Considering Multiple Intelligences in the Planning, Instruction, and Assessment of Foreign Language Learning

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# Table of Contents

Description of Context .............................................. Page 3
Main Wonderings and Sub-Questions ............................. Page 4
Data Collection .......................................................... Page 6
Explanation of Findings .............................................. Page 11
Reflections and Implications for the Future ................... Page 15
Future Wonderings ....................................................... Page 15

## Appendices

Appendix A: Inquiry Brief ............................................ Page 16
Appendix B: Copy of Parent Letter and Questionnaire ....... Page 20
Appendix C: Copy of Student Questionnaire .................... Page 22
Appendix D: Spanish “Colors” Lesson Plan and Assessment Page 24
Appendix E: Spanish “Numbers” Lesson Plan and Assessment Page 28
Appendix F: Spanish “Body Parts” Lesson Plan and Assessment Page 33
Appendix G: Spanish “Weather” Lesson Plan and Assessment Page 37
Appendix H: Final Student Survey ................................. Page 41
Appendix I: Annotated Bibliography .............................. Page 42
Description of Teaching Context

This teacher inquiry project was developed in a second grade classroom of the State College Area School District (SCASD). Ferguson Township Elementary is a K-5 school with a student population of approximately three hundred. The school can be classified as middle-upper class. It is located in Pine Grove Mills, Pennsylvania approximately ten minutes away from The Pennsylvania State University, at University Park.

The second grade class consists of eight males and thirteen females, totaling twenty-one students. The students range in age from seven to eight years old. This range in age reflects the developmental differences that exist between children in this grade level.

English is the native language of all the students. It is also the only language spoken in the homes of all twenty-one students. None of the students involved in the study, can be considered bilingual. Along with this, Ferguson does not offer foreign language classes to its students on a regular basis.

There is however a learning enrichment program offered in the spring. The enrichment takes place once a week after school for a six-week period. Two of the students involved in this inquiry began attending the enrichment program at the same time the inquiry project was implemented into the weekly routine of the students.
Main Wondering and Sub-questions

The main wondering and sub-questions of this inquiry revolve around two areas of elementary education that are very prevalent in my classroom: Spanish language learning and the Theory of Multiple Intelligences.

Early in the year, I began to teach my students a Spanish word of the week by using an interactive bulletin board during a morning meeting activity. The words were intertwined with current unit studies or activities occurring in the classroom. I also began to use Spanish as an attention getting device during transitions and instruction time.

This initial introduction to Spanish sparked an interest in learning other languages in my classroom. Students began asking how to say expressions and other common phrases. It also led me to reflect upon effective teaching strategies I could research to minimize the time constraints adding another responsibility to an elementary classroom would entail.

I am beginning to recognize and understand that many times foreign languages are not required by school districts until middle or high school. However, research indicates that the best time to learn a foreign language is at a young age. According to Kendall King and Allison Mackey, linguistic professors at Georgetown University and the authors of “The Bilingual Edge: why, when and how to teach your child a foreign language,” the best time to teach a child a foreign language is at a younger developmental age. Inquiry has provided an outlet for searching for an effective way to introduce students to a foreign language by integrating it into the busy schedule of an elementary classroom.
Along with this observation, many observations and experiences in the classroom have provoked much reflection upon different areas of intelligence that students portray on a daily basis. This reflection has been probed further through anecdotal record keeping and student assessments. It is becoming more prevalent as I continue gaining experience in the field of education.

For instance, some of my students respond very well to auditory lessons. Yet, others demonstrate a stronger understanding of concepts when the lesson is more visual. This provided the second outlet of my main wondering and sub-questions in regards to the role areas of intelligence truly play at this developmental age. With these two areas of reflection in mind, the main wondering of my project can be summarized in the following question:

How can Spanish be effectively implemented into a monolingual classroom by considering multiple intelligences in planning, instruction, and assessment?

Other sub questions that arose during the inquiry include:

1.) Can developing a student learning profile assist in differentiating instruction for individual students?

2.) How can lessons be planned and adapted to consider different areas of intelligence?

3.) How do individual students respond to and learn from second language lessons geared toward different areas of intelligence?
Data Collection

In order to collect data about the different areas of strength and weakness each one of my students possess, I designed two questionnaires that explore the eight different areas of intelligence. The questionnaires consist of twenty-four questions and a rating scale. The rating scale provided a response of 1-3. Three represents the quality they believe represents them best. One means the statement is not like the student. Questions were included to measure each area of intelligence by adapting an online resource questionnaire. The online questionnaire can be found by accessing the following link: http://www.ldpride.net/learningstyles.MI.htm

For instance, an example of the question that inquired into the area of linguistic intelligence can be found in the appendix on pages 22-23. The student question reads, “I like to tell stories.” The student would circle three if he or she felt it was just like him or her, two if it was sort of like him or her, and one if it was not like the student. The parents were asked to rate the following question in the same manner: “Does your child like to tell stories?”

