Learning Styles Project

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Magnets

Activity #1

Intelligences: Verbal-Linguistic, Intrapersonal, Musical-Rhythmic, Interpersonal, Visual-Spatial

Objective: 1. After reading the two stories of how magnetism was first discovered, the students will be able to write a grammatically correct journal entry stating which story they believe to be true with 90% accuracy.
2. While in partners the students will be able to collaboratively write a creative story using correct punctuation and sentence structure with 95% accuracy.

Materials Needed:
1. Two magnetism discovery stories
2. Student’s journals
3. Instrumental music and CD player
4. Paper, pencils, markers and crayons

Activity:
1. Read aloud the two stories of how magnetism was first discovered, and discuss them as a class.
2. Give the students the Rubric for the Magnet Journal Entry and discuss it as a class.
3. Have the students write a journal entry, stating which story they personally believe to be true, giving three reasons why they believe this story over the other.
4. While the students are writing in their journals, soft, relaxing instrumental music will be playing in the background.
5. After the all of the students are done writing their journal entries, have them get together with their 10:00 clock buddy.
6. Have the students share their journal entries with each other by reading them aloud to each other.
7. After both have shared their entries, discuss the similarities and differences within each entry and have them assess each others entries using the rubric.
8. Have the students stay in partners. Give them the creative story rubric to look over.
9. Have the students write a creative story together giving another way of how magnetism could have been discovered. Make sure they include, just as the other stories do, a creative reason for why it was named magnetism.
10. After they are done writing the story together, have them each assess the story using the rubric.
11. After the students have finished writing their story together, have them each draw a corresponding picture with the story.

Assessment:
Of journal entry:
1. Rubric for Magnet Journal Entry 4-1: The students assess their partner’s journal entry. After completed peer assessment the teacher assesses each entry.

Of collaborative creative story:
1. Rubric for Creative Story 4-1: The students will assess the collaborative story individually. After the teacher will also assess the stories.

Activity #2
Intelligences: Logical-Mathematical, Intrapersonal

Objective: 1. Given 10 objects, the students will be able to predict whether or not each object will attract a magnet with 85% accuracy.
2. Given a bar graph, the students will be able to graph the number of times they were right in their predictions and the number of times they were wrong with 100% accuracy.

Materials Needed: 1.10 object from home
2. Magnets
3. Object, Prediction and Result Chart
4. Bar graph
5. Pencils, markers, crayons

Activity: 1. Have each student bring 10 random items from home.
2. Give students the Object, Prediction and Result Chart and go over it as a class.
3. Then have the students independently fill out the chart and test their objects.
4. After all students have filled out their chart and tested their items, pass out the bar graphs and review how to fill it out.
5. Have each student count the number of times that their predictions were right and how many times they were wrong
6. Once they have counted their rights and wrongs have them fill out the bar graph, coloring the bars.
7. Then as a group we will share our results and combine all of the rights and all of the wrongs in the class to make one class bar graph of the results.
8. Have the students study the graph and then share with the class some of the things that they have learned by looking at the class graph.

Assessment:
Of Object, Prediction and Result Chart:
1. Walking around the room and ensuring that all of the students complete the chart.

Of Bar Graphs
1. Walking around the room and ensuring that all of the students complete the graph.
2. Each student will share-out his or her results

Activity #3

Intelligences:  Body-Kinesthetic, Interpersonal

Objective: 1. After filling out the corresponding worksheets on how magnetic poles act with each other, the students will be able to assemble themselves around the room with everyone being in the attracted position with 100% accuracy.

Materials
Needed: 1. Enlarged replica of magnet
2. A N(orth) and a S(outh) for each student
3. Tape

Activity: 1. Give each student an N and an S to tape on to their hands.
2. Place the enlarged replica of the magnet on a desk in the middle of the room.
3. Explain the directions that everyone must match themselves up to the big magnet or to others in order to end up in the attracted position.
4. Call 5 students at a time to assemble themselves in the right position according to the person before them.

Assessment:
Of the positioning:
1. To walk around the room and see if everyone is in the attracted position.