Discovering your SMARTS:
A Multiple Intelligence Checklist

Your Name: _____

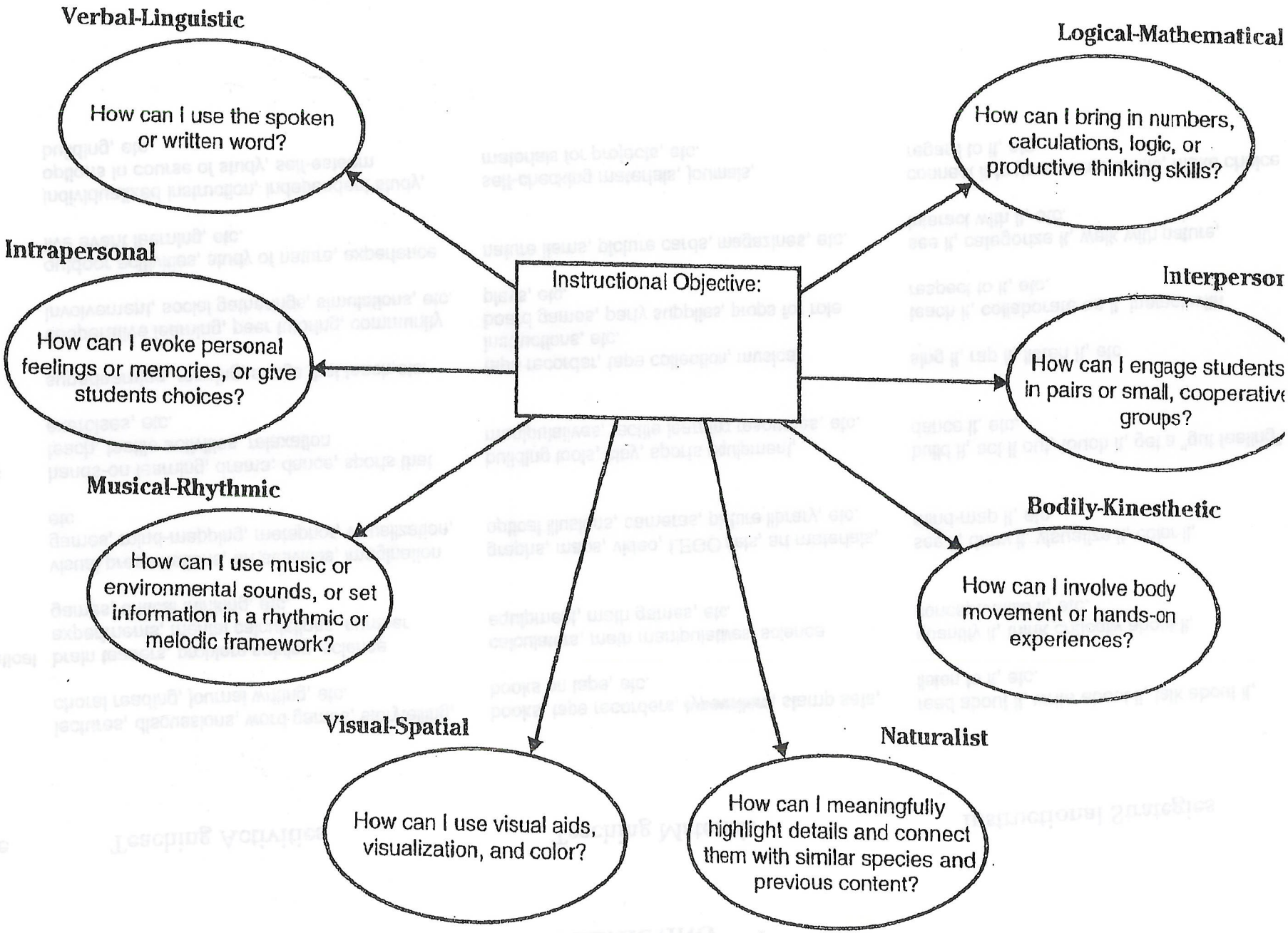
"BODY SMART"	"MUSIC SMART"
❑ I enjoy sports ❑ I like working with my hands ❑ I understand better when I do "hands on" activities ❑ I really like acting ❑ I like to move around a lot when I'm working ❑ I prefer sporting programs on television ❑ If you were giving me a present, I would like some sports equipment ❑ I love to dance ❑ My favourite activities at school are PE and drama SCORE: ____	❑ I like singing ❑ I enjoy listening to music ❑ I find sounds fascinating ❑ I play a musical instrument ❑ I sometimes make up my own songs ❑ I often tap my feet or fingers to various rhythms ❑ My favourite television programs are ***Rage***, ***Video Hits***, etc ❑ If you were giving me a present, I would like a music CD ❑ My favourite subject is music SCORE: ____
"GROUP SMART"	**"SELF SMART"**
❑ I really like working with other people ❑ I enjoy helping others ❑ I like meeting new people ❑ I really enjoy playing sport in a team ❑ I have a lot of friends ❑ I have good ideas for our classroom ❑ My favourite television shows are "soapies" like ***Home and Away*** and ***Neighbours*** ❑ If you were to give me a present, I would like an outing with my friends ❑ My favourite time at school is when we have group work SCORE: ____	❑ I prefer to work on my own ❑ I like to think things through in my mind ❑ I keep a diary or journal ❑ I often reflect on how well I am doing ❑ I like to think about how I feel ❑ I often wonder what other people are thinking ❑ I like to set goals ❑ If you were giving me a present, I would like a diary ❑ My favourite time at school is when I can choose my own individual work SCORE: ____