Parents were then sent home an introductory letter about the inquiry project and asked to respond to the questionnaire. The students were given a very similar questionnaire, but modified to meet the developmental needs of a second grader, as demonstrated in the example above. Finally, the intern and mentor teacher reflected upon each individual students strengths and weaknesses to provide a third perspective.
This data was then analyzed to create individual learning profiles, in regards to each individual student. The profiles included the strengths and areas of least resemblance each student possesses, as assessed by the student himself, parents, and teachers. This provided the foundation for comparing the assessment data to each individual students learning profile.

Each student was judged to have two areas of strength and two areas of weakness from this data. The eight areas of intelligence evaluated by the survey include logical, linguistic, musical, naturalistic, intrapersonal, interpersonal, spatial, and bodily. Each area is discussed in greater detail in the following pages of the data collection. However, it is important to note that all individuals to possess all eight intelligences. The level of strength does vary from person to person. Nevertheless, the two highest rated strengths in the class were interpersonal and logical intelligence. Interpersonal intelligence received twelve highest ratings and logical received ten highest out of the forty-two considered in the classroom.

The areas that were not perceived as highly included spatial and musical intelligence. Musical accumulated nine lowest ratings and spatial received thirteen out of forty-two total areas of least resemblance. All in all, the data demonstrated a range in perceived strengths and weaknesses. All eight areas of intelligence evaluated in this inquiry did receive both a highest and lowest rating.

After this data was collected and analyzed, four different lesson plans were designed in order to teach the students Spanish concepts and vocabulary words. Each lesson topic was chosen to coincide with a concept that would in theory, appeal to each area of intelligence. The planning of instruction then considered how each lesson could
be modified to fit the needs of a student that excels in that area of intelligence. Each lesson plan is included in the appendix.

For instance, the first lesson implemented into the classroom focused upon colors. It was designed to appeal to the areas of linguistic and intrapersonal intelligences. Linguistic intelligence revolves around the idea of using words and language in communication. Some would think of this area as verbal intelligence. It includes skills such as speaking, listening, writing, and storytelling.

Meanwhile, intrapersonal intelligence can be seen in one’s ability to understand and control emotions, thinking patterns, and personal feelings. People with this type of intelligence might prefer working in smaller groups or alone. Along with this, one might expect the person to be a “deep thinker.”

Students were introduced to the Spanish colors through a PowerPoint presentation found online from the Foreign language in the elementary school: Tredyffrin / Easttown School District website. The website includes resources for teachers with ideas and lesson plans associated with learning a foreign language. The students were then asked to identify the colors of construction paper as a large group. An “I Spy Game,” allowed the students to use listening and visual skills in this activity. The students then separated to independently work on a worksheet packet for practice with this concept. The assessment included the areas of intelligence by providing independent completion with ample opportunity to express themselves with their words in Spanish or English.

The second lesson of the inquiry focused on the Spanish numbers 1-10. It included activities that were geared toward spatial and logical intelligence. Logical intelligence revolves around the ability to use reason, logic, and numbers effectively.
This area of intelligence is closely linked to mathematics. People with strength in this area tend to excel at working with numbers and experimenting with things.

The lesson included activities that were geared toward spatial intelligence in planning and instruction. Similar to linguistic intelligence, this area can be thought of as visual intelligence and the ability to remember things after seeing them. This learner might excel at visual presentations and learn more effectively if a lesson provides centers for learning.

To begin the lesson, the students were organized into a circle and played a game, “Uno, Dos, Tres, Sientate.” Then the students rotated around the classroom and counted manipulatives in Spanish. The students were provided with homework that was also geared toward both different areas. Finally, the assessment included a worksheet and one-on-one interaction with the student.

Body parts were then introduced to the students by focusing upon the bodily and interpersonal areas of intelligence. The activities allowed for plenty of movement and relationships to be made with the Spanish concepts. Bodily or Kinesthetic Intelligence can be thought of as the ability to control body movement. People with strength in this area of intelligence can express themselves through movement. Along with this, bodily intelligence enables people with good hand eye coordination and balance.

Interpersonal intelligence focuses upon the ability to relate and interact with others. This area of intelligence is both similar and different to intrapersonal intelligence described in the data collection of the Colors lesson. People with strength in this area may excel at tasks such as seeing things through others perspective, listening, and organizing. Students would excel in partner and group learning activities.
The lesson began by playing Simon Dice (says) with the students. Next, a Spanish puppet was introduced to the students and interacted with the class for approximately ten minutes. After this activity, the students were divided into groups of two and completed a drawing of a friend, as modeled by the teacher. A student picture labeling activity and listening comprehension activity were used as the assessment for this lesson.

Finally, a lesson on weather was implemented into the classroom. This particular lesson was geared toward naturalistic and musical intelligence. Naturalistic Intelligence deals with the environment and a connection to nature. It is the most recent of the eight areas of intelligence and was published in the 1990’s. This area of intelligence deals with sensory skills and an ability to recognize patterns.

Musical Intelligences is closely linked to one’s ability to interpret and often times produce music. Those that excel in this area of intelligence tend to use rhyme, music, and patterns in tasks they take on. A student with this intelligence strength might learn better through a song or rhythmic saying.

