

Multiple Intelligence Theory for Kids

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Multiple Intelligence Theory for Kids is a resource for introducing Dr. Howard Gardner's Multiple Intelligence (MI) theory to upper elementary or middle school students. The unit is designed for teachers of grades 4 through 6 who already have a basic knowledge of MI theory and who want to share this information with their students to help them become more successful. It includes step-by-step lessons plans for the teacher as well as a student survey, printables, student directions, and answer keys. The unit is easy to teach and lots of fun for students. These lessons will help them develop an understanding of basic MI theory and how they learn best. If you teach the material as a unit, the suggested time frame is one to two weeks. However, you can implement selected activities in much less time if you wish.

MI Theory for Kids Unit Objectives

By the end of this unit, students will

- Understand Gardner's eight multiple intelligence areas
- Identify their own MI strengths and areas for growth
- Discover how they learn best
- Apply MI theory to career explorations

Multiple Intelligence Theory

What is intelligence? Psychologists have theorized about the nature of intelligence for hundreds of years, and until recently it was considered to be a one-dimensional, fixed quality. You were intelligent or you weren't, and by taking Alfred Binet's Intelligence Quotient (IQ) test, you could easily determine the magic number that defined your own level of intelligence. Fortunately, about 40 years ago Dr. Howard Gardner challenged this view of intelligence, and in 1983 he published his ground-breaking book, *Frames of Mind*, in which he proposed an entirely new way of looking at intelligence. Gardner proposed that humans are intelligent in many different ways, and each type of intelligence is correlated to a specific area of the brain and corresponds with certain personal skills and preferences. He explored many possibilities for the different types of intelligences, and after years of research and study, he settled on eight multiple intelligences (see sidebar above). In 1999, Gardner added Existential Intelligence, defined as a sensitivity and capacity to tackle deep questions about human existence and the meaning of life. However, this ninth intelligence is not included in the lessons in **Multiple Intelligence Theory for Kids** due to the spiritual and religious nature of the topic.

Multiple Intelligences

Verbal-Linguistic
Visual-Spatial
Mathematical-Logical
Musical-Rhythmic
Bodily-Kinesthetic
Naturalist
Interpersonal
Intrapersonal

MI Theory for Kids Introduction

From Theory to Practice

Educators quickly embraced his ideas and began to search for practical applications in the classroom. Teachers have always intuitively known that kids learn in different ways, and Gardner's Multiple Intelligence (MI) Theory supported their own classroom observations and experiences. Traditionally, schools have been designed for students who are mathematical and linguistic, while students who were artistic, musical, or kinesthetic learners were out of luck. Fortunately, educators now recognize that there are many paths to understanding, and students learn best when they are able to engage in activities that involve their strengths.

Empowering Teachers and Students

So how do teachers take this information and apply it to their own classrooms? The answer may depend on the ages of their students. With young children, the best response may be to learn as much as possible about our students through observation and interaction in order to design learning experiences that tap into their strengths. Teachers become empowered by developing a deeper understanding of their students' learning styles, but this same information can be empowering to students as well. Teachers of intermediate and secondary students will find that teaching their children about MI theory will enable them to understand their own learning preferences. When students are able to identify their own strengths and needs, they can take responsibility for their learning. In addition, understanding that people are smart in many ways can also lead to a greater appreciation of different points of view. We naturally tend to think that others learn and process new information in the same way that we do, and it's important to understand that people think differently, and that's okay.

MI Theory and Growth Mindset Research

If you're familiar with Dr. Carol Dweck's research regarding fixed versus growth mindset, you might be wondering whether her findings are compatible with MI theory. To provide a bit of context, Dr. Dweck found that praising kids for being "smart" is actually detrimental to their self-esteem and hinders them from succeeding in school. When kids are praised for being smart, they learn to avoid tasks that include a risk of failure, because failing must mean they aren't smart. The good news is that we can positively impact our students' mindsets by changing the way we praise them. Praising students for choosing challenging tasks and recognizing them for working hard to master difficult skills fosters a "growth" mindset. With enough encouragement and support, kids will begin to believe in themselves and succeed in situations where they would have previously given up.

Partly due to concerns about praising kids for being smart, some educators believe that MI theory is no longer relevant. However, I disagree. If you think about it, the two theories actually support each other quite well. MI theory can help students understand how they learn best, and this knowledge can foster a growth mindset when they are struggling to solve a problem or facing a difficult task.

MI Theory for Kids Introduction



However, it's important to have a full understanding of both concepts in order to implement them effectively in the classroom. Carol Dweck's work reminds us of the need for caution when using the word "smart" as it relates to MI theory. We should never treat "smartness" as a fixed quality, or praise students for being "smart," as if being smart is in itself a worthy goal. Any praise we offer students should support a growth mindset.

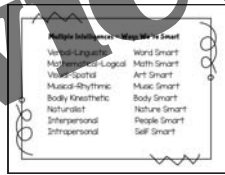
Growth mindset research also comes into play when interpreting the results of MI surveys. While a survey may indicate that we have strengths in some areas more than others, those results may not be a true reflection of our abilities. In fact, any "strengths" may be the result of previous life experiences, and we are likely to develop strengths in other areas in the coming years as we try new things. Scores in each of the eight areas should be viewed as flexible, providing a snapshot of how we learn best right now. The way we can become smarter in ALL areas is to try new experiences and be willing to face challenges, even if that means we might not be successful right away.

To put this into perspective, imagine that one of your students, Cindy, tells you she's not smart in math. She's always felt this way and has just accepted it as a "weakness." However, after learning about MI theory and growth mindset, Cindy realizes that she's not doomed to have poor math skills forever. After taking an MI survey, Cindy discovers that she's highly Visual-Spatial and has strengths as a Bodily Kinesthetic learner. The next time she feels frustrated trying to solve a math problem, she decides to draw a picture to help her visualize the problem and its solution. To check the answer, she recreates the problem using snap cubes because this hands-on approach gives her confidence in her solution. Ultimately, both MI theory and the research on growth mindset can empower students to take ownership of their learning!



Kid-Friendly MI Terms

To make the MI theory easier for students to understand, many educators use kid-friendly "Smart Words" instead of the longer terms used by Dr. Gardner (page 17). It's true that some areas like the Interpersonal and Intrapersonal intelligences are more difficult to explain without the kid-friendly terms. However, some of the "smart" terms don't describe the intelligence areas very well, and oversimplifying the concepts can lead to confusion. For example, someone who is "Art Smart" isn't necessarily artistic in the sense of being able to draw or paint well. Being "Art Smart," or scoring high in Visual-Spatial intelligence, refers to one's ability to interpret the world using visual input, such as being able to read maps easily or learning best with charts and graphs. All things considered, especially in light of Carol Dweck's research, you might want to skip the kid-friendly terms with their emphasis on being "smart." Who knows? Your students might enjoy the challenge of learning Dr. Gardner's longer, more descriptive terms! To give you the flexibility to decide which terms to use, I included two variations for many of the printables, some with the kid-friendly terms, some with Dr. Gardner's terms, and some with both.



MI Theory for Kids Introduction



Important Considerations



Because the material is complex and could potentially be used inappropriately, please read the following points carefully:

- Teacher Knowledge** - This unit is not designed as an introduction to MI theory or growth mindset for teachers; it's a collection of lesson plans for presenting the concepts to students. Therefore, it's best if those who teach these lessons are already familiar with MI theory and growth mindset research. If you are not familiar with these two bodies of work, check out the resources on page 9. While the overall concepts are fairly simple, the details are more complex and when your students begin to ask questions, you'll want to have a deeper understanding of each intelligence area and growth mindset research than what I am providing here.
- Student Survey Results** - The student survey is not scientific or researched-based in any way. I created it for my 5th graders because the existing surveys were too long and complicated. To keep it simple, I wrote three descriptive statements for each of the eight areas. As a result, the survey may not be a particularly accurate assessment for many students. Also, because it relies on students to answer the questions honestly, the results are only as accurate as students are able to reflect on their skills honestly.
- Diagnosing Weaknesses** - The survey and materials are NOT intended to diagnose weaknesses. A low score in an area does not mean it's actually a true weakness. For example, a student may not score high in the musical area, but that could be due to not having had opportunities to develop these skills. Brain research supports the idea that our brains are constantly evolving and changing as we learn and grow; it would be a great disservice to proclaim that a student is weak in a particular area and to imply that he or she has no hope of improving!
- Sharing Results with Parents** - Consider whether or not you'll share the survey results with parents. If you decide to share the results, give careful consideration to how you'll share the information and student scores. I don't recommend sending the scored surveys home with students due to the danger of parents overreacting to what they will see as "weaknesses" and not understanding how to interpret the results in a meaningful way. Instead you may want to share the information during parent-teacher conferences at which time you can explain multiple intelligence theory and growth mindset research in more detail. Be sure parents know that the survey is not scientific and is simply a way to discover how each child learns best. Make sure they understand that scoring low in one or more areas does not necessarily mean those are "weaknesses," and it doesn't mean that the parent should relentlessly drill the child to improve! We all learn best through our strengths, so a more appropriate response would be to figure out how to teach the material in a way that capitalizes on their child's strengths. Finally, parents need to know about the harmful effects of praising kids for just for being "smart" and the importance of praising them for tackling challenges.