"WORD SMART"	"MATH/ LOGIC SMART"
❑ I really like reading ❑ I like to write stories and poems for others to read ❑ I know the meaning of many words ❑ I enjoy word puzzles like crosswords and wordsearches ❑ I like telling jokes, riddles and stories ❑ I like making speeches and doing debates ❑ My favourite television programs have witty scripts/ sitcoms like ***Malcolm in the Middle*** or ***The Simpsons*** ❑ If you were giving me a present I would like a book ❑ My favourite subject is English/ Language Arts SCORE: ____	❑ I like to learn step by step ❑ I enjoy solving problems ❑ I like to explain how things work to people ❑ Working with numbers is fun ❑ I like setting up science experiments ❑ I am happy when things seem logical (they make sense and can be explained) ❑ My favourite television programs are documentaries ❑ If you were giving me a present I would like a board or computer game ❑ My favourite subjects are maths and science SCORE: ____
"PICTURE SMART"	**"NATURE SMART"**
❑ I like drawing and painting ❑ I enjoy making models, murals and collages ❑ I like using pictures and diagrams to learn ❑ I can see the finished product in my mind ❑ Colour is important to me ❑ I can draw maps from memory ❑ I prefer television programs involving art and craft demonstrations ❑ If you were going to give me a present, I would like a jigsaw puzzle ❑ My favourite subject is art SCORE: ____	❑ I enjoy photography ❑ I like to hike through bushland settings ❑ I have a pet/s that I care for myself ❑ I enjoy gardening ❑ I prefer television programs with a focus on nature like ***Burke's Backyard, Ground Force*** or ***Animal Hospital*** ❑ I enjoy camping and hiking ❑ If you were to give me a present, I would like tickets to *Australia Zoo* or *Alma Park Zoo* ❑ I prefer to be outside ❑ I care about the environment by reusing and recycling SCORE: ____

ACTIVE LEARNING

Intelligence	Teaching Activities	Teaching Materials	Instructional Strategies
Verbal-Linguistic	lectures, discussions, word games, storytelling, choral reading, journal writing, etc.	books, tape recorders, ~~typewriters~~, stamp sets, books on tape, etc.	read about it, write about it, talk about it, listen to it, etc.
Logical-Mathematical	brain teasers, problem solving, science experiments, mental calculations, number games, critical thinking, etc.	calculators, math manipulatives, science equipment, math games, etc.	quantify it, think critically about it, conceptualize it, etc.
Visual-Spatial	visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization, etc	graphs, maps, video, LEGO sets, art materials, optical illusions, cameras, picture library, etc.	see it, draw it, visualize it, color it, mind-map it, etc.
Bodily-Kinesthetic	hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises, etc.	building tools, clay, sports equipment, manipulatives, tactile learning resources, etc.	build it, act it out, touch it, get a "gut feeling" dance it, etc.
Musical-Rhythmic	superlearning, rapping, songs that teach,etc.	tape recorder, tape collection, musical instructions, etc.	sing it, rap it, listen it, etc
Interpersonal	cooperative learning, peer tutoring, community involvement, social gatherings, simulations, etc.	board games, party supplies, props for role plays, etc.	teach it, collaborate on it, ineract with respect to it, etc.
Naturalist	outdoor acitivities, study of nature, experience live event learning, etc.	nature items, picture cards, magazines, etc.	see it, categorize it, walk with nature, interact with it, etc.
Intrapersonal	individualized instruction, independent study, options in course of study, self-esteem building, etc.	self-checking materials, journals, materials for projects, etc.	connect it to your personal life, make choice regard to it, etc.

