



**Applying New Knowledge:  
Learning & Transfer**

**Child Care Training Consultants, LLC**

*Accredited by International Association for Continuing Education and Training (IACET)*

# **Understanding Every Child's Potential through Multiple Intelligence**

Understanding every child's potential through multiple intelligences is important as each child has varying interests. Learners will be able to recognize different learning styles, identify their own values as the work with young children and implement clear communication skills between adult providers and the children in their care.



Dr. Theresa Vadala



**Applying New Knowledge:  
Learning & Transfer**

# Child Care Training Consultants, LLC

Accredited by International Association for Continuing Education and Training (IACET)

**Understanding Every Child's Potential through Multiple Intelligence Theresa Vadala, Ed. D**

**Child Care Training Consultants, LLC**

**Las Vegas, Nevada 89139**



All rights reserved. No part of this manual may be photocopied or reproduced in any form without written permission from the publisher. Moreover, no part of this publication can be stored in a retrieval system, transmitted by any means, recorded or otherwise, without written permission from the publisher.

### **Limits of Liability and Disclaimer of Warranty**

The contents of this training “**Understanding Every Child's Potential through Multiple Intelligence**” is for Educational Purposes Only. While every precaution has been taken in preparing this manual, including research, development, and testing, the Author assumes no responsibility for errors or omissions. No liability is assumed by the Author for damages resulting in the use of this information.



<p style="text-align: center;"><b>PRESCHOOL Module 5</b></p> <p><b>CDA Subject Area 5: Managing an effective program operation</b></p> <p><b>Title: CDA PROG.OP 5.E Understanding Every Child’s Potential through Multiple Intelligence</b></p>	<p><b>3 Hours</b></p>	<p><b>0.3 CEUs</b></p>
---	-----------------------	------------------------



**Dr. Theresa Vadala**  
**(Instructor & Curriculum Designer)**





**Applying New Knowledge:  
Learning & Transfer**

**Child Care Training Consultants, LLC**

*Accredited by International Association for Continuing Education and Training (IACET)*

**Thank you for choosing**  

---

**Child Care Training Consultants, LLC.,**  
**for your CDA Training Needs!**

### **Learning Assessment**

Read the material provided, take the 5-10 quiz questions and  
complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

### **Questions?**

**We are happy to help.**

### **Support Services:**

**Please contact us 24/7 at**

**[childcaretrainingconsultants1@gmail.com](mailto:childcaretrainingconsultants1@gmail.com)**

**Business # 702.837.2434**



**Applying New Knowledge:  
Learning & Transfer**

## **Child Care Training Consultants, LLC**

*Accredited by International Association for Continuing Education and Training (IACET)*

### **Child Care Training Consultants LLC., Goal**

The goal is to empower educators as they take Child Development Associate (CDA) courses to make a powerful difference in the lives of young children!

---

### **Mission Statement**

“Child Care Training Consultants, LLC’s is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation’s premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

### **Vision**

Child Care Training Consultants, LLC’s vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.



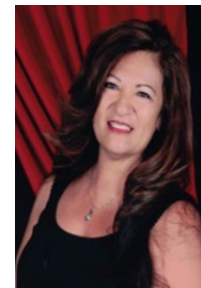
**Applying New Knowledge:  
Learning & Transfer**

## **Child Care Training Consultants, LLC**

*Accredited by International Association for Continuing Education and Training (IACET)*

### **About the Instructor**

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of of the training organization Child Care Training Consultants, LLC., (CCTC).



### **Business Description**

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.



**Applying New Knowledge:  
Learning & Transfer**

**Child Care Training Consultants, LLC**

*Accredited by International Association for Continuing Education and Training (IACET)*

**Welcome to ...**  
**Understanding Every Child's Potential through Multiple  
Intelligences Training**

Understanding every child's potential through multiple intelligences is important as each child has varying interests. Learners will be able to recognize different learning styles, identify their own values as they work with young children and implement clear communication skills between adult providers and the children in their care.

Learners will be able to explain the eight areas of multiple intelligence and apply activities within the classroom that accommodate every student's learning style. Learners will also assess and evaluate their area of intelligence and identify methods to strengthen each area of intelligence.



