

Multiple Intelligences

INTELLIGENCE	WHAT IT LOOKS LIKE	EXAMPLE IN LEARNING	EXAMPLE AT HOME
Linguistic (Word Smart)	Enjoys reading, writing, storytelling	Writing a sentence using a new vocabulary word	Explaining homework out loud
Logical– Mathematical (Logic Smart)	Enjoys patterns, problem-solving	Sorting vocabulary words into categories	Turning chores into problem-solving tasks
Visual–Spatial (Picture Smart)	Thinks in images, enjoys drawing/building	Drawing a picture to represent a word	Creating visual schedules or mind maps
Bodily– Kinesthetic (Body Smart)	Learns by moving, building, touching	Acting out a vocabulary word	Using hands-on materials during homework
Musical (Music Smart)	Sensitive to rhythm and sound	Singing a song to remember a word	Creating rhymes to memorize facts
Interpersonal (People Smart)	Learns well with others	Practicing vocabulary with a partner	Studying with a sibling
Intrapersonal (Self Smart)	Reflective, self-aware	Connecting words to personal experiences	Journaling or reflecting after homework
Naturalistic (Nature Smart)	Notices patterns in nature	Connecting vocabulary to real-world examples	Learning outdoors or through real-life observations

MULTIPLE INTELLIGENCES USAGE CHECKLIST

Purpose: This tool helps families recognize the different ways their child uses multiple intelligences and accesses learning. Children use multiple intelligences at different times.

Childs Name: _____

Grade: _____

Check any intelligence you see showing up often right now. (Most children will have more than one.)

	<p>Linguistic (Word Smart) Enjoys reading, writing, storytelling, talking through ideas</p>
	<p>Logical-Mathematical (Logic Smart) Enjoys patterns, puzzles, problem-solving, reasoning</p>
	<p>Visual-Spatial (Picture Smart) Enjoys drawing, building, visualizing ideas, maps, diagrams</p>
	<p>Bodily-Kinesthetic (Body Smart) Learns best by moving, building, touching, acting things out</p>
	<p>Musical (Music Smart) Responds to rhythm, sound, songs, patterns in music</p>
	<p>Interpersonal (People Smart) Learns well with others, enjoys collaboration, group work</p>
	<p>Intrapersonal (Self Smart) Reflective, self-aware, learns well independently, emotionally aware</p>
	<p>Naturalistic (Nature Smart) Notices patterns in nature, enjoys animals, outdoors, classifying</p>

Top 2-3 intelligences I notice most in my child:

1. _____
2. _____
3. _____



MULTIPLE INTELLIGENCES IN ACTION:

EVERYDAY TASKS THROUGH EVERY INTELLIGENCE

Directions: Write one everyday task your child can do that matches each intelligence. Think about moments when they are most engaged, curious, or confident

INTELLIGENCE	TASK
Linguistic	
Logical-Mathematical	
Visual-Spatial	
Bodily-Kinesthetic	
Musical	
Interpersonal	
Intrapersonal	
Naturalistic	

Exploration in Untapped Areas

Growing Skills Across Multiple Intelligences

All children have strengths across multiple intelligences. Some areas may come more easily, while others grow with support and practice. The goal is not to “fix” children, but to create supportive opportunities for growth.

<p>Interpersonal (People Skills) If a child is still developing skills with:</p> <ul style="list-style-type: none"> • Working in groups • Communicating with peers • Reading social cues 	<p>Teachers and Families can support by:</p> <ul style="list-style-type: none"> • Practicing role-playing conversations (e.g., how to ask to join a game) • Modeling respectful communication at home • Talking through social situations (“What could you say if...?”) • Encouraging low-stakes social interactions (small groups, clubs, playdates)
<p>Linguistic (Word Skills) If a child is still developing skills with:</p> <ul style="list-style-type: none"> • Expressing ideas in words • Reading or writing tasks • Explaining their thinking 	<p>Teachers and Families can support by:</p> <ul style="list-style-type: none"> • Reading together regularly • Encouraging storytelling (retelling a show, book, or day) • Letting them explain their thinking out loud before writing • Using sentence starters to help organize thoughts
<p>Logical–Mathematical (Reasoning & Problem-Solving) If a child is still developing skills with:</p> <ul style="list-style-type: none"> • Problem-solving • Understanding patterns or steps • Applying math concepts 	<p>Teachers and Families can support by:</p> <ul style="list-style-type: none"> • Using real-life problem solving (cooking measurements, budgeting, planning trips) • Playing strategy or logic games • Talking through problem-solving steps out loud • Asking “How did you figure that out?” to build reasoning skills
<p>Intrapersonal (Self-Awareness) If a child is still developing skills with:</p> <ul style="list-style-type: none"> • Understanding or expressing feelings • Staying motivated • Reflecting on their learning 	<p>Teachers and Families can support by:</p> <ul style="list-style-type: none"> • Helping children name feelings • Using reflection prompts (“What was hard? What helped?”) • Teaching goal-setting and self-check-ins • Creating simple routines for calming down or resetting
<p>Bodily–Kinesthetic (Movement & Hands-On Learning) If a child is still developing skills with:</p>	<p>Teachers and Families can support by:</p> <ul style="list-style-type: none"> • Providing movement-based learning opportunities



SYSTEMS ALIGNMENT
FOR IMPACT

<ul style="list-style-type: none"> • Sitting still • Focusing during long periods of seatwork • Learning without hands-on engagement 	<ul style="list-style-type: none"> • Allowing breaks during homework • Incorporating hands-on projects (building, acting out concepts) • Using fidgets or standing desks (when appropriate)
<p>Visual–Spatial (Seeing & Visualizing) If a child is still developing skills with:</p> <ul style="list-style-type: none"> • Understanding directions • Organizing ideas • Visualizing concepts 	<p>Teachers and Families can support by:</p> <ul style="list-style-type: none"> • Using visual schedules or charts • Drawing out ideas or steps • Using graphic organizers or mind maps
<p>Musical (Rhythm & Sound) If a child is still developing skills with:</p> <ul style="list-style-type: none"> • Memorization • Focus during learning 	<p>Teachers and Families can support by:</p> <ul style="list-style-type: none"> • Using rhymes or songs to remember information • Turning content into chants or rhythms • Using background rhythm or quiet music during study time
<p>Naturalistic (Real-World & Nature Connections) If a child is still developing skills with:</p> <ul style="list-style-type: none"> • Seeing relevance in schoolwork • Staying engaged in abstract lessons 	<p>Teachers and Families can support by:</p> <ul style="list-style-type: none"> • Connecting learning to real-life examples • Using outdoor learning opportunities • Relating lessons to animals, environment, or real-world experiences

1. One area my child may need to explore more:

- Words
 Logic
 Visuals
 Movement
 Music
 Social Skills
 Self-Reflection
 Nature/Real-World Connections

2. One strategy I will try this week at home: _____
