

**Multiple Intelligences  
Instructional Techniques and Activities**

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

## Multiple Intelligences Instructional Techniques and Activities

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