Multiple Intelligences Lesson-Planning Sheet



Multiple Intelligences Products

tick tac toe board choice

Bodily-Kinesthetic	Interpersonal	Intrapersonal	Logical-Mathematical
Role playing an event Making a videotape Performing a skit Pantomiming Performing a dance or creative movement Performing in a play Constructing a model Developing an invention Dramatizing Improvisational acting Doing a parody or spoof Doing a lab activity or experiment Teaching a body skill or fine motor skill Reporting on a successful bodily-kinesthetic person	Participating in a group activity or discussion Conducting an interview Debating personal thoughts, ideas, perspectives Solving problems in a group Planning a campaign for a cause or an issue Doing a volunteer project Organizing an event or activity Building consensus within a group Paraphrasing ideas or thoughts of others Participating in a roundtable discussion Helping with conflict resolution Peer counseling	Keeping a personal journal Keeping a personal log or record Setting personal goals Expressing opinions and ideas Summarizing ideas or beliefs Developing a personal mission statement Making a self-assessment of work Developing support for a personal opinion Presenting a personal belief, viewpoint, or perspective Creating a self-portrait Constructing a portfolio Writing an autobiography	Designing a maze or puzzle Investigating a problem Making an outline Solving a number problem Making a diagram Designing a matrix or constructing a time line Constructing a chart or graph Inventing a code Recording information or data Designing a survey Making a flow chart Analyzing trends or patterns Developing a formula Developing a hypothesis or theory Formulating plans Presenting statistics Writing a computer program
Musical-Rhythmic	**Naturalist**	**Verbal-Linguistic**	**Visual-Spatial**
Performing music Composing lyrics Performing or writing a rap Creating a jingle Doing a choral reading Writing a song Singing in a group or chorus Playing a musical instrument Performing rhythms with percussion instruments Improvising music Expressing meaning through music Researching a musical period Teaching a musical skill	Classifying objects Making predictions Identifying objects based on their characteristics Creating a collection Making comparisons Caring for animals Growing a garden Constructing a display of objects or artifacts Planning a walking tour Creating an observation log Identifying a problem Solving a problem Making a nature video	Debating Making a speech Storytelling Creating a riddle Creating a crossword puzzle Making an audiotape Designing a checklist Taking part in a mock trial Writing: poetry, essay, research paper, story, biography, report, newspaper article, a summary, slogan, letter to the editor, a conversation or dialogue, fairy tale, myth or legend, character sketch, epitaph, information brief	Drawing, sketching, painting Designing a Web site Creating a pop-up book Creating a cartoon or comic strip Making a clay sculpture Making a map or poster Making a mural or collage Designing a postcard or greeting card Making visual aids for presentations Making a storyboard Designing sets for a play Creating illustrations for an ad Making digital camera slides Designing a pamphlet or brochure Constructing a model

2x2 or 2x3 Choice board

Eight Patterns of Thinking

Visual-Spatial

Picture Smart

Depends on visual and proximity thinking; thinks in images; imaginative.

Bodily-Kinesthetic

Body Smart

Involves physical movement and knowledge of the body, usually large-muscle activity; coordinated.

Interpersonal

People Smart

Oriented toward social or group relationships; affectively communicative; cooperative.

Verbal-Linguistic

Word Smart

Focuses thinking on language, both aural and symbolic.

Intrapersonal

Self-Smart

Identifies with intuition and introspection; self-knowledge (not necessarily introverted).

Naturalist

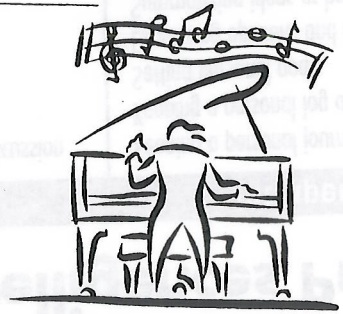
Species Smart

Recognizes and classifies plants, animals, and minerals; masters taxonomies.

