

# Multiple Intelligences



## INTELLIGENCE



“THE ABILITY TO SOLVE A PROBLEM OR CREATE A PRODUCT THAT IS  
VALUED IN AT LEAST ONE CULTURE OR COMMUNITY”



DR. HOWARD GARDNER



# Multiple Intelligences Assessment Menu

*One way to infuse variety into classroom evaluation is to provide students the following menus of options to use in demonstrating the results of their learning. Occasionally, the options might be limited to one intelligence area with eventual rotation through all seven menus over the course of a few months. Teachers will need to indicate specific content to be addressed by each menu.*



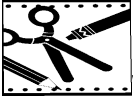
## Verbal/Linguistic Menu

- ◆ Use storytelling to explain .....
- ◆ Set up a debate to discuss .....
- ◆ Write a poem, myth, legend, short play, or news article about .....
- ◆ Relate a short story or novel to .....
- ◆ Give a presentation on .....
- ◆ Lead a class discussion on .....
- ◆ Write journal entries on .....
- ◆ Create a talk show radio program about.....
- ◆ Write a newsletter, booklet, or dictionary about .....
  
- ◆ Invent slogans for .....
- ◆ Create an audiotape of .....
- ◆ Conduct an interview of ..... on .....
- ◆ Write a letter to ..... about .....
- ◆ Use technology to write .....



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### Visual/Spatial Menu

- ◆ Chart, map, cluster, or graph .....
- ◆ Create a slide show, videotape, or photo album of .....
- ◆ Design a poster, bulletin board, mural of .....
- ◆ Visualize .....
- ◆ Use a memory system to learn .....
- ◆ Create a piece of art that demonstrates .....
- ◆ Develop a set of architectural drawings that .....
- ◆ Make a film or advertisements of .....
- ◆ Vary the color, size, and shape of your .....
- ◆ Color-code the process of .....
- ◆ Invent a board or card game to demonstrate .....
- ◆ Illustrate, draw, paint, sketch, sculpt, or construct .....
- ◆ Use the overhead projector to teach .....
- ◆ Use technology to .....
- ◆ Others of your choice .....



### Body/Kinesthetic Menu

- ◆ Rehearse and perform a play on .....
- ◆ Role play or simulate .....
- ◆ Create a movement or sequence of movements to explain .....
- ◆ Choreograph a dance of .....
- ◆ Invent a board or floor game of .....
- ◆ Make task or puzzle cards of .....
- ◆ Build or construct a .....
- ◆ Plan and attend a field trip that will .....
- ◆ Use the qualities of a physically educated person to demonstrate .....
- ◆ Devise a scavenger hunt to .....
- ◆ Make a model of .....
- ◆ Bring hands-on materials to demonstrate .....
- ◆ Invent an adventure game that .....
- ◆ Design a product for .....
- ◆ Select and use technology to .....
- ◆ Others of your choice .....



## Musical Menu








- ◆ Write song lyrics for .....
- ◆ Sing a rap or song that explains .....
- ◆ Indicate the rhythmical patterns in .....
- ◆ Give a presentation with appropriate musical accompaniment on .....
- ◆ Explain how the lyrics of a song relate to .....
- ◆ Explain how the music of a song is similar to ....
- ◆ Present a short class musical on .....
- ◆ Make an instrument and use it to demonstrate ...
- ◆ Use music to enhance skill building in .....
- ◆ Create a musical game that .....
- ◆ Collect and present songs about .....
- ◆ Write a new ending to a song or musical composition so that it explains .....
- ◆ Create a musical collage to depict .....
- ◆ Use musical technology to .....
- ◆ Others of your own .....



## Interpersonal Menu

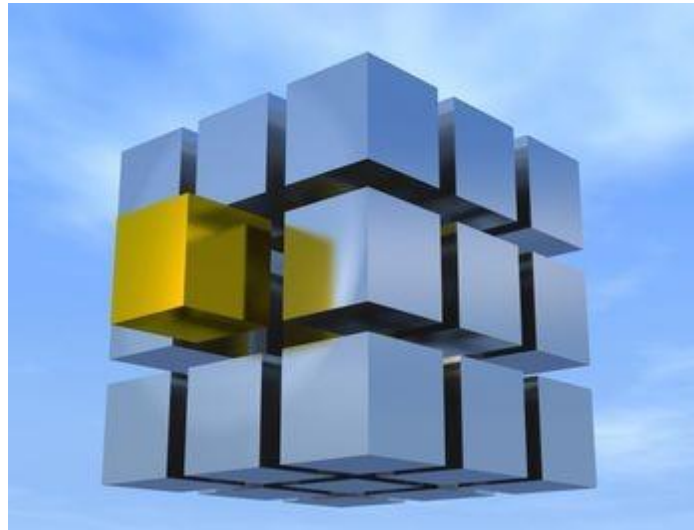
- ◆ Create and implement group rules for .....
- ◆ Conduct a class meeting to address .....
- ◆ Identify and assume a role to .....
- ◆ Organize or participate in a group that will .....
- ◆ Use a conflict management strategy to .....
- ◆ Accommodate learning differences by .....
- ◆ Participate in a service project that will .....
- ◆ Participate in a mentoring, apprenticeship, or tutoring program to .....
- ◆ Generate a variety of multiple perspectives on the topic of .....
- ◆ Help resolve a local or global problem by .....
- ◆ Demonstrate your awareness of multiethnic perspectives by .....
- ◆ Create a culturgram of .....
- ◆ Use a telecommunication program to reach .....
- ◆ Explain your perspective of an international issue.....
- ◆ Others of your choice .....

