Handout # 8

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| **Summary of the Eight Ways of Teaching** | | | | | | |
| **Intelligence** | **Teaching Activities (examples)** | **Teaching Materials (examples)** | **Instructional Strategies** | **Sample Educational Movement (primary intelligence)** | **Sample Teacher Presentation Skill** | **Sample Activity to Begin a Lesson** |
| ***Linguistic*** | lectures, discussions, words games, storytelling, choral reading, journal writing | books, tape recorders, typewriters, stamp sets, books on tape | read about it, write about it, talk about it, listen to it | Critical Literacy | teaching through storytelling | long word on the blackboard |
| ***Logical-Mathematical*** | brainteasers, problem solving, science experiments, mental calculation, number games, critical thinking | calculators, math manipulatives, science equipment, math games | quantify it, think critically about it, put it in a logical framework, experiment with it | Critical Thinking | Socratic questioning | posing a logical paradox |
| ***Spatial*** | visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization | graphs, map, Lego sets, art materials, optical illusions, cameras, picture library | see it, draw it, visualize it, color it, mind-map it | Integrated Arts Instruction | drawing/mind-mapping concepts | unusual picture on the overhead |

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| ***Bodily-Kinesthetic*** | hands-on learning | building tools, clay, sports equipment, manipulatives, tactile learning resources | build it, act it out, touch it, get a “gut feeling” of it, dance it | | Hands-On Learning | | using gestures/dramatic expressions | | mysterious artifact passed around the class | |
| ***Musical*** | rhythmic learnings, rapping, using songs that teach | tape recorder, tape collection, musical instruments | sing it, rap it, listen to it | Orff Schulwerk | | using voice rhythmically | | piece of music played as students come into class | |
| ***Interpersonal*** | cooperative learning, peer tutoring, community involvement, social gatherings, simulations | board games, party supplies, props for role-plays | teach it, collaborate on it, interact with respect to it | Cooperative Learning | | dynamically interacting with students | | “Turn to a neighbor and share…” | |
| ***Intrapersonal*** | individualized instruction, independent study, options in course of study, self-esteem building | self-checking materials, journals, materials for projects | connect it to your personal life, make choices with regard to it, reflect on it | Individualizing Instruction | | bringing feeling into presentation | | “Close your eyes and think of a time in your life when…” | |
| ***Naturalist*** | nature study, ecological awareness, care of animals | plants, animals, naturalists’ tools (e.g., binoculars), gardening tools | connect it to living thinks and natural phenomena | Ecological Studies | | linking subject matter to natural phenomena | | bring in an interesting plant or animal to spark discussion about topic | |

Armstrong, T. (2009) Multiple Intelligences in the Classroom,

Alexandria, VA,: ACSD Publishing (pp. 58-59)

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