## **Understanding Every Child's Potential through Multiple Intelligences**

### **Course Objectives:**

By the end of the training participants will be able to:

- Explain the differences of the eight types of multiple intelligences
- Apply activities in the classroom to accommodate all students
- Assess and evaluate their areas of intelligence and seek methods to strengthen each area
- Design activities to accommodate all students varied learning styles





## **Understanding Every Child's Potential through Multiple Intelligences**

### **Learning Outcomes:**

By the end of the training participants will be able to:

- Explain the differences of the eight types of multiple intelligences

- 
- Identify 3-5 activities in the classroom to accommodate all students varied learning styles.
  - Assess and evaluate their areas of intelligence and seek methods to strengthen each area.



# Agenda

---

- I. What is Multiple Intelligence?
- II. The Eight Intelligences
  - I. Name that Intelligence
  - II. Multiple Intelligence Assessment
  - III. Balancing your Intelligences
- III. What is Multiple Intelligence?
- IV. Multiple Intelligence Assessment
- V. What do Multiple Intelligences have to do with your classroom?
  - Overview
  - References
  - Glossary





# I. What is Multiple Intelligence?

---

- ❑ Multiple intelligences are a set of different ways to look at how children (and all people) are smart and skillful
- ❑ Understanding children can be intelligent and good at different things allows you to help the children learn and succeed by seeing the world through their eyes
- ❑ It can help you understand how he/she best shows what he/she knows and can do



# Dr. Howard Gardner

---



- ❑ Multiple Intelligences is a concept and approach developed in 1983 by Dr. Howard Gardner.
- ❑ Gardner says there are at least nine different ways to show intellectual ability.
- ❑ His findings expand the idea of intelligence or the way people think, problem-solve, and understand beyond the measure of typical intelligence tests (IQ).



# Howard Gardner, 1999

---

I want my children to understand the world, but not just because the world is fascinating and the human mind is curious. I want them to understand it so that they will be positioned to make it a better place.

Knowledge is not the same as morality, but we need to understand it if we are to avoid past mistakes and move in productive directions. An important part of that understanding is knowing who we are and what we can do...

Ultimately, we must synthesize our understandings for ourselves. The performance of understanding that try matters are the ones we carry out as human beings in an imperfect world which we can affect for good or for ill.



# Knowing yourself

---

- Is it important to know YOUR type of intelligence?
- How does knowing the type of intelligence help you with children?

Knowing yourself can help you to provide the types of activities and experiences that will help children to learn and express themselves in a way that is most natural to him/her.



# Skills and Abilities

---

- Children need to be exposed to a variety of experiences and be allowed to participate in many kinds of learning and activities
- Knowing a child's intelligence type does not mean you ignore other skills and abilities





# Skills and Abilities

---

For example, even though the child may not be very coordinated or able to play soccer well, it does not mean you should not allow the child to participate. Also, if the child's strength does not happen to be in the language or math area, it does not mean the child cannot learn to read or learn to add. All children need to learn to read, use language, and do math computations. It just means that using the children's strengths can help them learn to read and do math easier.





# Age

---

- ❑ Children do not begin to show a strong intelligence type until after age 2
- ❑ It doesn't matter what age the child is, you can support his/her learning by allowing him/her to participate in a variety of activities and experiences
- ❑ As the child gets older, his/her most outstanding skills will become clearer



# How do we view a child's intelligence?

---

- Language skills
- Math skills
- These are very important skills all children should learn. It is helpful to know there are many ways to show intellectual ability
- Not everyone is "book smart"
- IQ tests heavily depend on verbal and logical/mathematical ability. Schools typically rely on verbal and mathematical ability as well



## How do we view a child's intelligence?

---

The main ways children's intelligence and abilities are judged in our school systems are through their language and math skills. These are very important skills all children should learn. As a parent, it is important that your child does well and succeeds in school. However, it is helpful to know that there are many ways to show intellectual ability. Not everyone is "book smart." Multiple intelligences\* are a set of different ways to look at how children (and all people) are smart and skillful. Understanding that children can be intelligent and good at different things allows you to help your child learn and succeed by seeing the world through her eyes. It can help you understand how she best shows what she knows and can do.



