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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.
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| **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.
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| **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.
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