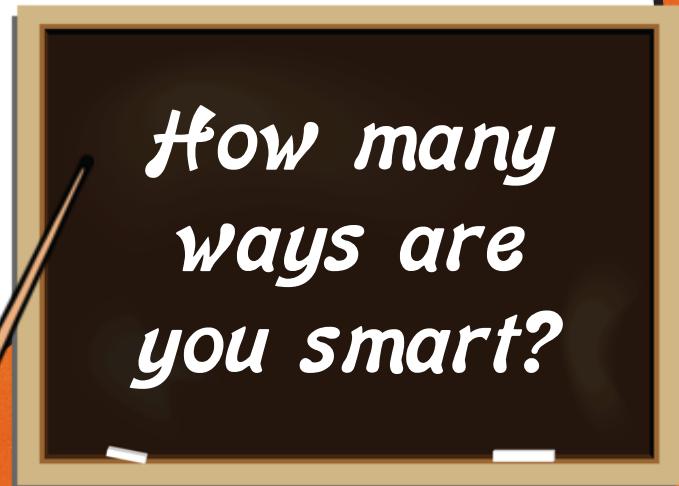




Teaching Multiple Intelligence Theory

Step-by-Step Lessons for the
Intermediate Grades



Laura Candler
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Teaching MI Theory

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Teaching Multiple Intelligence Theory

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introduction



Teaching Multiple Intelligence Theory is a resource for introducing Dr. Howard Gardner's Multiple Intelligence (MI) theory to children. The unit is designed for teachers of grades 4 through 8 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, and it will help them develop an understanding of basic MI theory and how they learn best. The suggested time frame for this unit is one to two weeks.

Teaching MI Theory Unit Objectives

As a result 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

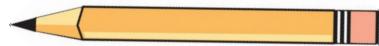
Multiple Intelligence Theory

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 many years of research and study, he settled on eight multiple intelligences (see sidebar above).

Multiple Intelligences

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

Teaching MI Theory 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

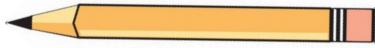
So how do teachers take this information and apply it to their own classrooms? The answer may depend on the ages of their students. With young children, the best response may be to learn as much as possible about our students through observation and interaction in order to design learning experiences 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.

Kid-Friendly MI Terms

To make the information easier for kids to understand, I have included the full terms as well as "Smart Words" equivalents. Some areas like the Interpersonal and Intrapersonal intelligences might be difficult to discuss without the kid-friendly terms. Many of the activities include several variations - some with the kid-friendly terms, some with the full terms, and some with both. Although the Smart Words make MI theory easier to discuss with kids, they don't describe the intelligence areas as well. My recommendation is to introduce the full terms and present the Smart Words as an easy way to remember and discuss the intelligence areas.

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

Teaching MI Theory Introduction



Important Considerations

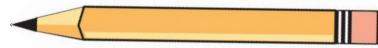
CAUTION

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

- **Teacher Knowledge** - Teachers who use these materials should already have a solid understanding of Gardner's theory. This unit is not designed as an introduction to MI theory for teachers. While the overall concept is fairly simple, the details are more complex and when your students begin to ask questions, you'll want to have a deeper understanding than what I am providing here. For example, people who are "Art Smart" may not seem very artistic, but their intelligence reveals itself in other ways such as being able to visualize what they are learning or the ability to interpret maps, charts, and graphs easily. Having a deeper understanding of each area will help you answer your students' questions and guide them as they explore the concepts.
- **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 just 3 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. Just because a student scores low 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 because he or she has not had opportunities to develop these skills. Recent research has shown 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! For example, students who score low in math should not assume they will never be good in math – maybe they need to activate different pathways to understanding math such as through music or movement. Understanding our strengths and weaknesses can help us improve and grow in all areas.
- **Parental Awareness** - Consider how you will share this information with parents. Instead of sending the survey home, you may want to share it during a parent-teacher conference where you can explain multiple intelligence theory in more detail. Be sure they know that the survey is not scientific and is simply a way to discover how each child learns best. Make sure they understand that an area of "weakness" does not mean that the child will never be good in a particular area. It also does not 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.



Teaching MI Theory Introduction



Classroom Applications

One of the most important components of this unit is the Multiple Intelligence Survey which is a quick and easy way to identify students' strengths and needs. But then what? How can you apply this information to improve instruction?

One item that you'll find in this packet is the Teacher Quick Reference form on the next page where you can record all the student survey scores on one page. This can give you valuable information about each student and the class as a whole.

Throughout the year, you'll be able to use this knowledge to:

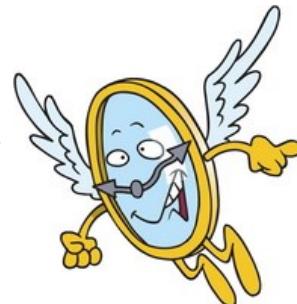
- **Design more varied learning activities** - Create lessons that engage multiple intelligences instead of relying on the traditional areas of math and literacy. This doesn't mean that you must develop eight different activities for every lesson! It just means that you should be aware of different learning styles and provide a variety of pathways to learning for each topic studied.
- **Form cooperative learning teams or pairs based on MI profiles** - Sometimes you may want to group students with similar abilities and other times you'll want to create a group with a variety of different strengths - but in either event, 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.

Student Name:	MI Quick Reference for the Teacher							
	Naturalist	Logical-Mathematical	Visual-Spatial	Verbal-Linguistic	Musical-Rhythmic	Bodily-Kinesthetic	Interpersonal	Intrapersonal
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								
26.								
27.								
28.								
29.								
30.								

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

Student Names

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

26.

Naturalist
Mathematical-Logical

Verbal-Linguistic

Musical-Rhythmic

Visual-Spatial

Bodily-Kinesthetic

Interpersonal

Intrapersonal

Nature

Math

Word

Music

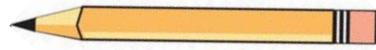
Art

Body

People

Self

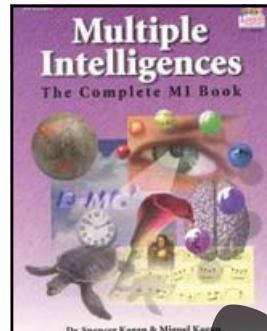
Multiple Intelligence Resources



MI Print Resources for Teachers

Where should you begin if you want to learn more? I can recommend two great resources:

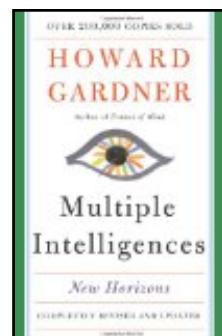
- ***Multiple Intelligences: The Complete MI Book***
by Dr. Spencer Kagan ~ 1999



I first became aware of Multiple Intelligence Theory about 12 years ago while attending a teacher workshop held by Dr. Spencer Kagan. Kagan is an authority on cooperative learning. He embraced Gardner's theory because it fit perfectly with his experiences and helped to explain the powerful benefits achieved when students are actively engaged and working together in teams. Kagan wrote this resource for classroom use, and I highly recommend it. 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. It can be ordered from the Kagan website at www.kaganonline.com. Although it was written over 10 years ago, the information is still relevant and useful.