Musical-Rhythmic

Music Smart

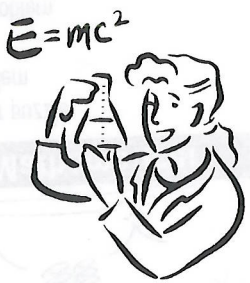
Responds to acoustic patterns, sounds, rhythms, and tempo.



Logical-Mathematical

Math Smart

Oriented toward thinking: inductive and deductive logic, numeration, abstract patterns; contemplative problem solver.



Product Choices:

Written	Advertisement	Biography	Book cover
	Cartoon	Chart	Cinquain
	Collection with narration	Computer Program	Commercial
	Creative writing	Crossword Puzzle	Diary
	Editorial	Fact file	Fairy tale
	Game instructions	Greeting card	Haiku
	Handbook	Journal	Label drawing
	Learning center	Teach a lesson	Limerick
	Literary magazine	Logic Puzzle	Map with legend
	Metaphor	Newspaper article	News report
	Pamphlet	Experiment report	Letter to editor
Verbal	Advertisement	Biography	Choral reading
	Cinquain	Cassette Tape	Commercial
	Debate	Introduce guest speaker	Guest speaker
	Teach a lesson	News report	Oral report
	Oral speech	Panel discussion	Limerick
	Making a movie	Oral report	Poem
	Puppet show	Skit	Original song
	Story	Survey	Tape
	Speech	Travel log	TV Game Show
	TV News Report	Video tape	
Tactile	Book cover diorama	Cardboard relief	Chart
	Collage	Comic strip	Cooked concoction
	Costume	Dance	Demonstrate a technique
	Diorama	Display	Experiment
	Game	Jigsaw puzzle	Learning center
	Mask	Mime	Mobile
	Mosaic	Mural	Paper folding
	Personal experience	Project cube	Puppet
	Rebus story	Rubbing	Sand casting
	Scavenger hunt	Sculpture	Silhouette
	Silk screen	Stained glass	Stitchery
	Stencil	Terrarium	Weaving
Visual	Art Gallery	Book Cover	Bulletin board
	Chart	Collage	Comic Strip
	Computer Program	Commercial	Costume
	Cross cut diagram	Crossword puzzle	Dance
	Diagram	Display	Family tree
	Flipbook	Game board	Graph
	Greeting card	Hidden picture	Jigsaw puzzle
	Map	Mask	Mini-centers
	Mobile	Model	Mosaic
	Mural	Newspaper	Pamphlets
	Photo essay	Picture dictionary	Picture story
	Poster	Project Cube	Rebus Story
	Scrapbook	Sculpture	Skit
	Time line	Travelogue	Vertical file

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Tic-Tac-Toe Extension Menu

	Free Choice *(Fill out your proposal form before beginning the free choice!)*	

Check the boxes you plan to complete. They should form a Tic-Tac-Toe.
All products are due by: _____.

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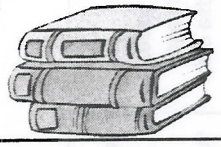
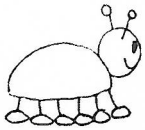
CHOICE BOARD FOR MULTIPLE INTELLIGENCES

Verbal/Linguistic • Write instructions • Keep a personal journal • Create a poem • Create TV ads • Read stories to others • Retell in your own words • Teach concept mapping • Create crossword puzzle 	**Logical/Mathematical** • Create a time line • Compare/contrast ideas • Create an outline for a story • Design a map • Decipher codes • Create patterns • Design a game to show... 	**Visual/Spatial** • Create a poster • Draw a map • Create visual diagrams • Draw from different perspectives • Create a comic strip • Graph results of a survey
Interpersonal • Tell stories • Teach a cooperative game • Role play a situation • Discuss and come to a conclusion • Survey or interview others 	Free Choice	**Body Kinesthetic** • Make up a cooperative game • Practice physical exercise • Conduct hands-on experiments • Construct a model or representation
Musical Rhythmic • Create raps • Play musical instruments • Write to music • Teach dance steps • Make up sounds and sound effects • Write a jingle • Create rhymes that... 	**Naturalist** • Collect and categorize data, materials, or ideas • Discover or experiment • Take a field trip • Study means of survival • Adapt materials to a new use • Label and classify 	**Intrapersonal** • Keep a personal journal • Write about personal experiences • Think about and plan... • Review or visualize • How would it feel to... • Imagine and write about the future

