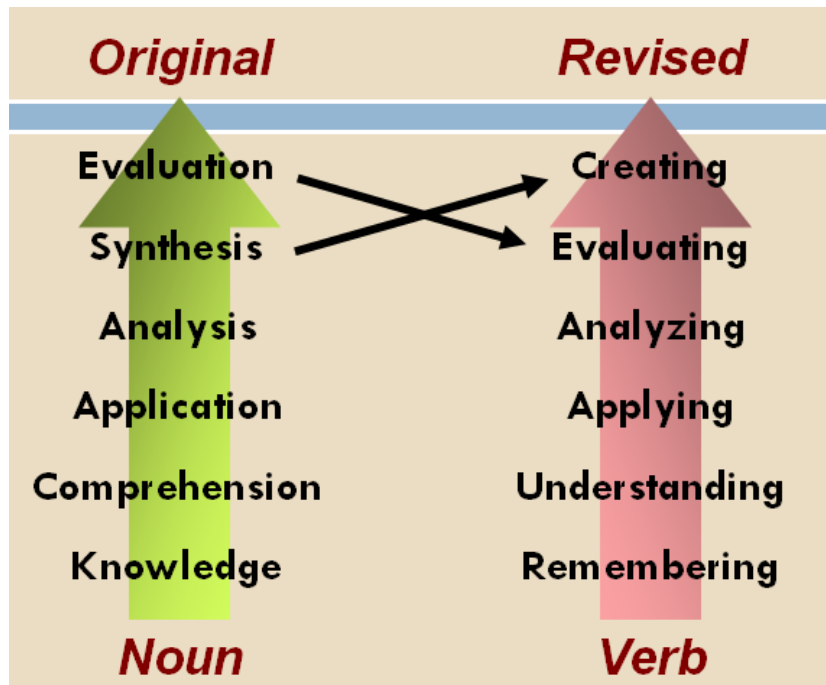
10 Components to a Differentiated lesson/unit

1. Content
2. Assessment
3. Introduction
4. Teaching strategies
5. Learning strategies
6. Grouping strategies
7. Products
8. Resources
9. Extension activities
10. Modifications



Blooms Taxonomy

Blooms Taxonomy has had an update over the last few years.



Cognitive Domain	Affective Domain	Psychomotor Domain
<ul style="list-style-type: none"> Analysing Applying Creating Evaluating Remembering Understanding 	<ul style="list-style-type: none"> Characterising by value or value concept Organising and conceptualising Receiving Responding Valuing 	<ul style="list-style-type: none"> Articulating Imitating Manipulating Performing Precisioning

The Cognitive Domain

The cognitive domain has to do with those school activities which might be otherwise described as intellectual. In this domain are knowledge, comprehension/understanding, application, analysis, synthesis and evaluation. In general, teaching should be directed to the areas of application, analysis, synthesis and evaluation rather than towards only the acquisition of knowledge and understanding, although, of course, the gaining of knowledge is a pre-requisite to the performance of the higher level achievements.

This domain relates to objectives concerned with knowledge and intellectual skills. The six levels from the simplest to the most complex are as follows:

Knowledge: Recalling specific and general items of information and also information about methods, processes and patterns.

Comprehension: Recognition of items of information settings similar to but different from those in which they were first encountered.

Application: Explaining previously unseen data or events by applying knowledge from other situations.

Analysis: Breaking down blocks of information into elements for the purpose of clarification.

Synthesis: Combining elements to form coherent units of information.

Evaluation: Making judgements about the value of information, materials or methods for given purposes. "

The Affective Domain

The affective domain includes objectives which describe changes in interest, attitudes and values, and the development of appreciations and adequate adjustment. This domain has a pattern of development similar to the cognitive domain. At the lowest level, the child is merely aware of the fact that other people have particular attitudes and values. As children progress through personal experience, they slowly develop affective ideas which are uniquely their own. Again, it is felt that teaching should be directed towards this end rather than merely indoctrinating the child with the attitudes and values held by the teacher. Although some people would hold that there are some values which must be indoctrinated - respect for others' rights, honesty etc. - there is a school of thought which would seek to have these attitudes and values achieved by the child without this approach, through a process of development and clarification.

This domain relates to objectives concerned with interest, attitudes and values. The five levels of the affective domain from the simplest to the most complex are as follows:

Receiving: Sensitivity to certain stimuli and a willingness to receive or attend to them.

Responding: Involvement in a subject or activity or event to the extent of seeking it out, working with it or engaging in it.