# Multiple Intelligences Lesson Ideas

	HISTORY	LANGUAGE ARTS	SCIENCE	MATHEMATICS	GLOBAL STUDIES	FINE ARTS	PRACTICAL ARTS
 <b>VERBAL/ LINGUISTIC</b>	Debate key controversial historical decisions for today	Write a modern-day sequel to a classical piece of literature.	Verbally tell how to perform an experiment so that others can do it.	Write story problems in teams for other teams to solve.	Conduct a nations-of-the-world spelling and finding bee.	Write descriptions of famous art, music, and drama	Explain to others how to make something while they follow.
 <b>LOGICAL/ MATHEMATICAL</b>	Trace the patterns of historical development in the West.	Predict what will happen next in a story.	Apply the accepted steps of the scientific method.	Work with manipulatives to learn math operations.	Analyze a culture's development deductively and inductively.	Do scene/character analyses of a play using graphic organizers.	Follow a recipe to make baked goods from scratch.
 <b>VISUAL/SPATIAL</b>	Create murals that tell the story of an historical period.	Illustrate a piece of literature with color, images, and patterns.	Draw patterns/images to illustrate different natural processes.	Play "Math Jeopardy"—find the operations for answers.	Study other cultures through their painting and sculpture.	Have imaginary conversations with classical pieces of art.	Create posters that show steps of an exercise routine.
 <b>BODY/ KINESTHETIC</b>	Act out great moments from the past in a modern context.	Play "guess what author/piece of literature I am?" (charades)	Act out scientific processes, such as planetary rotation.	Physically embody geometry formulas/fractions of a whole.	Learn to play games that are popular in different cultures.	Create "living paintings/sculptures" of an idea or feeling.	Teach and play a series of noncompetitive games.
 <b>MUSICAL/ RHYTHMIC</b>	Learn about various periods of history by analyzing their music.	Illustrate a piece of literature with music, sound, and rhythm.	Make a music tape to accompany different scientific processes.	Write math operations, formulas, and problem-solving rap songs.	Learn about cultures through their music and rhythm.	Learn math concepts embedded in musical/dance pieces.	Use music to improve computer keyboard skills.
 <b>INTERPERSONAL</b>	Learn about part of a period and teach it to team members.	Practice joint storytelling or writing with a partner.	Assign teams to do lab experiments and to report them to the class.	Teach a partner a process and apply problems.	Conduct interviews with people from different cultures.	Choreograph a dance about human relating and caring.	Invent something new and teach others how to use it.
 <b>INTRAPERSONAL</b>	Imagine having dialogues from the past.	Write a reflection on what you learn from literature that applies to life today.	Keep a diary on discoveries about the self in science.	Think/write about how math concepts help in daily living.	Brainstorm gifts of different cultures for the individual self.	Write a reflection on personal tastes in art, music, dance, and drama.	Note your moods/feelings when working on a computer.

## Multiple Intelligence Activities

Multiple intelligence activities help to establish the type or types of intelligence one has, and nurture and enhance the dormant ones.



Howard Gardner in his book *Frames of Mind* proposed the [theory of multiple intelligence](#), wherein he emphasized the need to broaden the concept of intelligence to include all potential capacities one may have. He believed that intelligence is more than just the capacity to logically solve problems and should not be confined to an [IQ](#) test alone.

### An Overview of the Eight Multiple Intelligences

*Linguistic Intelligence:* The capacity to efficiently use language and vocabulary, either orally or in writing.

*Logical-Mathematical Intelligence:* The ability to logically deduce a numerical or a scientific problem.

*Musical Intelligence:* A strong auditory intelligence characterized by a sense of rhythm, [music](#) and hearing.

*Bodily-Kinesthetic Intelligence:* This area deals with physical activity. Persons with this type of intelligence learn faster and better using *hands on* approach.

*Spatial Intelligence:* This intelligence is characterized by a strong visual memory and the ability to mentally manipulate objects. It is all about images and space and the capacity to visualize it.

*Interpersonal Intelligence:* The capacity to understand and perceive other people's moods, feelings, [motivations](#) and intentions.

*Intrapersonal Intelligence:* This intelligence is characterized by the ability to understand and introspect our own needs, desires and limitations.

*Naturalistic Intelligence:* An affinity towards the natural habitat and those who live in it; that is plants and animals, forms this intelligence.

### **Multiple Intelligence Activities**

Each person possesses more than one form of intelligence and this is reflected in our ability to multitask. However, the following activities can help decide our leanings towards a particular activity.

