

# B-Aware! A Brain/Multiple Intelligence Awareness Unit

<b>Unit:</b> B-Aware! A Brain/Multiple Intelligence Awareness Unit Teacher: Deb Marocco <b>Subject(s):</b> Science, Technology, Language Arts				<b>Grade Level:</b> 6th <b>Time frame:</b> 4 weeks
<b>Goal(s):</b> Given profile from MI survey student will explore, research and apply MI knowledge appropriately as measured by their successful identification, development and presentation of a project focused on the brain.	<b>Intelligences:</b> IA IE	<b>Technologies:</b> Web Email Videos (Bill Nye, Nova, Scientific American Frontiers) DVD camera Powerpoint Brain Game Software	<b>NETS for Students:</b> 1.1 Independent Reading 1.2 Reading Critically 1.3 Reading, Analyzing, Interpreting 1.4 Types of Writing 1.5 Quality of Writing 1.6 Speaking & Listening 1.7 Research 3.1 Unifying Themes 3.2 Inquiry & Design 3.3 Biological Sciences 3.6 Technology Education 3.7 Technological Devices 3.8 Science, Technology & Human Endeavors	
<b>Materials:</b> Pencil, Paper, Cranium Game, Brain Mold, Plaster, Paints, Jello, Brain Monopoly Game, Brain Model, Modeling Clay			<b>Intelligences:</b> ML VS BK NT	
<b>Daily Tasks:</b> WEEK 1 DAY 1: Take MI survey, tally and discuss results DAY 2 and 3: Reflect on MI strengths/weaknesses while involved in various brain activities (i.e. Cranium, Dr. Brain) DAY 4: Explore Neuroscience for Kids web page-Brain Games; chat with MI partner(s) via email DAY 5: View Brain videos: When watching videos use <i>Roundtable Recording</i> activity. Pencil and paper is passed around from student to student as each records something under "What I know about the brain" and "One question I still have about the brain"			<b>Intelligences:</b> VL ML BK All multiple intelligences VS BK IE VL BK IE IA	

<p>WEEK 2:  Study brain anatomy:  Make vocabulary cards and review  Pronunciation  Map out flow chart for divisions of brain and Nervous system  Draw icons or pictures for vocabulary  Choose a musical instrument or sound or song  For each word  Create brain model from clay for each word  Compare brain to computer  Review neuroscience timeline and biographies  Review animal/human brain/skull comparisons  Review and create brain metaphors</p> <p>Activities:  <i>Walk it to Know it</i>-uses floor flow chart of brain and nervous system division vocabulary. Students walk as they verbalize each word by recognition of word or picture card or model or sound  <i>Match Game</i>-students are given vocabulary word card or picture card or sound/instrument or definition and walk to other students to find their match</p> <p>WEEK 3:  Study brain activity (Choose topic, formulate question/problem, research and present)  Eating/Speaking  Memory/Learning  Seeing  Hearing  Moving/Feeling  Smelling/Tasting  Neuroscience careers  Biological Rhythms/Animal Senses  Emotions</p> <p>WEEK 4:  Create and perform brain project</p>	<p>VL  LM  VS  MR  BK  IE  IR  NT  EX  VL BK</p> <p>VL  LM  VS  MR  BK  IE  IR  NT  EX</p> <p>All (class brain movie)</p>
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**Assessment:**

**PARTICIPATION RUBRIC:** Attendance, Engagement, Listening, Preparation (from teachers.teach-nology.com)

**QUIZ:** Matching MI with definition

**ACADEMIC PROMPT:** How does your MI profile relate to your brain project? Using your \_\_\_\_\_ intelligence answer What does your brain do? How can you take care of your brain?

**RESEARCH RUBRIC:** Question/problem/ideas generation, conclusions reached, information gathering, summary paragraph, punctuation & capitalization & spelling (from teach-nology.com)

**PROJECT RUBRIC:** Vision, Organization, Time Management, Knowledge Acquisition, Communication, Format, Speaking & Writing, Structure, Creativity, Demonstration (from teach-nology.com)

**PRESENTATION RUBRIC:** Organization, Content Knowledge, Visuals, Mechanics, Delivery (from teach-nology.com)

**Intelligences:**

BK VL BK IE IA

All: Student Choice