The students were first taught a song called, “Que Tiempo Hace Hoy?” The students practice by responding with different weather expressions. Then the class was introduced to a worksheet that provided connections with the expressions to pictures of different types of weather covered in the first activity. Assessing this lesson was achieved through the student worksheet. The rubric was designed to assess if the students corresponded the phrase with the picture accurately.
Each assessment took place the day after the lesson was taught. The student responses were then compared to each individual learning profile and analyzed. The scoring of each assessment is included in the rubric of the lesson plans.

The final data collection involved in this inquiry project included a student questionnaire about the Spanish lessons. Students were asked to choose one lesson they enjoyed and learned the most from. It is also inquired into whether or not the students would like to study Spanish in the future and the level of difficulty each experienced through the inquiry project. This data supports several claims made in the following section of the inquiry paper.

**Explanation of Findings**

The results of the inquiry project have proven to contradict my original thinking on the topic. I assumed that the area of intelligence students tended to excel in would extend into learning Spanish. However, the data collected through the assessments does not confirm this prediction. It is inconsistent with the learning profile created for each student. For instance some students rated high in logical intelligence performed poorly on the lesson geared toward this area.

One aspect of this inquiry project that was not considered in the preliminary planning and reflection is the fact that learning a foreign language is directly connected to linguistic intelligence. When planning for each lesson, every effort was made to focus on different areas of intelligence. Yet, learning a language is very much a linguistic skill.
Nevertheless, the project has provided many findings that have enabled the following claims to be made.

Claim 1: Perceptions of areas of intelligences vary between the students themselves, parents, and teachers.

The multiple intelligence questionnaires, included in the appendix, provided an outlet to create a learner profile for each one of my students. Two areas of intelligence that the students, parents, and teachers rated the highest were used as the strengths for each student. The two lowest were considered the weaknesses of each student. This was compared to data collected in each individual assessment.

The difference between the student, parent, and teacher responses for each student demonstrated very little consistency. Only two students highest perceived areas of intelligence matched between the three different opinions. Three of the student’s perceptions of him or herself matched those of their parents. The teacher reflection upon each of these students did not match either that of the parent or student.

This claim extends into the areas that were not as strong for each student. There were similarities between the three responses, but only two lowest rated areas of intelligence matched between the three perspectives. Others did share common ratings, but not directly related to each other.

Claim 2: Learning Spanish is directly related to the area of linguistic intelligence.

Learning a foreign language involves many of the skills associated with linguistic intelligence. As mentioned above in the data collection of the inquiry, those with
linguistic intelligence as strength tend to excel at listening, writing, reading and using language in general. Furthermore, seven of the student profiles rated linguistic intelligence as one of the top two strengths of the twenty-one students.

All seven of these students performed at a proficient or above average level on each one of the lesson assessments. The color lesson that focused upon the areas of linguistic and intrapersonal skills also proved to be strength for these seven students. There were a total of nine students that received a score of advanced on this assessment. All seven of these students were included in this total.

Claim 3: Lesson planning, instruction, and assessment can be effectively modified to accommodate different areas of intelligence.

Each of the lesson plans included in the appendix demonstrate how lessons can be manipulated to accommodate different areas of intelligence. The structure of a lesson can be modified to fit different needs. All four of the lessons include activities that are geared toward the skills perceived as strengths for each lesson. This is outlined in the summary of each lesson plan provided in the data collection section of the paper.

For instance, the weather lesson plan includes activities that appeal to the musical and naturalistic areas of intelligence. The song is included in the appendix and sung to the tune of “London Bridge.” The correlation between the visual photos and Spanish phrases also provided an outlet for naturalistic intelligence. However, the data does not relate this planning, instruction, or assessment to the students involved in the study.
**Claim 4: Students respond positively to the use of a puppet in teaching a foreign language.**

The body parts lesson includes the use of a puppet to teach the second-graders about different body parts. In the final survey provided to the students about their experiences with Spanish, one question inquired into this area of the inquiry. Question 4 asks, “What was your favorite part of the Spanish lessons?”

Out of the twenty-one students in the class, fourteen responded by listing Pablo the Puppet as their favorite part. Another four students listed the body parts lesson as their favorite part of Spanish. Along with this, many of the students continue to ask, “if they can visit with Pablo?” Finally, one student responded to this question by writing, “I liked teaching Pablo English the best.”

**Claim 5: Introducing children to Spanish at a younger age will encourage an interest in learning the language later on.**

Another question on the final survey of the inquiry project provided to the students, asked whether or not they would like to study Spanish in the future. Out of twenty-one students, all answered either yes or maybe. Not one student chose no as a response. Of the twenty-one, nine responded that they would like to learn Spanish in the future. The other twelve students answered maybe.

At a recent parent teacher conference, the parents noted the interest their child ahhs in learning another language. The parents have even been promoting this with out side of school practice in foreign languages. During the conference, the parents noted that their son would most likely be learning languages in the future.
Reflections and Implications For the Future

In conclusion, the inquiry project did not prove my initial beliefs about multiple intelligences, in regards to learning a foreign language to be true. As mentioned, I assumed there would be a direct relationship between student learning and the area of intelligence focused upon. The data collected does not allow for such a claim to be made.