### **Linguistic Intelligence is all About Expression, Using Words**

- Write a story and read it aloud.
- Impromptu speaking.
- Debate.
- Read books or articles.
- Write a poem, an essay, plays or news articles.
- Conduct an interview (role-play) or do talk shows.
- Write and present theories.
- Play games that use tongue twisters and spellings.
- Write journals or diaries.
- Document and present a thesis.

### **Logical Intelligence is an Area of Numerical and Logical Skills**

- Solve problems.
- Create number patterns.
- Conduct an experiment on a particular theory.
- Solve puzzles.
- Develop a computer program to solve mathematical queries.
- Describe the patterns or symmetry of any chemicals.
- Play games using money.
- Make spreadsheets for calculations.
- Conduct experiments using deductive / inductive reasoning.
- Collect data and sequence or organize them.
- Learn about scientific models and explain them.
- Solve geometric problems.
- Make predictions using theories.
- Make a scientific model using measurements.



### **Musical Intelligence Involves all Rhythmic Auditory Inclinations**

- Sing songs.
- Play or compose music.
- Write lyrics or short jingles.
- Create rhythmic patterns.
- Play different [musical instruments](#) in a group.
- Participate in choir or solo singing.
- Hum and rap.
- Demonstrate the working of a musical instrument.
- Explain differences and similarities in tones and sounds.
- Practice singing in a group.

### **Bodily-Kinesthetic Intelligence Involves Physical Activity**

- Role-play an event.
- Make a castle of cards or a sand castle.
- Build or construct a model of some structure.
- Repair a mechanical equipment.
- Plan and go on a field trip.
- Demonstrate a hands-on activity
- Dance.
- Learn [martial arts](#).
- Play games.
- Do [physical exercises](#).
- Trekking or mountain climbing.

### **Spatial Intelligence is all About Visualizing Space and Images**

- Demonstrate a piece of art.
- Make visual metaphors or analogies.
- Map historical events and stories using graphs.
- Make 3D projects.
- Sketch, paint or draw.
- Visualize patterns and create them.
- Play visual puzzles.
- Play photo memory games.

### **[Interpersonal Intelligence](#) Involves Being People-Smart**

- Participate in group projects.

- Combined learning.
- Party in a group.
- Conduct a meeting to solve problems.
- Resolve conflict.
- Discuss and debate an issue.
- Brainstorm on any subject.
- Interpret others' feelings.
- Join a sports activity group.
- Form activity or social clubs.
- Participate in group book reading and share views.

### **Intrapersonal Intelligence Involves Being Aware of Self**

- Pursue a new goal.
- Share meaningful personal experience.
- Write about your perceptions.
- Focus on some particular weakness and strengthen it.
- Reflect on your actions.
- Indulge in some individual reading, study and projects.

### **Naturalistic Intelligence Involves Nature and Environment**

- Take care of animals and plants.
- Participate in nature clubs.
- Get involved in an environment protection program.
- Build a birdhouse.
- Keep an observation journal of the plants or animals in your care.
- Study cloud formation.
- Collect different colored rocks.
- Research one particular plant or animal and demonstrate its importance in the nature cycle.
- Make a note of the difference in temperature and pollution.
- Map and demonstrate the ozone layer.
- Explain importance of [recycling](#).

Multiple intelligence activities will provide children and adults an opportunity to enhance their level of intelligence and fully realize their potential

Here is a chart to show you more about each intelligence area:

Intelligence Area	Likes To	Learns Best Through	Famous Examples	Is Strong In	Common Misbehaviors
<b>Linguistic</b>	Read and write	Reading, hearing, and seeing words	T.S. Elliot, Abraham Lincoln	Reading and writing	Passing notes, reading during lessons
<b>Mathematical</b>	Solve Problems	Working with patterns	Albert Einstein, John Dewey	Math, logical thinking	Working on math or building during lessons
<b>Spatial</b>	Design, draw, or build	Working with pictures and colors	Pablo Picasso, Bobby Fischer	Reading maps, drawing puzzles	Doodling, drawing, daydreaming
<b>Kinesthetic</b>	Play sports and dance	Touching and moving	Michael Jordan, Charlie Chaplin	Athletics, dancing	Fidgeting, wandering around the room
<b>Musical</b>	Sing, hum, and listen to music	Rhythm, melody, and listening to music	Ella Fitzgerald, Mozart	Singing picking up sounds and music	Tapping a pencil or your feet
<b>Interpersonal</b>	Talk to people and join groups	Sharing, comparing, cooperating	Ronald Reagan, Mother Theresa	Understanding people, leading, organizing	Talking, passing notes
<b>Intrapersonal</b>	Work alone and reflect	Work alone	Eleanor Roosevelt, Sigmund Freud	Understanding yourself, setting goals	Disagreeing with others
<b>Naturalist</b>	Work with nature and hike outdoors	Working with plants and animals	Charles Darwin	Learning names of plants and animals and how they relate	Staying outside too long and collecting unusual specimens

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# Assessing How Your Students Learn

This checklist, adapted with permission from **Multiple Intelligences In The Classroom** by Thomas Armstrong (Association for Supervision and Curriculum Development, 1994) can help you take an in-depth look at which intelligences a student uses most. Check each statement that describes your student, then review them together to see which intelligences are the student's strongest.



