

TRIMIND



TriMind is a strategy that can be used to differentiate according to Sternberg's three intelligences:

Creative Intelligence; Practical Intelligence; Analytical Intelligence

The idea behind TriMind is that you provide students with assignments, centered around the same learning goals, that are designed for their intelligence strengths. This way, students learn more efficiently and successfully.

Robert Sternberg's Triarchic Theory of Intelligence posits that people have strengths in one or more types of intelligences: creative, analytical, or practical. **Successful intelligence** is the ability to recognize which strengths we possess, and to steer toward careers/activities which require these strengths. We all have some of each of these intelligences, but are usually stronger in one or two areas than in the third. We should strive to develop as fully as possible **each** of these intelligences in students, but also recognize where students' strengths lie and teach through those intelligences as often as possible, particularly when introducing new ideas.

Creative Thinkers: Attracted to novelty, likes to produce knowledge or ideas instead of consuming them, sees the world from a unique perspective, often prefers working alone, does not like to be rushed toward completion of tasks, often works in "bursts," with long periods of incubation (which can look like unproductiveness) followed by quick, highly productive working periods, often has unique sense of humor.

Needs: Support with setting deadlines and timelines, open-ended assignments with structure, assignments that allow for creative thinking and novel products, support working with other students, frequent outlets for creative thought, support with turning "ideas" into "reality."

Analytical Thinkers: Likes to break things into its parts, likes to know how things work, enjoys facts as well as ideas, likes to argue, attracted to logical thinking and logical ideas, likes to "think" as opposed to "doing," typically does well at school tasks, enjoys solving problems, can focus for long periods of time on a single task, may balk at "creative" assignments, like to find one, right "answer," may see things as black and white.

Needs: Assignments that require thought as opposed to rote memorization, extended assignments that allow for focused, long-term study, “problems” to figure out, time to discuss ideas with others, support with how to present ideas in a non-argumentative way, support with listening to and accepting other’ ideas, opportunities to struggle with open-ended questions that have no right/wrong answer.

Practical Thinkers: Likes to see the real-world application of things, excellent at implementing plans, a “doer,” highly effective in making things “happen,” organized, less interested in ideas than in action, likes to move and do when learning, can be an excellent leader, may struggle with creativity-for-creativity’s-sake assignments, may resist completing assignments for which they see no real-world purpose, can work very well in group situations, may not be traditionally “booksmart”

Needs: Hands-on activities assignments that are connected to the real world, opportunities to share ideas with practitioners and experts, experiences with more creative, open-ended activities, support with being patient with activities for which they see no immediate application, opportunities to lead (even when they are not the highest achievers, these students can be highly effective at leading groups and delegating responsibilities).

Tips for Teaching Triarchically

- Some of the time, teach analytically, helping students learn to analyze, evaluate, compare and contrast, critique, and judge.
- Some of the time, teach creatively, helping students learn to create, invent, imagine, discover, explore, and suppose.
- Some of the time, teach practically, helping students learn to apply, use, utilize, contextualize, implement, and put into practice.
- Some of the time, enable all students to capitalize on their strengths.
- Most of the time, enable all students to correct or compensate for their weaknesses.
- Make sure your assessments match your teaching, calling upon analytical, creative, and practical as well as memory skills.
- Value the diverse patterns of abilities in all students.

Tri-Mind Activity (fifth grade)

Standards:

5 – U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.

Student Friendly Targets:

Students will know:

I can identify the reason for French and Indian War.

I can recall the British outcome after the French and Indian War.

I can recall the colonists' outcome after the French and Indian War.

Students will understand:

I can describe the reason for the British policy in American from 1763 to 1775.

I can explain why colonists were dissatisfied with the policy after the French and Indian War.

Students will be able to:

I can apply an event from the Revolutionary War to compare and contrast the British and colonists' views on authority.

Directions:

Choose one of the following activities to complete. Use your textbook, notes, and maps of North American at 1763 and 1750. Look at the rubric before you begin to make sure you know what you need to include. Good luck and have fun with your assignment choice!

PRACTICAL:

After the British won the war they formulated the Proclamation of 1763 to in order to create an environment that was fair in their eyes. The colonists were very dissatisfied with the decision. Describe a rule in your life that you believe is not fair and explain steps that you could that would make the rule fair and still safe for everyone.



CREATIVE:

Look at the North American Maps of the years 1763 and 1750. Predict what would have happened if the French would have won the war and land area. Describe what would have happened to the British colonists and draw a map of what the territory would have looked like.

ANALYTICAL:

Compare and contrast the perspectives of the British leaders and the dissatisfied colonists and Native Americans. Describe how the Native Americans felt about the British and the Proclamation of 1762 and how it was similar and different to the colonists living in the British colonies.