However, it did provide my first experience with implementing a foreign language into the elementary classroom. The students responded very positively to the idea of learning a new language. Research shows there is a direct relationship between learning a foreign language and cognitive ability. This inquiry has strengthened my desire to include Spanish in my daily routines and instruction.

Along with this, it provided a means for reflecting upon different strengths and weaknesses all students possess. Parents, teachers and the students themselves then shape these innate areas of intelligence in many ways. This is one aspect of the inquiry I intend to include in my future teaching. At the beginning of the year, I will have my students use the complete intelligence test found online. This will provide me with some background on the students’ perception of themselves and their learning tendencies.
Future Wonderings

How does the perception of strengths and weaknesses relate to student achievement over time?

Do children at this developmental age truly reflect the differences in areas of intelligence that the theory suggests exist?

Will students retain any of the Spanish knowledge in the future from these lessons?

What is the relationship between language arts learning and foreign language learning?
**Inquiry Brief**

**Context:**

The inquiry project will be taking place in a second grade classroom in the State College Area School District. Ferguson Elementary Township is a K-5 school with a student population of approximately three hundred. The school can be classified as middle-upper class and is located in a suburban-rural setting. The second grade class consists of eight males and fourteen females, totaling twenty-two students. The students range in age from seven to eight years old. This range in age reflects the developmental differences that exist between unique children in this class.

English is the native language of all the students in the class. None of the students are bilingual. English is also the only language spoken by the parents of all students in the class. Seven students attend the RTI reading program and have special needs in that area. Three students are involved in the IST program.

**Rationale:**

I chose this inquiry because it revolves around two areas of elementary education that I would like to learn more about. Early in the year, I began to teach my students Spanish words each week. I would like to continue to research and introduce my students to Spanish throughout my career as an educator. I feel as though this is just the beginning of how I will integrate the language into my classroom. This inquiry will allow for further experience and research into this area of my teaching style.

Along with this, I am beginning to recognize and understand that often times, foreign languages are not required by school districts until middle or high school. However, research indicates that the best time to learn a foreign language is at a young age. I am searching for an effective way to introduce students to a foreign language by integrating it into the activities of an elementary classroom.

On the other hand, I have begun to recognize different areas of intelligence that students portray on a daily basis. This observation has been confirmed through anecdotal record keeping and is becoming more prevalent as I teach more subjects. For instance, some of my students respond very well to auditory lessons. Yet, others demonstrate a stronger understanding of concepts when the lesson is more visual.
This observation has sparked an interest in multiple intelligences. I would like to research this subject more to become a more effective teacher. This inquiry will allow me to experiment with two aspects that I have already begun to reflect upon and implement into my teaching style.

**Main Wondering:**

The main wondering I have can be summarized in the following question: How can Spanish be effectively implemented into a monolingual classroom by considering multiple intelligences in planning and instruction?

**Sub-questions:**

The main sub-questions at this point are listed below:

4.) Can developing a student learning profile assist in differentiating instruction for individual students?

5.) How can lessons be planned and adapted to consider different areas of intelligence?

6.) How do individual students respond to and learn from second language lessons geared toward different areas of intelligence?

**Timeline:**

March 3-7

The first aspect of my plan will involve designing a test to measure my student’s individual areas of intelligence. I have included a source in my annotated bibliography that will assist in this process. The questionnaire will then be assessed and a student learning style profile will be created for each student. This will then be discussed with my mentor and modified to fit each student.

During this week, I would also like to include a parent questionnaire for several reasons. I would like to include this in my data analysis and compare it to the findings of my multiple intelligence questionnaire and observations of my mentor. This will allow
for a more complete set of data to develop a learning profile for each student that is designed around Howard Gardner’s Multiple Intelligence Theory.

March 10-15

I will design lessons that are geared toward the nine different areas of intelligence. I have included several sources in the annotated bibliography that will assist in this process. Due to time constraints, each lesson will focus upon two different areas of intelligence. Therefore, a total of five lessons will need to be implemented after spring break. Each lesson will include a follow-up assessment that will be analyzed and compared to the student learning profiles at that time.

March 17- April 18

The lessons will be implemented into the classroom during this time period. This will require one lesson and one assessment per week. As of right now, it will include a forty minute lesson on Thursday morning and assessment given on the following Friday during center time. After the assessment, the lesson and student performance will be analyzed and reflected upon.

Another questionnaire will be given to the students after all lessons have been taught, to gather data about how they perceive their ability to speak a second language. It will also inquire into the openness of learning another language. I would like to include this in the conclusion of my inquiry to analyze student responses to learning another language in different ways.

Data Collection Ideas:

For the initial multiple intelligence exam, I will alter one test found online to meet the needs of my students. The questionnaire will be easier for my students to relate to, but still include the same types of questions. A rubric will be created for each lesson. This will then be analyzed and compared to the student learning profile developed previously.

