

		Multiple Intelligences Goal/Objectives Matrix			Written by Joan Y. Edwards Copyright © 2004 Joan Y. Edwards			
Grade: K		Subject: Reading/Writing		North Carolina Standard Course of Study				
Unit: Books								
Competency Goal #2 The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.	Linguistic Intelligence	Logical-Mathematical Intelligence	Spatial Intelligence	Bodily-Kinesthetic Intelligence	Musical Intelligence	Interpersonal Intelligence	Intrapersonal Intelligence	Natural Intelligence
Performance Objectives: 2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details).	Knowledge Tell what happened at the beginning, the middle and the end of a story. Tell who 3 characters were in the story.	Knowledge Comprehension Tell 3 events in the order in which they happened in the story. First, this happened. Then, this happened. After that, this happened.	Comprehension Cut out the pictures from the story. Paste them down beginning, middle, then end.	Comprehension Synthesis Act out 3 events in a story, one from the beginning, one from the middle, and one from the end.	Synthesis Make up a song for the beginning of the story.	Evaluation Are there any other stories similar to this one? Compare the Flip Flap Floodle to Little Red Riding Hood. How are they alike? How are they different?	Analysis Name one way you are like a character in this story? Name one way in which you are different from a character in this story.	Analysis Name an animal that changed in the story. How did it change? What caused the change? Name an animal that should have changed? How should it have changed?
2.02 Demonstrate familiarity with a variety of types of books and selections (e.g. picture books, short informational texts, and nursery rhymes)	Knowledge With several examples of each in front of them, student can name a picture book, a caption book, information book, a nursery rhyme, and a play.	Application Student finds 3 picture books, 3 nursery rhymes, 3 information books.	Comprehension Application Draw a picture for the cover of a picture book, a nursery rhyme, and an information book.	Comprehension Synthesis Application Make up a special hand clapping rhythm for each: picture book, nursery rhyme, and information book.	Analysis Synthesis Comprehension Choose a different instrument and create a different tune to play each time a teacher reads a picture book, a nursery rhyme, and an information book.	Analysis Synthesis Comprehension Working with a partner, find 2 picture books, 2 nursery rhymes, and 2 information books. Be prepared to tell how you can identify each one.	Analysis Make a list of the titles of 5 of your favorite picture books, nursery rhymes, or information books. Either copy the titles in words or draw a picture to represent it.	Analysis Synthesis Draw and color a picture of an animal you would like to learn about in an information book. Write its name under the picture. Use class word wall to help spell the name of the animal correctly.
2.05 Predict possible events in texts before and during reading.	Analysis Synthesis Application When told the title and shown the picture on the cover of a book, student can predict what might happen in the story.	Analysis Synthesis Application Once a problem presents itself in a story, student predicts what the main character will do to solve his/her problem	Analysis Synthesis Application Draw a picture of how the character could solve his/her problem.	Analysis Synthesis Application Make up a dance the main character could do when he/she solves his/her problem.	Comprehension Analysis Synthesis Application Create and sing a song the main character might sing when he finds out he has a big problem. Is it a sad song? Angry song? Scared song?	Comprehension Analysis Predict how your parents would solve this problem?	Comprehension Analysis Synthesis Application What would you do if you had this problem?	Evaluation Give an example of a person or an animal that might have the same problem. Name a person or animal that definitely would not have the same problem as in this story.

