







We Have Many Intelligences

Meet the Eight Intelligences

The following chart is adapted from descriptions by Howard Gardner. We have changed the names of several intelligences to make them easier to understand and remember. Gardner's label is listed below those that we have changed.

INTELLIGENCE	DESCRIPTION	HOW TO ENGAGE
 LANGUAGE (Linguistic)	Sensitive to language, meanings, and the relationship of words	Vocabulary activities, grammar, poetry, essays and plays
 SPATIAL	Keen observer, able to think in three dimensions, likes to use metaphors	Graphs, charts, color codes, guided imagery, pictures, posters, mind maps
 LOGIC/ MATH	Abstract thinking, counting, organizing; prefers logical structures	Critical thinking activities, breaking words into smaller parts and reassembling them
 BODY MOVEMENT (Kinesthetic)	Good body control and fine motor skills; often active and animated	Needs "hands-on" learning opportunities, like games, skits, and plays
 MUSICAL	Sensitive to rhythm, pitch, intonation, and can remember tunes and rhythms easily	Likes poems, plays, jazz chants, rap music, songs, and musically guided imagery
 SOCIAL (Interpersonal)	Sensitive to others' moods, feelings, and motivations; outgoing and interactive	Likes to talk with people, enjoys discussion groups, good at verbal problem solving



SELF
(Intrapersonal)

Has a sense of self, able to understand and access one's own feelings

Likes poetry, meditation, guided imagery, journal writing, story telling



NATURE
(Naturalist)

Sensitive to nature and environment; knows the names of rocks, flowers, birds; loves to be outdoors

Likes to work in the garden, read plants and animals, study habits of fish or birds, read nature magazines, go hiking, walk outside

Practice: Engaging the Intelligences

Language

People who are strong in the **language** intelligence enjoy saying, hearing, and seeing words. They like telling stories. They are motivated by books, records, dramas, opportunities for writing.



LANGUAGE
(Linguistic)

Here are ways to work with this intelligence in your lessons:

- Look at different kinds of dictionaries.
- Read plays and poetry out loud.
- Write a story for a book or newsletter.
- Keep a journal.
- Read from books written by or for new readers.
- Use a tape recorder to tape stories and write them down.
- Read together, i.e., choral reading.
- Read out loud to each other.
- Read a section, then explain what you've read.
- Read a piece with different emotional tones or viewpoints — one angry, one happy, etc.
- Trade tall tales, attend story-telling events and workshops.
- Explore and develop the love of words, i.e., meanings of words, origin of words and idioms, names. Research your name.

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Lederer, Richard. *The Play of Words*. New York: Pocket Books, 1990

Series: *New Writers' Voices*. New York: Literacy Volunteers of New York.

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Words on the Page, The World in Your Hands, Books 1-3. New York: Harper & Row, 1989.

Spatial

People who are strong in the **spatial** intelligence remember things visually, including exact sizes and shapes of objects. They like posters, charts, and graphics. They like any kind of visual clues. They enjoy drawing.

Here are ways to work with this intelligence in your lessons:

- Write a language experience story and then illustrate it.
- Study and create maps, diagrams and graphs.
- Color code words so each syllable is a different color.
- Write a word on the blackboard with a wet finger. Visualize the word as it disappears. See if you can spell it afterwards.
- Take a survey. Put the information in a chart.
- Write words vertically.
- Cut out words from a magazine and use them in a letter.
- Use pictures to stimulate reading or writing.
- Visualize spelling words.
- Use the say-copy-look method of spelling.
- Use colorful newspapers like *USA Today*.
- Use crossword puzzles.

References:

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Glickberg, Joy. *Crosswords for Language Arts*. California: Pitman Learning, 1985.

Murdock, Maureen. *Spinning Inward*. California: Peace Press, 1982 (rev. ed. Shambala Press).

Logic/Math

People who are strong in the **logic/math** intelligence enjoy exploring how things are related. They like to understand how things work. They like mathematical concepts. They enjoy puzzles and manipulative games. They are good at critical thinking.

Here are ways to work with this intelligence in your lessons:

- Arrange cartoons and other pictures in a logical sequence.
- Sort, categorize, and characterize word lists.
- While reading a story, stop before you've finished and predict what will happen next.
- Explore the origins of words.

- Play games that require critical thinking. For example, pick the one word that doesn't fit: chair, table, paper clip, sofa. Explain why it doesn't fit.
- Work with scrambled sentences. Talk about what happens when the order is changed.
- After finishing a story, mind map some of the main ideas and details.
- Write the directions for completing a simple job like starting a car or tying a shoe.
- Make outlines of what you are going to write or of the material you've already read.
- Write a headline for a story you've just completed.
- Look for patterns in words. What's the relationship between heal, health, and healthier?
- Look at advertisements critically. What are they using to get you to buy their product?