Each of the lessons I design to teach my students will include an assessment of the students learning. However, given time constraints in the classroom each assessment will
be brief, concise, and familiar to the students. The results will then be compared to the
learning profile analysis. Finally, the student and parent questionnaire forms will be
analyzed and reflected upon to assist in making claims from my inquiry.
Dear Room 4 Families,

Over the course of the next two months, we will be conducting an inquiry project in our classroom. Inquiry is a method for researching and learning about different topics in elementary education. There will be two key elements to the inquiry project that will be explored through planning, instruction, and assessment. One element of the inquiry is how children respond to learning a foreign language. The other will revolve around the Theory of Multiple Intelligences as designed by Howard Gardner.

As you are aware, we began learning different Spanish phrases and words very early in the school year. These phrases and words have been implemented into our daily activities and interactions. During the next two months, there will be one Spanish lesson included in our weekly schedule. The lessons will be designed using basic Spanish vocabulary words and phrases.

Along with this, the Theory of Multiple Intelligences by Howard Gardner will be explored simultaneously with each lesson. The areas of intelligence outlined by this theory include linguistic, logical, spatial, musical, bodily, intrapersonal, interpersonal and naturalistic intelligences.

Throughout the course of the year, it has been very clear that all students in Room 4 demonstrate each area of intelligence. However, research shows that individuals excel in some areas more than others. The inquiry project will analyze how lessons geared toward multiple intelligences relate to the individual learning profiles of students.

Included with this letter is a simple questionnaire that will be pursued to help analyze which areas of intelligence your child excels in. There are twenty-four basic questions that explore different areas of intelligence. If you could take a couple minutes of your time to respond to this questionnaire, the results will be analyzed and compared to the responses of your children and observations made by Mr.D, Mrs. W, and myself. If you could ask complete and return the questionnaire by March 06, 2007 it would be greatly appreciated. If this is too soon, any time after spring break will be fine. I thank you in advance for your assistance in this process.

Sincerely,
Kyle Bentley
<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not resemble my child.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat resembles my child.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describes my child well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoy listening to other people talking?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Like to tell stories?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Like to learn new words?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Like to work with computers and calculators?</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Enjoy math class?</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Asks a lot questions about how things work?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Prefer to draw pictures rather than tell stories?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Read maps, charts, or diagrams more easily that text?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Doodle a lot on notebooks?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Move or fidget while seated for a long time?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Learn to play new sports easily and quickly?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Like to touch something he/she has just seen?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Enjoy playing a musical instrument?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Listen to music a lot?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Hum or sing a lot?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Like to play with other kids?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Know how people are feeling by looking at their face?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Have two or more close friends?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Often need a quiet place to work or just be alone?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Like to make collections of things?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Remember his/her dreams?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Like to closely examine what he/she finds in nature?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Enjoy collecting bugs, flowers, or rocks?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Want to be a scientist?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Copy of Student Questionnaire

Name _____________________
Date _____________________
Circle the number below each statement
  1-  Not like me
  2-  Sort of like me
  3-  That is just like me

1. I like to listen to other people talking
  1   2   3
2. I like to learn new words
  1   2   3
3. I like to tell stories
  1   2   3
4. I like to work with computers or calculators
  1   2   3
5. I like math class
  1   2   3
6. I always think about how think work
  1   2   3
7. I would rather draw a picture than tell a story
  1   2   3
8. I can read a map easier than a book.
  1   2   3
9. I like to doodle on my folders.
  1   2   3
10. I have a hard time sitting still for a long time.
   1   2   3
11. I can learn to play new sports really easily.
   1   2   3
12. I think I need to touch something I just saw for the first time.
   1   2   3
13. I like to play musical instruments.
   1   2   3
14. I listen to music a lot.
   1   2   3
15. I am always humming or singing to myself.
   1   2   3
16. I like working with someone better than by myself.
   1   2   3
17. I can tell how my friends are feeling by looking at their faces.
   1   2   3
18. I have two or more best friends.
   1   2   3
19. I like to do my homework in a really quiet place.
20. I like to make collections of things.
   1   2   3
21. I usually remember my dreams.
   1   2   3
22. I like to take hikes in the woods and look at all the plants and animals.
   1   2   3
23. I like to collect bugs, flowers, and rocks.
   1   2   3
24. I want to be a scientist when I grow up.
   1   2   3
Spanish Colors Lesson Plan And Assessment

BASIC INFORMATION

Grade/Level: 2
Date to be Taught: 03/20/08
Time Frame: 1 class period. 40 Min. per class.
Subject: Foreign Language, Spanish
Topic: Intern Inquiry Project

Summary: Students will be introduced to Spanish color words using a Power Point with different colors and pictures. Then the class will practice pointing out construction paper colors as a large group. A game of I spy will reinforce the colors and then students will independently practice the Spanish color words with a worksheet packet.

OUTCOMES/OBJECTIVES AND STANDARDS

Objectives/Learning Outcomes: Students will be able to recognize and demonstrate an understanding of eight different Spanish color words.

ASSESSMENT OF STUDENT LEARNING

Assessment Activities/Rubric: The students will be assessed through a worksheet asking them to listen to different Spanish color words and accurately color in a shape with the color asked.

