
Multiple Intelligences

I have no doubt whatsoever that most people live . . . in a very restricted circle of their potential being. They make use of a very small portion of their possible consciousness . . . much like a person who, out of the whole body organism, should get into the habit of using and moving only the little finger. We all have reservoirs of life to draw upon of which we do not draw.

–William James

Multiple Intelligence Theory is based on the work of Howard Gardener at Harvard, and his book *Frames of Mind*. Asked to study human intelligence, **Gardener determined that all humans have a number of different intelligences** (he identified seven; current theory recognizes eight with two others under consideration). Typically both individuals and cultures tend to develop some intelligences more than others. However, **all intelligences are available to all of us and we can use our more developed intelligences to enhance our less developed intelligences.**

Multiple Intelligence Theory is important to educators because it suggests that effective instruction is that which empowers the human cognitive potential of all students.

Did You Know . . .

Teachers and peers don't always recognize creativity and imagination in young children. In fact many children don't enjoy or excel in school, finding it boring and mundane. History is full of examples of people who didn't take, or weren't given, the chance to experience the joy of learning during their school years. Did you know that . . .

Albert Einstein was four years old before he could speak and seven before he could read.

Beethoven's music teacher once said of him, "As a composer, he is hopeless."

Leo Tolstoy flunked out of college.

A newspaper editor fired Walt Disney because he had "no good ideas!"

Louisa May Alcott was told by an editor that she would never write anything that had popular appeal.

Winston Churchill failed the sixth grade.

Multiple Intelligences

Concrete strategies for exploring your Multiple Intelligences while reading

UPPER-GRADE MULTIPLE INTELLIGENCES READING STRATEGIES

BODILY-KINESTHETIC INTELLIGENCE

- Have students act out/role play the story.
- Have students create tableaus explaining the main plot.
- Have students track their reading with their finger or a bookmark.
- Have students physically embody different linguistic concepts. For example, they can act out their spelling and vocabulary words.
- Have students impersonate a character in the story to explain how she or he is feeling.

SPATIAL INTELLIGENCE

- Have students use graphic organizers (Venn diagrams, flow charts, graphs, mind maps).
- Have students show their comprehension through various art forms.
- Have students predict the next chapter and picture it in their minds.
- Have students build a scene for the setting of a story.
- Have students role-play having imaginary conversations with book characters.
- Have students keep a long-term collage that they add to as the story progresses.
- Have students keep an art journal in which they draw scenes from the story as they read it.
- Have students create posters and brochures to explain phonetic rules, the writing process, and grammar rules.
- Have students create visual flash cards with the word on one side and a picture of it on the other—of words they are learning.

MUSICAL INTELLIGENCE

- Play music that has a tone that relates to a story you've just read to the class.
- Have students find music that depicts the tone of the story.
- Put the story to music and sing or play it.
- Have students associate various kinds of music and rhythm with different characters parts of the story, parts of the writing process, phonetic rules, and so on.
- Use song lyrics to teach phonetic rules or how to use words.
- Have students sing the words in the book.

- Use poetry to teach rhyming and repeated words

VERBAL-LINGUISTIC INTELLIGENCE

- Read stories together and ask comprehension and thinking questions.
- Use worksheets to provide repetitive practice.
- Have students write a summary of a story.
- Have students debate the decisions characters made during the story
- Have students read aloud into a tape recorder, and then play back the tape and assess their oral reading skills.
- Have students take home and listen to a book tape-recorded by a classmate.
- Have students retell the story in their own words.
- Have students predict what will happen as the story progresses
- Model oral reading skills to students. Talk to them about reading fluency embellishment, and varied intonations. Have them identify when you are using these skills.
- Reread books or parts of a book for guided reading practice.
- Use dialogue reading. Assign students a specific book character's dialogue to read aloud.
- Reader's Theater. Assign students parts of the script to read aloud.

MATHEMATICAL-LOGICAL INTELLIGENCE

- Ask students questions in the form of syllogisms: "If _____, then _____."
- Use similarities and comparisons between characters or stories to demonstrate comprehension.
- Have students make a time line to show the order of events.
- Have students create character charts outlining the story characters' important characteristics.
- Present words in list form, showing similarities and differences between word families. For example, *act*, *react*, and *deactivate* would be listed together.
- Use Venn diagrams to show similarities and differences.
- Use the pretest-study-lest sequence.

INTERPERSONAL INTELLIGENCE

- Have students read with partners and discuss the story events.
- Use reading groups.
- Have students read books aloud to a partner.

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- Designate Reading Days when students read and are read to all day.
 - Have students help younger students with their reading.
 - Have Mock Talk Show Days with characters from the story, and have them explain what is happening in the story.
 - Use Oral-Reading Partner Tutoring. Have students read aloud to another student. The listening student assesses the oral reading and offers advice. The student tries again with the advice in mind. Students alternate reading aloud.
 - Use Popcorn Reading. The whole class reads a literature selection aloud. One student reads and then calls on another student to continue reading.
 - Use choral reading. Students read passages together.
 - Have students form Literature Circles, in which groups of students read and discuss passages from literature selections they're reading independently. Each student contributes thoughts about the characters the author, and any other aspect of the selection. Students discuss how they like the story, theme, or conflict.
 - Use Jigsaw Reading in which a group of students reads a literature selection together. Then each student becomes an expert on one section and is responsible for teaching the other students about that section.

INTRAPERSONAL INTELLIGENCE

- Designate Reading Nooks in the classroom that are private and comfortable.
- Have students choose a way to show that they understand the story.
- Provide time for silent reading.
- Have students keep a Word Log or Book Log to show the words they are learning and the books they are reading.
- Have students write a summary of a story they read. describing their favorite parts and explaining why they like those parts.
- Have students use multimodality techniques to learn spelling and vocabulary independently.
- Have students assess their own reading 'strengths and areas of improvement.
- Have students listen to a tape-recorded story and follow along in the book.