

PROMOTING LEARNING INTERNATIONAL (56 GRID) PLANNING MATRIX

(This matrix was devised by Ralph Pirozzo, 1997 & updated in 2004)

Student: LD, EAL & Disadvantaged Students - Individual Learning Plan

Marketing Your Boat

Multiple Intelligences	Bloom's Taxonomy: Six Thinking Levels						
	Pre-Knowing	Knowing	Understanding	Applying	Analysing	Creating	Evaluating
<p><u>Verbal</u> I enjoy reading, writing & speaking</p>	<p>Teacher: 6. Deals with the spelling of: * boat * boats * boating</p> <p>45. Introduces/ reviews BROW, Concept Maps and Thinking Clouds.</p>	<p>5. Brainstorm all the different types of boats.</p> <p>46. What are the different ways that you can sell a product? (Thinking Clouds).</p>	<p>47. Explain different ways that you can employ to sell a product.</p> <p>48. Describe one of your favourite ads. Why is it effective?</p>	<p>51. Prepare the necessary ads, brochures, videos, webpages, public presentations, media releases & feature stories (BROW).</p>	<p>49. Compare & contrast the best & the worst ad that you have seen.</p>	<p><u>Real Assessment Task</u></p> <p>Create a: model/ collage/ report/ video/ website/ computer program titled <u>"Marketing Your Boat"</u>.</p> <p>The RAT & the relevant Rubric have been modified for this student.</p>	<p>53. Present your Project to your class & receive feedback (use a criteria sheet).</p>
<p><u>Mathematical</u> I enjoy working with numbers & science</p>	<p>Teacher: 7. Deals with words like: * floating * sinking * density</p> <p>8. Introduces/ reviews the PSDR Method, Trec and RedMast.</p>	<p>43. Review issues dealing with measurements & place value.</p> <p>11. State what we mean by floating & sinking.</p>	<p>9. Use the PSDR method to predict what will happen to the various fruits & vegetables when placed in water?</p>	<p>44. How much will you have to sell your boat to make a profit? (Trec/RedMast).</p> <p>10. Carry out activity 23 by using the PSDR. This activity is in the book: <u>50 Cooperative Activities</u>.</p>			

<p><u>Visual/Spatial</u> I enjoy painting, drawing & visualising</p>	<p>Teacher:</p> <p>1. Shows the children a variety of photographs/pictures/relating to boats</p> <p>17. Introduces/reviews TAP/W Chart</p>	<p>18. Locate various menus that can be used on your boat.</p>	<p>13. Draw your own model boat.</p> <p>20. Outline the various menus that will be available on your boat.</p>	<p>15. Choose the designs & paints</p> <p>21. Illustrate your menus (W Chart).</p>	<p>19. Use the Venn Diagram to compare two very different menus.</p>	<p>16. Investigate the best way to paint the boat in order to prevent it from rusting. (TAP).</p>	
<p><u>Kinaesthetic</u> I enjoy doing hands-on activities, sports & dance</p>	<p>2. Teacher encourages the children to look and to touch a variety of models relating to boats.</p>	<p>22. Find out what types of hobbies & sports passengers can play on board a boat.</p>	<p>23. Describe the main hobbies & sports that can be played on board a boat.</p>	<p>14. Assemble your boat by following your own design. Work in cooperation with you team.</p> <p>24. Show how one of these hobbies & sports are played.</p>			
<p><u>Musical</u> I enjoy making & listening to music</p>	<p>3. Teacher plays music relating to boating/fishing.</p>	<p>29. Name the type of music that is usually available to passengers on board boats.</p>	<p>30. Match the type of music & entertainment to people of different ages.</p>	<p>31. Choose the music & entertainment that will be available to passengers on your boat.</p>		<p>32. Working with your group, compose a song/rap/dance (LDC).</p>	<p>33. Present your song/rap/dance. Is it appropriate for teenagers? Recommend improvements.</p>

<p><u>Interpersonal</u> I enjoy working with others</p>	<p>26. What do we mean by working with others?</p> <p>25. Introduce/review TPS and TPSS.</p>	<p>27. Review basic rules of working with others.</p>	<p>28. How are the different roles going to be assigned? Who will decide?</p>	<p>50. Working as a group, now commence your Marketing Plan.</p>	<p>52. How well did you work as a group? Survey every member of your group (TPSS).</p>		
<p><u>Intrapersonal</u> I enjoy working by myself</p>	<p>4. Teacher asks students to imagine that they are on a boat!</p> <p>34. Introduces LDC and Y, X Charts.</p>	<p>35. How do you feel when you are on board a boat? (LDC).</p>	<p>36. Express your feeling whilst on a boat in very rough seas (Y Chart).</p>	<p>37. Share with another student your excitement when your boat actually floated.</p>	<p>38. Investigate your life as a boat builder!</p>	<p>39. Impersonate your favourite Captain (X Chart).</p>	
<p><u>Naturalist</u> I enjoy caring for plants & animals</p>	<p>12. Teacher asks the students: what types of material could we use to build a boat?</p>	<p>40. List all the items that you will need to take on board such as binoculars, running shoes, mosquito repellent, sunscreen lotion, hat & suitable clothing.</p>	<p>41. Draw and/or photograph plants, animals & scenic sites whilst the boat is moving from one location to another & during the time that you are allowed on land.</p>	<p>42. Organise your own portfolio where you will keep your written observations, drawings, collections & photographs.</p>			

Content Descriptors / Learning Outcomes / Essential Learnings:



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