- ***Multiple Intelligences: New Horizons in Theory and Practice***
by Dr. Howard Gardner ~ 2006

This is not Dr. Gardner's original MI book, but he has changed his theory in the last 25 years so this is actually a more up-to-date resource. This book 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.



MI Online Resources

Over the years as educators embraced MI theory, they have created a tremendous number of useful resources and made them available online. I've created a page on my website to collect resources and links to online materials so that's the top resource on the list. Please check back as I add new teaching resources to that page.

- **Laura Candler's Multiple Intelligence Resources for Teachers**
www.lauracandler.com/strategies/multipleintelligences.php
- **MI Immersion - Learning Websites Organized by MI Area**
<http://surfaquarium.com/MI/intelligences.htm> ~ Compiled by Walter McKenzie
- **Assessment: Find Your Strengths!**
<http://literacyworks.org/mi/assessment/findyourstrengths.html>

M1 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.

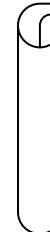
Lesson Sequence

Lesson 1 - Getting Started with MI (1 Day)

- Getting To Know You Survey
- Discuss the concept of intelligence
- Introduce and briefly discuss MI theory



All printables are located at the end of each lesson.



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
- Smart Groups Classbuilder activity



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 Smart Discussion
- Smart Career Chat
- Journal Reflections

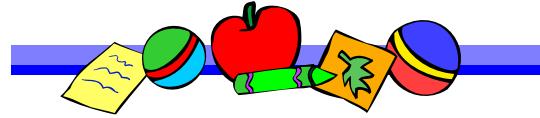


Assess Understanding (1 Day to 1 Week)

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



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:

1. **Take the Survey Yourself** - Probably the most important step you can take before you introduce the lessons to your students is to take the Multiple Intelligence survey yourself to see how it works. The survey is titled "Getting To Know You Survey" to keep your students honest and to discourage them from thinking too much about the “multiple intelligence” aspects of the test.

Getting To Know You Survey Directions

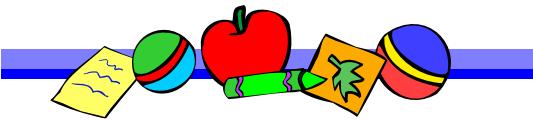
1. Fold the survey on the solid vertical line so that the right side of the survey folds back behind the statements.
 2. Read each statement and think about how well it describes you.
 3. Rate each statement on a scale of 0 to 5, writing a 0 representing "Not at all" and 5 being "Exactly like me."
 4. 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.

- 2. 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.

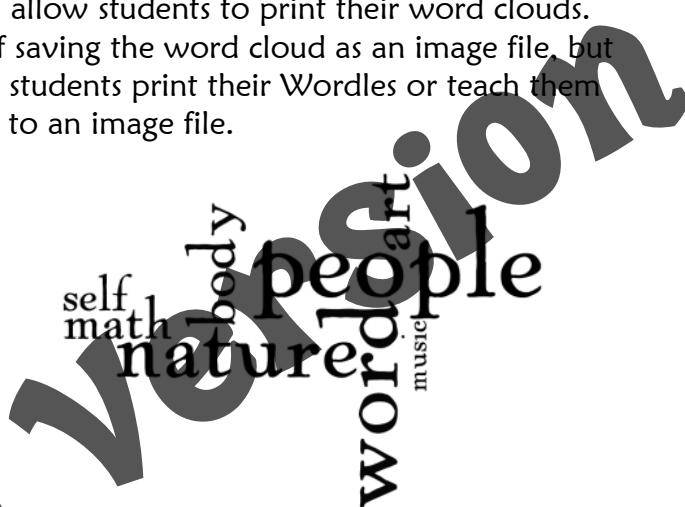
- **Ways I'm Smart Bar Graph** - Students transfer the numbers from the student survey to the graph and color the vertical bars accordingly. The problem is that some kids naturally score themselves higher on each statement than others. When the raw data is graphed these kids appear "smarter" because 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** - 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



3. **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.taxgedo.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.



4. **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.
5. **Locate materials and resources** - Review the lessons again to decide which materials will need to be duplicated 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 duplicated. 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.
6. **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.

Getting To Know You Survey		Name _____	
Directions: This survey is a self-assessment tool. It is not a test. You can mark as many or as few responses as you like. The right column or the right are checkmarks. Then each statement should be checked off. If you do not know the answer, leave it blank. You may also write in your own responses if you like. This survey will help us get to know you better so we can better meet your needs.			
<p>Which of the following are true about you? <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <ul style="list-style-type: none"> <input type="checkbox"/> always sing along - sing well <input type="checkbox"/> enjoy outdoor pursuits and other games <input type="checkbox"/> like spending time on my project <input type="checkbox"/> draw, paint and graphic organizers help me learn <input type="checkbox"/> like to go to the beach <input type="checkbox"/> enjoy art, photography, writing or math projects <input type="checkbox"/> often prefer to read in my free time <input type="checkbox"/> get along well with different types of people <input type="checkbox"/> often think about my goals and dreams for the future <input type="checkbox"/> like to play board games <input type="checkbox"/> enjoy caring for pets and other animals <input type="checkbox"/> like projects that involve adding or measuring <input type="checkbox"/> other assignments are always easy for me <input type="checkbox"/> can learn from店主 easily <input type="checkbox"/> good at problem solving or math test <input type="checkbox"/> good at problem solving or math tests or coloring <input type="checkbox"/> like to play games involving numbers and logic <input type="checkbox"/> like ways to learn by doing anything hands-on or activities <input type="checkbox"/> like painting, drawing, or designing on the computer <input type="checkbox"/> like to go to the beach <input type="checkbox"/> enjoy writing stories in all types of weather <input type="checkbox"/> like the challenge of learning or certain math problems <input type="checkbox"/> taking quiet time to think over class is important to me <input type="checkbox"/> reading for pleasure every day 			
		Mathematical Capital	Physical Capital
		Trade & Legal	Trade & Political
		Human Capital	Other Economic
		Other Personal	Information Capital

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 them to turn and discuss their ideas with a partner. Finally, discuss these ideas as a class. Continue to discuss the concepts but 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

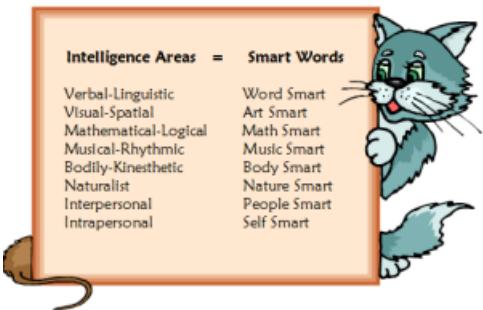


Lesson 1 Continued

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" 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

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

Nature Math Word Music Art Body People Self

Getting To Know You Survey Example

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



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 duplicated 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.