## II. The Eight Intelligences

- ❑ **Visual-Spatial**
- ❑ **Verbal- Linguistic**
- ❑ **Logical- Mathematical**
- ❑ **Bodily-Kinesthetic**
- ❑ **Musical-Rhythmic**
- ❑ **Interpersonal**
- ❑ **Intrapersonal**
- ❑ **Naturalist**



There are several types of intelligence. According to Howard Gardner, Intelligence is often defined as our intellectual potential; something we are born with, something that can be measured, and a capacity that is difficult to change.



# Visual Spatial

---

- ❑ People with strong visual-spatial intelligence are typically very good at visualizing and mentally manipulating objects.
- ❑ Those with strong spatial intelligence are often proficient at solving puzzles.
- ❑ They have a strong visual memory and are often artistically inclined.





# Visual-Spatial

- ▣ **Visual-Spatial** Doing puzzles, reading, writing, drawing, visual arts, having a good sense of direction, designing objects, fixing things





# Visual Spatial

---

- ❑ Give children plenty of materials to able to draw, write and paint with
- ❑ Start with puzzles with fewer pieces, and as child gets older, have puzzles with more pieces
- ❑ Introduce them to graphic arts
- ❑ Try mazes
- ❑ Provide many opportunities for mapping of the classroom and beyond; explore new spaces and encourage children to vary the arrangements of materials in the space



# Verbal-Linguistic

---

- People with high verbal-linguistic intelligence display an understanding to words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, and discussion and debate.







# Verbal Linguistic

- **Verbal- Linguistic** Speaking, storytelling, writing, listening, using humor, remembering information, using language cleverly





# Verbal Linguistic

---

- Provide lots of books and reading materials
- Read stories together
- Give children materials to write
- Have them make a book and read it to you
- Learning another language
- Play word, board or card games
- Make sure you provide lots of language opportunities and that children's linguistic expression is listened to and appreciated



# Logical-Mathematical

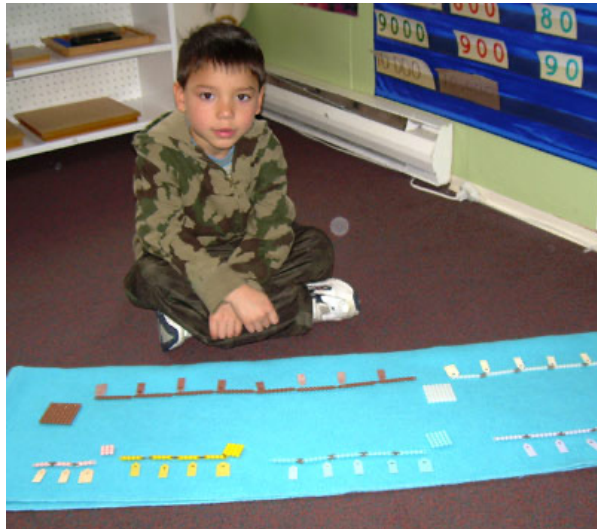
---

- ❑ People with high logical and/or mathematical intelligence are typically good at logical thinking, reasoning, and numbers.
- ❑ While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and other logical or numerical activities.
- ❑ A more accurate definition places emphasis on traditional mathematical ability and more reasoning capabilities, abstract patterns of recognition, scientific thinking and investigation, and the ability to perform complex calculations.



# Logical-Mathematical

- **Logical-Mathematical** Problem solving, categorizing, classifying, working with geometric shapes





# Logical-Mathematical

---

- Have children look for objects and put them into categories: all red objects, all round shapes
- Count, count, count
- Give them games that involve logic and numbers
- Provide manipulatives to help children experiment with numbers
- Use simple machines to help children think about cause and effect



# Bodily Kinesthetic

---

- ❑ People who have bodily-kinesthetic intelligence learn best by involving muscular movement (i.e. getting up and moving around in the learning experience), and are generally good at physical activities such as sports or dance.
- ❑ They may enjoy acting or performing, and in general they are good at building and making things.
- ❑ They often learn best by doing something physically, rather than reading or hearing about it.
- ❑ Those with strong bodily-kinesthetic intelligence seem to use what might be termed muscle memory - they remember things through their body such as verbal memory or images.