Name:_____ Class Period:_____ Date:_____

Presidential Election 2008: *Think-Tac-Toe*

Everything in this column must be completed and included in your final project.	**For Social Studies you may choose any of the three boxes below to complete for your project.**		
Reading Candidates and their speeches	**Model** Using unusual materials create a model that represents one of the presidential candidate's belief for the role of government in America today	**Commercial** Create a commercial for either Obama or McCain that appeals to undecided voters based on the issues-you may use any media you already know how to use to create this	**Board Game** Design a game board that represents the steps one must take to become a presidential candidate and eventually win the presidency of The United States
Science Science and the Election	**Political Cartoon** Compare and contrast a political issue that was important in a previous U.S. election to the current election and explain the similarities/differences through a political cartoon	**Diary Entries** Take on the role of either Obama or McCain and compose a series of diary entries (at least 5 entries each a minimum of 1 paragraph) focused on the political issues of this year's election—through words paint a picture of the struggle to become president	**Letter to Candidate** Imagine you are one of our founding fathers (Jefferson, Madison, etc.)looking down on this year's presidential election and write a formal letter from the founding father to either Obama or McCain analyzing the way they are running their election
Math Electoral College **Language Arts** Candidate Baseball Cards	**Morphing Candidates** Morph Obama and McCain together in a picture (using whatever medium/media you know how to use) and then add a caption(s) that explain what the ideal candidate would be if a few ideas from each candidate where combined	**Song/Poem** Create a song, or poem, that represents the platform for either Obama or McCain (you must include details on at least three major topics such as economics, national security, education, etc.) *You must include a hard copy of your song/poem to turn in, but you may also include the music☺	**Futuristic Dialogue** Imagine you get stuck alone in an elevator with either McCain or Obama three months after they become president—write a page or two explaining the dialogue that takes place about what he has already done to help, or hurt, the country

The 3 activities I have chosen for my project are:_____, _____, and _____.

I must start with _____ activity first because I need the computer lab to complete this portion of my project.

Dinner Menu

Appetizers (Everyone Shares)

- _____

Entrée (Select one)

- _____
- _____
- _____

Side Dishes (Select at least 2)

- _____
- _____
- _____
- _____
- _____

Dessert (Optional)

- _____
- _____

Tic-Tac-Toe Social Studies Assignment Board

Write a report on the topic.	Build a model to illustrate the topic.	Do a photo essay On the topic. Use the Internet.	Give a talk to the class about the topic.
Design a mural about the topic.	Sing a song or rap about the topic.	Create a poster about the topic.	Interview a friend about the topic.
Read a Poem to the class about the topic.	Choreograph a dance about the topic.	Create a Word Search about the topic.	Read a book and share it with the class about the topic.
Answer ten questions about the topic.	Write a letter about the topic.	Research five quotes about the topic.	Read a current events article in the newspaper about the topic. Share and report article with the class.

Independent Projects-*assignments of this kind extend beyond the curriculum, it allows students to develop deeper knowledge of the subject area, learning contracts are frequently used as much of the work is done outside of the classroom*

Tiered Lessons-*think of a wedding cake with tiers of varying size, lessons tiered for student readiness will have tiers below grade level, at grade level and above grade level, tiers are formed based on your students abilities to handle the material on this particular lesson. Students will be re-grouped for the next lesson*

Scaffolding-*this strategy provides support based on the students' prior knowledge, the scaffolds are then built to stretch the learner just beyond their actual knowledge of the subject, a scaffold is a bridge used to build upon what students already know to arrive at something they do not presently know*

Direct Instruction-*teacher explains step by step a systematic learning process, showing them the purpose and result each step, direct instruction is most used when teaching basic skills (i.e How to use a microscope)*

Cooperative Learning-*working together to accomplish shared goals, working in small groups so that students work together to maximize their own and each other's learning*

Centers/Stations-*classroom area that contains a collection of activities designed to teach a particular skill/concept, students work simultaneously in different areas of the room, "flexible grouping"-not all students need to spend the same amount of time at each center/station*

WebQuest-*WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web*

Problem-Based Learning-*a student-centered instructional strategy where students collaboratively solve problems and reflect on their experiences, learning is driven by challenging, open-ended problems*

Group Projects-*group projects are great practice for real-life situations, we will most likely have to work with a group of people the rest of our lives, make sure you assign roles within the group to prevent one person from doing all of the work*

Inquiry-Based Instruction-*teaching technique where teachers create situations for students to solve problems, lessons are designed so that students make connections to previous knowledge, very popular in science and math classrooms*