

Multiple Intelligences Instructional Techniques and Activities

Verbal-Linguistic “word smart”	Logical-Mathematical “number smart”	Body-Kinesthetic “body smart”	Visual-Spatial “picture smart”
Students who demonstrate a mastery of language and strength in the language arts -- speaking, writing, reading, listening.	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem solving.	Students who use the body to express their ideas and feelings, and learn best through physical activity -- games, movement, hands-on tasks, dancing, building	Students who learn best visually and organizing things spatially by creating and manipulating mental images to solve problems.
<ul style="list-style-type: none"> • Culminating essay that reviews project accomplishment • Journals • Logs • Portfolios of written work • Word processor products • Newspaper articles • Discussions • Debates • Storytelling • Write poem, myth, legend, short play • Relate a short play or novel to... • Give presentation on... • Lead a class discussion on... • Create a talk show radio program • Write a newsletter, booklet, or dictionary • Invent slogans • Create an audio tape • Conduct an interview • Write a letter • Use technology to write a letter • Use Internet for e-mail • Story or poetry contests • Buddy reading • Dialogue journal • School newspaper • Use storytelling to explain _____ • Conduct a debate on _____ • Create a talk show radio program about _____ • Conduct an interview of _____ on _____ 	<ul style="list-style-type: none"> • Scoring sheets • Out-loud problem solving • Puzzles • Games • Outlining • Strategizing • Translate into mathematical formula • Timeline • Design and conduct an experiment • Make strategy game • Make a calendar • Interpret data • Hypothesize about... • Create story problem • Write a computer program • Categorize facts and information • Set up a lab project • Describe symmetry of... • Use inductive or deductive reasoning • Select/use technology • Measure body or room • Cut out geometric shapes • Use maps for direction • Graphing activities • Brain teasers • Translate a _____ into a mathematical formula • Make up syllogisms to demonstrate _____ • Describe the patterns of symmetry in _____ • Make up analogies to explain _____ • Design and conduct an experiment on _____ 	<ul style="list-style-type: none"> • Exhibitions - public demonstration of knowledge gained from books, videotapes, experiments, art work, models, or skits • Manipulatives • Products • Simulations • Mime • Role plays • Creative movement • Exercise in seats • Scavenger hunts • Marching • Field days • Rehearse and perform a play • Create a movement or sequence of movements to explain... • Choreograph a dance • Do a reader's theater • Invent a board floor or adventure game • Make task or puzzle cards • Interactive spelling • Plan and attend a field trip • Use qualities of a physically educated person • Devise a scavenger hunt • Make a model • Design a product • Select/use technology • Create sequence of movements to explain _____ • Build or construct a _____ • Use hands-on materials to demonstrate _____ 	<ul style="list-style-type: none"> • Pictorials - chart or graph of student progress in study unit • Mind maps • Timelines • Models • Photographic essays • Videotapes • Collages • Art work • Clusters, graphs • Create videotape, slide show, or photo album • Design a poster, bulletin board, or mural • Visualize • Use memory system • Create a demonstration piece • Develop architectural drawings • Make a film or an advertisement • Vary color, size, and shape • Color-code a process • Invent a board or card game • Illustrate, draw, color paint, sketch, sculpt, construct • Make a diagram • Play board games • Use overhead projector • Use technology • Chart, map, cluster, or graph _____ • Create slide show, video, or photo album of _____ • Create a piece of art that demonstrates _____ • Use game to demonstrate

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Naturalistic “nature smart”	Musical-Rhythmic “music smart”	Interpersonal “people smart”	Intrapersonal “self smart”
<p>Students who love the outdoors, animals, plants, field trips, and nature in general and have the ability to identify and classify patterns in nature.</p>	<p>Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments, and musical expression.</p>	<p>Students who are sensitive to other people, noticeably people oriented and outgoing, and learn cooperatively in groups or with a partner.</p>	<p>Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.</p>
<ul style="list-style-type: none"> • Create observation notebooks of _____ • Describe changes in local or global environment • Care for pets, wildlife, garden, or parks • Use microscopes, magnifiers binoculars, or telescopes to _____ • Draw natural objects • Photograph natural objects • Video natural objects • Nature walk • Science experiment • Go to the zoo, animal preserve, or game park • Classify animals or plants • Visit botanical garden • Visit a flower shop • Plant a garden • Write a flora journal • Bird watching • Going to the beach or mountains • Nature object lessons • Teaching out-of-doors • Book reading outside • Cloud watching • Leaf or insect collecting • Building habitats • Dissections • Create own animal • Listen to the rain or wind • Tree rubbings • Spider web art • Rock collections • Camping trip • Pond ecology • Identify plants/animals 	<ul style="list-style-type: none"> • Original songs - write lyrics, compose music • Dances that illustrate a concept • Explore sounds • Explore vibrations • Song or musical collage • Musical mnemonics • Rhythmical patterns • Aerobics • Parades • Attend a musical/concert • Indicate the rhythmical patterns • Give presentation using musical accompaniment • Sing patriotic or historical songs • Present a short class musical • Make an instrument and demonstrate it • Use music to enhance skill building • Create musical game • Collect and present songs • Write a new ending to a song • Use musical technology • Mathematics or vocabulary rap song • Sing a rap or song that explains _____ • Indicate the rhythmical patterns in _____ • Explain how the music of a song is similar to ___ • Make musical instrument • Give presentation with musical accompaniment 	<ul style="list-style-type: none"> • Peer review - students decide together on skills and criteria to evaluate • Collaborative learning or service projects • Teaching others, peer or younger student tutoring • Leadership skills • Create and implement group rules • Classroom government • Identify/assume a role • Puppet shows • Organize or participate in a group • Use conflict management strategy • Accommodate learning differences • Mentoring, tutoring, or apprenticeship programs • Culturegrams/Pen pals • Multiple perspectives • Scavenger hunt teams • Simulations • Debate teams • Help resolve local or global problem • Multi-ethnic perspective • Use telecommunications • International issues • Conduct a meeting to address _____ • Intentionally use social skills to learn about _____ • Participate in a service project • Teach someone about _____ • Practice giving and receiving feedback • Use technology to _____ 	<ul style="list-style-type: none"> • Reflective journal track process and learning, daily or weekly goals, learning method, or results • Self assessment activities • Describe feelings about learning, setting, achieving goals • Managing self-directed projects • Describe qualities you possess that will help you be successful • Create personal analog • Explain your personal philosophy • Process emotions • Describe personal values • Use self-directed learning • Explain the purpose in studying • Explain intuitive hunches • Receive feedback • Pen pals • Select/use technology • Dialogue journals • Design own models • Make personal books • Conduct research • Individual instruction • Describe qualities you possess to help you successfully complete _____ • Set and pursue a goal to _____ • Describe one of your personal values about _____ • Write a journal entry on _____ • Assess your own work in _____

