vv



C:\Documents and Settings\cfranklin\Local Settings\Temporary Internet Files\Content.IE5\FTHWQ4LG\MC900359103[1].WMF

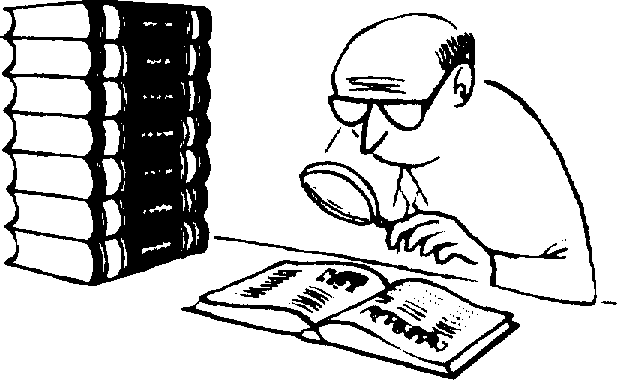
INTELLIGENCE

“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

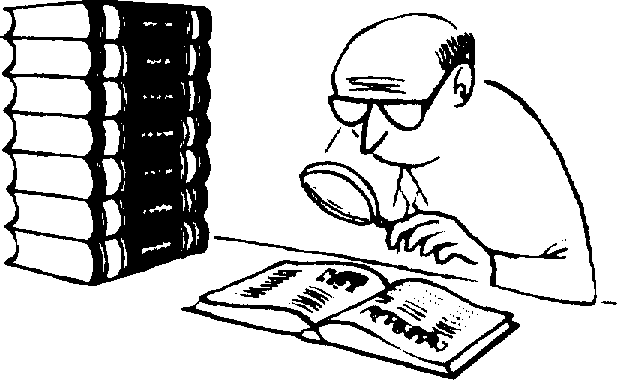
*One way to infuse variety into classroom evaluation is to provide students the following menus of options to use in demonstrating the results of their learning. Occasionally, the options might be limited to one intelligence area with eventual rotation through all seven menus over the course of a few 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 …………….………………………………

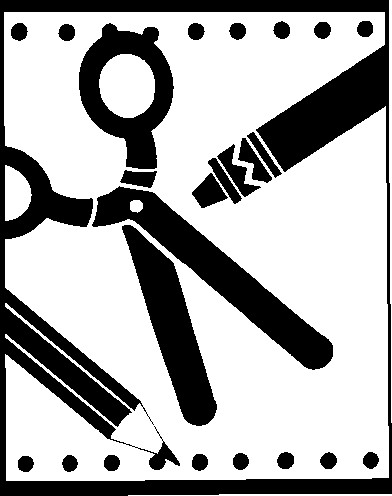
* Invent slogans for ……………………………….
* Create an audiotape of ………………………….
* Conduct an interview of ……….. on …………...
* Write a letter to ……….... about ……………….
* Use technology to write ………………………...
* Others of your choice ……………………...……

**Verbal/Linguistic Menu**

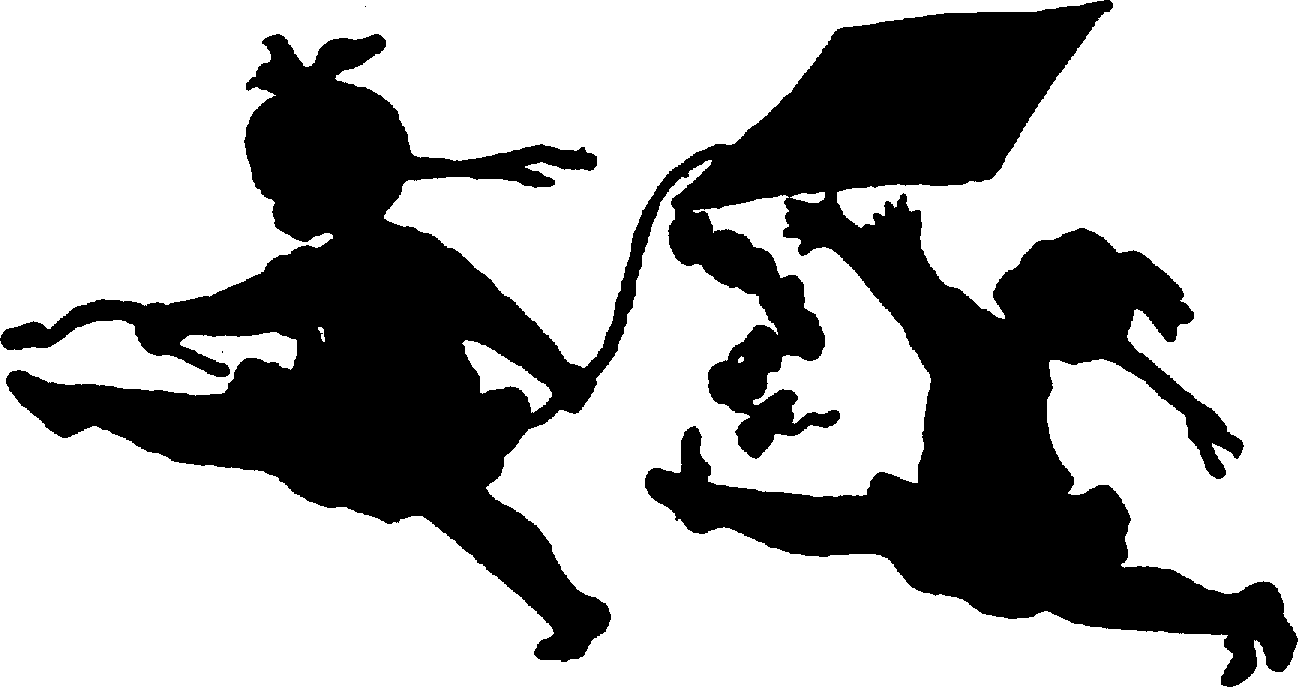
* Use storytelling to explain ……………………...
* Set up a debate to discuss ………………………
* Write a poem, myth, legend, short play, or news article about ……………………………………..
* Relate a short story or novel to …………………
* Give a presentation on ………………………….
* Lead a class discussion on ……………………...
* Write journal entries on ………………………...
* Create a talk show radio program about………...
* Write a newsletter, booklet, or dictionary