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Waas, Lane, *Imagine That!*, Jalmar Press, California, 1991.

Body Movement

People who are strong in the **body movement** intelligence like to move, dance, wiggle, walk, and swim. They are often good at sports. They have good fine motor skills. They like to take things apart and put them back together.

Here are ways to work with this intelligence in your lessons:

- Go through your wallet and pull out three things to talk about.
- Trace letters and words on each other's back.
- Use magnetic letters, letter blocks, or letters on index cards to spell words.
- Take a walk while discussing a story or gathering ideas for a story.
- Make pipe cleaner letters. Form letters out of bread dough. After you shape your letters, bake them and eat them!
- Use your whole arm (extend without bending your elbow) to write letters and words in the air.
- Change the place where you write and use different kinds of tools to write, ie., typewriter, computer, blackboard, or large pieces of paper.
- Write on a mirror with lipstick or soap.
- Take a walk and read all the words you find during the walk.
- Handle a Koosh ball or a worry stone during a study session.
- Take a break and do a cross-lateral walk.

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Meister Vitale, Barbara, *Unicorns are Real*, Jalmar Press, California, 1985.

Murdock, Maureen, *Spinning Inward*, Peace Press, California, 1982 (rev. ed. Shambala Press)

Rose, Colin, *Accelerated Learning*, Accelerated Learning Systems United, England, 1985.

Waas, Lane, *Imagine That!*, Jalmar Press, California, 1991.

Musical

People who are strong in the **musical** intelligence like the rhythm and sound of language. They like poems, songs, and jingles. They enjoy humming or singing along with music.

Here are ways to work with this intelligence in your lessons:

- Use a familiar tune, song, or rap beat to teach spelling rules, or to remember words in a series for a test.
- Create a poem with an emphasis on certain sounds for pronunciation.
- Clap out or walk out the sounds of syllables.
- Read together (choral reading) to work on fluency and intonation.
- Read a story with great emotion — sad, then happy, then angry. Talk about what changes — is it only tone?
- Work with words that sound like what they mean (onomatopoeia). For example: sizzle, cuckoo, smash.
- Read lyrics to music.
- Use music as background while reviewing and for helping to remember new material.
- Use rhymes to remember spelling rules, i.e., "I before E except after C."

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Graham, Carolyn, *Jazz Chants*, Oxford University Press, England, 1978.

Kay, Cathryn, *Word Works*, The Yolla Bolly Press, California, 1985.

Kline, Peter, *The Everyday Genius*, Great Ocean Publishers, Virginia, 1988.

Rose, Colin, *Accelerated Learning*, Accelerated Learning Systems United, England, 1985.

Samples, Bob, *Open Mind/Whole Mind*, Jalmar Press, California, 1987.

Social

People who are strong in the **social** intelligence like to develop ideas and learn from other people. They like to talk. They have good social skills.

Here are ways to work with this intelligence in your lessons:

- Take part in group discussions or discuss a topic one-to-one.
- Read a dialogue or a play together.
- Do team learning/investigating projects.
- Set up interview questions, and interview your family. Write the results.
- Write notes to one another instead of talking.

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Fleischman, Paul, *A Joyful Noise: A Poem for Two Voices*, Harper & Row, New York, 1988.

Ross, Michael and Bernice West, *All in the Family: A Dramascript* Books, Pitman Learning, California, 1972

Samples, Bob, *Open Mind/Whole Mind*, Jalmar Press, California, 1987.

Self

People who are strong in the **self** intelligence like the rhythm and sound of language. They like poems, songs, and jingles. They enjoy humming or singing along with music.

Here are ways to work with this intelligence in your lessons:

- Go on "guided imagery" tours.
- Set aside time to reflect on new ideas and information.
- Encourage journal writing.
- Work on the computer.
- Practice breathing for relaxation.
- Use brainstorming methods before reading.
- Listen to and read "how to" tapes and books.
- Read "inspirational" thought-for-the-day books.
- Read cookbooks.

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Murdock, Maureen, *Spinning Inward*, Peace Press, California, 1982 (rev. ed. Shambala



Press.)

Prather, Hugh, A Book of Games, A Dolphin Book, New York, 1981.

Nature

People who are strong in the **nature** intelligence enjoy interacting with the outside world. They are adept at noticing patterns in nature and can easily distinguish between different species of flora and fauna.

Here are ways to work with this intelligence in your lessons:

- Spend time outside noticing patterns in nature.
- Read books and articles about nature and the environment.
- Take hikes or visit tidepools, and record significant features about what you find.
- Compare seeds, seedlings, and adult plants. Mix them up and ask your learners to match each seed to its corresponding seedling and adult.