Valuing: Commitment to or conviction in certain goals, ideas or beliefs.

Organisation: Organisation of values into a system, awareness of relevance of and relations between appropriate values and the establishment of dominant personal values.

Characterisation by a Value Complex: Integration of beliefs, ideas and attitudes into a total philosophy of world view."

The Psychomotor Domain

The psychomotor domain includes physical and motor (or muscular) skills. This means much more than the gaining of skills in games and physical education. Every act has a psychomotor component. For instance, writing and talking are psychomotor skills which must be acquired if the child is to function successfully in our society. In the learning situation there is again a progression from mere physical experience - seeing, touching, moving etc. - through the carrying out of complex skills under guidance, to the performance of skilled activities independently.

The six levels from simplest to most complex are:

Reflex Movements: Reflex movements are defined as involuntary motor responses to stimuli. They form the basis for all behaviour involving movement of any kind.

Basic Fundamental Movements: Basic fundamental movements are defined as those inherent body movement patterns, which build upon the foundation laid by reflex movements. They usually occur during the first year of life, and unfold rather than are taught or consciously acquired. These movements involve movement patterns which change a child from a stationary to an ambulatory learner.

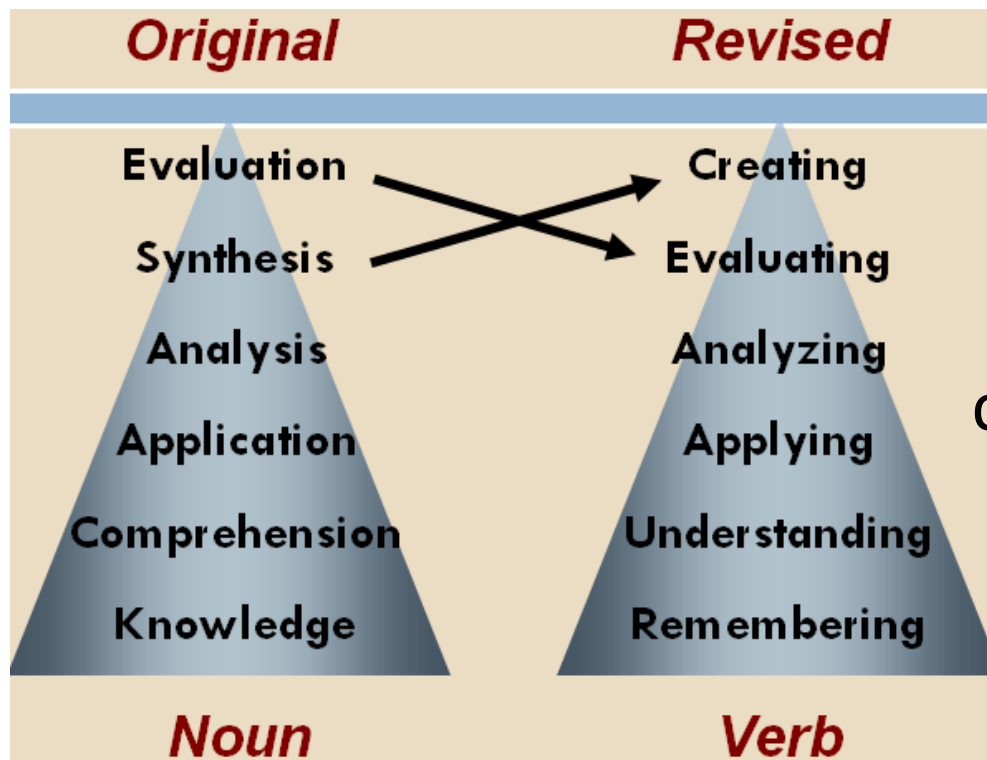
Perceptual Abilities: Perceptual abilities are really inseparable from motor movements. They help learners to interpret stimuli so that they can adjust to their environment. Superior motor activities depend upon the development of perception. They involve kinaesthetic discrimination, visual discrimination, auditory discrimination and co-ordinated abilities of eye and hand, eye and foot.

Physical abilities: Physical abilities are essential to efficient motor activity. They are concerned with the vigour of the person, and allow the individual to meet the demands placed upon him or her in and by the environment.

Skilled Movements: Skilled movements are defined as any efficiently performed complex movement. They require learning and should be based upon some adaptation of the inherent patterns of movement described in level number two above.