Multiple Intelligence Descriptions - A	
Verbal-Linguistic <i>(Word Smart)</i>	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 reading, writing, and spelling. They like playing for pleasure. They like word games as well as riddles, jokes, and puns. Verbal/linguistic people have large vocabularies, and they enjoy learning new words. They new information best through reading, writing, and listening.
Mathematical-Logical <i>(Math Smart)</i>	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 are good at solving problems by reasoning, 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 facts easily and are strong in math computations.

Multiple Intelligence Notes	
Verbal-Linguistic <i>(Word Smart)</i>	Enjoy reading for pleasure; like playing word games; able to remember details; good at writing, emails, or reports easily
Mathematical-Logical <i>(Math Smart)</i>	Enjoy solving difficult word problems; like to work with numbers; good at memorizing facts and information in a logical way
Visual-Spatial <i>(Art Smart)</i>	Can read maps and diagrams; good at drawing; like to paint; enjoy photography; can easily visualize things
Musical-Rhythmic <i>(Music Smart)</i>	Likes to sing or make music; enjoys listening to music; may play an instrument; good at dancing; involving sound and rhythm

Lesson 2 Teaching Strategies

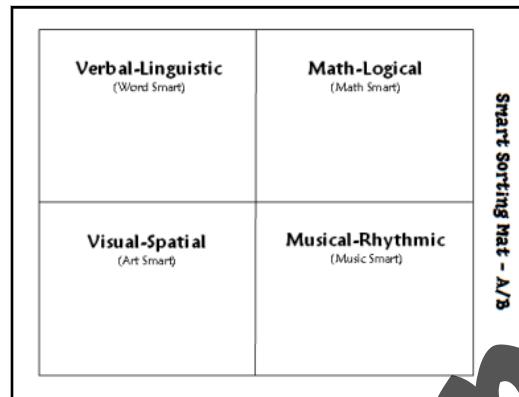


Lesson 2 Continued

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

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

Preview Version

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 for pleasure. They like word games as well as riddles, jokes, and puns. Verbal-linguistic people have large, descriptive vocabularies, and they enjoy learning new words. They learn new 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

People who are visual-spatial 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.

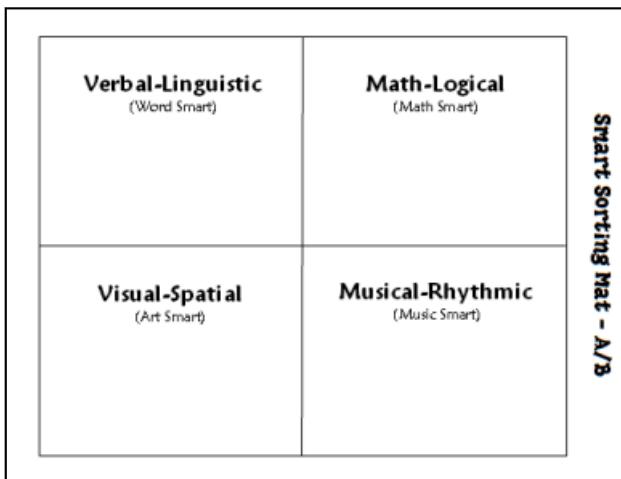
Smart Sorting Practice

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 if 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

<p>Verbal-Linguistic (Word Smart)</p>	<p>Math-Logical (Math Smart)</p>	<p>Visual-Spatial (Art Smart)</p>
<p>Preview</p>	<p>Version</p>	<p>Musical-Rhythmic (Music Smart)</p>

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 duplicated front to back (1 per student)

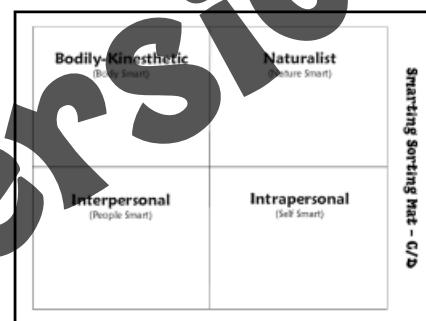
Follow the same steps for introducing the remaining areas that you used in Lesson 2. Read each description, discuss famous people and careers, brainstorm symbols, and record notes.

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 have 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 - C

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 which might include 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 for 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 who are skilled in the interpersonal area 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 also make excellent leaders and have the ability to motivate others. Hint: "Inter-" means "between," so "interpersonal" means "between people."