# Bodily Kinesthetic

- **Bodily-Kinesthetic**
- Dancing, sports, acting, anything requiring physical coordination, creating with hands





# Bodily Kinesthetic

---

- Make music a daily part of your activities, have free time to dance and move
- Act out stories with dance only
- Allow children to try different kinds of sporting activities
- Involve children in team sports they like
- Provide opportunities for physical challenges throughout the day-not just outdoors





# Musical Rhythmic

---

- ❑ Those who have a high level of musical-rhythmic intelligence display greater sensitivity to sounds, rhythms, tones and music.
- ❑ They normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music.
- ❑ Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture.
- ❑ In addition, they will often use songs or rhythms to learn and memorize information, and may work best with music playing in the background.



# Musical Rhythmic

---

- **Musical-Rhythmic:** Singing, playing musical instruments, composing music





# Musical Rhythmic

---

- Play music in the classroom
- Introduce the children to basic musical sounds and instruments: bells, drumming
- Let them learn to play a musical instrument
- Use a tape recorder for listening, singing along, and recording songs and rhythmic and melodic instruments



# Interpersonal

---

- ❑ People who have a high interpersonal intelligence tend to be extroverts, characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group.
- ❑ They communicate effectively and empathize easily with others and may be either leaders or followers.
- ❑ They typically learn best by working with others and often enjoy discussion and debate.
- ❑ They are able to see other's point of view, listening, able to pick up on cues from others, good at forming good relations with other people, conflict resolution; good leaders.



# Interpersonal

---

- Interpersonal: Talking, playing with others





# Interpersonal

---

- ❑ Make sure the children have lots of interactions with other children
- ❑ Encourage them to participate in group activities, take a leadership role
- ❑ Give children lots of opportunities to talk about one another and their social interactions, and to problem-solve conflicts together
- ❑ Play games in which one has to figure out the knowledge or intentions of other players



# Intrapersonal

---

- People with intrapersonal intelligence are intuitive and typically introverted.
- They are skillful at deciphering their own feelings and motivations.
- This refers to having a deep understanding of the self; what are your strengths/ weaknesses, what makes you unique, can you predict your own reactions/ emotions.





# Intrapersonal

---

- **Intrapersonal** - Figuring out their own strengths and weaknesses, analyzing, understanding themselves and how they relate to others







# Intrapersonal

---

- ❑ Allow the children to take time to think before making choices, when possible
- ❑ Allow the children to be quiet and reflective
- ❑ If a child is hesitant, don't force the issue
- ❑ Keep a journal - activities, thoughts, whatever he/she would like
- ❑ Find independent projects a child can work on
- ❑ Let children express their emotions, preferences and strategies
- ❑ Help them understand their own wishes and fears and how best to deal with them



# Naturalist

---

- People who lean more towards the Naturalist Intelligence have the ability to
- recognize and categorize plants,
- animals and
- other objects in nature.

Naturalist also seem to have a greater sensitivity to nature and their place within it, the ability to nurture and grow things, and greater ease in caring for, taming and interacting with animals. They may also be able to discern changes in weather or similar fluctuations in their natural surroundings. They are also good at recognizing and classifying different species.



# Naturalist

- Playing with animals, plants, playing outdoors, gardening





# Naturalist

---

- Play games in which children recognize fine distinctions among members of a plant or animal group
- Explore the outdoors regularly and bring the outdoors in
- Provide books, visuals, and props related to the natural world





# Other Intelligences

---

- **Digital/Technological Intelligence**
- **Existential Intelligence**

Howard Gardner also discussed other types of intelligence to his theory.

**Digital/Technological Intelligence**, the innate ability to learn through computers, television, etc. Gardner believes this type of intelligence can still be categorized under logical-mathematical, which has to do with technology to some extent.