Non-Discursive Communication: Non-discursive communication can be defined as comprising those behaviours which are involved in movement communication. They can range from facial expressions to highly sophisticated dance choreographies as in classical ballet.





We need to
FLIP what we
do in our
classroom and
have
LESS

lower order
thinking skills
and

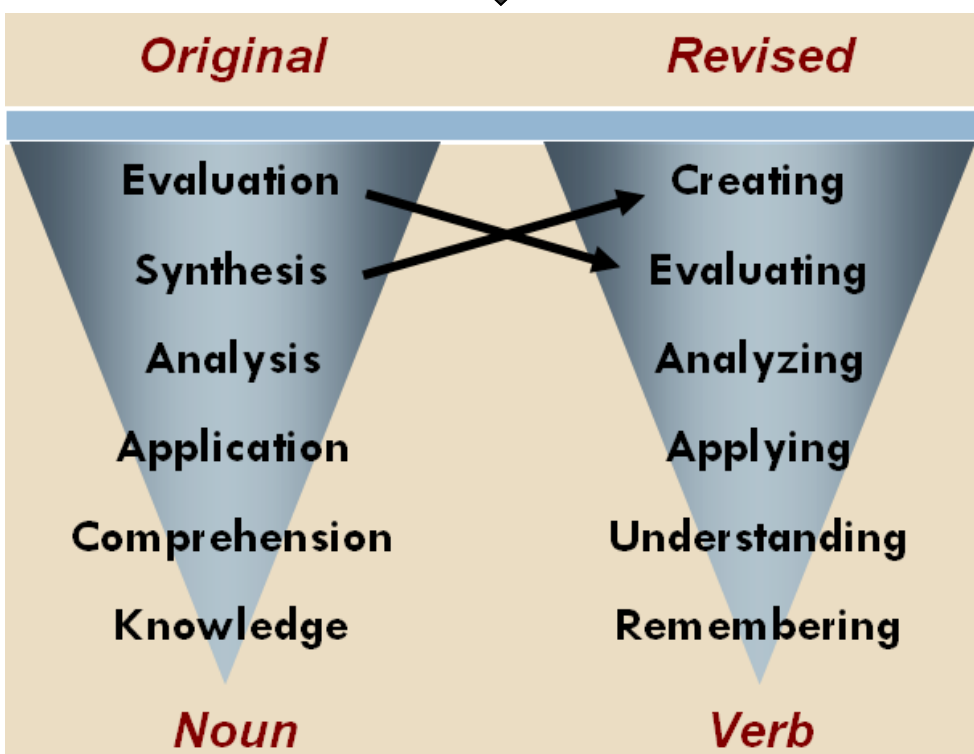
MORE

higher order
thinking skills

For

ALL

students



Blooms Digital Taxonomy Map

The Elements not in bold type are recognised existing Blooms Verbs.

The Elements in **bold** are the new digital verbs.

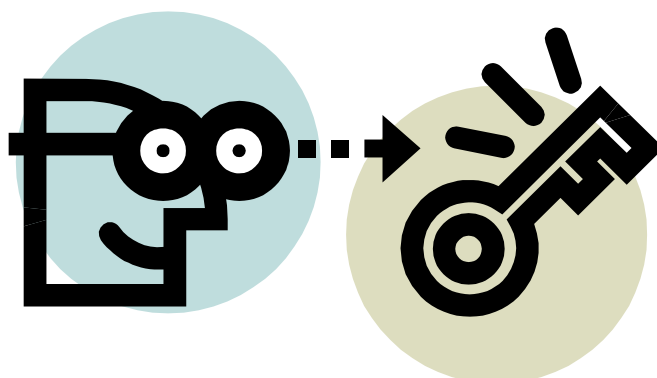
Creating	Designing, constructing, planning, producing, inventing, devising, making, programming, filming, animating, blogging, video blogging, mixing, remixing, wikiing, publishing, videocasting, podcasting, directing/producing
Evaluating	Checking, hypothesising, critiquing, experimenting, judging, testing, detecting, monitoring, blog/vlog commenting, reviewing, posting, moderating, collaborating, networking, refactoring, apha/beta testing
Analysing	Comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating, mashing, linking, tagging, validating, reverse-engineering, cracking
Applying	Implementing, carrying out, using, executing, running, loading, playing, operating, hacking, uploading, downloading, sharing, editing
Understanding	Interpreting, summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying, advanced searches, Boolean searches, blog journaling, twittering, categorizing, commenting, annotating, subscribing
Remembering	Recognizing, listing, describing, identifying, retrieving, naming, locating, finding, bullet pointing, highlighting, bookmarking, social networking, social bookmarking, favoriting/local bookmarking, searching, googling