about …………….………………………………

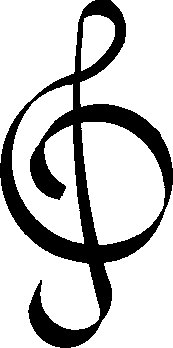
* Invent slogans for ……………………………….
* Create an audiotape of ………………………….
* Conduct an interview of ……….. on …………...
* Write a letter to ……….... about ……………….
* Use technology to write ………………………...
* Others of your choice ……………………...……

**Visual/Spatial Menu**

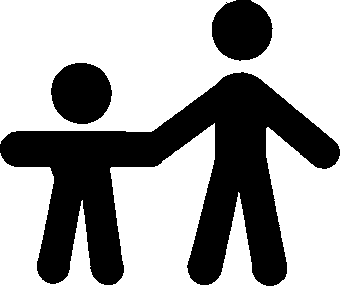
* Chart, map, cluster, or graph ……………………
* Create a slide show, videotape, or photo album of ………………………………………………..
* Design a poster, bulletin board, mural of ……….
* Visualize ………………………………………..
* Use a memory system to learn ………………….
* Create a piece of art that demonstrates …………
* Develop a set of architectural 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 …………………………...

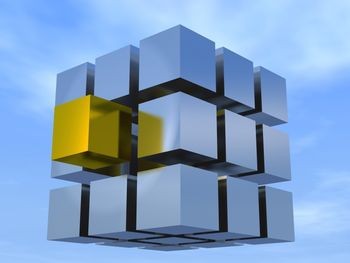
Multiple Intelligences Lesson Ideas

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | HISTORY | **LANGUAGE ARTS** | **SCIENCE** | **MATHEMATICS** | **GLOBAL STUDIES** | **FINE ARTS** | **PRACTICAL ARTS** |
| **READI047**  **VERBAL/**  **LINGUISTIC** | 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. |
| **HANDS113**  **LOGICAL/**  **MATHEMATICAL** | 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. |
| **SCHOO086**  **VISUAL/SPATIAL** | 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. |
| **KIDSS096**  **BODY/**  **KINESTHETIC** | 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. |
| **MISC34**  **MUSICAL/**  **RHYTHMIC** | 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. |
| **SCHOO053**  **INTERPERSONAL** | 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. |
| **KIDSS075**  **INTRAPERSONAL** | 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. |

David Lazear, *If Minds Matter*, V 2

# 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](http://www.buzzle.com/articles/multiple-intelligence-theory.html), 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](http://www.buzzle.com/articles/intelligence-quotient-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](http://www.buzzle.com/articles/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](http://www.buzzle.com/articles/motivation/) 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](http://www.buzzle.com/articles/musical-instruments/) in a group.
* Partcipate 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](http://www.buzzle.com/articles/martial-arts/).
* Play games.
* Do [physical exercises](http://www.buzzle.com/articles/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**](http://www.buzzle.com/articles/interpersonal-intelligence-vital-factor-for-effective-communication.html) **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](http://www.buzzle.com/articles/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** |
| **Linguistic** | Read and write | Reading, hearing, and seeing words | T.S. Elliot, Abraham Lincoln | Reading and writing | Passing notes, reading during lessons |
| **Mathematical** | Solve Problems | Working with patterns | Albert Einstein, John Dewey | Math, logical thinking | Working on math or building during lessons |
| **Spatial** | Design, draw, or build | Working with pictures and colors | Pablo Picasso, Bobby Fischer | Reading maps, drawing puzzles | Doodling, drawing, daydreaming |
| **Kinesthetic** | Play sports and dance | Touching and moving | Michael Jordan, Charlie Chaplin | Athletics, dancing | Fidgeting, wandering around the room |
| **Musical** | 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 |
| **Interpersonal** | Talk to people and join groups | Sharing, comparing, cooperating | Ronald Reagan, Mother Theresa | Understanding people, leading, organizing | Talking, passing notes |
| **Intrapersonal** | Work alone and reflect | Work alone | Eleanor Roosevelt, Sigmund Freud | Understanding yourself, setting goals | Disagreeing with others |
| **Naturalist** | 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 |

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.

|  |  |  |
| --- | --- | --- |
| **READI047** **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  HANDS113 **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  MISC34 **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 | SCHOO086 **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  KIDSS096 **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 | SCHOO053 **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  KIDSS075 **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 Iím 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   
\_\_\_\_\_    Iím 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 birdís 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.Ö   
\_\_\_\_\_    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 form 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 activit8y 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

**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.



1. I enjoy writing.



1. I know a lot of big words.
2. I ask a lot of questions about



how things work.



1. I enjoy math activities.



1. I can think about numbers in

my head.



1. I play a musical instrument.



1. I like to sing or hum.



1. 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.



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)