MI Theory for Kids Introduction



Classroom Applications

One of the most important components of this unit is the MI survey, (titled Getting to Know You Survey), a quick and easy way to create a unique MI profile that shows each student's strengths and growth areas. Students will complete the survey in Lesson 1 and score it in Lesson 4. With the results in hand, you can use the information to improve instruction and to teach your students how to take responsibility for their own learning.

The Teacher Quick Reference form on the next page is a useful tool where you can record all the survey scores on one page. This can give you valuable information about each student and your class as a whole. Then you'll be able to use this knowledge to:

- Design more varied learning activities** - Create lessons that engage multiple intelligences instead of relying on the traditional areas of math and literacy. This doesn't mean that you must develop eight different activities for every lesson! It just means that you should be aware of different learning styles and provide a variety of pathways to learning for each topic studied.
- Form cooperative learning teams or pairs based on MI profiles** - At times you'll want to group students with similar abilities, and other times you'll want to create groups with different MI profiles. In both cases, you'll be forming teams based on their strengths.
- Determine appropriate interventions** - Recognize that when students seem to be having difficulties, you may be able to teach them in a way that's more meaningful. Take a look at your reference sheet to see if you can present the material in a way that makes use of your students' strengths.



Finding Time to Teach Multiple Intelligence Theory to Kids

Where can you fit this unit into your curriculum? I found that it worked well at the beginning of the year as a Health unit instead of the unit in my textbook on feelings and emotions. Even if you have to carve out 30 minutes each morning to share these ideas, doing so will result in huge benefits later in the year.

How long will this unit take? That depends on your students and what you do with the materials. I suggest taking at least a week to introduce and explore the basic concepts, although it may take some classes a little longer to cover these basics. If you have additional time, you may want to have students complete projects or extension activities to explore the concepts further. Your timeline will also be impacted by whether or not you plan to assess your students' understanding of MI theory or whether you simply want to have fun with the concepts. Take a look at the suggested timeline on page 10 to help you plan how each lesson will fit into your schedule.



MI Quick Reference for the Teacher		Naturalist	Mathematical-Logical	Verbal-Linguistic	Musical-Rhythmic	Visual-Spatial	Bodily-Kinesthetic	Interpersonal	Intrapersonal
Student Names									
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
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26.									

Additional Resources

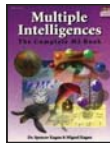


Print Resources for Teachers

Where can you learn more? Click on any of these book titles to find them on Amazon.com.

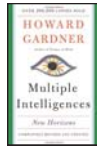
[Multiple Intelligences: The Complete MI Book](#)
by Dr. Spencer Kagan ~ 1999

I highly recommend this book by Dr. Spencer Kagan, noted cooperative learning expert. The book includes a full description of each area of multiple intelligence as well as dozens of cooperative learning activities to enrich the learning experience. Although it was written over 10 years ago, the information is still useful.



[Multiple Intelligences: New Horizons in Theory and Practice](#)
by Dr. Howard Gardner ~ 2006

This is not Dr. Gardner's original MI book, but it provides excellent information on the entire theory and how it has developed over the years. Although it wasn't written specifically for classroom teachers, it does contain a wealth of useful information for educators.



[Mindset: The New Psychology of Success](#)
by Dr. Carol Dweck ~ 2007

Mindset is Dr. Dweck's groundbreaking book in which she reveals that it's not just our abilities that bring us success—but whether we approach them with a fixed or growth mindset. A must-read for educators who have a key role to play in helping kids develop a growth mindset.



Online Resources

Over the years as educators embraced MI theory and the importance of teaching kids about fixed versus growth mindset, they have created a tremendous number of useful resources and made them available online. Here are some places you can find them.

- [Laura Candler's Multiple Intelligence Resources for Teachers](#)
www.lauracandler.com/strategies/multipleintelligences.php
- [Multiple Intelligences Pinterest Board](#)
www.pinterest.com/lauracandler/multiple-intelligences
- [Growth Mindset and Motivation Pinterest Board](#)
www.pinterest.com/lauracandler/growth-mindset-and-motivation



MI Unit Suggested Timeline



Teaching Your MI Unit

Let's take a look ahead at the unit so you can decide how and when to implement the activities. I've created a suggested timeline, but without knowing your students it's difficult to tell how long each lesson will take. The colored pencils next to each lesson title will help you find your way to the corresponding lesson plans in the book. Simply look for each color at the top of the teaching strategies pages.

Lesson Sequence

Lesson 1 - Getting Started with MI (1 Day)

- Getting To Know You Survey
- Discuss the concept of intelligence
- Introduce MI theory and growth mindset

Lesson 2 - Introduce Four Multiple Intelligence Areas (1 Day)

- Introduce four MI areas; discuss and explore with students
- Students take notes on each area
- Smart Sorting Activity to practice four areas

Lesson 3 - Introduce Remaining Four MI Areas (1 Day)

- Introduce remaining MI areas; discuss and explore with students
- Students take notes on each area
- Smart Sorting Activity to practice these four areas

Lesson 4 - Score Surveys and Analyze Results (1 Day)

- Return surveys for students to score
- Students list MI areas in sequential order & reflect on results
- Multiple Intelligence Mixer

Lesson 5 - Celebrate and Share (1 Day)

- Create MI Color Maps
- Musical Mix-N-Share activity
- Create Smart Word Clouds (computer activity)

Lesson 6 - Review and Apply (1 - 2 Days)

- Smart Concentration Game
- Round About MI Theory Discussion
- Smart Career Chat
- Journal Reflections

Assess Understanding (1 Day to 1 Week)

- Multiple Intelligence Quiz
- Career Smarts Assessment
- Project-based Assessment

All printables are located at the end of each lesson.



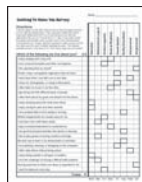
Advanced Preparation



Planning for Success

Before you begin, it's helpful to do a little advanced preparation. Review the materials, decide which resources you plan to use, and consider how the suggested timeline will fit your calendar. Here are some tips to get you started.

Take the Survey Yourself - Begin by taking the Multiple Intelligence survey yourself to see how it works. The survey is on page 15; the title "Getting To Know You Survey" was designed to make it seem like a fun quiz and to avoid the using the word "intelligence" which might make it seem like an official, school-mandated assessment.



Getting To Know You Survey Directions

1. Fold the survey on the solid vertical line so that the right side of the survey folds back behind the statements.
2. Read each statement and think about how well it describes you.
3. Rate each statement on a scale of 0 to 5, writing a 0 representing "Not at all" and 5 being "Exactly like me."
4. After scoring all of the statements, open the page and transfer your scores across each row. Write each score in the outlined box directly across from it.
5. You will now have 3 numbers in each column on the right side of the page; add them and record the totals in the boxes at the bottom of the page.

Graph or Color Your Results - Use your results to complete the bar graph on page 36 and one of the MI Color Maps on page 37 or 38. These two activities are similar, so you may not want to have students do both. Their differences are explored below.

• **My MI Survey Results Bar Graph** - Students transfer the numbers from the student survey to the graph and color the vertical bars accordingly. The problem is that some kids naturally score themselves higher on each statement than others. When the raw data is graphed these kids appear "smarter" because all of their bars are high. So a kid who gave himself or herself a lot of 4's and 5's will appear "smarter" than a student who scored the survey more conservatively.

• **Smart Color Maps** - I prefer this method because everyone appears to be smart in some areas. Students color their top 2 areas blue, the next 2 green, the next 2 orange, and the lowest 2 yellow. As a result, everyone will have all four colors represented but it's not obvious just how high or low the numbers are in each category. Using the Color Map option preserves individual privacy and affirms everyone's strengths.

Advanced Preparation

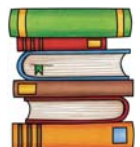


Create a Smart Word Cloud - Use the results of your own survey to create a Word Cloud using the directions on page 39 (see examples below). Your students will love this activity, but you should try it out in advance so you can teach them what to do. There are three popular online options for this activity. The easiest to use is www.ABCya.com but it has the fewest options. Another choice is www.wordle.net, but don't let your students roam through the gallery because they might find some inappropriate content there. Another choice is www.taxedo.com, but it's more complex to use. Decide whether you will allow students to print their word clouds. Some of the programs will have a way of saving the word cloud as an image file, but Wordle does not. You'll need to let your students print their Wordles or teach them how to do a screen capture and save this to an image file.



Create Cooperative Learning Teams - Review the outline for the first five days as well as the complete lessons below. Some activities are designed for the entire class while others are for cooperative learning teams or individuals. If your students are not already in teams, create mixed-ability teams of four that will stay together during the unit. Within each team, you'll often assign partners, but those can change from activity to activity.