**Existential Intelligence**, sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here.



# Guess the Intelligence!

---

1. Exhibits grace in physical movement \_\_\_\_\_
2. Displays a sense of independence and strong will \_\_\_\_\_
3. Delivers speeches with poise and confidence \_\_\_\_\_
4. Works well with his/her hands \_\_\_\_\_
5. Easily reads maps, charts. Diagrams \_\_\_\_\_
6. Inspires others to positive actions \_\_\_\_\_
7. Has a good sense of cause-effect for his/her age \_\_\_\_\_
8. Remembers melodies of songs \_\_\_\_\_
9. Enjoys reading books \_\_\_\_\_
10. Debates ideas well \_\_\_\_\_
11. Asks lots of questions \_\_\_\_\_



## Multiple Intelligence Assessment

---

**Objective:** Learners will be able to assess their areas of intelligences

**Directions:** Use the checklist provided and answer the question, by circling the answers. Tally the results.

Score your preferred Intelligence. Mark the predominant Smart/s in **RED**



# Multiple Intelligence Assessment

**Multiple Intelligence Checklist for Preschool and year One Students**

(based upon *Seven Ways at Once Book 1* and may be photocopied for classroom use).

Name of student: \_\_\_\_\_ Class: \_\_\_\_\_ Year Level: \_\_\_\_\_

<b>Ask the question:</b>	<b>Circle One</b>	
Would you rather write a story or do a maze?	Word	Math/ Logic
Would you rather work by yourself or in a group?	Self	People/ Group
Would you rather read a book or go fishing?	Word	Nature
Would you rather draw a picture or read a book?	Picture/ Spatial	Word
Would you rather sing a song or paint a picture?	Music	Picture/ Spatial
Would you rather dance or work with numbers (counting etc)?	Body	Math/ Logic
Would you rather write stories or play a musical instrument?	Word	Music
Would you rather talk to others or look after a pet?	People/ Group	Nature
Would you rather go camping or watch a video?	Nature	Picture/ Spatial
Would you rather make up your own song or bounce and catch a ball?	Music	Body
Would you rather play a sport or collect things?	Body	Self
Would you rather read a book or play with blocks?	Word	Body
Would you rather do a jigsaw or make patterns with counters?	Picture/ Spatial	Math/ Logic
Would you rather play a game in a group or learn a new song?	People/ Group	Music
Would you rather play a computer game or make a musical instrument?	Math/Logic	Music
Would you rather build with blocks or feed a pet?	Body	Nature
Would you rather imagine by yourself or weed a garden?	Self	Nature
Would you rather read your story to the class or paint a picture?	Word	Picture/ Spatial
Would you rather think about yourself or think about others?	Self	People/ Group

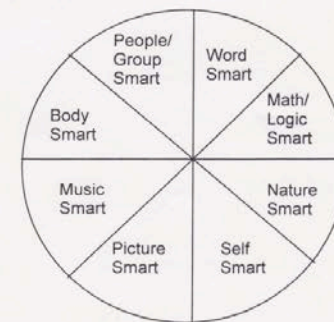
Would you rather make patterns or pick your own activity?	Math/ Logic	Self
Would you rather work outside or write in a diary?	Nature	Self
Would you rather play a game in a group or work with numbers (counting etc)?	People/ Group	Math/ Logic
Would you rather do a drawing or play in the adventure playground?	Picture/ Spatial	Body
Would you rather be a group leader or play a musical instrument?	People/ Group	Music

**Tally the results:**

<b>Intelligence/ Smart</b>	<b>Tally Marks</b>
Math/ Logic	
Picture/ Spatial	
Body	
Music	
Word	
People/ Group	
Self	
Nature	

**Preferred Intelligence/ Predominant Smart**

<b>Order</b>	<b>Score</b>	<b>Intelligence/ Smart</b>
1st		
2nd		
3rd		
4th		
5th		
6th		
7th		
8th		



Mark the predominant Smart/s in RED.