Intrapersonal

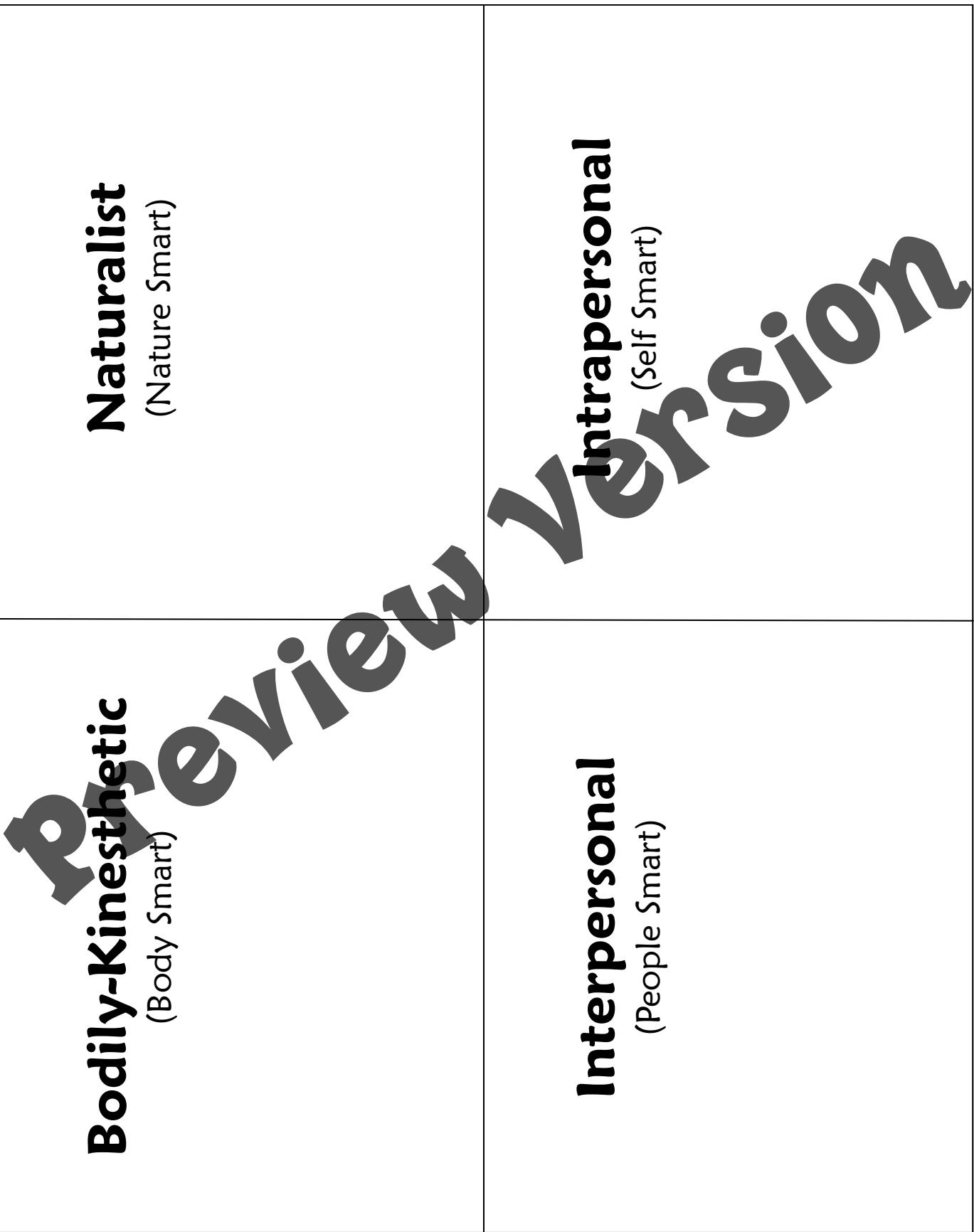
Self Smart

People who are strong in the intrapersonal area are called 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 realistic goals for themselves and enjoy reflecting on how they can improve. Hint: "Intra-" means "within," so "intrapersonal" means "within self."

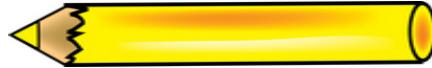
Smart Sort Cards - C/D

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

Smart Sorting Mat - C/D



Lesson 4 Teaching Strategies



Lesson 4 - Score Surveys and Analyze Results

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 do so, let them know that the survey they took the other day will show them a score for each of the eight areas they've been studying. Before you return their surveys, ask each student to think about what they've learned so far and predict which area will be their greatest strength. Have them review their notes, jot down their responses and quickly share them with their teams.

2. Return Surveys

Materials: Completed Surveys from Lesson 1
Yellow crayons or highlighters

Before you return the surveys, explain that it's not scientific and is just intended as a fun way to figure out their strengths and their best ways to learn. Be aware that some students may want to change their answers now that they know what it's all about. Let them know that there are no right or wrong answers because everyone is unique, and they may not change their answers now. One way to prevent them from doing so is to have them use a yellow or light-colored crayon to highlight the column where they wrote their answers.

3. Score Surveys

Display a copy of a blank survey for the students and demonstrate how to open it and transfer the numbers across to the boxes on each row. Then show them 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, but their privacy should be respected if they don't want others to see their scores.

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

Lesson 4 Teaching Strategies



Lesson 4 Continued

5. Discuss Survey Results

Ask students to turn to a partner and discuss their lists. Have them talk over whether the results surprised them and how the information fits into what they already know about themselves. Call on a few volunteers to share with the class.

6. Smart Groups Classbuilder

Kids always like to know who else in the class scored high in their strongest area, so you can do a quick class-building activity to let them find out. Ask everyone to stand up and mix around the room. Then when you give a signal, have your students find everyone who has the same top intelligence area and gather in a group together. You can have them do this silently by pantomiming the area or showing their index cards to each other. If a few students do not have at least one other person to meet with, allow them to find the group that matches their second highest intelligence area. After the students have gathered in groups, stop the class and identify each group in turn while the others watch. When you point to the group, have them announce their MI area. This offers a quick visual assessment of your class at a glance. If half the class is "body smart," you'll need to plan lots of kinesthetic activities for each lesson!



7. Discuss Reasons for Low Scores

After students return to their seats, tell them not to be discouraged about the areas that ended up at the bottom of their lists. Even though the area is not a strength, it doesn't mean it's necessarily a weakness or that it's something they can never improve. Ask them to discuss reasons why we shouldn't be overly concerned about the low scoring areas.

Here are some possible reasons for low scores:

- There were only 3 statements for each area on the survey, but each of the MI areas covers many skills, interests, and talents. Scoring low on the 3 statements doesn't mean that you are definitely low in that area.
- Maybe you never had an opportunity to develop a certain type of intelligence. For example, if you don't come from a family that listens to music or plays an instrument, you might not know that you have the ability to be musical/rhythmic.
- Perhaps you were confused about the statement on the survey or misread it. Someone who is not "word smart" might have scored poorly because they have trouble reading.
- Even if the area is a weakness, research shows that our brains are able to change and we can learn to become stronger in each of the intelligence areas. We just need to spend time doing activities that "stretch" us in new ways.



Lesson 5 Teaching Strategies

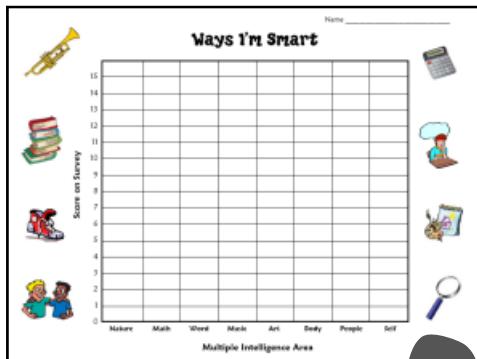


Lesson 5 - Celebrate and Share

Optional Activity - Create MI Bar Graphs

Materials: Ways I'm Smart Bar Graph (1 per student)
Colored pencils or crayons

Before having students complete bar graphs of their results, please read the information on page 10 where this is addressed. One concern with graphing and displaying individual results is that students who scored themselves using higher numbers overall will appear to be "smarter" than kids who scored themselves more conservatively. I included the blank graph because this has been a popular way to integrate MI studies with math, but I have not chosen to include teacher directions because I prefer the activity below. In addition, most teachers know how to have students complete a graph, and some teachers will prefer to have students create graphs online or with a spreadsheet.



1. Create MI Color Maps

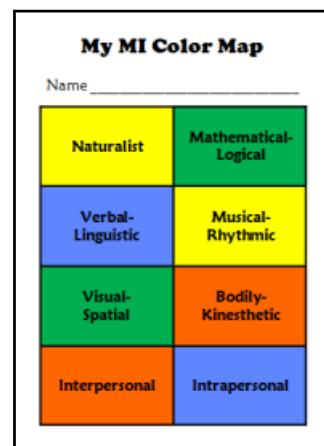
Materials: MI Color Maps (1 per student - 1/4 of a page)
Colored pencils or crayons (green, orange, blue, yellow)

Even though I'm not a fan of kids comparing bar graphs, it's fun to compare intelligence profiles to see who is most similar and who is most unlike you. One way to do this while preserving the privacy of the scores is to have students complete MI Color Maps. For this activity, they will need the prioritized list that they created at the beginning of the lesson as well as a blue, green, orange, and yellow crayon.