## Word Smart

- ☐ tells tall tales, jokes, and stories
- ☐ has a good memory
- ☐ enjoys word games
- ☐ enjoys reading and writing
- ☐ has a good vocabulary for age
- ☐ has good verbal communication



## Number Smart

- ☐ asks questions about how things work
- ☐ quickly does mental math
- ☐ enjoys math activities
- ☐ enjoys strategy games
- ☐ enjoys logic puzzles or brainteasers
- ☐ uses higher-order thinking skills



## Music Smart

- ☐ recognizes off-key music
- ☐ remembers melodies
- ☐ plays a musical instrument or sings in a choir
- ☐ speaks or moves rhythmically
- ☐ taps rhythmically as he or she works
- ☐ is sensitive to environmental noises
- ☐ responds favorably to music
- ☐ sings songs that have been learned outside of the classroom



## Picture Smart

- ☐ reports seeing clear mental pictures
- ☐ reads maps, charts, and diagrams easily
- ☐ daydreams more than peers
- ☐ enjoys art activities
- ☐ likes visual presentations
- ☐ enjoys puzzles and mazes
- ☐ understands more from pictures than words while reading
- ☐ doodles on paper



## Body Smart

- ☐ excels in one or more sports
- ☐ moves, twitches, taps, or fidgets while seated for a long time
- ☐ enjoys taking things apart and putting them back together
- ☐ touches new objects
- ☐ enjoys running, jumping, or wrestling
- ☐ expresses self dramatically
- ☐ enjoys clay and finger painting



## People Smart

- ☐ enjoys socializing with peers
- ☐ acts as a natural leader
- ☐ gives advice to friends who have problems
- ☐ seems to be street-smart
- ☐ belongs to clubs, committees, or other organizations
- ☐ likes to play games with other kids
- ☐ has one or more close friends
- ☐ shows concern for others



## Self Smart

- ☐ displays a sense of independence
- ☐ has a realistic sense of strengths
- ☐ has a good sense of self-direction
- ☐ prefers working alone to working with others
- ☐ learns from failures and successes
- ☐ has high self-esteem

# MULTIPLE INTELLIGENCES TEACHER INVENTORY

Place a check in all boxes that best describe you.

## LINGUISTIC

- \_\_\_\_\_ I really enjoy books
- \_\_\_\_\_ I hear words in my head before I write, read or speak them
- \_\_\_\_\_ I remember more when I listen to the radio or an audiocassette than from television or films
- \_\_\_\_\_ I enjoy word games such as crossword puzzles, Scrabble, anagrams, or Password
- \_\_\_\_\_ I like puns, tongue twisters, nonsense rhymes, and double meanings
- \_\_\_\_\_ English, Social Studies, and History were easier subjects for me than Science and Math
- \_\_\_\_\_ When I'm driving I like to read the billboards and signs, and notice them more than the scenery along the road.
- \_\_\_\_\_ I often refer to things I have read or heard in conversations
- \_\_\_\_\_ People often ask me the meaning of words
- \_\_\_\_\_ I have written something recently that I was proud of, or that was published or recognized

\_\_\_\_\_ Total Linguistic boxes checked

## LOGICAL

- \_\_\_\_\_ I can quickly and easily compute numbers in my head (example: double or triple a cooking recipe or carpentry measurement without having to write it on paper)
- \_\_\_\_\_ I enjoy Math and Science in school
- \_\_\_\_\_ I like solving brainteasers, logical games and other strategy games such as chess/checkers
- \_\_\_\_\_ I like to set up "what if" experiments (example: "What if I fertilized my plants twice as often?")
- \_\_\_\_\_ I look for structure, patterns, sequences, or logical order
- \_\_\_\_\_ I wonder about how some things work and keep up-to-date on new scientific developments and discoveries
- \_\_\_\_\_ I believe that there is a rational explanation for almost everything
- \_\_\_\_\_ I can think in abstract, clear, imageless concepts
- \_\_\_\_\_ I can find logical flows in things people say and do at work or home
- \_\_\_\_\_ I feel more comfortable when things have been quantified, measured, categorized, or analyzed in some way.

\_\_\_\_\_ Total Logical boxes checked

## SPATIAL

- \_\_\_\_\_ When I close my eyes, I can see clear visual images
- \_\_\_\_\_ I'm responsive to color
- \_\_\_\_\_ I often use a camcorder or camera to record my surroundings
- \_\_\_\_\_ I enjoy visual puzzles such as mazes, jigsaw puzzles, 3-D images
- \_\_\_\_\_ I have vivid dreams at night
- \_\_\_\_\_ I navigate well in unfamiliar places
- \_\_\_\_\_ I often draw or doodle
- \_\_\_\_\_ Geometry was easier than Algebra
- \_\_\_\_\_ I can imagine what something would look like from a bird's eye view
- \_\_\_\_\_ I prefer reading books, newspaper, magazines, etc.Ö that have many illustrations