Locate materials and resources - Review the lessons again to decide which materials will need to be printed and how many copies you'll need of each. Some of the materials are designed to be used on an overhead projector, document camera, or interactive whiteboard and do not need to be printed. Some activities require students to use crayons or colored pencils, and others ask students to jot down answers on individual dry erase boards. If you don't have individual dry erase boards, try to borrow some or have small slips of scrap paper ready as a substitute. The "Create a Word Cloud" activity works best when all students have access to a computer, so you may need to sign up for time in a computer lab.



Plan Your Organizational System - Because students will have a variety of note-taking pages and handouts for this unit, you may want to have them bring in pocket folders to use as Learning Logs. The folders with 3 paper fasteners in the middle work great for holding notebook paper for journaling activities.

Lesson 1 Teaching Strategies



Lesson 1 - Getting Started with MI for Kids

1. Administer Student Survey

Materials Needed: Getting To Know You Survey (1 per student)



The best way to introduce your MI unit is to have students take the survey right away, but wait until later to score it. There's no need to have them score it until they understand the various MI areas. You want them to be as honest as possible, and the more they know about the topic, the less likely they are to be honest. The survey is titled "Getting to Know You Survey" rather than "Multiple Intelligence Survey" to keep the survey more light-hearted and fun. If you have time, before you hand out the surveys, fold them as described in the directions so that only the list of statements is visible and the column headers are hidden.

When you introduce the survey, simply tell students that you would like to get to know them better, especially their special skills and interests. Ask them to fill out the survey as honestly as possible because it will help you understand them better. Decide whether you want to read each statement aloud and have students stay together on the survey or whether they can read it and complete it on their own. As students begin working, circulate around the room and notice how they are responding. If you notice that some students are scoring every area a 4 or a 5, you may want to tell them in order to have reliable results, they need to score some areas as a 0, 1, 2, or 3.

2. Discuss the Concept of Intelligence

With your students seated in teams, ask them what it means to be "intelligent." Some students may say that the word means "smart" which is a suitable synonym for this age group. Next, ask students to jot down on a dry erase board some ideas about what it means to be smart.



What does it mean to be smart? How can you tell if someone is smart?

Ask students to turn and discuss their ideas with a partner. Finally, talk over these ideas as a class. Continue to discuss the concepts and introduce new questions such as the following:

- If someone can solve math problems quickly but is a terrible writer, are they smart?
- If someone loves to read and write but has trouble in math, are they smart?
- Do smart people always do well in school?
- Suppose someone drops out of school but becomes rich in business. Are they smart?
- Imagine a native of a small village in Africa who can't read or write but who can hunt game and find food for his family. Is that person smart?

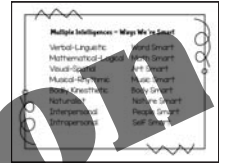
Lesson 1 Teaching Strategies



Lesson 1 Continued

3. Introduce Multiple Intelligence Theory

Materials Needed: Multiple Intelligence Areas Chart



After spending a few minutes discussing what it means to be smart, explain that many years ago people thought that intelligence was related to talents in math, reading, and writing. However, Dr. Howard Gardner challenged that idea and proposed that people are smart in at least eight different ways! He called these our "multiple intelligences" and gave them names to describe the skills and interests of people who are strong in those areas. He felt that people are all different and just because they aren't strong in the traditional areas like math and reading, doesn't mean they aren't smart in other areas. Display the list of multiple intelligence areas and read the name of each one as well as its kid-friendly "smart" term. Ask students to make guesses about each area and to think about which area might be their own personal best.

4. Set up Learning Logs

Materials Needed: Pocket Folder for each student (1 per student)

If you have time at the end of Lesson 1, have students set up a Learning Log for this unit using a pocket folder. Give out the note-taking pages for Lesson 2 and have them store those pages in the front pockets of their folders. Ask them to add a few sheets of lined writing paper for journaling activities and notes. Also ask them to place their surveys in the folders to save for scoring later. Make sure everyone writes a title and their name on their folder, and collect the Learning Logs for safe-keeping.

Lesson Notes

Getting To Know You Survey

Name _____

Directions:

Fold the paper on the dark vertical line so that the eight columns on the right are folded back. Then read each statement below. Rate each statement from 0 to 5 according to how well the description fits you (0 = Not at All to 5 = Very True) Next unfold the paper and transfer each number over to the outlined block on the same row. Finally, add the numbers in each column to find the total score for each multiple intelligence area. The highest possible score in one area is 15. How many ways are you smart?

Which of the following are true about you? 0-5

	Naturalist	Mathematical-Logical	Verbal-Linguistic	Musical-Rhythmic	Visual-Spatial	Bodily-Kinesthetic	Interpersonal	Intrapersonal
I enjoy singing and I sing well.								
I love crossword puzzles and other word games.								
I like spending time by myself.								
Charts, maps, and graphic organizers help me learn.								
I learn best when I can talk over a new idea.								
I enjoy art, photography, or doing craft projects.								
I often listen to music in my free time.								
I get along well with different types of people.								
I often think about my goals and dreams for the future.								
I enjoy studying about the earth and nature.								
I enjoy caring for pets and other animals.								
I love projects that involve acting or moving.								
Written assignments are usually easy for me.								
I can learn new math ideas easily.								
I play a musical instrument (or would like to).								
I am good at physical activities like sports or dancing.								
I like to play games involving numbers and logic.								
My best way to learn is by doing hands-on activities.								
I love painting, drawing, or designing on the computer.								
I often help others without being asked.								
I enjoy being outside in all types of weather.								
I love the challenge of solving a difficult math problem.								
Having quiet time to think over ideas is important to me.								
I read for pleasure every day.								
Totals →								

Nature Math Word Music Art Body People Self

Getting To Know You Survey Example

Name _____

Directions:

Fold the paper on the dark vertical line so that the eight columns on the right are folded back. Then read each statement below. Rate each statement from 0 to 5 according to how well the description fits you (0 = Not at All to 5 = Very True) Next unfold the paper and transfer each number over to the outlined block on the same row. Finally, add the numbers in each column to find the total score for each multiple intelligence area. The highest possible score in one area is 15. How many ways are you smart?

Which of the following are true about you? 0-5

	Naturalist	Mathematical-Logical	Verbal-Linguistic	Musical-Rhythmic	Visual-Spatial	Bodily-Kinesthetic	Interpersonal	Intrapersonal
I enjoy singing and I sing well.	1			1				
I love crossword puzzles and other word games.	4		4					
I like spending time by myself.	3							3
Charts, maps, and graphic organizers help me learn.	4			4				
I learn best when I can talk over a new idea.	4						4	
I enjoy art, photography, or doing craft projects.	5				5			
I often listen to music in my free time.	3			3				
I get along well with different types of people.	3						3	
I often think about my goals and dreams for the future.	4							4
I enjoy studying about the earth and nature.	4	3						
I enjoy caring for pets and other animals.	3	3						
I love projects that involve acting or moving.	2				2			
Written assignments are usually easy for me.	4		4					
I can learn new math ideas easily.	5	5						
I play a musical instrument (or would like to).	0			0				
I am good at physical activities like sports or dancing.	4					4		
I like to play games involving numbers and logic.	4	4						
My best way to learn is by doing hands-on activities.	3						3	
I love painting, drawing, or designing on the computer.	4				4			
I often help others without being asked.	2							2
I enjoy being outside in all types of weather.	2	2						
I love the challenge of solving a difficult math problem.	5	5						
Having quiet time to think over ideas is important to me.	4							4
I read for pleasure every day.	5		5					
Totals →	8	14	13	4	13	9	9	11

Nature Math Word Music Art Body People Self

Multiple Intelligences = Ways We're Smart

Verbal-Linguistic
 Mathematical-Logical
 Visual-Spatial
 Musical-Rhythmic
 Bodily-Kinesthetic
 Naturalist
 Interpersonal
 Intrapersonal
 Word Smart
 Math Smart
 Art Smart
 Music Smart
 Body Smart
 Nature Smart
 People Smart
 Self Smart

Lesson 2 Teaching Strategies



Lesson 2 - Introduce and Explore Four Intelligence Areas

1. Connect MI Theory to the Classroom

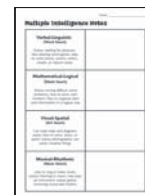
To begin this lesson, explain that when teachers began using Multiple Intelligence theory in the classroom, they discovered that kids learn best when they are able to complete learning tasks related to their intelligence area. Because of this, you want to teach them about all of the eight areas as well as help them understand the ways they learn best.



2. Present MI Information - First Four Areas

Materials: MI Descriptions pages A and B only (1 copy to display)
Note-taking Pages printed front to back (1 per student)

To keep from overwhelming your students, it's best to present just a few areas each day and take a break after the first four to do a hands-on activity. If there's quite a bit of discussion, you may need to take an extra day for this step. If you haven't already distributed the note-taking pages, do so now. Display one of the MI Descriptions at a time starting with the top of Page A, Verbal-Linguistic. You'll notice that the description pages are quite plain in appearance, and one reason for that is that part of your introduction will be to have students create their own symbols to represent each area. Each time you introduce one of the areas, follow the steps below.



