









The Multiple Intelligences Table

Intelligence	What Is It?	Students Like To	Teachers Can
Logical-Mathematical 	<ul style="list-style-type: none"> Approaches problems logically. Understands number and abstract patterns. Recognizes and solves problems using reasoning skills. 	<ul style="list-style-type: none"> Work with numbers, figure things out, and analyze situations. Know how things work. Ask questions. Exhibit precision in problem solving. Work in situations in which there are clear black-and-white solutions. 	<ul style="list-style-type: none"> Construct Venn diagrams. Use games of strategy. Have students demonstrate understanding using concrete objects. Record information on graphs. Establish time lines and draw maps.
Musical-Rhythmic 	<ul style="list-style-type: none"> Sensitive to nonverbal sounds in the environment, including melody and tone. Aware of patterns in rhythm, pitch, and timbre. 	<ul style="list-style-type: none"> Listen to and play music. Match feelings to music and rhythms. Sing, hum, and move to music. Remember and work with various musical forms. Create and replicate tunes. 	<ul style="list-style-type: none"> Rewrite song lyrics to teach a concept. Encourage students to add music to plays. Create musical mnemonics. Teach history through music of the period. Have students learn music and folk dancing from other countries.
Naturalist 	<ul style="list-style-type: none"> Sensitive to the natural world. Sees connections and patterns within the plant and animal kingdoms. 	<ul style="list-style-type: none"> Spend time outdoors. Observe plants, collect rocks, and try to catch animals. Listen to the sounds created in the natural world. Notice relationships in nature. Categorize and classify flora and fauna. 	<ul style="list-style-type: none"> Use the outdoors as a classroom. In the classroom, have plants and animals for which students are responsible. Conduct hands-on science experiments. Create a nature area on the playground.
Visual-Spatial 	<ul style="list-style-type: none"> Perceives the visual world accurately. Creates mental images. Thinks three-dimensionally. Is aware of relationship between objects in space. 	<ul style="list-style-type: none"> Doodle, paint, draw, or create three-dimensional representations. Look at maps. Work puzzles or complete mazes. Take things apart and put them back together. 	<ul style="list-style-type: none"> Draw maps and mazes. Lead visualization activities. Provide opportunities to show understanding through drawing or painting. Have students design clothing, buildings, play areas, and scenery.

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Interpersonal 	<ul style="list-style-type: none"> • Sensitive to the feelings and moods of others. • Understands and interacts effectively with others. 	<ul style="list-style-type: none"> • Enjoy many friends. • Lead, share, mediate. • Build consensus and empathize with others. • Work as effective team members. 	<ul style="list-style-type: none"> • Use cooperative learning. • Assign group projects • Give students opportunities for peer teaching. • Brainstorm solutions to problems. • Create situations in which students are given feedback from others.
Intrapersonal 	<ul style="list-style-type: none"> • Sensitive to one's own feelings and moods. • Knows own strengths and weaknesses. • Uses self-knowledge to guide decision making and setting goals. 	<ul style="list-style-type: none"> • Control own feelings and moods. • Pursue personal interests and set individual agendas. • Learn through observing and listening. • Use metacognitive skills. 	<ul style="list-style-type: none"> • Allow students to work at own pace. • Assign individual, self-directed projects. • Help students set goals. • Provide opportunities for students to get feedback from one another. • Involve the students in journal writing and other forms of reflection.
Bodily-Kinesthetic 	<ul style="list-style-type: none"> • Uses one's body to communicate and solve problems. • Is adept with objects and activities involving fine or gross motor skills. 	<ul style="list-style-type: none"> • Play sports and be physically active. • Use body language. • Do crafts and mechanical projects. • Dance, act, or mime. 	<ul style="list-style-type: none"> • Provide tactile and movement activities. • Offer role playing and acting opportunities. • Involve the students in physical activity. • Allow the students to move while working. • Use sewing, model making, and other activities that use fine motor skills.
Verbal-Linguistic 	<ul style="list-style-type: none"> • Thinks in words. • Uses language and words in many different forms to express complex meanings. 	<ul style="list-style-type: none"> • Tell jokes, riddles, or puns. • Read, write, or tell stories. • Use an expanded vocabulary. • Play word games. • Create poems and stories using the sounds and imagery of words. 	<ul style="list-style-type: none"> • Create reading and writing projects. • Help students prepare speeches. • Interest students in debates. • Make word games, crossword puzzles, and word searches. • Encourage the use of puns, palindromes, and outrageous words.

Adapted from Boggeman, Sally, Tom Hoerr, and Christine Wallach. 1996. *Succeeding with Multiple Intelligences: Teaching through the Personal Intelligences*. St. Louis, Mo.: The New City School, xxciii-xxix.