\_\_\_\_\_ Total Spatial boxes checked

## BODILY-KINESTHETIC

- \_\_\_\_\_ I take Part in at least on sport or physical activity regularly
- \_\_\_\_\_ I find it difficult to sit still for long periods of time
- \_\_\_\_\_ I like working with my hands (for example, sewing weaving, carving, carpentry, model-building)
- \_\_\_\_\_ I frequently get insights or ideas when I am involved in physical activities, such as walking, swimming, or jogging
- \_\_\_\_\_ I enjoy spending my free time outside
- \_\_\_\_\_ I tend to use gestures and other body language when engaged in conversations
- \_\_\_\_\_ I need to touch or hold objects to learn more about them
- \_\_\_\_\_ I enjoy dare-devil activities such as parachuting, bung jumping, and thrilling amusement rides
- \_\_\_\_\_ I am well-coordinated
- \_\_\_\_\_ To learn new skills, I need to practice them rather than simply read about them or watch them being performed

\_\_\_\_\_ Total Bodily-Kinesthetic boxes checked

## MUSICAL

- \_\_\_\_\_ I have a nice singing voice
- \_\_\_\_\_ I know when musical notes are off-key
- \_\_\_\_\_ I often listen to musical selections on radio, records, tapes, CDs, etc.
- \_\_\_\_\_ I play an instrument
- \_\_\_\_\_ My life would be less dynamic without music
- \_\_\_\_\_ I often have a tune running through my mind during the day
- \_\_\_\_\_ I can keep time to a piece of music
- \_\_\_\_\_ I know the melodies of many songs or musical pieces
- \_\_\_\_\_ If I hear musical piece once or twice, I can easily repeat it
- \_\_\_\_\_ I often tap, whistle, hum or sing when engaged in a task

\_\_\_\_\_ Total Musical boxes checked

## INTERPERSONAL

- \_\_\_\_\_ People often come to me to seek advice or counsel
- \_\_\_\_\_ I prefer team and group sports to individual sports
- \_\_\_\_\_ When I have problems, I prefer to seek help from other people rather than work it out alone
- \_\_\_\_\_ I have at least three close friend
- \_\_\_\_\_ I enjoy social pastimes like board games and charades more than individual ones such as video games and solitaire
- \_\_\_\_\_ I like the challenge of teaching other people what I know how to do
- \_\_\_\_\_ I have been called a leader and consider myself one
- \_\_\_\_\_ I am comfortable in a crowd of people
- \_\_\_\_\_ I am involved in local school, neighborhood, church and community activities
- \_\_\_\_\_ I would rather spend a Saturday night at a party than spend it at home alone

\_\_\_\_\_ Total Interpersonal boxes checked

## INTRAPERSONAL

- \_\_\_\_\_ I regularly spend time reflecting, meditating or thinking about important life questions
- \_\_\_\_\_ I have attended classes, seminars and workshops to gain insight about myself and experience personal growth
- \_\_\_\_\_ My opinions and views distinguish me from others
- \_\_\_\_\_ I have a hobby, pastime or special activity that I do alone
- \_\_\_\_\_ I have specific goals in life that I think about regularly
- \_\_\_\_\_ I have a realistic view of my own strengths and weaknesses backed up by accurate feedback from others

- \_\_\_\_\_ I would rather spend a weekend in a cabin or hide-away than at a large resort with lots of people
- \_\_\_\_\_ I am independent-minded and strong willed
- \_\_\_\_\_ I keep a journal or diary to record the events of my inner life
- \_\_\_\_\_ I am self-employed or have seriously considered starting my own business

\_\_\_\_\_ Total Intrapersonal boxes checked

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## MULTIPLE INTELLIGENCES PALETTE

The array of competencies found in each intelligence. Place your totals for each on the line provided.

### Verbal/Linguistic\_\_\_\_\_

Reading  
Vocabulary  
Formal Speech  
Journal/Diary Keeping  
Creative Writing  
Poetry  
Verbal Debate  
Impromptu Speaking  
Storytelling

### Bodily/Kinesthetic\_\_\_\_\_

Folk/Creative Dance  
Role Playing  
Physical Gestures  
Drama" Martial Arts  
Body Language  
Physical Exercise  
Mime" Inventing  
Sports Games

### Musical/Rhythmic\_\_\_\_\_



Rhythmic Patterns  
Vocal Sounds/Tones  
Music Composition/creation  
Percussion Vibrations  
Humming” Environmental Sounds  
Instrumental Sounds  
Singing  
Tonal Patterns  
Music Performance

### **Logical/Mathematical\_\_\_\_\_**

Abstract Symbols/Formulas  
Outlining” Graphic Organizers  
Number Sequences  
Calculation  
Deciphering Codes  
Forcing Relationships  
Syllogisms  
Problem Solving  
Pattern Games

### **Visual/Spatial\_\_\_\_\_**

Guided Imagery  
Active Imagination  
Color Schemes  
Patterns/Designs  
Painting  
Drawing  
Mind-Mapping  
Pretending  
Sculpture  
Pictures

### **Interpersonal \_\_\_\_\_**

Giving Feedback  
Intuiting Others Feelings  
Cooperative Learning Strategies  
Person-to-Person Communication  
Empathy Practices  
Division of Labor  
Collaborative Skills  
Receiving Feedback  
Sensing Others Motives  
Group Projects