Color Map Directions

1. Give each student one MI Color Map (1/4 sheet of paper). Demonstrate each step as you guide them through the process.
2. Tell students to find the top two intelligence areas on their index cards and to find those areas on their MI Color Maps. Have them lightly shade those two rectangles blue.
3. Find the next two MI areas (#3 and #4) and shade the corresponding blocks green.
4. Shade the blocks for #5 and #6 orange.
5. Shade the blocks for #7 and #8 yellow.

After students have colored all eight blocks, a quick glance at their Color Map will reveal the top strengths (blue areas) as well as the areas that need improvement (yellow areas).



Lesson 5 Teaching Strategies



Lesson 5 Continued

2. Musical Mix-N-Share

Materials Needed: Completed MI Color Cards
Relaxing or calming music and music player



To have students share and compare their Color Maps, ask them to stand up with their completed Color Maps in hand but turned face down. Locate a relaxing or calming piece of music for this activity and follow these steps:

- Turn on the music and ask them to move around quietly without revealing their Color Maps.
- Turn off the music and have them find a partner. If someone is left over, you can be their partner and use your own Color Map.
- Give students one minute to share and compare their Color Maps.
- Next, turn on the music again and ask students to move quietly around the room.
- Repeat these steps several times, stopping and starting the music as students pair with a partner to compare their Color Maps.
- Remind students that they must choose a different partner each time.
- If the same student ends up alone again, introduce a new rule: if the same person ends up without a partner more than once, the activity is over for the class.

3. Demonstrate How to Create Smart Word Clouds

Materials Needed: Computer with Internet Connection

Ask students if they have ever heard of a Wordle or a word cloud. Display the directions on page 39 and explain that they will be creating word clouds to show their multiple intelligence profiles.

Before allowing students to create their own, demonstrate the steps by having students gather around a computer or displaying the website with a projector. Show them step-by-step how to create their word clouds so there's no confusion later. Then explain when you will have them create their own. This might take place during centers or in a computer lab. Be sure to allow students a chance to share their creations!

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:

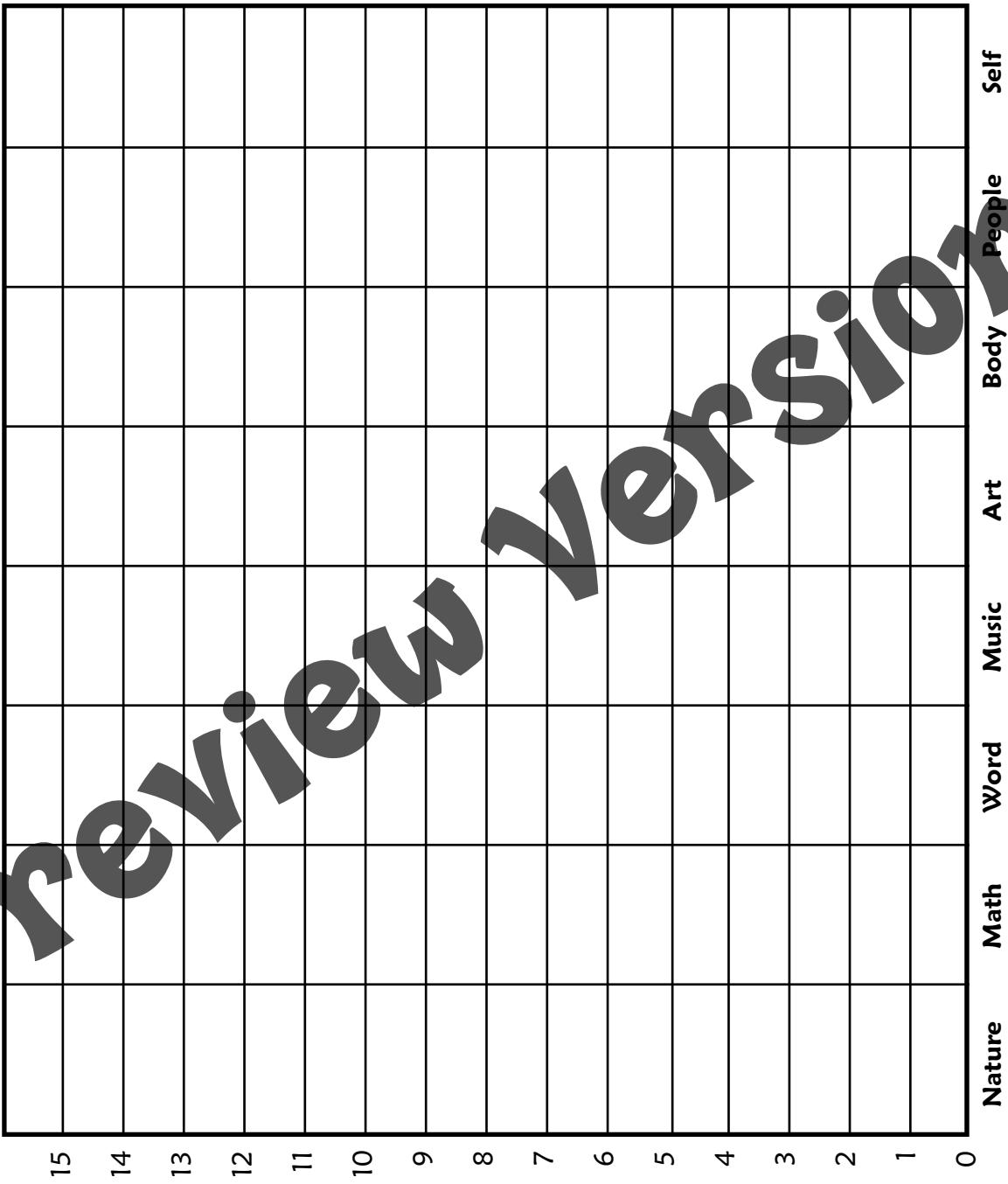
1. Use your cursor on each line of text to create your own smart word cloud. Open a word processing document and type the words for one intelligence area. Then copy and paste that word cloud and over the number of lines equal to your areas. For example, if you have four intelligence areas, type the words "natural" or "instinctual" 8 times. Do the same for the remaining intelligence areas. You'll end up with one long list of words.
2. Use the "Smart Word Cloud" link on the right side of the page. After clicking, look for the "Create" button. Click it to get started creating your cloud.
3. Copy and paste the entire list of words from the text area and click to be sure there are no spelling errors. Click Submit.
4. Play with the colors, font, and layout options until the words are arranged the way you want them.
5. Check with your teacher before printing your word cloud.
6. 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.

Laura's Tip: You can type your list of words into a word processing program ahead of time and save the file. Then just copy and paste the word list into word cloud program during your demonstration.