## Balancing Your Intelligences

---

**Time: 15 minutes**

**Objective:** Learners will identify their intelligences and seek methods to strengthen each area of intelligence.

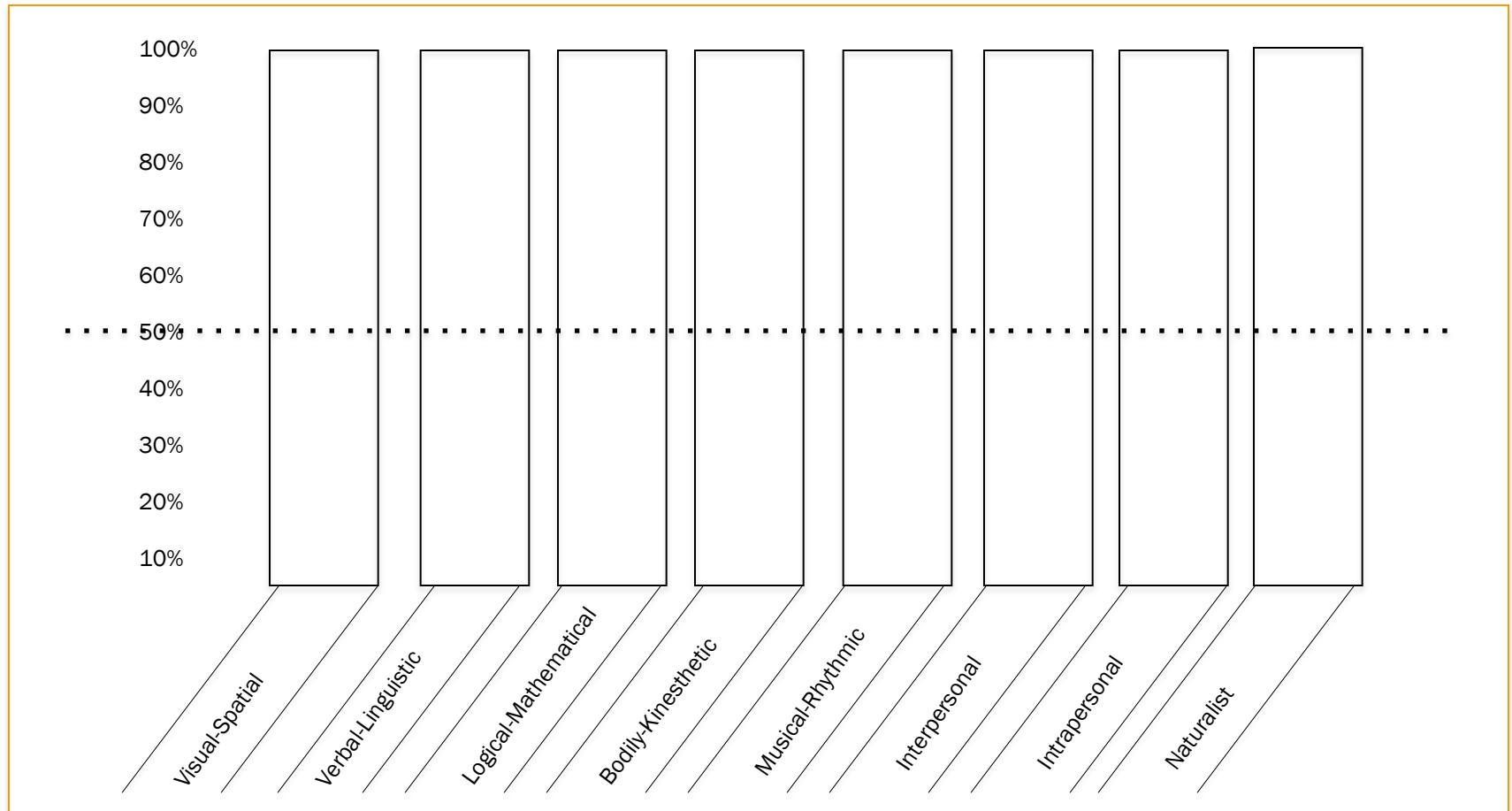
**Directions:** The graph consist of the eight areas of multiple intelligences.

1. Look at each area.
2. Based on the MI assessment rate yourself on the graph.
3. Shade in the graph from 0% - 100% based on your assessment.
4. The areas of need are any score under 50% or the three lowest scores.

## Balancing your Intelligences

The graph consist of the eight areas of multiple intelligences.

1. Look at each area.
2. Based on the MI assessment rate yourself on the graph.
3. Shade in the graph from 0% - 100% based on your assessment.
4. The areas of need are any score under 50% or the three lowest scores.