Blooms Question Stems

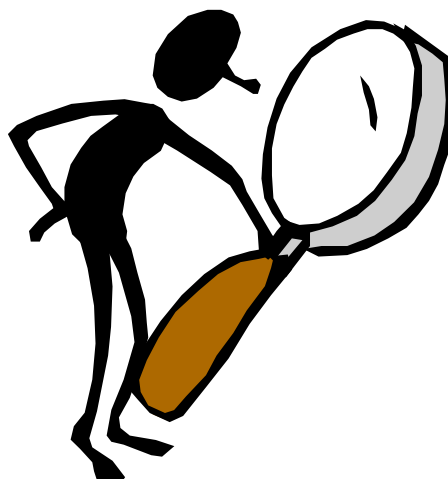
<p>Activities for Remembering</p>	<ul style="list-style-type: none"> • Make a story map showing the main events of the story. • Make a time line of your typical day. • Make a concept map of the topic. • Write a list of keywords you know about.... • What characters were in the story? • Make a chart showing... • Make an acrostic poem about... • Recite a poem you have learned.
<p>Question stems for Remembering</p>	<ul style="list-style-type: none"> • What happened after...? • How many...? • What is...? • Who was it that...? • Name the ...? • Find the definition of... • Describe what happened after... • Who spoke to...? • Which is true or false...?



<p>Activities For Understanding</p>	<ul style="list-style-type: none"> • Write in your own words... • Cut out, or draw pictures to illustrate a particular event in the story. • Report to the class... • Illustrate what you think the main idea may have been. • Make a cartoon strip showing the sequence of events in the story. • Write and perform a play based on the story. • Write a brief outline to explain this story to someone else • Explain why the character solved the problem in this particular way • Write a summary report of the event. • Prepare a flow chart to illustrate the sequence of events. • Make a colouring book. • Paraphrase this chapter in the book. • Retell in your own words.
<p>Question stems for Understanding</p>	<ul style="list-style-type: none"> • Can you explain why...? • Can you write in your own words? • How would you explain...? • Can you write a brief outline...? • What do you think could have happened next...? • Who do you think...? • What was the main idea...? • Can you clarify...? • Can you illustrate...?



<h2>Activities For Analysing</h2>	<ul style="list-style-type: none"> • Use a Venn Diagram to show how two topics are the same and different • Design a questionnaire to gather information. • Survey classmates to find out what they think about a particular topic. Analyse the results. • Make a flow chart to show the critical stages. • Classify the actions of the characters in the book • Create a sociogram from the narrative • Construct a graph to illustrate selected information. • Make a family tree showing relationships. • Devise a role play about the study area. • Write a biography of a person studied. • Prepare a report about the area of study. • Conduct an investigation to produce information to support a view. • Review a work of art in terms of form, colour and texture. • Draw a graph • Complete a Decision Making Matrix to help you decide which breakfast cereal to purchase
<h2>Question stems for Analysing</h2>	<ul style="list-style-type: none"> • Which events could not have happened? • If. ..happened, what might the ending have been? • How is...similar to...? • What do you see as other possible outcomes? • Why did...changes occur? • Can you explain what must have happened when...? • What are some or the problems of...? • Can you distinguish between...? • What were some of the motives behind..? • What was the turning point? • What was the problem with...?



<p>Activities For Evaluating</p>	<ul style="list-style-type: none"> • Write a letter to the editor • Prepare and conduct a debate • Prepare a list of criteria to judge... • Write a persuasive speech arguing for/against... • Make a booklet about five rules you see as important. Convince others. • Form a panel to discuss viewpoints on.... • Write a letter to. ...advising on changes needed. • Write a half-yearly report. • Prepare a case to present your view about... • Complete a PMI on... • Evaluate the character's actions in the story
<p>Question stems for Evaluating</p>	<ul style="list-style-type: none"> • Is there a better solution to...? • Judge the value of... What do you think about...? • Can you defend your position about...? • Do you think...is a good or bad thing? • How would you have handled...? • What changes to.. would you recommend? • Do you believe...? How would you feel if. ...? • How effective are. ...? • What are the consequences..? • What influence will....have on our lives? • What are the pros and cons of....? • Why isof value? • What are the alternatives? • Who will gain & who will loose?