RUBRIC

<u>Practical</u>	<u>Creative</u>	<u>Analytical</u>
<p>Clearly describe a rule in your life that you believe is not fair ___/5</p> <p>Describes 2-3 details of why you believe it is it not fair ___ / 10</p> <p>Explains steps that you would take to make your new rule safe for everyone___/ 10</p>	<p>Clearly identifies prediction if French had won ___/5</p> <p>Explains at least 3 specific examples ways of life would be different if the French won ___/10</p> <p>Draws a map of the territory if they French had won ___/10</p>	<p>Clearly identifies Native Americans and colonists feelings on British winning war ___/5</p> <p>Provides 2-3 specific detailed similarities of Native American and colonists perspectives ___ / 10</p> <p>Provides 2-3 specific detailed differences of Native American and colonists perspectives ___/10</p>

○ TRI-MIND ACTIVITY (Fourth grade)

NAME: _____

We have discussed in class the importance of recording the information from your investigation. This activity will allow you to watch an experiment take place and then give you the opportunity to record/communicate the information from the experiment. You will first get to choose which experiment sounds interesting to you. After you have chosen your experiment, read through the three choice activities you can do and complete one of them. Good luck, the experiments are REALLY neat to watch!

FIRST - CHOOSE YOUR EXPERIMENT TO WATCH

BLOBS IN A BOTTLE: Learn how to make a lava lamp with water, oil, and fizzing tablets.

BUILD A FIZZ-INFLATOR: Learn how to inflate a balloon with baking soda and vinegar.

STRAW INSTRUMENT: Learn how to use a drinking straw as an instrument.

SECOND – CHOOSE HOW TO COMMUNICATE THE INFORMATION FROM WATCHING THE EXPERIMENT

CREATIVE

Pretend that you are the actual experiment, either the parts being put together in the lava lamp, the balloon being inflated or the drinking straw. In your own way, explain what is happening to you throughout the experi-



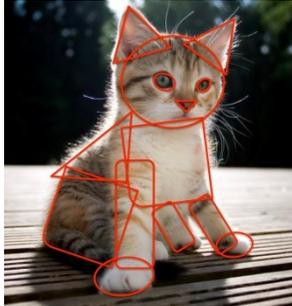
ANALYTICAL

Communicate a timeline of how the events of the experiment occurred. By reading this timeline, others should be able to follow it and know what to expect at each step in the experiment.

PRACTICAL

Your friend walked in late and didn't get to see the experiment you were watching! Explain to your friend in your own way, or somehow show him/her the experiment. Make sure you explain all the steps and what your friend

TRI-Mind Table of Choices (Kindergarten) – Constructing and Deconstructing Shapes

<p>Analytical</p>  A stick figure is shown in profile, looking upwards and to the left. Above its head is a thought bubble containing a 3D red cube. The cube is drawn with perspective, showing its top, front, and right-side faces.	<p>Create a diagram of how shapes can be made up of other shapes. Use what you know about the sides, corners and faces of different shapes to explain how you figured out which shapes to use and which not to use. Use the manipulatives to plan out your drawing. You may create more than one diagram.</p>
<p>Practical</p>  A photograph of a small, light-colored kitten sitting on a wooden surface. Overlaid on the kitten's body are several orange lines that trace the outlines of various geometric shapes, such as triangles for the ears and legs, and rectangles for the body and tail.	<p>Look around the classroom or outside to find objects that are composed of many other shapes. Then, take photos or make sketches of the objects you find. You may choose to build the objects instead of making sketches. Be ready to describe the different shapes and how they are a part of the real-world object.</p>
<p>Creative</p>	<p>Use the art supplies to create a shape masterpiece. Choose one large shape cutout and use the supplies to create smaller shapes to fit inside of it. You may also choose to use a large shape cutout and tear or cut it up into smaller shapes to create a new picture.</p>

Tiered Trimind Activity

Directions: Now that you have learned what creative, practical, and analytical mean, circle the type of assignment you would like to do. Bring your paper to me and I will choose which assignment I would like you to do based on your choice.

Type of Assignment	Tier 1 (at or below grade level)	Tier 2 (at or above grade level)
Creative	Create at least 5 fractions using the pattern blocks. Take a picture of each fraction. Make a photo story to show what fraction is shown in each picture.	Create a Wordle using at least 4 colors. Write the fraction of each color in your Wordle. Explain how you figured out the bottom number and top number for each fraction.
Practical	Make a list of at least 5 jobs that you think use fractions. Choose 2 of the jobs on your list and show or tell how they might use fractions in their job.	A group of 6 people want to order pizza. They are all very hungry and decide to order 3 pizzas. Anna and Robby both want pepperoni. Brad wants ham. Teresa wants sausage. Adam and Sam want cheese. Use fractions to show at least 3 different ways each person could get the topping they want.
Analytical	Look at the pictures and their fractions. Circle the ones that are correct. Correct the ones that are incorrect.	Use pictures, pattern blocks, number lines, or any other tool to show how changing the top number and changing the bottom number effect the size of the fractional piece. Then, explain in words how changing the top number and bottom number affect the size of the fractional piece.