## Intelligence Areas

Write in the percentages for each category of the intelligence areas. Circle the three lowest scores on the chart and write down the percentages.

<b>Intelligence Areas</b>	<b>Preferred Intelligence</b>
Visual-Spatial/Picture-Spatial	
Verbal-Linguistic/Word	
Logical-Mathematical/Math-Logic	
Bodily-Kinesthetic/Body	
Musical-Rhythmic/Music	
Interpersonal/People-Group	
Intrapersonal/Self	
Naturalistic/Nature	

# Reflection

Brainstorm and explore ideas or concepts to strengthen your weakest areas of intelligences.

---

<b>Intelligence Areas</b>	<b>Ideas/Concepts</b>
Visual-Spatial	
Verbal-Linguistic	
Logical-Mathematical	
Bodily-Kinesthetic	
Musical-Rhythmic	
Interpersonal	
Intrapersonal	
Naturalistic	



## III. Multiple Intelligence Outdoors

---

- How can I support multiple intelligences outdoors?

You may be surprised at how easy it is to develop a responsive outdoor environment that supports diverse learning styles





# Outdoor Visual Art

---

- Finger-painting
- Large murals with chalk, markers, or crayons, footprint or handprint painting
- Moving their bodies in different ways to manipulate the art materials
- Painting and creating sculptures



# Outdoor Musical

---

- ❑ Play loud instruments and music-making like drums, cymbals, tambourines, or even instruments the children make themselves
- ❑ Form a marching band and add a bodily-kinesthetic dimension to the activity
- ❑ Help reinforce lyric memory by encouraging children to dance and move as they sing a song
- ❑ Set up a CD player outside so the children can have some music to listen to while they play



# Outdoor Bodily Kinesthetic

---

- Support learning by setting out large stacking blocks, giant tinker toys, or even big cardboard boxes for children to build with
- Children will be able to stack blocks as high as they want and spread out their structures as far as they wish, supporting their play ideas to the fullest





# Outdoor Logical Mathematical

---

- Challenge logical-mathematical thinking with questions about numbers, classification, and sequence with outdoor materials
- Have the children play with large puzzles
- Construction and building





# Outdoor Interpersonal

---

- ❑ Offer firefighter or construction hats, shopping carts, cooking props, dolls, and dress-up clothes outside
- ❑ Consider large dramatic play activities such as a repair shop, construction, or grocery store
- ❑ Allow the children to just play with one another



# Outdoor Intrapersonal

---

- Some children enjoy spending time alone
- Don't push children to join groups, allow the children to sit back and watch
- Allow the child to just explore





# Outdoor Naturalist

---

- ❑ Start a small garden with the children; let them plant and water the seeds
- ❑ Give children magnifying glasses to examine rocks, sticks, leaves, and insects
- ❑ Go on a hunt for nature items and make a collage
- ❑ Provide materials that help children list and classify
- ❑ Ask open-ended questions as you point out natural phenomena like insects and plants
- ❑ Base your ideas on what is naturally available on your particular playground



# Outdoor Linguistic

---

- ❑ Spread out a soft blanket on the ground and offer a collection of new and familiar books
- ❑ Sit with the children and engage them in word play—jokes, puns, tongue twisters, and rhymes
- ❑ Tell stories outside and encourage conversation



# Outdoor Activities

---

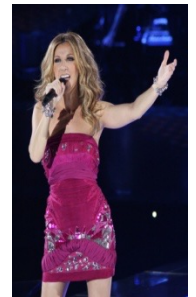
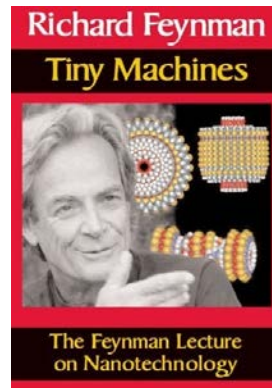
- ❑ Sensory activities appeal to—and support—all intelligences
- ❑ Set up a water table, sand table, goop (cornstarch and water), mud, or anything else children can sink their hands into
- ❑ Have the children wear smocks or old clothing and let them explore, discover, create and build, discuss, and daydream