**Intrapersonal\_\_\_\_\_**

Silent Reflection Methods  
Metacognition Techniques  
Thinking Strategies  
Emotional Processing  
"Know Thyself" Procedures  
Mindfulness Practices  
Focusing/Concentration Skills  
Higher-Order Reasoning  
Complex Guided Imagery  
"Centering" Practices

# How I learn” Inventory

Name\_\_\_\_\_

(Color or shade in your answer)

1. I enjoy reading.



2. I enjoy writing.



3. I know a lot of big words.



4. I ask a lot of questions about how things work.



5. I enjoy math activities.



6. I can think about numbers in my head.



7. I play a musical instrument.



8. I like to sing or hum.



9. I like to make up songs, tunes, or rhymes.



10. I like to draw and doodle.



11. I enjoy pretending.



12. I can look at a picture and remember it.



13. I am good in one or more sports.



14. I like to take things apart.



15. I like to move around.



16. I like to be the leader at recess.



17. Kids like to be around me and  
play with me.



18. I enjoy teaching other kids.



19. I like to work alone.



20. I like myself, and I am proud of  
myself.



21. I enjoy being different sometimes.



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Summary:



Verbal Linguistic (#1-3)

\_\_\_\_\_

(Word Smart)

Logical/Mathematical (#4-6)

\_\_\_\_\_

(Number Smart)

Musical/Rhythmic (#7-9)

\_\_\_\_\_

(Music Smart)

Visual/Spatial (#10-12)

\_\_\_\_\_

(Picture Smart)

Bodily/Kinesthetic (#13-15)

\_\_\_\_\_

(Body Smart)

Interpersonal (#16-18)

\_\_\_\_\_

(People Smart)

Intrapersonal (#19-21)

\_\_\_\_\_

(Self Smart)

# Multiple Intelligences ABC Book of Activities

Created by Jo Gusman

A	ABC Big Book Jo's ABC's of it all game Ads Advertising folders Advice columns Allegory Album	Art Gallery Display Anagram Anecdotes Anthems Apology Letter Appeal Appendices	Application form Appeal Articles Autobiography Awards Award Ceremony
B	Ballad Banner Batik Beauty tip article Bedtime story Big books	Billboard Biography Birth certificate Blueprint Blogs Blurbs	Book Review Book Brochure Bulletin Bulletin board Bumper sticker Business Cards
C	Calendar Captions Card Game Cartoon Catalog description Ceramic Cereal boxes Certificates Chants Character sketches	Cinquain Collection Comic book Comic strip Commercial product Comparison chart Cookbook Complaint Form Computer Program Constitution	Consumer guide Contract Costume Couplet Court Case Coupon Critique Crossword Puzzle Cumulative Story
D	Dance Debate Definitions Descriptions Description of scenes Detective Work Diagram	Dialogue Diary Diorama Dictionary Diet Plan Digest Directions	Directory Display Documents "Doodles from the desk of" Drama Dream analysis Dream journal

<b>E</b>	Editorial Elegy E-mail Encyclopedia entry	Ending to story Epilogue Epitaph Essay	Etching Evaluation Experiment Experiment record
<b>F</b>	Fashion show Filmstrip First Aid Kit	Flag Floral Arrangement Folktale Fortune Cookie Fortunes	
<b>G</b>	Game Game show Game show rules Garden Glossary Good news/bad news story	Gossip Column Graph Graphic Design Graphic Organizer Greeting Card Grocery List	Guest book Guest lists Guest speaker
<b>H</b>	Haiku Handbill Handbook Headline Honor Ceremony	Horoscope Hot Seat House plans House plant guide How to guide	
<b>I</b>	Idea map Illustration Illustrated story Impressionistic art Impromptu speech Improvisation	Index Inquiry Activity Inspirational speech Instructional handbook Interview Introductory letter	Introductory offer Invitation
<b>J</b>	Jingle Job application Joke	Jump rope chant Junk mail Journal	
<b>K</b>	Kabuki drama Kaleidoscope Keepsake Keystone Cop comedy	Knighthood ceremony Knit Knot making contest Kudos	



L	Label Legend Lesson Letter to the Editor Letters (Calligraphy)	License plate Life map Limerick List Logo	Love letter Love note Lullaby Lyric
M	Magazine article Magazine ad Magazine Map Map legend Marquee Matchbook Memory book	Menu Metaphor Mission statement Mobile Model Money Monograph Monologue	Monster tale Montage Movie review Movie script Movie title Mural Museum exhibit Mystery
N	Name News analysis Newscast Newsletter	Newspaper Nonsense words Notes Number booklet	Nursery rhyme
O	Obituary Observation log Odes	Oil Painting Opinion Oral report	Outdoor game Outline
P	Package Palindrome Pamphlet Pantomime Paper weight Paragraph Parable Parody Party tips Pastel drawing Patterns Pattern book Peace treaty Personal ad	Persuasive letter Photo album Photo essay Photograph Photo exhibit Pictionary game Picture books Picture dictionary Play Pledge Poem Portrait Postcard Poster	Pottery Procedure book Prologue Propaganda Proposal Protest letter Protest sign Proverb Puns Puppet show Puzzle Power point

