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| **Musical**   * Writing their own songs and music about content-area topics. * Putting original poems to music, and then performing them for the class. * Incorporating a poem they have written with a melody they already know. * Listening to music from different historical periods. * Tape recording a poem over "appropriate" background music (i.e., soft music if describing a kitten, loud music if they are mad about pollution). * Using rhythm and clapping to memorize math facts and other content-area information. | **Bodily Kinesthetic**   * Creating costumes for role-playing, skits, or simulations. * Performing skits or acting out scenes from books or key historical events. * Designing props for plays and skits. * Using charades to act out characters in a book, vocabulary words, animals, or other content-area topics. * Participating in scavenger hunts, searching for items related to a theme or unit. * Acting out concepts. For example, for the solar system, "student planets" circle around a "student sun." Students line up appropriately to demonstrate events in a history timeline. | **Interpersonal**   * Working in cooperative groups to design and complete projects. * Working in pairs to learn math facts. * Interviewing people with knowledge about content-area topics (such as a veteran to learn about World War II, a lab technician to learn about life science, or a politician to understand the election process). * Tutoring younger students or classmates. * Using puppets to put on a puppet show. |
| **Verbal-Linguistic**   * Completing crossword puzzles with vocabulary words. * Writing short stories for a classroom newsletter. * Writing feature articles for the school newspaper. * Writing a letter to the editor in response to articles. * Writing to state representatives about local issues. * Using digital resources such as electronic libraries, desktop publishing, word games, and word processing. * Telling a story to the class. * Participating in debates. | Macintosh HD:Users:ashley.dann:Desktop:multiple-intelligences-learning-styles.jpg**Multiple Intelligence Menu** | **Logical Mathematical**   * Searching for patterns * Conducting experiments to demonstrate science concepts. * Using math and science software such as Math Blaster, which reinforces math skills, or King's Rule, a logic game. * Using science tool kits for science programs. * Designing alphabetic and numeric codes. * Making up analogies. |
| **Naturalistic**   * Caring for classroom plants. * Caring for classroom pets. * Sorting and classifying natural objects, such as leaves and rocks. * Researching animal habitats. * Observing natural surroundings. * Organizing or participating in park/playground clean-ups, recycling drives, and beautification projects. | **Intrapersonal**   * Writing reflective papers on content-area topics. * Writing essays from the perspective of historical figures, such as Civil War soldiers or suffragettes. * Writing a literary autobiography, reflecting on their reading life. * Writing goals for the future and planning ways to achieve them. * Using software that allows them to work alone * Keeping journals or logs throughout the year. * Making a scrapbook for their poems, papers, and reflections. | **Visual Spatial**   * Using clay or play dough to make objects or represent concepts from content-area lessons. * Using pictorial models such as flow charts, visual maps, Venn diagrams, and timelines to connect new material to known information. * Taking notes using concept mapping, mind mapping, and clustering. * Using maps to study geographical locations. * Illustrating poems for the class poetry book by drawing or using computer software. |