Steps for Teaching Each Multiple Intelligence Area:

- Introduce MI area:** Read each MI area and its description aloud. Ask students to help you find the key words in each description, and highlight or underline them as they offer suggestions.
- Discuss Famous People and Careers:** Ask students to think of famous people who demonstrate that intelligence area or careers in which these skills might be helpful. Have them first discuss this with a partner and then share with the class.
- Brainstorm Symbols:** Now ask students to think of a symbol that might represent that area. Have them discuss their ideas with their team and share with the class. For example, symbols for Word Smart might include a book, a pencil, or a dictionary.
- Record symbols and notes:** Have students record a small symbol and a few notes in the first box on their note-taking page. They can jot down anything that might help them remember that area such as famous people or additional descriptive phrases.

Lesson 2 Teaching Strategies

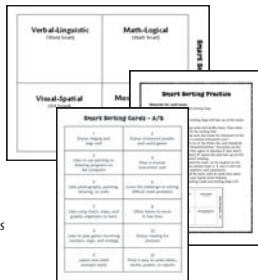


Lesson 2 Continued

3. Smart Sorting Team Review

Materials Needed:

- Smart Sorting Mat A/B (1 per team)
- Sorting Cards A/B (1 set per team)
- Smart Sorting Directions (1 copy to display)



After they have learned about the first four areas, it's time for some hands-on exploration with the Smart Sorting activity. In this activity, students work in teams to classify statements according to the appropriate multiple intelligence area.

Follow these steps to teach the activity:

- Give each team one Smart Sorting Map (A/B) and one set of Smart Sorting Cards (A/B). If the cards have not been cut out, ask the students to work together to cut out all 12 cards.
- Display the Smart Sorting directions on page 23 and guide your students through the steps. Make sure they are taking turns and are receiving a thumbs-up before placing each statement on the map.
- Circulate through the room as teams are working and check each team's work as they finish. See answers below.

Answers

Verbal-Linguistic - #2, #10, #12
Visual-Spatial - #3, #5, #7

Mathematical-Logical - #6, #9, #11
Musical-Rhythmic - #1, #4, #8

Lesson Notes

Name _____

Multiple Intelligence Notes

Verbal-Linguistic (Word Smart) Enjoys reading for pleasure; likes playing word games; able to write stories, poems, letters, emails, or reports easily	
Mathematical-Logical (Math Smart) Enjoys solving difficult word problems; likes to work with numbers; likes to organize facts and information in a logical way	
Visual-Spatial (Art Smart) Can read maps and diagrams easily; likes to color, draw, or paint; enjoys photography; can easily visualize things	
Musical-Rhythmic (Music Smart) Likes to sing or make music; enjoys listening to music; may play an instrument; enjoys games involving sound and rhythm	

Multiple Intelligence Descriptions - A

Verbal-Linguistic

Word Smart

People who are strong in the verbal-linguistic area are sometimes called Word Smart because they communicate well using spoken or written language. They are generally good at writing and spelling, and they enjoy reading. They like word games as well as riddles, jokes, and puns. Verbal-linguistic learners have large, descriptive vocabularies, and they enjoy learning new words. They learn information best through reading, writing, and listening.

Mathematical-Logical

Math Smart

People who are strong in the mathematical-logical area are sometimes called Math Smart. They like using numbers and mathematical symbols to help them understand new concepts. They enjoy solving problems, experimenting, and using logical reasoning to figure things out. They ask a lot of questions and enjoy playing strategy games that involve thinking and planning ahead. They tend to understand new math ideas easily and are strong in math computation.

Multiple Intelligence Descriptions - B

Visual-Spatial

Art Smart

Visual-spatial learners are sometimes called Art Smart, although they aren't always artistic in the traditional sense. Visual-spatial individuals tend to think in visual images and learn best when material is presented through pictures, charts, diagrams, and graphic organizers. They often enjoy drawing and designing, using color and/or shapes in pleasing ways, or arranging objects. They usually have a good sense of direction and can read maps easily.

Musical-Rhythmic

Music Smart

People who are musical-rhythmic enjoy listening to and creating music. They like to communicate their thoughts and feelings through music. They can read and understand musical symbols easily. They may enjoy playing an instrument, singing, composing music, or writing song lyrics. They may create musical instruments from things around them such as sticks, cans, or rocks. Music and rhythm help them learn.

Smart Sorting Practice

Materials for each team:

Smart Sorting Cards and Smart Sorting Map

Directions:

1. Start by placing the Smart Sorting Map A/B face up in the center of the team.
2. Cut apart the Smart Sorting Cards and shuffle them. Place them face down in a stack next to the Sorting Mat.
3. Player #1 turns over the top card and reads the statement to the team. For example, "Plays a musical instrument well."
4. Player #1 announces where he or she thinks the card should be placed - in this example, "Musical-Rhythmic." Everyone on the team gives a thumbs up if they agree or discusses it they don't.
5. When everyone agrees, Player #1 places the card face up on the Sorting Map under the correct heading.
6. Play moves clockwise around the team, so the student on the left becomes Player #2 who repeats steps 3, 4, and 5 with the next card. The team must approve each placement.
7. Continue clockwise around the team until all cards have been placed on the map. Raise your hands when finished.
8. Repeat the activity with Sorting Cards and Sorting Map C/D.



Smart Sorting Cards - A/B

1 Enjoys singing and sings well	2 Enjoys crossword puzzles and word games
3 Likes to use painting or drawing programs on the computer	4 Plays a musical instrument well
5 Likes photography, painting, drawing, or crafts	6 Loves the challenge of solving difficult math problems
7 Likes using charts, maps, and graphic organizers to learn	8 Often listens to music in free time
9 Likes to play games involving numbers, logic, and strategy	10 Enjoys reading for pleasure
11 Learns new math concepts easily	12 Finds it easy to write letters, stories, poems, or reports

Smart Sorting Mat - A/B

Math-Logical (Math Smart)	Musical-Rhythmic (Music Smart)
Verbal-Linguistic (Word Smart)	Visual-Spatial (Art Smart)

Lesson 3 Teaching Strategies



Lesson 3 - Introduce Remaining MI Areas

1. Present MI Information - Remaining Four Areas

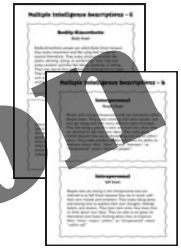
Materials: MI Descriptions pages C and D only (1 copy to display)
Note-taking Pages printed front to back (1 per student)

Follow the same steps for introducing the remaining areas that you used in Lesson 2. Read each description, discuss famous people and careers, brainstorm symbols, and record notes.

2. Smart Sorting Team Review

Materials Needed:
Smart Sorting Mat C/D (1 per team)
Sorting Cards C/D (1 set per team)
Smart Sorting Directions (1 copy to display)

After you've introduced the final four MI areas, have students complete the Smart Sorting activity using the Sorting Map C/D and Sorting Cards C/D. Post the same directions as the previous lesson.



Answers

Bodily Kinesthetic - #16, #17, #19
Interpersonal - #14, #21, #23

Naturalist - #13, #18, #24
Intrapersonal - #15, #20, #22



Lesson Notes

Multiple Intelligence Notes Continued

Bodily-Kinesthetic (Body Smart)	
Enjoys sports, dancing, walking or other physical activity; learns best through hands-on activities or movement	
Naturalist (Nature Smart)	
Likes to take care of plants and/or animals; likes to study about the earth and nature; enjoys being outside	
Interpersonal (People Smart)	
Enjoys meeting new people; gets along well with team members; likes talking over ideas; friendly and helpful	
Intrapersonal (Self Smart)	
Likes being alone; needs quiet time to think over ideas; likes to set personal goals; thinks about own feelings and emotions	

Multiple Intelligence Descriptions - G

Bodily-Kinesthetic

Body Smart

Bodily-Kinesthetic people are called Body Smart because they enjoy movement and like using their bodies to express themselves. They enjoy physical activities like sports, dancing, acting, or performing. They may also enjoy outdoor activities like biking, kayaking, or hiking. They may spend time exercising or working out at a gym. They learn best when movement or action is involved, such as role-playing, pantomime, taking something apart, sorting objects, or moving about the room.

Naturalist

Nature Smart

Naturalists are called Nature Smart because they enjoy learning about the natural world including plants, animals, the earth, weather, and space. They may be naturally good at taking care of plants or animals, and may seem to have a special bond with living things. Naturalists have a deep concern about the environment and a desire to preserve nature for future generations. They often enjoy collecting natural objects such as rocks, insects, and leaves.

Multiple Intelligence Descriptions - D

Interpersonal People Smart

People with strong interpersonal skills are sometimes called People Smart. They enjoy working with other people, and they get along well with many different types of people. They like being a part of a team and learn best when they are allowed to talk over new ideas. They make great friends because they are understanding and respect others' views. They make excellent leaders and have the ability to motivate others. Hint: "Inter-" means "between," so "interpersonal" means "between people."