    Ad- 7 or 8 correct responses
    Prof- 6 correct responses
    Basic- 5 correct answers
    BB- 4 or less correct answers

MATERIALS AND TECHNOLOGY

Student Materials: Worksheet Packet
Teacher Materials: Power Point
Construction Paper
Worksheet Packet
Assessment Worksheet
Use of Technology Resources: Power Point

LESSON SEQUENCE AND PROCEDURES

Introduction (Hook):
The lesson will begin by showing a Power Point of different Spanish color words.

Sequence of Instruction (Step 1, Step 2...):
Students will then be shown different types of construction paper and asked if they know what color is it. At this point, the lesson is mainly focused upon the linguistic area of intelligence. Students will also play an "I spy" game with the teacher. This will allow them to visualize and hear the Spanish color.

Finally, students will independently complete a worksheet packet that asks them to color and write the Spanish words. This activity will be completed individually for learners that excel in intrapersonal intelligence.

LESSON ANALYSIS AND REFLECTION

Analysis: According to the rubric the class did meet the objective set forth. 19 of the 21 students achieved a basic understanding of the Spanish words. 2 did score at the below basic level. 6 achieved an advanced performance, 8 were proficient, and the remaining 5 achieved a score of basic.
Spanish Colors Assessment

Nombre ____________________
Fecha _________________

Color each shape with the appropriate color and write the color in English or Spanish:

Spanish:

[Square][Color: ____________]
[Triangle][Color: ____________]
[Heart][Color: ____________]
[Face][Color: ____________]
Numbers Lesson Plan

BASIC INFORMATION

Grade/Level:
2

Date to be taught:
03/27/08

Time Frame:
1 class period. 40 Min. per class.

Subject:
Mathematics

Topic:
Bentley Inquiry Project

Summary:
Students will learn the numbers 1-20 through activities that focus upon spatial and logical intelligences, according to Howard Gardner. The first part of the lesson focuses upon a simple count around game and scavenger hunt. Then the students will work on basic addition problems, but write the answer in Spanish.

OUTCOMES/OBJECTIVES AND STANDARDS

Objectives/Learning Outcomes:
Students will be able to recognize and sound spell the numbers 1-20 in Spanish.

Prerequisite Skills:
Students need to know the numbers 1-10. Many class activities and transition management strategies have introduced these numbers to the students.
ASSESSMENT OF STUDENT LEARNING

Assessment Activities/Rubric:
The student worksheet will be evaluated by the following rubric:

AD- Student demonstrates an understanding of the numbers 1-20 with 1-2 errors.
Prof- Student demonstrates an understanding of the numbers 1-20 with 3-5 errors.
Basic- Student demonstrates an understanding of the numbers 1-20 with 5-10 errors.
BB- Student demonstrates an understanding of the numbers 1-10, but not 11-20.

MATERIALS AND TECHNOLOGY

Student Materials:
Worksheet
Pencil

Teacher Materials:
Bags with Dinosaurs in them
Worksheet
Calendar

LESSON SEQUENCE AND PROCEDURES

Introduction (Hook):
The students stand in a circle and the teacher counts from 1-5, having the sixth person sit down. The game will be played several times with the students, and students will be invited to count with the teacher. Next, the teacher will count to ten with the students and have the eleventh person sit down. (10 min)
Sequence of Instruction (Step 1, Step 2...):
As an introduction to the numbers 10-20, the students will return to their learning spots and look at the calendar. The teacher will read the first five days aloud in Spanish and then have the students repeat the numbers. This process will continue until reaching twenty. The teacher will then point to different numbers the students were introduced to and call on volunteers to tell the class the number in Spanish. (5 min)

From this point, students will be divided into pairs and placed throughout the room at ten "stations" with a worksheet. The "stations" will be set up around the outside of the classroom to make it easier for students to rotate. At each station, there will be a paper bag with a number on it. Inside each paper bag, there will be 10-20 dinosaurs. The pairs will be instructed to count the dinosaurs in Spanish and then do their best sound spelling on the line next to the bag to record how many dinosaurs are in each. The pairs will have one minute at each of the ten stations. (10 min)

After the student pairs have rotated throughout each of the stations, they will be instructed to work on the back of their worksheet and record the answer to basic math problems in Spanish. The simple addition problems will combine numbers between 1 and 19 to provide extra practice with the numbers 1-20. (15 min)

Closure/Wrap Up:
The lesson will end by having the entire class count from 1-20 in Spanish twice.

Independent Practice (where appropriate):
Students will be given a practice worksheet to take home and practice with recognition. The worksheet will ask the students to match the written number with a spelled out number on the other side of the paper.

Differentiated Instruction:
Students will be paired according to their learning style profile. Each pair will include a student that has been rated with strong spatial skills and one that has been rated with strong logical skills.