<p>Activities For Creating</p>	<ul style="list-style-type: none"> • Use the SCAMPER strategy to invent a new type of sports shoe • Invent a machine to do a specific task. • Design a robot to do your homework. • Create a new product. Give it a name and plan a marketing campaign. • Write about your feelings in relation to... • Write a TV show play, puppet show, role play, song or pantomime about.. • Design a new monetary system • Develop a menu for a new restaurant using a variety of healthy foods • Design a record, book or magazine cover for... • Sell an idea • Devise a way to... • Make up a new language and use it in an example
<p>Question stems for Creating</p>	<ul style="list-style-type: none"> • Can you design a...to...? • Can you see a possible solution to...? • If you had access to all resources, how would you deal with...? • Why don't you devise your own way to...? • What would happen if ...? • How many ways can you...? • Can you create new and unusual uses for...? • Can you develop a proposal which would...?



Questions

Using the information you have learnt, you are to write ONE question for each level using some of the words below.

<p style="text-align: center;">REMEMBER</p> <p>Define, list, identify, how many, tell, when, where, name.</p>	<p>EXAMPLE : List the instruments used in the rhythm section.</p>
<p style="text-align: center;">UNDERSTAND</p> <p>Describe, explain, predict, estimate, differentiate, difference.</p>	<p>EXAMPLE: What is the difference between the rhythm section and the soloists?</p>
<p style="text-align: center;">APPLY</p> <p>Demonstrate, apply, illustrate, show, solve, examine, classify, experiment</p>	<p>EXAMPLE: Classify the instruments from the accompaniment section into the different musical families.</p>
<p style="text-align: center;">ANALYSIS</p> <p>Difference, explain, analyse, compare, separate, arrange, classify</p>	<p>EXAMPLE: Explain how the Jazz style of music came into being.</p>
<p style="text-align: center;">EVALUATE</p> <p>Assess, decide, measure, select, conclude, compare, summarise, what could happen if....</p>	<p>EXAMPLE: If the Southern states won the war about slavery, would jazz music still have developed and why?</p>
<p style="text-align: center;">CREATE</p> <p>Propose, create, change, invent, rearrange, substitute, design, modify, formulate</p>	<p>EXAMPLE: Design a new type of percussion instrument for the rhythm section of a Jazz band.</p>

		More higher order thinking	
Creating	Putting ideas together or elements to develop an original idea or engage in creative thinking	ACTIONS	OUTCOME/PRODUCT
		Constructing Designing Devising Inventing Making Planning Producing	Advertisement Film Media product New game Painting Plan Portfolio Project Song Story
Evaluating	Judging the value of ideas, materials and methods by developing and applying standards and criteria	ACTIONS	OUTCOME/PRODUCT
		Checking Critiquing Detecting Experimenting Hypothesising Judging Monitoring Testing	Conclusion Debate Evaluation Investigation Panel Persuasive speech Quiz/test Report Portfolio verdict
Analysing	Breaking information down into its component elements	ACTIONS	OUTCOME/PRODUCT
		Attributing Comparing Deconstructing Integrating Organising Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Outline Quiz/test Report Spreadsheet Survey



More higher order thinking

	ACTIONS	OUTCOME/ PRODUCT	LEARNING ACTIVITY
Applying Using knowledge and skills to complete a task	Carrying out Executing Implementing Using	Demonstration Diary Illustration Interview Journal Performance Presentation Quiz/test Sculpture Simulation	
Understanding Understanding of given information	Classifying Comparing Exemplifying Explain Inferring Interpreting Paraphrasing Summarising	Collection Example Explanation Label List Outline Quiz/test Recitation Show and tell Summary	
Remembering Recall or recognition of specific information	Describing Finding Identifying Listing Locating Naming Recognising Retrieving	Definition Fact Label List Quiz/test Reproduction Test Workbook Worksheet	

Less lower order thinking



Question Cards

What is?	Where/ when is?	Which is?	Who is?	Why is?	How is?
What did?	Where/ when did?	Which did?	Who did?	Why did?	How did?
What can?	Where/ when can?	Which can?	Who can?	Why can?	How can?
What would?	Where/ when would?	Which would?	Who would?	Why would?	How would?
What will?	Where/ when will?	Which will?	Who will?	Why will?	How will?
What might?	Where/ when might?	Which might?	Who might?	Why might?	How might?