Intrapersonal Self Smart

People who are strong in the intrapersonal area are referred to as Self Smart because they are in touch with their own moods and emotions. They enjoy being alone and having time to explore their own thoughts, feelings, beliefs, and dreams. They learn best when they have time to think about new ideas. They are able to set goals for themselves and enjoy thinking about how to improve. Hint: "Intra-" means "within," so "intrapersonal" means "within self."

Smart Sort Cards - G/D

13 Enjoys being outside in all kinds of weather	14 Learns best when able to talk over new ideas
15 Often thinks about goals and dreams for the future	16 Likes projects with role play, acting, or performing
17 Is naturally good at physical activities like sports or dancing	18 Enjoys caring for pets and other animals
19 Learns best by doing hands-on activities	20 Enjoys spending time alone
21 Often helps others without being asked	22 Likes to have quiet time to think over new ideas
23 Gets along well with others; enjoys being on a team	24 Enjoys studying about the weather, the earth, and nature

Smart Sorting Mat - G/D

Naturalist (Nature Smart)	Intrapersonal (Self Smart)
Bodily-Kinesthetic (Body Smart)	Interpersonal (People Smart)

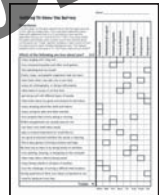
Lesson 4 Teaching Strategies

Lesson 4 - Score Surveys and Analyze Results

From this point forward, there will be opportunities for students to share the results of their surveys with their classmates. Please be sensitive to the fact that some students will not want to share their results, so give them the option of keeping their survey results private.

1. Predict Personal Strengths

Tell students that in a moment you will return their Getting To Know You Surveys. Many students will make the connection between the survey and what they have been studying. If they don't, explain that the survey they took in Lesson 1 will result in a score for each of the eight multiple intelligences. Before you return their surveys, ask each student to think to predict which area will be their greatest strength. Have them review their notes, jot down their responses, and quickly share them with their teams, if desired.



2. Return Surveys

Materials: Completed Surveys from Lesson 1

Before you return the surveys, explain that the questionnaire is NOT scientific and is only intended as a fun way to figure out their strengths and their best ways to learn *at this point in time*. Some students may want to change their answers now that they know about MI theory. Let them know that there are no right or wrong answers because everyone is unique, and they may not change their answers during the scoring process.

3. Score the Surveys

Display a copy of a blank survey for the students and demonstrate how to unfold it and transfer the numbers across to the boxes on each row. Next, demonstrate how to add the three numbers for each area and write the totals at the bottom. Suggest that they either use a calculator for accuracy or get a friend to check their work.

4. Rank Order Multiple Intelligence Areas

Now ask your students to create a single-column list of their MI areas on an index card or scrap paper, with the highest score at the top of the list. If they have two areas that have the same score, they will need to think about what they have learned about each area from their MI lessons and decide which area they think is stronger. It's important that they make a choice and create a single column list that's in order from highest to lowest.

1. Math Smart
2. Body Smart
3. Word Smart
4. Art Smart
5. People Smart
6. Music Smart
7. Self Smart
8. Nature Smart

Multiple Intelligence Color Maps

Color Key: Top 2 = Blue, Next 2 = Green, Next 2 = Orange, Last 2 = Yellow

My MI Color Map

Name _____

Naturalist	Mathematical-Logical
Verbal-Linguistic	Musical-Rhythmic
Visual-Spatial	Bodily-Kinesthetic
Interpersonal	Intrapersonal

My MI Color Map

Name _____

Naturalist	Mathematical-Logical
Verbal-Linguistic	Musical-Rhythmic
Visual-Spatial	Bodily-Kinesthetic
Interpersonal	Intrapersonal

My MI Color Map

Name _____

Naturalist	Mathematical-Logical
Verbal-Linguistic	Musical-Rhythmic
Visual-Spatial	Bodily-Kinesthetic
Interpersonal	Intrapersonal

My MI Color Map

Name _____

Naturalist	Mathematical-Logical
Verbal-Linguistic	Musical-Rhythmic
Visual-Spatial	Bodily-Kinesthetic
Interpersonal	Intrapersonal

Smart Color Maps

Color Key: Top 2 = Blue, Next 2 = Green, Next 2 = Orange, Last 2 = Yellow

My Smart Color Map

Name _____

Nature	Math
Word	Music
Art	Body
People	Self

My Smart Color Map

Name _____

Nature	Math
Word	Music
Art	Body
People	Self

My Smart Color Map

Name _____

Nature	Math
Word	Music
Art	Body
People	Self

My Smart Color Map

Name _____

Nature	Math
Word	Music
Art	Body
People	Self

Create a Smart Word Cloud

Word Cloud Overview

A word cloud is an artistic arrangement of words of different sizes. The size of each word is related to the number of times it appears in the text used to create the word cloud. Frequent words appear larger than words that are not used as frequently. See the examples below:



Directions for Creating a Smart Word Cloud

- Use your scores on each multiple intelligence area to create your own unique Smart Word Cloud. Open a word processing document and type the word for one intelligence area. Then copy and paste that word over and over the number of times equal to your score. For example, if you scored an 8 on "nature smarts," type the word "nature" or "naturalist" 8 times. Do the same for the remaining intelligence areas. You'll end up with one long list of words.
- Visit a word cloud website such as Wordle.net, ABCya.com, or Tagxedo.com. Look for the "create" or the "word cloud" link and click it to get started creating your own.
- Copy and paste your list of words into the text area and check to be sure there are no spelling errors. Click Submit.
- Play with the color, font, and layout options until the words are arranged in a pleasing manner.
- Check with your teacher before printing your word cloud.
- If you want to save the word cloud as an image to use later, look for the Save option. If you can't find one, you may need to ask your teacher how to capture it with a screen shot and save it as an image.

Lesson 6 Teaching Strategies



Lesson 6 - Review and Apply

Whether or not you have your students continue with their Multiple Intelligence studies will depend on your objectives. Some teachers don't feel the need to assess their students on this information and believe that simply introducing the concepts and conducting the survey is enough. Others want their students to have a deeper understanding and to be able to apply the concepts to life topics such as careers and hobbies. The activities below are enjoyable even if they are not followed by the assessment activities, but they will also serve the purpose of helping students to review the information and apply it to real-life situations. You won't be able to complete all the activities in a day, so choose the ones you feel are most valuable or plan to spend several days on this lesson.

1. Smart Concentration Matching Game

Materials: Smart Concentration Directions (1 to display)
Smart Concentration Cards (2 pages per team)

Smart Concentration is a variation of the age-old game called "Concentration" or "Memory." It's a review game to help your students become familiar with the general descriptions for each intelligence area. Students will work in teams to find matching sets of cards (see student directions).

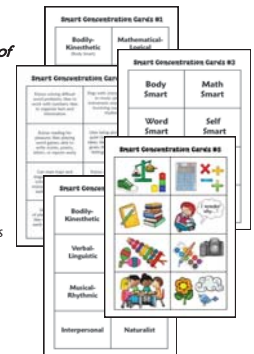


You may notice that there are actually 5 different sets of cards for this game. For each deck, you'll need just 2 pages of cards for each team. For example, any of the following combinations would work well:

- Match symbols (set #5) with descriptions (set #2)
- Match descriptions (set #2) with MI terms (set #1)
- Match MI terms (set #4) with MI Smart Words (set #3)

If you create different types of decks, you can have teams switch decks after they play with one set of cards. Variety adds a little fun to the practice activity! After teams play in cooperative learning groups, you can save the decks of cards to use in a learning center.

Laura's Tip: I have students start the game by turning the cards face up and making sure they have 8 sets of matching cards. There's nothing more frustrating than getting to the end of the game and discovering that the final two cards don't match because the set is not complete!



Lesson 6 Teaching Strategies



Lesson 6 Continued

2. Round About MI Theory Discussion

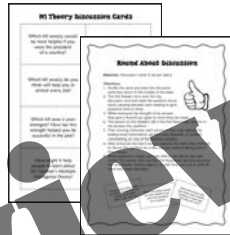


Materials: MI Theory Discussion Cards (1 set per team)
Round About Discussion Directions (1 set to display)

The Round About MI Theory Discussion is designed to promote application of the concepts and to stimulate higher level thinking. Team discussions are important for those who are Interpersonal learners, but they can be frustrating as well. Often one student will dominate the discussion while others never contribute. The Round About Discussion technique will ensure that all students answer at least one question and will help to equalize participation. You can have students within teams conduct this activity on their own, or you can guide them through it in a whole group setting.

Team Directions

For this activity, team members should be seated in a circle, either at their desks, in chairs, or on the floor. Before starting, have students in each team number off around the team in a clockwise direction. Give each team one set of MI Theory Discussion Cards and have them place the cards face down in the middle of the team.

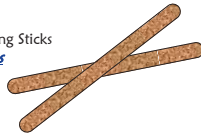


Post the Round About Discussion directions shown at right (page 50) and tell students who will be the first Reader on each team. Review the directions with them before they begin. If there's any confusion, have one team model the directions for the class.