Q	Qualification letter	Quips	Quotes
	Questions	Quiz	
	Questionnaires	Quiz show	
R	Radio show	Reflection paper	Riddle
	Ransom note	Relief map	Rock & Roll song
	Reaction paper	Remedies	Rap song
	Reader's Theatre	Report	Role play
	Real estate notice	Request	Round Robin
	Rebuttal	Requiem	Reading
	Recipe books	Requisition	Rubber stamping
	Recipe cards	Resume	Rubbing
	Record Cover	Review	
	Reference file	Revision	
S	Sand casting	Short story	Spooky tale
	Sales notices	Sign	Sportscast
	Sales pitches	Silk screening	Sports page
	Satire	Silly saying	Statement
	Schedules	Skit	Stencil
	Science Fiction	Slide Show	Stitchery
	Scrapbooks	Slogan	Story beginning
	Scripts	Small scale drawing	Summary
	Scrolls	Soap opera	Survey
	Sculpture	Society page	
	Self description	Song lyric	
	Sentence fragment	Song collection index	
	Sentence	Sonnet	
	Sequel	Space Story	
	Serial	Speech	
	Sermon	Spoof	
T	Taped message	Title	T-shirt
	Table of contents	Tongue Twister	TV documentary
	Tall tale	Traffic regulations	TV commercial
	Telegram	Transparency for overhead	
	Telephone book ad	Travel brochure	TV guide
	Telephone directory	Travel folder	TV newscast
	Terrarium	Travelogue	TV program

	Textbook Thank you cards Theater program Timeline	Travel posters Travel tour package Tribute Trivia	
U	Ultimatum UNICEF participation University tour Unscramble code	Used car ads	
V	Venn Diagram Video Video game	Value statement Vocabulary list Vignettes	Vita
W	Walking tours Want ads Wanted posters Warning signs Watercolor painting	Weather report Web site Will Wise saying Wish list	Word problem Word portrait Written report
X	Xerography X-Ray	Xylograph Xylophone	
Y	Yard Sale Yarn craft Year calendar	Yearbook Yellow pages Yoga	
Z	Zagat Restaurant guide Zoological study Zoometry		

# Garden's Multiple Intelligences

## Student Checklist

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Check all that apply:

- \_\_\_\_\_ 1. Books are important to me.
- \_\_\_\_\_ 2. I can double or triple a cost, cooking recipe, or carpentry measurement in my head.
- \_\_\_\_\_ 3. I play at least one sport or do physical activities several times a week.
- \_\_\_\_\_ 4. I often see clear visual images when I close my eyes.
- \_\_\_\_\_ 5. I am sensitive to color.
- \_\_\_\_\_ 6. I have a good singing voice.
- \_\_\_\_\_ 7. I like to spend time alone to think about things that are important in life.
- \_\_\_\_\_ 8. I am considered a person that my classmates and friends come to for advice and counsel.
- \_\_\_\_\_ 9. I frequently listen to music on the radio, records, cassettes, or CDs.
- \_\_\_\_\_ 10. I can hear words in my head before I read, speak, or write them down.
- \_\_\_\_\_ 11. I prefer group sports like volleyball, basketball, or baseball to sports like swimming or track.
- \_\_\_\_\_ 12. I like TV shows, books, or activities at school that help me to learn more about myself.
- \_\_\_\_\_ 13. I get more out of listening to the radio or a spoken word cassette than I do from television or movies.
- \_\_\_\_\_ 14. I play a musical instrument.
- \_\_\_\_\_ 15. I find it difficult to sit still for long periods of time.
- \_\_\_\_\_ 16. I like to draw or use a camera to record what I see around me.
- \_\_\_\_\_ 17. Math and/or science are among my favorite subjects in school.
- \_\_\_\_\_ 18. I beat my friends in games that require strategy such as chess, checkers, etc.
- \_\_\_\_\_ 19. I can tell when a musical note is off key.