E V E N T	S I T U A T I O N	C H O I C E	P E R S O N	R E A S O N	M E A N S
What is?	Where/ when is?	Which is?	Who is?	Why is?	How is?
What did?	Where/ when did?	Which did?	Who did?	Why did?	How did?
What can?	Where/ when can?	Which can?	Who can?	Why can?	How can?
What would?	Where/ when would?	Which would?	Who would?	Why would?	How would?
What will?	Where/ when will?	Which will?	Who will?	Why will?	How will?
What might?	Where/ when might?	Which might?	Who might?	Why might?	How might?

P R E S E N T	P A S T	P O S S I B I L I T Y	P R O B A B I L I T Y	P R E D I C T I O N	I M A G I N A T I O N
How is?	How did?	How can?	How would?	How will?	How might?
Why is?	Why did?	Why can?	Why would?	Why will?	Why might?
Who is?	Who did?	Who can?	Who would?	Who will?	Who might?
Which is?	Which did?	Which can?	Which would?	Which will?	Which might?
Where/ when is?	Where/ when did?	Where/ when can?	Where/ when would?	Where/ when will?	Where/ when might?
What is?	What did?	What can?	What would?	What will?	What might?

Who?	Would?
What?	Will?
How?	Might?
Why?	Did?
Where/When?	Is?
Which?	Can?

Your turn— Kagan Question Technique

Write your words in the boxes below

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Now using your lesson content, write as many questions as you can with those two words in them.

How am I smart?

We all have different ways that we are smart.

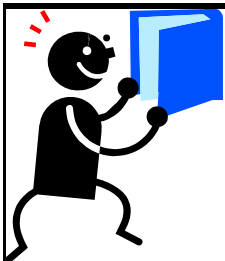
We all have strengths and weaknesses.

Recognising "how we are smart" can help us to maximise our strengths and improve our weaknesses.

You will get 1 strip of each colour (there are 8)

Each colour represents an Intelligence. You need to rate yourself in this area. If you are weak, only cut out one square, if you are strong leave the strip alone. You will glue each strip onto your own chart.

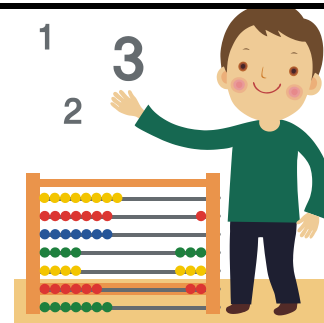
Verbal/linguistic RED	You like words—listening, speaking, reading, writing
Logical/mathematical ORANGE	You like problem solving, reasoning, logic, numbers, sequencing
Visual/spatial PURPLE	You like art, drawing, seeing, painting, sculpting, arranging, decorating, colours, shapes, design
Musical/Rhythmic PINK	You like performing, composing, listening, appreciating music, recognising music, instruments
Bodily/Kinaesthetic YELLOW	You like moving, dancing, handling objects, "doing things", playing sports
Naturalist GREEN	You have a green thumb, you like animals, categorising, discriminating
Interpersonal LIGHT BLUE	You like being with people, talking, you can resolve conflicts, understand and empathise, good team member
Intrapersonal DARK BLUE	You like to think about thinking, self evaluation, reflection, self direction, know yourself.



Word Smart

Students are word smart when they:

- Learn through reading
- Communicate effectively
- Have a good vocabulary
- Write clearly
- Spell easily
- Think in words



Logic/Maths Smart

Students are Logic/Maths smart when they:

- Think in numbers, patterns and algorithms
- Think clearly and analytically
- Learn by appeal to logic
- Use abstract symbols
- Solve logic problems easily



Art/Space Smart

Students are Art/Space smart when they:

- Think in pictures
- Are good at spatial relations
- Have a good eye for detail and colour
- “See” solutions to problems
- Learn through visuals
- Like to draw and create



Music Smart

Students are Music smart when they:

- Have a good sense of rhythm and melody
- Like to sing, hum, chant and rap
- Enjoy listening to music
- Read and write music
- Learn through music and lyrics
- Enjoy creating music



Body Smart

Students are body smart when they:

- Are highly coordinated
- Use gestures and body language
- Take things apart and fix them
- Learn through hands on activities
- Enjoy acting and role playing
- Enjoy dancing and athletics



Nature Smart

Students are nature smart when they:

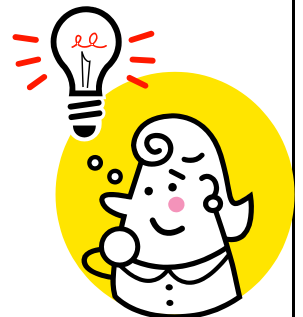
- Are aware of their natural surroundings
- Discriminate different flora and fauna
- Are good at sorting and classifying
- Have keen observational skills
- Understand natural phenomena
- Enjoy gardening or caring for pets and