Whole Class Modification

If your teams aren't ready to handle this activity independently, you can guide them through it as a class. Students should still be seated in teams, and will be discussing the cards within teams. However, you will select each discussion card and set the pace for the discussions. You'll read the question aloud to the whole class and name the number of the person on each team who will start the discussion. Then have students take turns responding around the team in a clockwise direction. Finally, ask a few students to share their thoughts with the class. This technique works well when your students are already seated in teams and you only have time to talk about one or two of the questions.

Laura's Tip: These discussion cards can also be used with the Talking Sticks discussion technique described in [The Core of Effective Discussions](#) article on my Corkboard Connections blog.



Lesson 6 Teaching Strategies



Lesson 6 Continued

3. Smart Career Chat

Materials: Career Cards (1 set per class)



One of the best ways to apply multiple intelligence theory is to consider how it relates to careers. If you plan to use the Career Smarts Analysis activity for individual assessment, the Smart Career Chat activity would be an excellent strategy to prepare students in advance. Because this activity has several steps, you will guide them through each round of discussion. For each career that is discussed, you will first have students discuss the career description and then talk over which MI areas would be most helpful to someone in that career.

Smart Career Chat Steps

- Introduce Chat** - Tell students that they will be chatting with a partner about how multiple intelligence theory relates to careers. Quickly assign partners in each team.
- Select Career** - Randomly choose a career from the deck and write it on the board.
- Pairs Chat about Career Descriptions** - Ask students to chat with their partner about what they know about that career field. What does someone in this career do? Who do you know with this job?
- Classmates Discuss** - Call on a few students to share what they know about this career and correct any misunderstandings.
- Pairs Chat About MI Connections to Careers** - Now ask your students, "Which multiple intelligence areas would be most helpful to someone in this career, and which areas would be least helpful? Why?" Give students a minute or two to discuss their ideas.
- Classmates Discuss** - Call on at least one student from every team to share an idea about how the various intelligence areas might be used within that career path. In addition, be sure to discuss which areas might not be needed.
- Repeat Procedure** - Choose a new career card and repeat. Continue as time allows.
- Journal Writing** - Follow up by having students choose a career that interests them and write a brief job description and a few sentences about the intelligence areas that would be most helpful and least helpful on that job.

Career Cards			
Artist	Carver	Judge	Journalist
Architect	Designer	Writer	Reporter
Musician	Actor	Lawyer	Editor
Teacher	Scientist	Politician	Public Speaker



Lesson 6 Teaching Strategies

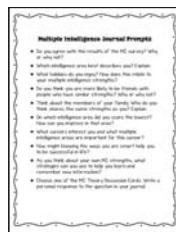


Lesson 6 Continued

4. Smart Journal Writing

Materials: Journal prompts and paper

Writing in a journal appeals to students who are Word Smart or Self Smart, but it's also a good stretch for students who need a growth opportunity in those areas. You can have them respond in an existing journal or on lined sheets of paper in their Learning Logs. You may want to require two or three journal entries per week while you are studying multiple intelligence theory.



Each day that you require a journal response, choose one of the prompts from the Journal Prompt list (page 53) or create one of your own. Post it for students to refer to as they write. Encourage visual-spatial students to embellish their writing with doodles, drawings, or graphic organizers. It's also helpful to allow a few minutes of team or class discussion about the prompt to get their mental wheels turning and to prevent the "I don't know what to write" syndrome.

Try to collect their journal writings at least once a week and respond in some way, with written or verbal comments. If you grade them, assess the content of their writing more than their mechanics.

Lesson Notes

Preview

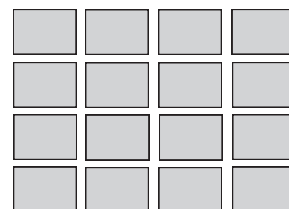
Smart Concentration

Objective: To review the eight multiple intelligence areas by finding matching sets of cards

Materials: 16 "Smart" Multiple Intelligence Matching Cards

Directions:

- Check to be sure you have 16 cards with no duplicates. To do this spread them out face up and work as a team to make sure that there are 8 complete matching sets.
- To begin the game, shuffle all 16 cards together and place them face down in rows in the middle of the team as shown below.
- The first player turns over 2 cards, making sure everyone sees the cards and their locations. If the cards match and all team members agree, that player keeps the cards and turns over 2 more cards. Play continues until the player turns over 2 cards that don't match.
- If the cards don't match, the cards are placed face down and the player on the left turns over 2 cards looking for a match.
- Players take turns clockwise around the team and continue playing until all matches are found. Everyone counts their cards, and the winner is the person who collected the most cards.
- Shuffle the cards and play again. The first player for each round is the person with the fewest cards during the previous round.



Smart Concentration Cards #1

<p>Bodily-Kinesthetic (Body Smart)</p>	<p>Mathematical-Logical (Math Smart)</p>
<p>Verbal-Linguistic (Word Smart)</p>	<p>Intrapersonal (Self Smart)</p>
<p>Musical-Rhythmic (Music Smart)</p>	<p>Visual-Spatial (Art Smart)</p>
<p>Interpersonal (People Smart)</p>	<p>Naturalist (Nature Smart)</p>

Smart Concentration Cards #2

<p>Enjoys solving difficult word problems; likes to work with numbers; likes to organize facts and information</p>	<p>Sings well; enjoys listening to music; plays an instrument; enjoys games involving sound and rhythm</p>
<p>Enjoys reading for pleasure; likes playing word games; able to write stories, poems, letters, or reports easily</p>	<p>Likes being alone; needs quiet time to think over ideas; likes to set personal goals; thinks about own feelings and emotions</p>
<p>Can read maps and diagrams easily; likes to color, draw, or paint; enjoys photography; can easily visualize things</p>	<p>Enjoys sports, dancing, walking or other physical activity; learns best through hands-on activities or movement</p>
<p>Likes to take care of plants and/or animals; likes to study about the earth and nature; enjoys being outside</p>	<p>Enjoys meeting new people; gets along well with team members; likes talking over ideas; friendly and helpful</p>

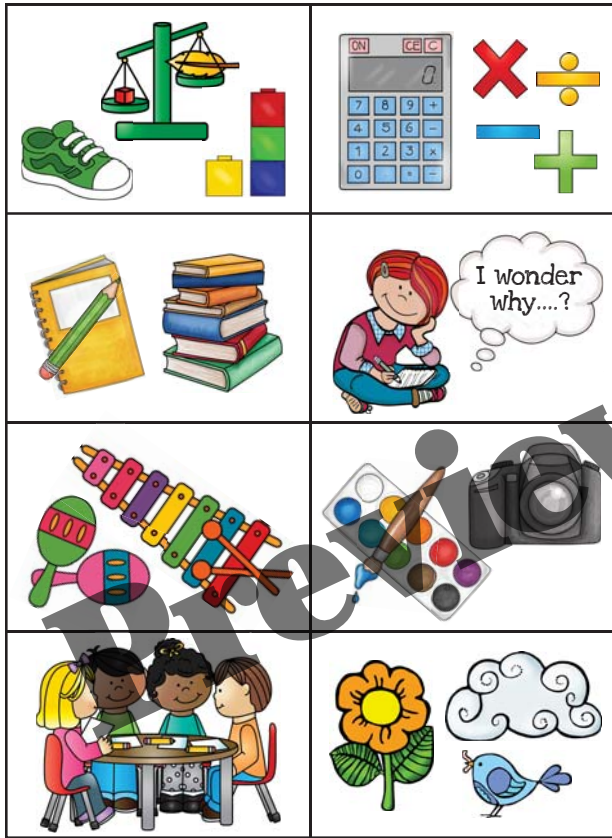
Smart Concentration Cards #3

<p>Body Smart</p>	<p>Math Smart</p>
<p>Word Smart</p>	<p>Self Smart</p>
<p>Music Smart</p>	<p>Art Smart</p>
<p>People Smart</p>	<p>Nature Smart</p>

Smart Concentration Cards #4

<p>Bodily-Kinesthetic</p>	<p>Mathematical-Logical</p>
<p>Verbal-Linguistic</p>	<p>Intrapersonal</p>
<p>Musical-Rhythmic</p>	<p>Visual-Spatial</p>
<p>Interpersonal</p>	<p>Naturalist</p>

Smart Concentration Cards #5



Round About Discussion

Materials: Discussion Cards (1 set per team)

Directions:

1. Shuffle the cards and place the discussion cards face down in the middle of the team.
2. The first Reader turns over the top discussion card and reads the question aloud twice, pausing between each reading to give everyone time to think.
3. When everyone has thought of an answer, they give a thumbs-up signal to show they are ready.
4. The person on the Reader's left is the first Responder, and he or she answers the question.
5. Then moving clockwise, each person in turn may respond by adding more information, giving a new response, or politely commenting on one of the previous answers.
6. After everyone has had a turn to respond, the team may continue to discuss the question for a few minutes without taking turns if they choose.
7. When everyone's ready, the roles shift to the left for the next round. The person who was the first Responder last time becomes the new Reader. Follow steps 2 - 6 until time runs out or until all cards have been discussed.



MI Theory Discussion Cards

Which MI area(s) would be most helpful if you were the president of a country?

Which MI area(s) might help you to live a healthy life style?