Reminder: Collect the Student Surveys at the end of this lesson for safe-keeping. If you haven't transferred their scores to the Teacher Quick Reference Form, do so now.

Name

Ways I'm smart



Score on Survey



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

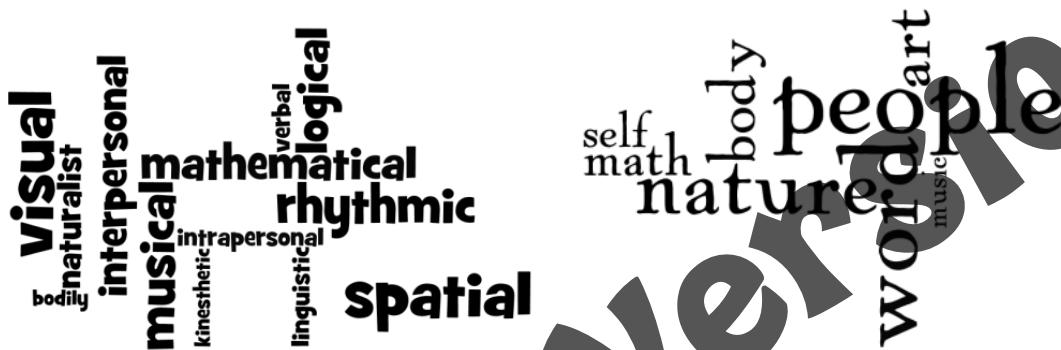
Name _____

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 than words that are not used as frequently. See the examples below:



Directions for Creating a Smart Word Cloud

1. 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.
2. 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.
3. Copy and paste your list of words into the text area and check to be sure there are no spelling errors. Click Submit.
4. Play with the color, font, and layout options until the words are arranged in a pleasing manner.
5. Check with your teacher before printing your word cloud.
6. 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

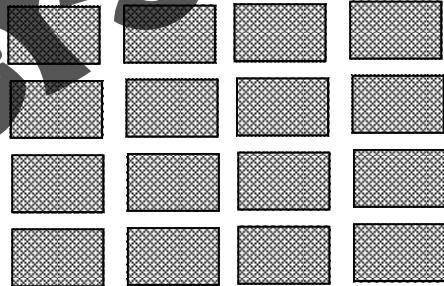
Whether or not you have your students continue with their Multiple Intelligence studies will depend on your objectives. Some teachers don't feel the need to assess their students on this information and believe that simply introducing the concepts and conducting the survey is enough. Others want their 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 Game

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

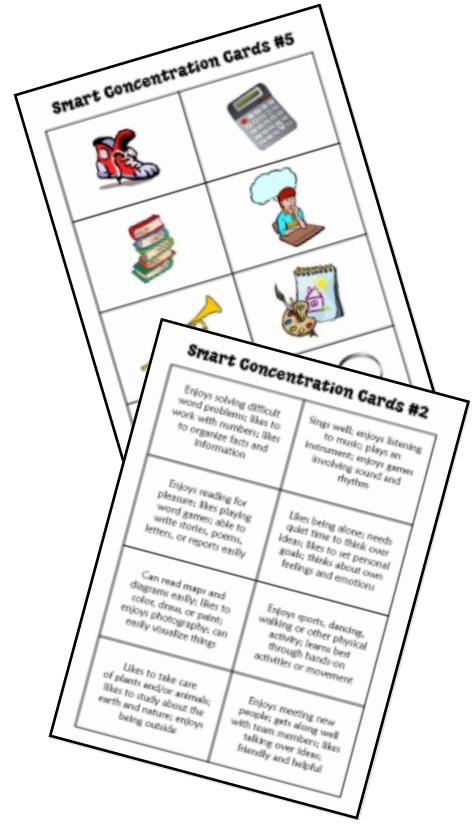
Smart Concentration is a cooperative learning variation of the age-old game called "Concentration" or "Memory." It's primarily a review game to make sure that your students are familiar with the general descriptions for each intelligence area. Students will work in teams to find matching sets of cards (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 Smart Discussion

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

The Round About Smart 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. Many times one student will dominate the discussion while others never contribute at all. The Round About Discussion technique will ensure that all students have the opportunity to 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 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.

Round About Discussions

Materials: Discussion or Question Cards (1 set per team)

Directions:

- Place the discussion cards face down in the middle of the team.
- 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.
- When everyone has thought of an answer, they give a thumbs up signal to show they are ready.
- The person on the Reader's left is the first Responder, and he or she answers the question.
- Then each person in turn, going clockwise, may respond by adding more information, giving a new response, or agreeing with one of the previous responses.
- 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.
- When everyone's ready, the role shift to the left for the next round. The first Responder last time becomes the new Reader. Follow steps 2 - 6 until time runs out or until all cards have been discussed.

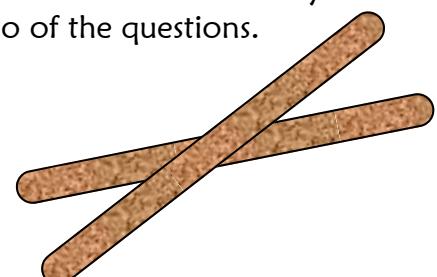
Three sample cards are shown:

- What would you do if your teacher asked you a question that you didn't know the answer to?
- What did you do when you were nervous about giving a presentation?
- What is one job you would like to have when you grow up? Why?

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 found on the Mini Pack page on my Teaching Resources website, www.lauracandler.com.



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

- 1. 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.
- 2. Select Career** - Randomly choose a career from the deck and write it on the board.
- 3. 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?
- 4. Classmates Discuss** - Call on a few students to share what they know about this career and correct any misunderstandings.
- 5. 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.
- 6. 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.
- 7. Repeat Procedure** - Choose a new career card and repeat. Continue as time allows.
- 8. 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			
Politician	Comedian	Judge	Journalist
Magician	Singer	Clothing Designer	Poet
Game Designer	Veterinarian	Athlete	Scientist
Tour Guide	Banker	Minister	Architect
Videographer	Environmentalist	Photographer	Teacher
Salesperson	Pediatrician	Talk Show Host	Fire Fighter
Lawyer	Inventor	Pharmacist	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.

Multiple Intelligence Journal Prompts

- Which multiple intelligence area best describes you and which one worst 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 the same MI strength? Why or why not?
- Think about the members of your family. Which ones share the same strengths as you? Explain.
- What could you do to improve in the areas where you scored the lowest on the MI survey?
- What causes 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 study techniques can you use to help you learn and remember new information?
- Choose one of the MI discussion cards. Write a personal response in your journal.

