









# MULTIPLE INTELLIGENCES PRODUCTS AND STRATEGIES

<p><b>LOGICAL / MATHEMATICAL</b> </p> <p><i>Being able to discern patterns, use numbers, and approach situations logically, use and appreciate abstract relations</i></p> <p><u>Teaching Strategies:</u> use of anticipatory set, number games, critical thinking activities, Socratic questioning, sorting, comparing, classifying, and categorizing</p> <p><u>Student Products:</u> charts, timelines, diagrams, story problems, brain teasers, logic problems, analogies, graphs</p>	<p><b>VERBAL / LINGUISTIC</b> </p> <p><i>Allows individuals to communicate and make sense through language</i></p> <p><u>Teaching Strategies:</u> brainstorming, lecture, discussion, journal writing, word games, cooperative learning, teacher-led instruction, metacognition, debate and dialogue, computers, issue discussion</p> <p><u>Student Products:</u> newspaper articles, stories, editorials, surveys, diary entries, surveys, advertisements, reports and essays, research papers, speeches, journals</p>
<p><b>VISUAL / SPATIAL</b> </p> <p><i>Having the ability to form a mental model, manipulate it, and perhaps represent it using varied media</i></p> <p><u>Teaching Strategies:</u> mind-mapping, reflective time, graphic organizers, color-coding systems, drawings and designs, transparencies, use of patterns, video</p> <p><u>Student Products:</u> posters, calligraphy, maps, brochures, diagrams, mosaics, bookmarks, mobiles, sculptures, drawings, sketches, models, videos</p>	<p><b>BODILY KINESTHETIC</b> </p> <p><i>Using one's body to solve problems, create products, and communicate</i></p> <p><u>Teaching Strategies:</u> "being there" experiences, hands-on activities, hand signals, manipulatives, classroom theater, pantomime, role plays, mime</p> <p><u>Student Products:</u> role plays, skits, mobiles, models, demonstrations, newscasts, dioramas, interviews, commercials, game construction, interpretive dance</p>
<p><b>NATURALIST</b> </p> <p><i>Having the ability to recognize patterns and relationships in the natural and human-made world</i></p> <p><u>Teaching Strategies:</u> "being there" experiences, hands-on activities, hand signals, manipulatives, classroom theater, pantomime, role plays, mime</p> <p><u>Student Products:</u> "show and tell", dioramas, reports, newscasts, interviews, posters, graphs, nature books, stories, poems, environment, terrarium</p>	<p><b>MUSICAL / RHYTHMIC</b> </p> <p><i>Allows people to create, communicate, and understand meanings made out of sound</i></p> <p><u>Teaching Strategies:</u> information put to music, use of environmental sounds in presentation, discographies (Civil War-'When Johnny Comes Marching Home'), raps</p> <p><u>Student Products:</u> poems, raps, tapes, commercial jingles, sound effects, filmstrips, music scores, rhythm pieces, information put to music</p>
<p><b>INTERPERSONAL</b> </p> <p><i>Enables individuals to recognize and make distinctions among others' feelings and intentions</i></p> <p><u>Teaching Strategies:</u> cooperative learning, role play, discussion and conversations, brainstorming, joint writing, debates and dialogues, choral reading</p> <p><u>Student Products:</u> plays and role plays, group projects, debates, joint writing, interviews, newscasts, pantomime, demonstrations</p>	<p><b>INTRAPERSONAL</b> </p> <p><i>Helps individuals distinguish among their own feelings, build accurate mental models of themselves, and draw on these models to make decisions about their lives.</i></p> <p><u>Teaching Strategies:</u> individualized instruction, self-checking materials, metacognition, KWL, quiet time, silent reading, wait time, journal writing</p> <p><u>Student Products:</u> journals, computer programs, computer projects, any work accomplished by self, diaries, reports, essays, etc.</p>