Which MI area(s) do you think will help you in almost every job?

What is one MI area you want to improve? Why do you want to improve this area?

Which MI area is your strongest? How has this strength helped you be successful in the past?

Which MI area(s) may have been more helpful hundreds of years ago than they are now?

How might it help people to learn about Dr. Gardner's Multiple Intelligence theory?

Do you think there might be other intelligence areas besides these eight? What might they be?

Career Cards

	Journalist	Poet	Scientist	Architect	Teacher	Fire Fighter	Public Speaker
	Judge	Clothing Designer	Athlete	Minister	Photographer	Talk Show Host	Pharmacist
	Comedian	Singer	Veterinarian	Banker	Environmentalist	Pediatrician	Inventor
	Politician	Magician	Game Designer	Tour Guide	Videographer	Salesperson	Lawyer

Multiple Intelligence Journal Prompts

- * Do you agree with the results of the MI survey? Why or why not?
- * Which intelligence area best describes you? Explain.
- * What hobbies do you enjoy? How does this relate to your multiple intelligence strengths?
- * Do you think you are more likely to be friends with people who have similar strengths? Why or why not?
- * Think about the members of your family. Who do you think shares the same strengths as you? Explain.
- * On which intelligence area did you score the lowest? How can you improve in that area?
- * What careers interest you and what multiple intelligence areas are important for this career?
- * How might knowing the ways you are smart help you to be successful in life?
- * As you think about your own MI strengths, what strategies can you use to help you learn and remember new information?
- * Choose one of the MI Theory Discussion Cards. Write a personal response to the question in your journal.

Assessment Strategies

Lesson 7 - Assess Understanding

Assessment can take many forms in the classroom, from daily teacher observations to formal paper-and-pencil tests and projects. Ideally, assessments allow students multiple pathways to demonstrate knowledge, but sometimes those types of assessments aren't feasible with a large class. The suggestions below include a paper-and-pencil quiz to test basic understanding, an application-level Career Smarts Analysis, and project-based assessment suggestions. You may want to require everyone to take the written quiz (or give it orally to some students) and then offer some options for the application portion of the assessment. If the students who are not Word Smart prefer to demonstrate their understanding of each area in another way, applaud their initiative and allow them to do so!



1. Multiple Intelligence Quiz

Materials: Multiple Intelligence Quiz or Ways We Are Smart Quiz variation (1 per student)
Answer Key

Choose the variation you want students to use and allow adequate class time to respond. The two short answer questions may be difficult for students who are not Word Smart so you might let them respond orally to you in private. Please note that the two tests are similar, but the order of the statements is different. You can use one as a test and the other as a retest for students who have difficulty on the first one.

2. Career Smarts Analysis

Materials: Career Smarts Analysis - double-sided (1 per student)
Career Cards - 1 copy of the full page to display
Access to research materials and/or the internet

The Career Smarts Analysis can be used as a partner learning activity or for an individual assessment. In this activity, students choose a career and research its job description. Then they rate each intelligence area on a scale of 1 to 5 as to how important it would be for someone in that career. Finally, they justify their analysis in writing. The directions are given for using it as an assessment, and the partner modification is described at the end.

Assessment Strategies

Lesson 7 Continued

Career Smarts Analysis - Individual Assessment Directions

The Career Smarts Analysis (pages 61-62) will take several days because it involves both research and writing. Here's what to do:

1. First, display a copy of the assessment and explain the task, but don't hand out the actual assessment form at this point.
2. Next, display the career cards and ask students to choose one career either from the set of cards or a different career (pending your approval of course).
3. Ask your students to write the title of their chosen career at the top of a sheet of paper and spend a day or two researching what someone in that career needs to know and what they do each day. Have them take notes on this topic and tell them they will be able to use their notes during the written assessment.
4. Consider offering bonus points for interviewing someone in that career.
5. Assign a deadline for completion. Ask students to bring their notes to class on that day.
6. On the assessment day, give them a copy of the Career Smarts Analysis form to complete in class. Ask them to write the job description in their own words and to rate each intelligence area according to how important it would be to a person in that career. After they rate the intelligence area, they will justify their rating with a sentence or two.
7. Provide at least one example, such as, "If I were rating a chef in the Mathematical-Logical intelligence area, I would circle a 4. A chef has to be able to use fractions to measure ingredients, use money when buying ingredients, and coordinate cooking times so that everything is ready at the same time."



Laura's Tip: Provide plenty of time for students to complete the assessment in class. If your purpose is to assess each student's understanding of the eight multiple intelligence areas, they should not be allowed to take the form home to finish. If you do, you'll be assessing their parents' understanding instead!

Career Smarts Analysis - Partner Variation: You may want to use this activity as a learning opportunity rather than as an assessment. In that case, it would be helpful to let students choose partners after they choose their careers. Whether or not they choose the same career, they should each conduct their own research and complete their own Career Smarts Analysis. They may discuss what they have learned about the career, but they should write the explanations in their own words without copying from each other's papers.



Assessment Strategies

Lesson 7 Continued

3. Project-based Assessments

If you have time for projects, you can allow students to create a project or develop a performance to share what they have learned about MI theory. I prefer to give students class time to work on projects rather than assigning them for homework to ensure that students are contributing equally and not getting too much help from parents. Brainstorm their project options as a class (see below). Decide whether they need to include information about all eight intelligence areas, or divide the class into eight groups and have each group present information about one area.

Team Projects Considerations

If you decide to permit students to work in teams, allow them to choose their own teammates and their own presentation methods. If you want to grade the team on their performance, use the Team Project Evaluation form to avoid giving everyone the same grade. On this form, each person writes a description of what he or she contributed to the project, and all team members sign to show their agreement. When you evaluate the project itself, consider the individual contributions of each student when you assign grades. For example, a well-executed skit may receive an A+, but if one team member contributed very little, that member would not receive the A+ in your grade book.



Project Ideas

- | | |
|----------------------------|--------------------------|
| Skits or Reader's Theaters | Written reports |
| Puppet Shows | Commercials |
| Posters or diagrams | Talk shows or interviews |
| Songs or chants | Scrapbooks |
| PowerPoints | Videos |
| Prezis (www.prezi.com) | Websites or Blogs |

Name _____

Ways We are Smart Quiz

Vocabulary

Fill in each blank with the correct multiple intelligence area.

- _____ 1. Sings well, enjoys listening to music, plays an instrument or writes music
- _____ 2. Enjoys helping others, gets along well with team members, likes talking over ideas
- _____ 3. Enjoys working with numbers, likes to solve problems, enjoys strategy and logic games
- _____ 4. Enjoys photography, drawing, and painting, can read maps, charts, and graphs easily, likes to draw and color, and can visualize things easily
- _____ 5. Likes to take care of pets, is good with plants, likes to study about the earth, space, and weather
- _____ 6. Enjoys reading for pleasure, doing crossword puzzles, and writing stories, poems, or reports
- _____ 7. Enjoys sports, dancing, or other physical activity; learns best through hands-on activities
- _____ 8. Likes to keep a journal, enjoys having time alone to think over ideas, thinks about dreams and goals

- Nature
- Self
- Body
- Music
- Math
- Art
- People
- Word

Short Answer

- 9. Which multiple intelligence area do you feel is your **strongest**? Write a paragraph explaining why you think this is your strongest. Give details about yourself that relate to that area. (You may write about more than one area, but if you do, you have to write a paragraph about **each** area that you choose.)
- 10. Which multiple intelligence area would you most like to improve? Write a paragraph explaining why you want to improve this area. Include details from your life to provide examples.

Bonus: Name a career that interests you. What are two MI areas that someone would need to demonstrate in order to be successful at that job?

Name _____

Ways We are Smart Answer Key

Vocabulary

Fill in each blank with the correct multiple intelligence area.

- Music 1. Sings well, enjoys listening to music, plays an instrument or writes music
- People 2. Enjoys helping others, gets along well with team members, likes talking over ideas
- Math 3. Enjoys working with numbers, likes to solve problems, enjoys strategy and logic games
- Art 4. Enjoys photography, drawing, and painting, can read maps, charts, and graphs easily, likes to draw and color, and can visualize things easily
- Nature 5. Likes to take care of pets, is good with plants, likes to study about the earth, space, and weather
- Word 6. Enjoys reading for pleasure, doing crossword puzzles, and writing stories, poems, or reports
- Body 7. Enjoys sports, dancing, or other physical activity; learns best through hands-on activities
- Self 8. Likes to keep a journal, enjoys having time alone to think over ideas, thinks about dreams and goals

- Nature
- Self
- Body
- Music
- Math
- Art
- People
- Word

Short Answer

- 9. Which multiple intelligence area do you feel is your **strongest**? Write a paragraph explaining why you think this is your strongest. Give details about yourself that relate to that area. (You may write about more than one area, but if you do, you have to write a paragraph about **each** area that you choose.)
Answers will vary

- 10. Which multiple intelligence area would you most like to improve? Write a paragraph explaining why you want to improve this area. Include details from your life to provide examples.
Answers will vary

Bonus: Name a career that interests you. What are two MI areas that someone would need to demonstrate in order to be successful at that job?
Answers will vary

Name _____

Multiple Intelligence Quiz

Vocabulary

Match each description with its intelligence area. Write the letter of that area in the blank next to the description.