LESSON ANALYSIS AND REFLECTION

Analysis: Of the 21 students, 9 received a score of advanced according to the rubric. 9 received a score of proficient. The remaining 3 students scored at the below basic level. There is no connection between areas of intelligence and performance on the assessment.
**Spanish Numbers Assessment**

Nombre ____________________  
Fecha ________________

Solve the combining problem and write the Spanish number word on the line next to each problem:

1. 0+5=  ______________
2. 1+2=  ______________
3. 5+2=  ______________
4. 3+6=  ______________
5. 4+4=  ______________

Count the shapes and write the Spanish number word on the line next to each problem:

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________
Write the following numbers on the line:

2
10
11
20
15
Spanish Body Parts Lesson Plan

BASIC INFORMATION

Grade/Level: 2
Date to be Taught: 03/10/08
Time Frame: 1 class period. 40 Min. per class.
Subject: Foreign Language, Spanish
Topic: Intern Inquiry Project

Summary: The lesson will begin by talking with Pablo the Puppet for several minutes. The students will review basic phrases and meet any new puppet friends the students have brought in to share. Then the group will learn a new song together that will be charted for the students to follow along with. After practicing it several times, the students will be asked Que tiempo hace hoy? What is the weather like today? Finally, the students will return to their desk sets and practice a weather handout using colors leaned in a previous lesson.

OUTCOMES/OBJECTIVES AND STANDARDS

Objectives/Learning Outcomes:
Students will learn how to ask about the weather and respond with several different expressions.

Prerequisite Skills:
For the hook of the lesson, students will need to know how to greet, ask how one is, and respond to that question in Spanish. This has been worked on throughout the year.

ASSESSMENT OF STUDENT LEARNING

Assessment Activities/Rubric:
Student worksheets will be evaluated by the following rubric. Responses will be noted on post-its and transferred to the recording sheets at a later time.

AD- all expressions circled in the correct color.
Prof- Most expressions circled in the correct color.
Basic- some expressions circled in the correct color.

BB-1-2 expressions circled in the correct color.

MATERIALS AND TECHNOLOGY

Student Materials:
Worksheet
Crayons

Teacher Materials:
Puppet.
Weather song charted.
Worksheet

LESSON SEQUENCE AND PROCEDURES

Introduction (Hook):
The lesson will begin by conversing with Pablo the Puppet in Spanish. The students will begin to greet Pablo and ask him how he is doing in Spanish. He will reply in English. Pablo will then ask the students how to say, "What's the Weather like?" in English. Students will then ask Pablo the same question in Spanish.

Sequence of Instruction (Step 1, Step 2...):
Next, students will learn a new weather song in Spanish. The song will be charted and sang to the students by the teacher. The students will repeat the lines to the teacher and then sing the entire song. This will be practiced several times together as a large group.

Students will then return to their desks to complete an interactive worksheet for practice. Teacher distributes weather handouts and instructs students to take out markers or crayons. Teacher calls out a color in Spanish, says a weather expression from the handout, acts it out, and students must underline the proper weather expression with the proper color.

Closure/Wrap Up:
After all weather expressions have been underlined by students, the teacher then calls out
a color, and the students raise their hands to give the corresponding weather expression which they have just underlined in that color. The student should also act out the weather expression as they say it.

LESSON ANALYSIS AND REFLECTION

Analysis: Of the 21 students in the class, 8 achieved a score of AD on the assessment according to the rubric. 6 received a score of proficient, 2 Basic, and 6 Below Basic. Once again, there continues to be little evidence of a direct correlation between the areas of intelligence and performance on the assessment.
Spanish Body Parts Assessment

Nombre _____________
Fecha ______________

Label the Picture below with the Spanish body parts you know. Do your best sound spelling:

Write the body parts you hear on the lines below in English:

1. __________________
2. __________________
3. __________________
4. __________________
5. __________________
6. __________________
Spanish Weather Lesson Plan

BASIC INFORMATION

Grade/Level:
2

Date to be taught:
03/10/08

Time Frame:
1 class period. 40 Min. per class.

Subject:
Foreign Language, Spanish

Topic:
Intern Inquiry Project

Summary:
The lesson will begin by talking with Pablo the Puppet for several minutes. The students will review basic phrases and meet any new puppet friends the students have brought in to share. Then the group will learn a new song together that will be charted for the students to follow along with. After practicing it several times, the students will be asked Que tiempo hace hoy? What is the weather like today? Finally, the students will return to their desk sets and practice a weather handout using colors leaned in a previous lesson.

OUTCOMES/OBJECTIVES AND STANDARDS

Objectives/Learning Outcomes:
Students will learn how to ask about the weather and respond with several different expressions.

Prerequisite Skills:
For the hook of the lesson, students will need to know how to greet, ask how one is, and respond to that question in Spanish. This has been worked on throughout the year.

ASSESSMENT OF STUDENT LEARNING
Assessment Activities/Rubric:
Student worksheets will be evaluated by the following rubric. Responses will be noted on post-its and transferred to the recording sheets at a later time.

AD- all expressions circled in the correct color.

Prof- Most expressions circled in the correct color.

Basic- some expressions circled in the correct color.

BB-1-2 expressions circled in the correct color.

MATERIALS AND TECHNOLOGY

Student Materials:
Worksheet

Crayons

Teacher Materials:
Puppet.

Weather song charted.