# IV. What do multiple intelligences have to do with your classroom?

---

The following students are in your class:

- ❑ J.K. Rowling
- ❑ Richard Feynman
- ❑ Celine Dion
- ❑ Georgia O'Keefe
- ❑ Mia Hamm
- ❑ Jane Goodall





# Understanding Every Child's Potential

---

- ❑ J.K. is writing the next Harry Potter adventure on scraps of paper
- ❑ Richard is daydreaming the equations enabling a quantum computer
- ❑ Celine softly hums the tunes from the Titanic
- ❑ Georgia has painted brilliant fall leaves on each windowpane
- ❑ Mia can't wait to get outside to play ball
- ❑ Jane adds a new animal to the class collection





# Understanding Every Child's Potential



- **The next time you have a chance to reflect on your class, imagine your students as individuals who have fully realized and developed their intelligences**
- **What a classroom!!!**



# Review

- What is Multiple Intelligence
- Understanding our own Intelligence
- Discussion of each Intelligence
- Lesson plan activity





## Overview

---

The \_\_\_\_\_ area of multiple intelligences involves logic and numbers

The ability to learn another language is in the \_\_\_\_\_ multiple intelligence area.

Those with strong spatial intelligence are \_\_\_\_\_ learners.

Supporting learning by setting out large stacking blocks and card board boxes is the \_\_\_\_\_ area of multiple Intelligence.

Children who have opportunities to talk to one another are \_\_\_\_\_ learners.

Introverted people are typically \_\_\_\_\_.

\_\_\_\_\_ people communicate effectively and empathize with others.

According to Gardner, other intelligences include \_\_\_\_\_ and

\_\_\_\_\_.



# References

---

- Stimulate every child's potential through exploration of eight types of multiple intelligences. Apply activities in the classroom to accommodate all students learning styles, assess and evaluate students areas of intelligence, seek methods to strengthen each area, and design activities to accommodate all students varied learning styles.
- Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.
- <http://howardgardner.com/multiple-intelligences/>
- [http://www.niu.edu/facdev/resources/guide/learning/howard\\_gardner\\_theory\\_multiple\\_intelligences.pdf](http://www.niu.edu/facdev/resources/guide/learning/howard_gardner_theory_multiple_intelligences.pdf)
- <http://www.education.com/reference/article/multiple-intelligences1/>
- <http://www.edutopia.org/multiple-intelligences-howard-gardner>
- <http://multiple-intelligences.com/>



# Glossary

---

**Visual-Spatial** - the ability to tell where objects are in space.

**Verbal- Linguistic** - Intelligence (sometimes called “word smart”) is an intelligence which involves the knowing of language; through reading, writing, and speaking. It involves understanding the order and meaning of words in both speech and writing and how to properly use the language.

**Logical-Mathematical** -good at scientific investigations and identifying relationships between different things. They are also good at understanding complex and abstract ideas.

**Bodily-Kinesthetic** -They enjoy sports and/or dance. They are good at building things and like to stay active. They have good motor skills and are very aware of their bodies.

**Musical-Rhythmic**- are natural born musicians. They tend to think in sounds and rhythmic patterns instead of words or pictures.

**Interpersonal intelligence** is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives.

**intrapersonal intelligence** is another term for self-awareness or introspection. It's part of psychologist Howard Gardner's theory of multiple intelligences. People who have high intrapersonal intelligence are aware of their emotions, motivations, beliefs, and goals.

**Naturalist**- A naturalist is someone who shows expertise in the recognition and classification of plants and animals.



**Applying New Knowledge:  
Learning & Transfer**

**Child Care Training Consultants, LLC**

*Accredited by International Association for Continuing Education and Training (IACET)*

**Thank you for choosing  
Child Care Training Consultants, LLC.,  
for your CDA Training Needs!**

---

### **Learning Assessment**

Read the material provided, take the 5-10 quiz questions and  
complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

### **Questions?**

We are happy to help.

### **Support Services:**

**Please contact us 24/7 at**

**[childcaretrainingconsultants1@gmail.com](mailto:childcaretrainingconsultants1@gmail.com)**

**Business # 702.837.2434**