Type of Assignment	Tier 1 (at or below grade level)	Tier 2 (at or above grade level)
Creative	<p>___/5: Worksheet questions were answered correctly.</p> <p>___/5: At least 5 fractions were created and photographed.</p> <p>___/5: All 5 fractions were labeled correctly in the photo story.</p> <p>Total: ___/15</p>	<p>___/4: Each of the 4 fractions in correct for the created Wordle.</p> <p>___/2: Explain how you figured out the bottom number for each fraction.</p> <p>___/2: Explain how you figured out the top number for each fraction.</p> <p>Total: ___/8</p>
Practical	<p>___/5: Made a list of at least 5 jobs that use fractions.</p> <p>___/4: Accurately told how 2 of the jobs used fractions (2 points per explanation).</p> <p>Total: ___/9</p>	<p>___/9: Each pizza is labeled with correct fractions and toppings.</p> <p>___/3: Each way divides the pizzas in a way that gives each person the toppings they want.</p> <p>Total: ___/12</p>
Analytical	<p>___/4: Each question is correctly marked "right" or "wrong".</p> <p>___/2: "Wrong" fractions are accurately corrected.</p> <p>Total: ___/6</p>	<p>___/2: Picture accurately shows how changing the top number affects the fractional piece.</p> <p>___/2: Explanation accurately tells how changing the top number affects the fractional piece.</p> <p>___/2: Picture accurately shows how changing the bottom number affects the fractional piece.</p> <p>___/2: Explanation accurately tells how changing the bottom number affects the fractional piece.</p> <p>Total: ___/8</p>

USING CHOICE FOR ASSIGNMENTS, HOMEWORK AND ASSESSMENTS (RAFTs and TRIMIND)



RAFT

- ...is a creative strategy that encourages writing across the curriculum.
- ...a way to encourage students to...
 - ...assume a role
 - ...consider their audience, while
 - ...examine a topic from their chosen perspective, and
 - ...writing in a particular format
- All of the above can serve as motivators by giving students choice, appealing to their interests and learning profiles, and adapting to student readiness levels.
- Can be used as introductory “hooks” into a unit of study or for assessment purposes (as seen in the science example below)
- **OPTIONS WHEN USING RAFTS:** Keep one column consistent while varying the other columns in the RAFT grid; Can be created by the students or incorporate a blank row for that option

4th Grade Economics

Directions:

For this assignment, choose **two** of the four options below. Each activity will prove an “I can” statement that correlates. Please circle the **two** RAFT assignments that you have chosen. Be sure to look at the attached rubric before handing in your **two** RAFT completed activities!

Role	Audience	Format	Topic	Points of Discussion
4 th Grade Student	Owner of Apple Inc.	Interview	Production of Goods	<ul style="list-style-type: none"> ✓ What is produced? ✓ How is it produced? ✓ How much is produced? ✓ Who gets what is produced? ✓ What role does the government play in the economy?
Librarian	Public	Poster	Why libraries are not privately owned	Explain why all public goods are not privately owned in 3 different ways
Best Buy Employee	Parents	Commercial	How they sell the cheapest electronics compared to their competition	<ul style="list-style-type: none"> ✓ Include supply/demand: <p style="text-align: center;">Higher competition = Lower prices</p> <p style="text-align: center;">Low competition = Higher prices</p>
Market Economy	Consumers	Personal Ad	Describe your characteristics to	Include: <ul style="list-style-type: none"> ✓ Private property rights ✓ Voluntary Exchange ✓ Competition

RAFT	Meets Expectations (5)	Almost There (3)	Does Not Meet Expectations (1)
Interview	<ul style="list-style-type: none"> ✓ Asks each of the required questions. ✓ Creates two accurate questions to ask the owner of Apple Computers ✓ Can accurately explain the role of government with Apple Computers 	<ul style="list-style-type: none"> ✓ Asks each of the required questions. ✓ Creates one accurate question to ask the owner of Apple Computers ✓ Can mostly explain the role of government with Apple Computers 	<ul style="list-style-type: none"> ✓ Asks each of the required questions. ✓ Does not create any questions to ask the owner of Apple Computers ✓ Inaccurately explains the role of government with Apple Computers
Poster	<ul style="list-style-type: none"> ✓ Poster has three clear reasons why a library is not privately owned. ✓ Stays on topic. 	<ul style="list-style-type: none"> ✓ Poster has two clear reasons why a library is not privately owned. ✓ Mostly stays on topic. 	<ul style="list-style-type: none"> ✓ Poster has one or no clear reasons why a library is not privately owned. ✓ Off-Topic
Commercial	<ul style="list-style-type: none"> ✓ Includes three convincing reasons why Best Buy is a better business based on their supply/demand ✓ Uses precise persuasive language ✓ Commercial stays on topic ✓ Can accurately explain the concept of supply and 	<ul style="list-style-type: none"> ✓ Includes two convincing reasons why Best Buy is a better business based on their supply/demand ✓ Uses persuasive language ✓ Commercial stays on topic ✓ Can mostly explain the concept of supply and demand 	<ul style="list-style-type: none"> ✓ Includes one or no convincing reasons why Best Buy is a better business based on their supply/demand ✓ Does not use persuasive language ✓ Commercial is off-topic ✓ Inaccurately explains the