- \_\_\_\_\_ 20. I have unique thoughts about things that others don't seem to understand.
- \_\_\_\_\_ 21. My life would be terrible without music in it.
- \_\_\_\_\_ 22. When I've got a problem, I would rather go to another person for help than work it out on my own.
- \_\_\_\_\_ 23. I like working with my hands at activities to create things such as sewing, carving, model airplanes, weaving, carpentry, etc.
- \_\_\_\_\_ 24. I enjoy word games such as Scrabble, Jeopardy, Hangman, Password.
- \_\_\_\_\_ 25. I like to set up little "what if" experiments (for example, "what if I walk home a different direction?").
- \_\_\_\_\_ 26. I enjoy solving jigsaw puzzles, mazes or other visual puzzles.
- \_\_\_\_\_ 27. My best ideas often come to me when I am engaged in a physical activity like walking or riding my bike.
- \_\_\_\_\_ 28. I have at least three close friends.
- \_\_\_\_\_ 29. I catch myself sometimes walking down the street with a television jingle or other tune running through my head.
- \_\_\_\_\_ 30. I consider myself to be strong willed and independent.
- \_\_\_\_\_ 31. I have vivid dreams at night.
- \_\_\_\_\_ 32. I've got a mind that sometimes works like a computer.
- \_\_\_\_\_ 33. I enjoy entertaining myself or others with tongue twisters, puns and nonsense rhymes.
- \_\_\_\_\_ 34. I like to spend my free time outdoors.
- \_\_\_\_\_ 35. I would rather spend my evenings with a group of friends than home alone.
- \_\_\_\_\_ 36. I can easily keep time to a piece of music with a simple percussion instrument.
- \_\_\_\_\_ 37. I see myself as a loner (or others see me that way).
- \_\_\_\_\_ 38. Other people sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.
- \_\_\_\_\_ 39. I prefer to do things with my friends during my free time than to spend time by myself doing recreational activities like video games and solitaire.
- \_\_\_\_\_ 40. I prefer reading material that has a lot of illustrations.
- \_\_\_\_\_ 41. I can generally find my way around unfamiliar territory.
- \_\_\_\_\_ 42. I use my hands or other parts of my body when I talk.
- \_\_\_\_\_ 43. I have a special hobby or interest that I keep pretty much to myself.
- \_\_\_\_\_ 44. English, social studies, and history are easier for me than math and science.

- \_\_\_\_\_ 45. I enjoy the challenge of teaching my classmates and friends things that I know how to do.
- \_\_\_\_\_ 46. I wonder a lot about how certain things work.
- \_\_\_\_\_ 47. I believe that most things have a rational explanation.
- \_\_\_\_\_ 48. I consider myself a leader (or others consider me as such).
- \_\_\_\_\_ 49. I need to touch things in order to learn more about them.
- \_\_\_\_\_ 50. I know the tunes to many different songs or musical pieces.
- \_\_\_\_\_ 51. I like to draw or doodle.
- \_\_\_\_\_ 52. When I ride around on my bike or in a car, I like to look at the billboards more than the scenery.
- \_\_\_\_\_ 53. I enjoy dare devil amusement rides or similar thrilling experiences.
- \_\_\_\_\_ 54. I sometimes think in clear, abstract, wordless, imageless concepts.
- \_\_\_\_\_ 55. I feel comfortable in the midst of a crowd.
- \_\_\_\_\_ 56. If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
- \_\_\_\_\_ 57. My conversations with others include lots of references to things that I've heard of or read.
- \_\_\_\_\_ 58. Geometry is easier for me than algebra in school or I do better using shapes and manipulative when doing math than putting the problem into words.
- \_\_\_\_\_ 59. I would describe myself as well coordinated.
- \_\_\_\_\_ 60. I can picture in my mind how something might appear if it were look down upon from directly above (a bird's eye view).
- \_\_\_\_\_ 61. I like finding logical flaws in things that people say and do at home and at school.
- \_\_\_\_\_ 62. I need to practice a new skill by doing it rather than simply reading about it or seeing a video that describes it.
- \_\_\_\_\_ 63. I often make tapping sounds or sing little melodies while working, studying, or learning something new.
- \_\_\_\_\_ 64. I have some important goals for my life that I think about on a regular basis.
- \_\_\_\_\_ 65. I've written something recently that I was particularly proud of or that earned me recognition at school by my teachers or classmates.
- \_\_\_\_\_ 66. I like to get involved in social activities connected with my work, church, or community.
- \_\_\_\_\_ 67. I would rather go on a vacation or day trip to places such as the woods or fishing to have time alone rather than a place where a lot of people are around.
- \_\_\_\_\_ 68. I feel more comfortable when something has been measured, categorized, analyzed, or quantified in some way.

# Student Abilities – Self Identification Checklist

## Score Sheet

Student Name: \_\_\_\_\_ Grade: \_ School: \_\_\_\_\_ Date: \_

Check each number identified by student:

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>
____ 1	____ 2	____ 4	____ 3	____ 6	____ 8	____ 7
____ 10	____ 17	____ 5	____ 15	____ 9	____ 11	____ 12
____ 13	____ 18	____ 16	____ 23	____ 14	____ 22	____ 20
____ 24	____ 25	____ 26	____ 27	____ 19	____ 28	____ 30
____ 33	____ 32	____ 31	____ 34	____ 21	____ 35	____ 37
____ 38	____ 46	____ 40	____ 42	____ 29	____ 39	____ 43
____ 44	____ 47	____ 41	____ 49	____ 36	____ 45	____ 64
____ 52	____ 54	____ 51	____ 53	____ 50	____ 48	____ 67
____ 57	____ 61	____ 58	____ 59	____ 56	____ 55	
____ 65	____ 68	____ 60	____ 62	____ 63	____ 66	

## TOTALS:

- A. \_\_\_\_\_ Linguistic
- B. \_\_\_\_\_ Logical-Mathematical
- C. \_\_\_\_\_ Spatial
- D. \_\_\_\_\_ Bodily-Kinesthetic
- E. \_\_\_\_\_ Musical
- F. \_\_\_\_\_ Interpersonal
- G. \_\_\_\_\_ Intrapersonal

## Resources