People Smart

Students are people smart when they:

- Make and maintain friends easily
- Understand and respect others
- Lead and organise
- Resolve conflicts
- Learn by interacting with others
- Like to work and be with others



Self Smart

Students are self smart when they:

- Need time to process information
- Think about their own thinking
- Have strong opinions and beliefs
- Are introspective
- Know themselves well
- Like quiet time alone

Presentation Ideas for Students

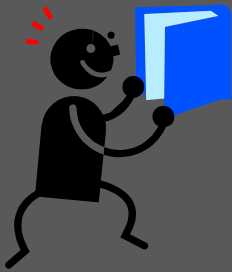
Below is a short list of presentation ideas for students to use when completing their assignments.

Word Smart <ul style="list-style-type: none"> • Debate or discuss a topic • Create a newspaper or magazine article • Give a speech • Record an audio • Write a story • Write a poem • Tell a story 	Math Smart <ul style="list-style-type: none"> • Give a demonstration • Have the audience solve problems • Include graphic organisers • Make analogies or relationships • Present in a sequential order
Visual Smart <ul style="list-style-type: none"> • Display charts, graphs, diagrams, maps or signs • Give a demonstration • Have the audience imagine or pretend • Incorporate visual aids • Create a painting, drawing or sculpture • Play a movie/video • Create a movie or video 	Music Smart <ul style="list-style-type: none"> • Include background music • Perform a song • Play an instrument • Compose a song • Use sound effects
Body Smart <ul style="list-style-type: none"> • Demonstrate a hands on activity • Include audience movement • Perform a drama piece • Use manipulatives • Create a dance 	Nature Smart <ul style="list-style-type: none"> • Classify or categorise objects • Give a demonstration • Include observations • Present plants or animals • Relate content to nature
Interpersonal Smart <ul style="list-style-type: none"> • Divide presentation topics • Have audience interact with each other • Include audience participation • Relate content to personal relationships • Use a volunteer 	Intrapersonal Smart <ul style="list-style-type: none"> • Have the audience reflect on your information • Relate content to feelings or emotions • Relate content to personal lives • Use reflection time • Keep a journal

Classroom Activities for Multiple Intelligences

Verbal – Linguistic

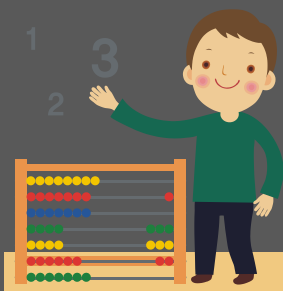
WORD SMART



- Communicating
- Creating stories
- Debating and discussing
- Learning foreign languages
- Playing word games
- Reading
- Spelling
- Telling stories
- Telling jokes, puns, rhymes
- Using correct grammar
- Using an extensive vocabulary
- Writing
- Researching
- Presenting
- Drama
- Listening
- Writing journal/diaries/log books/port folios

Logical– Mathematical

MATH SMART



- Problem solving
- Measuring
- Coding
- Sequencing
- Critical thinking
- Predicting
- Playing logic games
- Collecting data
- Experimenting
- Classifying
- Using money
- Using math in practical applications
- Using manipulatives
- Finding and creating patterns
- Playing strategy games
- Using abstract symbols
- Computing
- Analysing

**ART/SPACE
SMART**



- Hands on experiments and activities
- Activities
- Movement
- Changing room arrangement
- Going on excursions
- Physical activity
- Crafts
- Drama
- Using cooperative groups
- Dancing/choreography
- Sport
- Exercise
- Acting/mime
- Fine motor skills
- Gross motor skills
- Using body language
- Juggling

Kinesthetic



Musical- Rhythmical

MUSIC SMART



- Humming
- Singing
- Playing instruments
- Listening to background music
- Musical patterns—melodic and rhythmic
- Tapping/clapping out rhythms to poems/words in a story
- Rhyming
- Identifying instruments and sounds
- Composing melodies, rhythms, lyrics
- Keeping time with music
- Appreciating music and sounds
- Reading and writing music
- Recognising melodies, rhythms, chords, composers, artists
- Performing on their instrument for an audience
- Group work—ensemble playing
- dancing