Lesson Notes

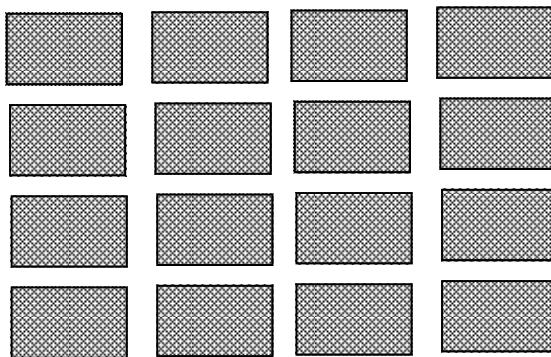
Smart Concentration

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

Materials: 16 Multiple Intelligence Matching Cards

Directions:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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

Bodily-Kinesthetic
(Body Smart)

Mathematical-Logical
(Math Smart)

Verbal-Linguistic
(Word Smart)

Intrapersonal
(Self Smart)

Musical-Rhythmic
(Music Smart)

Visual-Spatial
(Art Smart)

Interpersonal
(People Smart)

Naturalist
(Nature Smart)

Smart Concentration Cards #2

Enjoys solving difficult word problems; likes to work with numbers; likes to organize facts and information

Sings well; enjoys listening to music; plays an instrument; enjoys games involving sound and rhythm

Enjoys reading for pleasure; likes playing word games; able to write stories, poems, letters, or reports easily

Likes being alone; needs quiet time to think over ideas; likes to set personal goals; thinks about own feelings and emotions

Can read maps and diagrams easily; likes to color, draw, or paint; enjoys photography; can easily visualize things

Enjoys sports, dancing, walking or other physical activity; learns best through hands-on activities or movement

Likes to take care of plants and/or animals; likes to study about the earth and nature; enjoys being outside

Enjoys meeting new people; gets along well with team members; likes talking over ideas; friendly and helpful

Smart Concentration Cards #3

**Body
Smart**

**Math
Smart**

**Word
Smart**

**Self
Smart**

**Music
Smart**

**Art
Smart**

**People
Smart**

**Nature
Smart**

Smart Concentration Cards #4

Bodily-Kinesthetic

Mathematical-Logical

Verbal-Linguistic

Intrapersonal

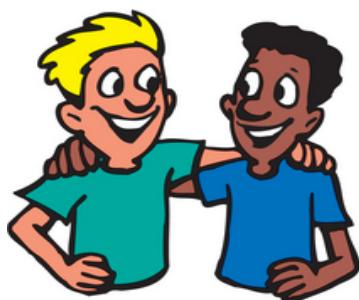
Musical-Rhythmic

Visual-Spatial

Interpersonal

Naturalist

Smart Concentration Cards #5

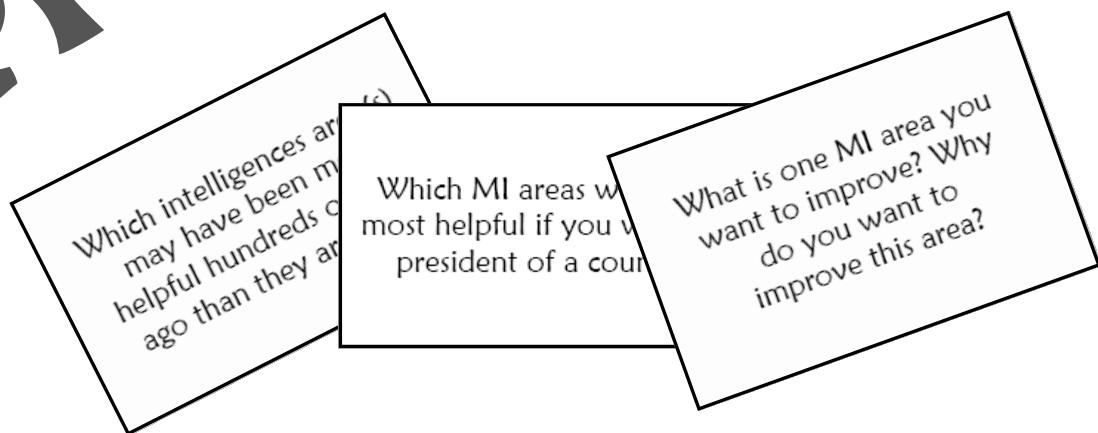


Round About Discussion

Materials: Discussion Cards (1 set per team)

Directions:

1. 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 first Responder last time becomes the new Reader. Follow steps 2 - 6 until time runs out or until all cards have been discussed.



Smart Discussion Cards

Which MI areas would be most helpful if you were the president of a country?

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

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?

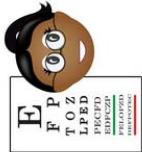
Which MI area is your strongest? How has this strength helped you be successful in the past?

Which intelligences 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



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



Multiple Intelligence Journal Prompts

- Which multiple intelligence area best describes you and which one least 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 the same MI strengths? Why or why not?
- Think about the members of your family. Which ones share the same strengths as you? Explain.
- What could you do to improve in the areas where you scored the lowest on the MI survey?
- 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 study techniques can you use to help you learn and remember new information?
- Choose one of the Smart Discussion Cards. Write a personal response 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 that's designed to test basic understanding, an application-level Career Smarts Analysis, to 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.

Ways We Are Smart Quiz

Vocabulary
Fill in each blank with the correct multiple intelligence area.

1. Things we're, enjoys listening to music, playing on computers, and reading books.
2. Enjoys helping others, gets along well with team members like raising other ideas.
3. Likes to use hands to solve problems, enjoys strategy and logic games.
4. Enjoys photography, drawing, and painting; can read maps, directions, and diagrams.
5. Likes to use hands to grow plants, likes to study about the natural world, and can visualize things easily.
6. Enjoys reading for pleasure, doing crossword puzzles, and solving word jumbles.
7. Enjoys sports, dancing, or other physical activity; learns best through hands-on activities.
8. Likes to use hands to build things alone or in teams; thinks about dreams and goals.

Short Answer

6. Which multiple intelligence area do you feel is your strongest? Write a paragraph explaining why you think this is your strongest. Give details about personal experiences that support your answer. If you don't feel you have a strong area, write about what you think is your weakest area. If you do, you have to write a paragraph about **each** area that you chose.

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 three job areas that someone would need to demonstrate in order to be successful at that job?

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.

Career Smarts Analysis

Name _____

Choose a career that interests you, and research it.

Job Description: _____

Job Duties: _____

Skills Required: _____

Education Required: _____

Experience Required: _____

1. Verbal/Linguistic: _____

2. Mathematical: _____

3. Visual/Spatial: _____

4. Bodily/Kinesthetic: _____

5. Interpersonal: _____

6. Intrapersonal: _____

7. Logical/Analytical: _____

8. Naturalistic: _____

Rating: 1 2 3 4 5

Bonus: On another sheet of paper, modify your own version of the Career Smarts Analysis for the whole class. Use the whole class to do the activity, and then have each student complete his/her own modified version.

