

Using the Seven Multiple Intelligences to Teach Elementary Students

Children who are strongly:	Think	Love	Need
Linguistic	in words	reading, writing, telling stories, playing word games, etc.	books, tapes, writing tools paper diaries, dialogues, discussion, debate stories
Logical-Mathematical	by reasoning	experimenting, questioning, figuring out puzzles, calculating, etc.	things to explore and think about, science materials, manipulatives, trips to the planetarium and science museum
Spatial	in images and pictures	designing, drawing, visualizing, doodling, etc.	art, LEGOs, video, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums
Bodily-Kinesthetic	through somatic sensations	dancing, running, jumping, building, touching, gesturing, etc.	role play, drama, movement, things to build, sports and physical games, tactile experiences, hands-on learning
Musical	via rhythms and melodies	singing, whistling, humming, tapping feet and hands, listening, etc..	sing-along time, trips to concerts, music playing at home and school, musical instruments
Interpersonal	by bouncing ideas off other people	leading, organizing, relating, manipulating, mediating, partying, etc.	friends, group games, social gatherings, community events, clubs, mentors/apprenticeships
Intrapersonal	deeply inside themselves	setting goals, meditating, dreaming, being quiet,	secret places, time alone, self-paced projects, choices

CHECKLIST FOR ASSESSING STUDENTS' MULTIPLE INTELLIGENCES

Name of Student: _____

In each of the following categories, check all items that apply.

Linguistic Intelligence

_____ writes better than average for age

_____ spins tall tales or tells jokes and stories

_____ has a good memory for names, places, dates, or trivia

_____ enjoys word games

_____ enjoys reading books

_____ spells words accurately (preschool: does developmental spelling that is advanced for age)

_____ appreciates nonsense rhymes, puns, tongue twisters, etc.

_____ enjoys listening to the spoken word (stories, commentary on the radio, talking, books)

_____ has a good vocabulary for age

_____ communicates to others in a highly verbal way

Other Linguistic Strengths:

Logical-Mathematical Intelligence

_____ asks a lot of questions about how things work

_____ computes arithmetic problems in his/her head quickly (preschool: math concepts are advanced for age)

_____ enjoys math class (preschool: enjoys counting and doing other things with number)

_____ finds math computer games interesting (no exposure to computers: enjoys other math or counting games)

_____ enjoys playing chess, checkers, or other strategy games (preschool: board games requiring counting squares)

_____ enjoys working on logic puzzles or brain teasers (preschool: enjoys hearing logical nonsense such as in Alice's Adventures in Wonderland)

_____ enjoys putting things in categories or hierarchies

_____ likes to experiment in a way that shows higher order cognitive thinking processes

_____ thinks on a more abstract or conceptual level than peers

_____ has a good sense of cause-effect for age

Other Logical-Mathematical Strengths:

Spatial Intelligence

- _____ reports clear visual images
- _____ reads maps, charts, and diagrams more easily than text (preschool: enjoys visuals more than text)
- _____ daydreams more than peers
- _____ enjoys art activities
- _____ draws figures that are advanced for age
- _____ likes to view movies, slides, or other visual presentations
- _____ enjoys doing puzzles, mazes, Where's Waldo? or similar visual activities
- _____ builds interesting three-dimensional constructions for age (e.g., LEGO buildings)
- _____ gets more out of pictures than words while reading
- _____ doodles on workbooks, worksheets, or other materials

Other Spatial Strengths:

Bodily-Kinesthetic Intelligence

- _____ excels in one or more sports (preschool: shows physical prowess advanced for age)
- _____ moves, twitches, taps, or fidgets while seated for a long time in one spot
- _____ cleverly mimics other people's gestures or mannerisms
- _____ loves to take things apart and put them back together again
- _____ put his/her hands all over something he/she's just seen
- _____ enjoys running, jumping, wrestling, or similar activities (older: show this in a more restrained" way, e.g., woodworking, sewing, mechanics) or good fine-motor coordination in other ways
- _____ has a dramatic way of expressing himself/herself
- _____ reports different physical sensations while thinking or working

_____ enjoys working with clay or other tactile experiences (e.g., finger-painting)

Other Bodily-Kinesthetic Strengths:

Musical Intelligence

_____ tells you when music sounds off-key or disturbing in some way other way

_____ remembers melodies of songs

_____ has a good singing voice

_____ plays a musical instrument or sings in choir or other group (preschool: enjoys playing percussion instruments and/or singing in a group)

_____ has a rhythmic way of speaking and/or moving

_____ unconsciously hums to himself/herself

_____ taps rhythmically on the table or desks as he/she works

_____ sensitive to environmental noises (e.g., rain on the roof)

Other Musical Strengths:

Interpersonal Intelligence

_____ enjoys socializing with peers

_____ seems to be a natural leader

_____ gives advice to friends who have problems

_____ seems to be street smart

_____ belongs to clubs, committees, or other group organizations (preschool: seems to be part of a general education social group)

_____ enjoys informally teaching other kids

_____ likes to play games with other kids

_____ has two or more close friends

_____ has a good sense of empathy or concern for others

_____ others seek out his/her empathy or concern for others

_____ others seek out his/her company

Other Interpersonal Strengths:

Intrapersonal Intelligence

_____ displays a sense of independence or a strong will

_____ has a realistic sense of his/her strengths and weaknesses

_____ does well when left alone or to play or study

_____ marches to the beat of a different drummer in his/her style of living and learning

_____ has an interest or hobby that he/she doesn't talk much about

_____ has a good sense of self-direction

_____ prefers working alone to working with others

_____ accurately expresses how he/she is feeling

_____ is able to learn from his/her failures and successes in life

_____ has high self-esteem

Other Intrapersonal Strengths:

Excerpted from Armstrong, Thomas. *Multiple Intelligences in the Classroom*, Alexandria, Virginia, Association for Supervision and Curriculum Development (1994).