Interpersonal

PEOPLE SMART



- Caring for others
- Communicating with others
- Classroom activities with group work
- Sharing
- Forming clubs
- Social awareness
- Conflict mediation
- Discussions and debates
- Peer tutoring
- Study groups
- Collective brainstorming
- Showing sensitivity to the moods of others
- Understanding thoughts, values, opinions and needs of others
- Working as a team member
- Leading and organising group and classroom activities
- Respecting the views of others
- Making and maintaining friends
- Interacting with others
- Group projects and assignments
- Motivating and inspiring others

Intrapersonal

SELF SMART



- Personal response
- Independent work
- Individual study
- Personal goal setting
- Individual projects
- Journal and diary keeping
- Personal choice in assignments and class work
- Independent reading
- Time to process information, thoughts, opinions and beliefs
- Motivating self
- Knowing strengths and weaknesses
- Setting realistic goals
- Belief in own ability
- Thinking about thinking
- Understanding inner conflicts and motivations

Naturalistic

NATURE SMART



- Reading outside
- Cloud/nature watching
- Identifying flora and fauna
- Identifying habitats
- Building habitats
- Growing plants and gardening
- Using scientific equipment—microscopes, Bunsen burners, etc...
- Dissecting
- Going on a nature walk
- Studying the stars
- Collecting—rocks, insects, plants, etc..
- Classifying—rocks, insects, plants, etc...
- Going on excursions
- Discovering patterns in nature
- Observing details
- Predicting—weather, outcomes, experiments
- Protecting the environment
- Taming and training animals
- Understanding the delicate balance of different ecosystems

Differentiating a Lesson using Multiple Intelligences

VERBAL/LINGUISTIC <ul style="list-style-type: none"> Learn to recite the Seven Ages of Man Write stage directions for the actor to follow to perform this monologue Find the meanings of any words that you are unfamiliar with in the text 	LOGICAL/MATHEMATICAL <ul style="list-style-type: none"> Count the number of times the following vowels appear in the text and create a graph to show your results— A, E, I, O, U Research the typical lifespan in Shakespeare's time and draw a timeline of the Seven Ages for that time period 	VISUAL/SPATIAL <ul style="list-style-type: none"> Create a comic strip showing the Seven Ages of Man. Choose one “age” and draw an image for it in detail and colour—you can choose to draw in historical or present day
BODILY/KINESTHETIC <ul style="list-style-type: none"> Act out the Seven Ages of Man as a small group of no more 4 people. Find a piece of instrumental music to suit this piece and choreograph a dance that would be suitable for an adult audience—you can work in a small group of up to 4 people 	<div> LESSON The Seven Ages of Man </div>	MUSICAL <ul style="list-style-type: none"> Turn this poem into a song—create a melody and accompaniment Find a modern day song that has a similar theme, compare the two—what is the same and what is different?
INTERPERSONAL <ul style="list-style-type: none"> Choose a partner and learn to recite the Seven Ages of Man together—decide who will say what, what will be said together and then perform for the class. In a small group discuss what The Seven Ages of Man means to you at your stage in life. 	INTRAPERSONAL <ul style="list-style-type: none"> Choose one of the ages of man that appeals to you. Write about yourself at that age—what is your day to day life like? Imagine that you are a great grandparent, what advice would you give to your great grandchildren about the stages in life they will experience? 	NATURALISTIC <ul style="list-style-type: none"> Look for word patterns in the text—write down your findings Look for and write down examples of—alliteration, onomatopoeia, similes and metaphors

The Seven Ages of Man—Shakespeare

All the world's a stage,
And all the men and women merely players,
They have their exits and entrances,
And one man in his time plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse's arms.
Then, the whining schoolboy with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths, and bearded like the pard,
Jealous in honour, sudden, and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice
In fair round belly, with good capon lin'd,
With eyes severe, and beard of formal cut,
Full of wise saws, and modern instances,
And so he plays his part. The sixth age shifts
Into the lean and slipper'd pantaloon,
With spectacles on nose, and pouch on side,
His youthful hose well sav'd, a world too wide,
For his shrunk shank, and his big manly voice,
Turning again towards childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

From *As You Like It* by William Shakespeare, Act 2, Scene 7

Multiple Intelligences Template

VERBAL/LINGUISTIC •	LOGICAL/MATHEMATICAL •	VISUAL/SPATIAL •
BODILY/KINESTHETIC •	LESSON	MUSICAL •
INTERPERSONAL •	INTRAPERSONAL •	NATURALISTIC •