- _____ 1. Enjoys reading, doing crossword puzzles, and writing stories, poems, or reports
- _____ 2. Enjoys helping others, gets along well with team members, likes talking over ideas
- _____ 3. Enjoys spending time alone, needs quiet time to think over ideas, likes to think about goals and dreams, keeps a journal
- _____ 4. Enjoys photography, drawing, and painting, can read maps, charts, and graphs easily, likes to draw and color, and can visualize things easily
- _____ 5. Likes to take care of pets, is good with plants, likes to study about the earth, space, and weather
- _____ 6. Enjoys working with numbers, likes to solve problems, enjoys playing strategy and logic games
- _____ 7. Enjoys sports, dancing, or other physical activity; learns best through hands-on activities
- _____ 8. Sings well, enjoys listening to music, plays an instrument

- A. Naturalist
- B. Intrapersonal
- C. Bodily Kinesthetic
- D. Musical/Rhythmic
- E. Mathematical/Logical
- F. Visual/Spatial
- G. Interpersonal
- H. Verbal/Linguistic

Short Answer

- 9. Which multiple intelligence area do you feel is your **strongest**? Write a paragraph explaining why you think this is your strongest. Give details about yourself that relate to that area. (You may write about more than one area, but if you do, you have to write a paragraph about **each** area that you choose.)
- 10. Which multiple intelligence area would you most like to improve? Write a paragraph explaining why you want to improve this area. Include details from your life to provide examples.

Bonus: Name a career that interests you. What are two MI areas that someone would need to demonstrate in order to be successful at that job?

Name _____

Multiple Intelligence Quiz Answer Key

Vocabulary

Match each description with its intelligence area. Write the letter of that area in the blank next to the description.

- H 1. Enjoys reading, doing crossword puzzles, and writing stories, poems, or reports
- G 2. Enjoys helping others, gets along well with team members, likes talking over ideas
- B 3. Enjoys spending time alone, needs quiet time to think over ideas, likes to think about goals and dreams, keeps a journal
- F 4. Enjoys photography, drawing, and painting, can read maps, charts, and graphs easily, likes to draw and color, and can visualize things easily
- C 5. Enjoys sports, dancing, or other physical activity; learns best through hands-on activities
- E 6. Enjoys working with numbers, likes to solve problems, enjoys playing strategy and logic games
- A 7. Likes to take care of pets, is good with plants, likes to study about the earth, space, and weather
- D 8. Sings well, enjoys listening to music, plays an instrument

- A. Naturalist
- B. Intrapersonal
- C. Bodily Kinesthetic
- D. Musical/Rhythmic
- E. Mathematical/Logical
- F. Visual/Spatial
- G. Interpersonal
- H. Verbal/Linguistic

Short Answer

- 9. Which multiple intelligence area do you feel is your **strongest**? Write a paragraph explaining why you think this is your strongest. Give details about yourself that relate to that area. (You may write about more than one area, but if you do, you have to write a paragraph about **each** area that you choose.)
Answers will vary

- 10. Which multiple intelligence area would you most like to improve? Write a paragraph explaining why you want to improve this area. Include details from your life to provide examples.
Answers will vary

Bonus: Name a career that interests you. What are two MI areas that someone would need to demonstrate in order to be successful at that job?
Answers will vary

Name _____

Career Smarts Analysis

Choose a career that interests you and record it here: _____

Job Description - Conduct research to learn about the tasks and responsibilities of someone who has that career. How do they spend their time at work? If possible, research someone who is in that career field to find out more information. Write a brief job description below:

Intelligence Analysis

How important do you think each of the eight intelligence areas are to someone who has this career? Rate the importance of each area by circling a number from 1 to 5. (1 = Not Very Important and 5 = Very Important) Then write a few sentences explaining your rating.

1. Verbal-Linguistic Rating: 1 2 3 4 5

2. Mathematical-Logical Rating: 1 2 3 4 5

3. Visual-Spatial Rating: 1 2 3 4 5

Career Smarts Analysis (continued)

4. Musical-Rhythmic Rating: 1 2 3 4 5

5. Intrapersonal Rating: 1 2 3 4 5

6. Bodily- Kinesthetic Rating: 1 2 3 4 5

7. Interpersonal Rating: 1 2 3 4 5

8. Naturalist Rating: 1 2 3 4 5

Bonus: On another sheet of paper, analyze your own MI strengths and needs. What strengths do you already have that would help you in this job? What areas would you have to develop to be able to do this job well?

Team Project Evaluation



Name _____
Team _____
Date _____

Project Topic or Title _____

Briefly describe your contribution to the project. What did you bring and/or do?

All team members sign to show their agreement with the above description.

If you were to do this project over, what would you do differently to improve your work?

How could your team work together more effectively next time?

Teacher Comments:

Final Grade

Final Grade

Next Steps for You and Your Students

You and your students have explored eight multiple intelligence areas, and at this point you should be familiar their preferred learning styles. Now it's time to think about what to do with what you've learned.



Next Steps for You

If you haven't recorded your students' scores on your MI Quick Reference form, this would be a good time to do so. Review your students' learning styles as individuals and as a class. Then use the ideas below to improve instruction and engage all students in learning.



- **Lesson Design** - Create active lessons that involve many multiple intelligence areas as opposed to relying exclusively on math, reading, and writing skills. Don't feel you must create eight different activities for every lesson. It just means that you should be aware of different learning styles and provide a variety of pathways for learning throughout each unit.
- **Grouping for Projects** - You can group students with similar strengths or create mixed groupings. In either event, you'll form teams based on their strengths.
 - Similar Strengths** - Groups students who are strong in a particular area and let them create a project using their preferred learning style.
 - Different Strengths** - Create mixed groups so that each group includes someone who is Word Smart, Art Smart, Music Smart, and so on. When they work together, they can divide the roles according to their strengths.
- **Differentiation** - Now that you know more about your students, you'll know what to do when they seem to be having difficulties. You can take a look at your reference sheet and vary the way you present the material to capitalize on your students' strengths. Add music, movement, or visual aids, and ask students to talk over ideas with a partner. Just tweaking the lesson a bit can facilitate learning for all.
- **Fostering a Growth Mindset** - Because you're aware of each student's growth areas, you'll know the types of tasks that will be a challenge for them. Remind students of the importance of taking on challenges and persevering through difficult assignments. Praise and recognize them *for the effort they are putting forth*.



Note: *Multiple Intelligence Theory for Kids* was designed as a step-by-step guide for teaching students about MI theory, and it does not include projects and activities to foster growth in each of the eight areas. Specific strategies for each of area can be found in Dr. Spencer Kagan's book, *Multiple Intelligences: The Complete MI Book*. It's a terrific resource with a chapter of teaching strategies for each of the eight multiple intelligences.

Next Steps for You and Your Students



Next Steps for Your Students

Now that they've learned about multiple intelligence theory, your students have several important roles as well. However, they might not realize the implications of what they've learned unless you discuss these ideas with them.

- **Accepting Responsibility for Their Learning** - Teach your students to accept responsibility for their learning by thinking about what they need in terms of instruction - and asking for it! If they are having trouble understanding a new concept, they no longer need to feel that they aren't smart. As they begin to internalize what they've learned about multiple intelligence theory, they may realize they need the information to be presented in a different way. You may hear statements like, "I'm a visual learner - can you draw me a picture?" Or "I'm having trouble remembering this - may I create a song about it?" At first, you may have to prompt students to think this way. Ask them to notice when they are struggling and to suggest a strategy that might help them learn better.
- **Understanding Differences** - Learning about the many ways people are smart can help your students become more understanding and caring. Instead of being annoyed by others' behaviors, your students will begin to realize that we are all unique and have different learning needs. For example, the student who is out of his or her seat frequently is not a "bad" student; perhaps the student is a bodily kinesthetic learner who needs more movement. I'm not suggesting that we allow our students to roam the room anytime they want; I'm simply saying that when we recognize that our students have different learning styles, we can try to ensure that everyone's needs are being met. When your students need more movement, they'll begin to suggest activities they would enjoy. Learn to listen to your students and be flexible with your plans!
- **Affirming Strengths** - Learning about MI theory and growth mindset helps students learn to celebrate each others' strengths and to encourage each other in the face of challenges. When someone excels in an area, other students may notice and say something like, "You are so talented in music! Would you help me in music class tomorrow?" Furthermore, when students become frustrated and want to give up, you'll hear their classmates encourage them to keep trying.



You may have noticed the colored pencil images scattered throughout this book. Imagine each multiple intelligence area as a different color pencil. When seen alone, each pencil appears so different and almost plain. Yet they can be blended together to create impressive and colorful works of art! In the same way, we each have our own skills and talents that combine to make us unique. By teaching your students about multiple intelligence theory, you are empowering them to become responsible for their own learning and to accept each others' differences. Those life lessons will set your students on the road to success!



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