Worksheet

LESSON SEQUENCE AND PROCEDURES

Introduction (Hook):
The lesson will begin by conversing with Pablo the Puppet in Spanish. The students will begin to greet Pablo and ask him how he is doing in Spanish. He will reply in English. Pablo will then ask the students how to say, "What's the Weather like?" in English. Students will then ask Pablo the same question in Spanish.

Sequence of Instruction (Step 1, Step 2...):
Next, students will learn a new weather song in Spanish. The song will be charted and sang to the students by the teacher. The students will repeat the lines to the teacher and then sing the entire song. This will be practiced several times together as a large group.
Students will then return to their desks to complete an interactive worksheet for practice. Teacher distributes weather handouts and instructs students to take out markers or crayons. Teacher calls out a color in Spanish, says a weather expression from the handout, acts it out, and students must underline the proper weather expression with the proper color.

Closure/Wrap Up:
After all weather expressions have been underlined by students, the teacher then calls out a color, and the students raise their hands to give the corresponding weather expression which they have just underlined in that color. The student should also act out the weather expression as they say it.

LESSON ANALYSIS AND REFLECTION

Analysis: Of the 21 students, 16 achieved a score of advanced on the assessment. Three received a score of proficient, and two performed at the Basic level. There was no consistency in the data in regards to multiple intelligences.
Spanish Weather Lesson Assessment

Nombre ____________________

Fecha ____________________

Que tiempo hace hoy, hace hoy, hace hoy?
Que tiempo hace hoy?
Hace sol…
Hace calor…
Hace frio…
Hace buen tiempo…
Hace mal tiempo…
Esta nublado…

Draw a picture of each different type of weather and write the phrase next to it.
Nombre: ______________
Fecha: ______________

Circle your answer below each question:

Which one of the Spanish lessons did you enjoy most?

Colors  Numbers  Body Parts  Weather

Which one of the Spanish lessons did you learn the most from?

Colors  Numbers  Body Parts  Weather

Would you like to study Spanish in the future?

Colors  Numbers  Body Parts  Weather

Was speaking Spanish easy for you?

Colors  Numbers  Body Parts  Weather

What was your favorite part of the Spanish lessons?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Write as many Spanish words as you can think of on the back with what they mean in English!
Annotated Bibliography
Annotated Bibliography: Inquiry Project “Incorporating Spanish into the elementary classroom using multiple intelligences”


This book was recently published in late 2007 and provides reasoning and insight into teaching a second language. As suggested by the title, the book provides reasoning behind teaching second language at an early age. It also provides statistics and research studies to back up the stance it takes on learning second languages. The source will be beneficial for the inquiry project because it provides ideas for teaching a second language to children at a younger developmental age.


This research article is an analysis of a research study conducted in the state of Washington. It provides ideas into using manipulative, visuals, games and music to teach K-5 students Spanish. The article also provides details into the curriculum the program designed. Several of the multiple intelligences are considered in this research article that will be helpful to consider.


This website is designed to teach about the multiple intelligences. There are aptitude tests that are available to measure one’s range of intelligence. It also provides information about each of the multiple intelligences. It is a possible source for finding a test to measure the different strengths and weaknesses of my students. The inquiry will most likely revolve around the different areas of intelligence and this provides a means of analyzing the strengths and weaknesses of my students.


This website is designed and published by a School District in Pennsylvania outlining its Foreign Language Plan. It provides details into different state standards that can be met through the program. Along with this is provides means it which it introduces students to a foreign language outlined by grade level. The plan was last updated in 2005. It will be
helpful because it provides standards that I can relate back to my inquiry and is an example of a program already in place in this state.


This journal article discusses how considering multiple intelligence can impact a Spanish teacher. It also explores how the study of MI can be extended to meet the needs of individual students and differentiated instruction. The journal explores each of the areas of intelligence according to Howard Gardner. It also provides possible teaching activities that appeal to each area, which will be beneficial for teaching activities associated with the project.


This journal entry accessed through ERIC, is an example of a Spanish immersion curriculum implemented in the Arlington School District. However, this program focuses upon K-2 students. The unit also examines different key words and ideas for teaching students at this developmental age. This source will be beneficial for my project because it is focused upon the primary grade level, which is what my research will be from.


As I began to research this inquiry project I came across this article and found it beneficial because it focuses upon an immersion program. In a sense, I am trying to immerse my students in Spanish to learn different concepts. This is the study of an immersion program implemented in a first-grade classroom.


This book was recently published and provides greater detail about the nine areas of intelligence that Howard Gardner researched. It provides more scientific and psychological information about each area. This information will be necessary to gain a deeper understanding of how each intelligence works and can be appealed to.

This journal entry is the study of how vocabulary words can transfer from one language to another in an elementary classroom. This is one area I am considering analyzing for assessment purposes. The research study provides helpful information on how the transfer works for children. I am considering individualized education and this article will be helpful in relating to each student and his or her learning strategies.


The research article described above provides research information into how different learning strategies can be implemented in an immersion program. Most of the research articles above provide information about teaching Spanish or the multiple intelligences. This source provides insight into the students learning as well and how it reacts with immersion programs.