Assessment Strategies



Lesson 7 Continued

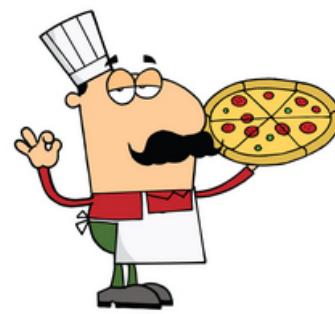
Career Smarts Analysis - Individual Assessment Directions

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

- First, show a copy of the assessment to your students and explain their task, but don't give them the actual assessment form at this point.
- Next, display the career cards and have them choose one career either from the set of cards or a different career that you approve.
- Ask them 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.
- Consider offering bonus points for interviewing someone in that career.
- Assign a specific deadline for completion and ask students to bring their notes to class on that day.
- 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.
- Provide at least one example for students, 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 finish the assessment in class. If your purpose is to assess each student's understanding of the eight multiple intelligences, they should not be allowed to take the form home to finish or you will 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 are learning, 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.

Team Project Evaluation		Name _____ Team _____ Date _____
Project Topic or Title _____		
Briefly describe your contribution to the project. What did you bring and/or do?		
<hr/> <hr/> <hr/>		
<p>All team members sign to show they agree with the above description.</p> 		<hr/> <hr/> <hr/>
If you were to do this project again, what could you do differently to improve your work?		
How could your team work together more effectively next time?		
Teacher Comments:		
<hr/> <hr/> <hr/> <input type="checkbox"/> Paul Grade _____		

Project Ideas

- Skits or Reader's Theaters
- Puppet Shows
- Posters or diagrams
- Song or chants
- PowerPoints
- Prezis (www.prezi.com)

- Written reports
- Commercials
- Talk shows or interviews
- Scrapbooks
- Videos
- Websites or Blogs

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?

Ways We are Smart Answer Key

Vocabulary

Fill in each blank with the correct multiple intelligence area.

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

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?

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.

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

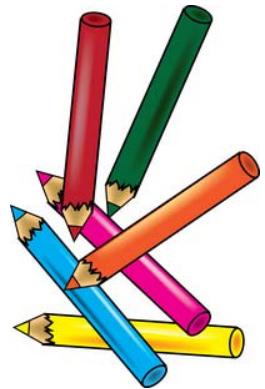
How could your team work together more effectively next time?

Teacher Comments:

Final Grade

Next Steps for You and Your Students

You and your students have explored eight multiple intelligence areas and are familiar with your own 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 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.

MI Quick Reference for the Teacher									
Student Name:	Score								
1.									
2.									
3.									
4.									
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- **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.

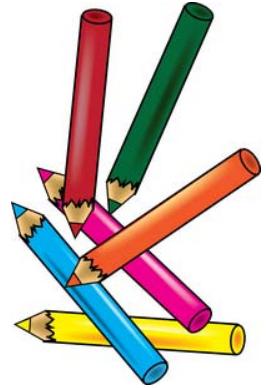


Laura's Note: Because *Teaching Multiple Intelligence Theory* was designed as a step-by-step guide for teaching students about MI, it does not contain projects and activities for every multiple intelligence area. If you want specific strategies for developing each of the areas, I highly recommend Dr. Spencer Kagan's book, *Multiple Intelligences: The Complete MI Book*. It's a terrific resource for teachers that has a chapter on each of the eight areas and provides teaching strategies based on each area. You can purchase this book from Dr. Kagan's website at www.kaganonline.com.

Next Steps for You and Your Students

Next Steps for Your Students

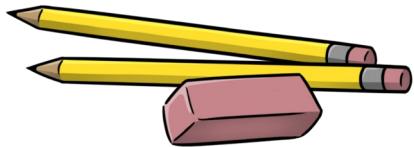
Now that they've learned about multiple intelligence theory, your students have several important roles as well. However, they might not realize the implications of what they've learned unless you discuss these ideas with them.



- **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 study technique or 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** - Finally, learning about MI theory makes it easy to celebrate each others' strengths. When someone excels in an area, other students will begin to notice and say, "Wow, you are so Music Smart! Would you help me in music class tomorrow?" They begin to understand that we truly are smart in so many ways.



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 together to make us unique. By teaching your students about multiple intelligence theory, you are empowering them to become more responsible for their own learning and to become more accepting of others' differences. Those life lessons will do more to ensure their future success than any amount of academics!



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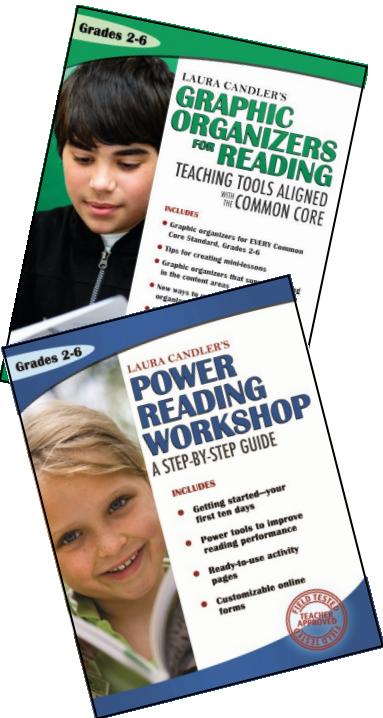
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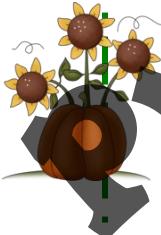
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Seasonal
Teaching Packs
October



November



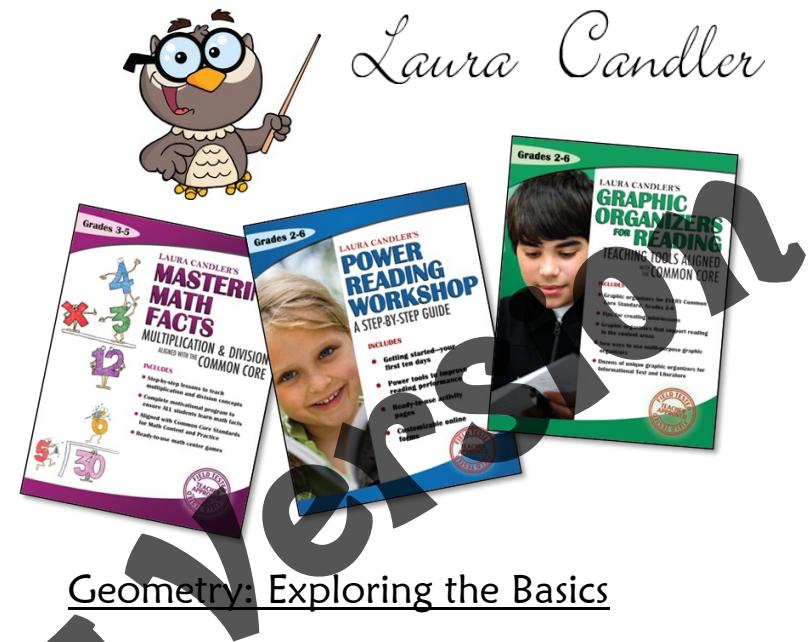
December

January

February (Free!)

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