

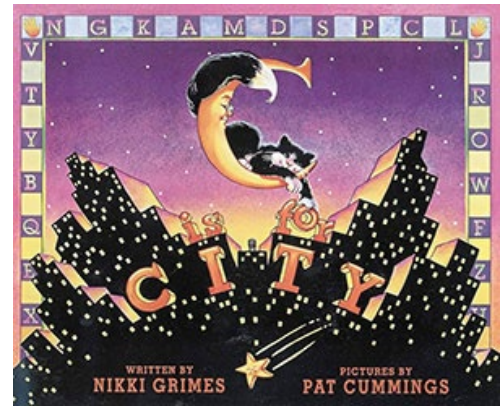
Multiple Intelligence Projects

C is for City

written by Nikki Grimes

illustrated by Pat Cummings

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Verbal / Linguistic

Color in the vocabulary chart to best match your understanding of some of the words in *C is for City*. (The chart is a reproducible on page 3.)

Logical/Mathematical

Word Problems:

1. Count the number of kids that appear in *C is for City* and then divide by 26 (number of letters in the alphabet).
2. Count how many cars appear in the book and add the number of kids in your class.
3. How many balloons would you need for each kid to get two?
4. At the doughnut shop, the kids want a piece of cake. If the mom has \$4.00 and each slice costs \$1.50, how many can they buy?
5. If the trombone player usually gets \$10 an hour, how many hours will he have to play to get \$30?

Visual/Spatial

On construction paper, copy large letters, one for each student. Then, students can search through magazines and catalogs to cut and paste items that begin with their letter. Sew together for an instant ABC book.

Body / Kinesthetic

Give each student a lunch bag with a letter attached to it, and then let them search the room for at least one item that begins with it. SHARE. Trade bags, and begin again. (This is also a great activity to play at home, especially with letters that are confusing.)

Musical/Rhythmic

Pair students in groups of two or threes and assign them a page from *C is for City*. With small hand-held instruments they can create a tune that matches a letter poem. Put them together for a fantastic song.

Interpersonal

Write the names of common objects (preferably one beginning with each letter of the alphabet) and then post them around the room. Walk around to familiarize the kids with the words. With a matching set of cards, send them off to find the pair. To encourage cooperation, have them work together. When they are done, they can replace the notes, and round two begins.

Intrapersonal

Give students a golf ball-sized amount of Play-Doh each and an index card or half sheet with the alphabet printed in both upper and lower case (D'Nealian, etc.). Then, one at a time, have students roll out their letters. Then they can mark whether they knew how to create the letter without looking, or with help. A fun way to assess letter knowledge.

<i>C is for City</i> vocabulary chart	I know this word	I've heard this word before	I need to learn more about this word
arcade			
Afghans			
butcher			
boulevard			
deli			
dazzle			
El train			
elders			
factory			
frail			
grocer			
Hasidim			
kosher			
knishes			
laundromat			
majorette			
nightclubs			
oboes			
stickball			
skyscraper			
tourists			
uncanny			
vermillion			
yams			