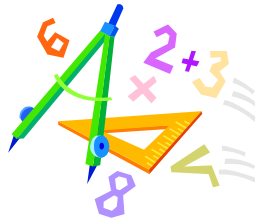




Exploring Interactive Language Learning: An MI Based Approach



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Multiple Intelligences Research Project

“Your Seven Kinds of Smart” (+ 1)

Adapted from Thomas Armstrong, PhD

Check (x) each statement that applies to you.

Verbal / Linguistic Intelligence

TOTAL = _____

- ___ Books are very important to me.
- ___ I hear words in my head, before I read, speak, or write them down.
- ___ I am good at word games, like Scrabble or Password.
- ___ I enjoy entertaining others or myself with tongue twisters, rhymes, or puns.
- ___ English, social studies, and history are easier for me than math and science.
- ___ I have recently written something that I am especially proud of.

Logical / Mathematical Intelligence

TOTAL = _____

- ___ I can easily compute numbers in my head.
- ___ Math and/or science are among my favorite subjects in school.
- ___ I enjoy brainteasers or games that require logical thinking.
- ___ My mind searches for patterns and regularities in things.
- ___ I am interested in new developments in science.
- ___ I believe that almost everything has a logical explanation.

Visual / Spatial Intelligence

TOTAL = _____

- ___ I often see clear visual images when I close my eyes.
- ___ I am sensitive to color.
- ___ I enjoy doing jigsaw puzzles.
- ___ I like to draw or doodle.
- ___ I can easily imagine how something might look from a bird's eye view.
- ___ I prefer looking at reading material with lots of illustrations.

Bodily / Kinesthetic Intelligence

TOTAL = _____

- ___ I participate in at least one sport or physical activity on a regular basis.
- ___ I like working with my hands on concrete activities
(like carpentry, model-building, sewing, weaving).
- ___ I like to spend my free time outdoors.
- ___ I enjoy amusement rides and other thrilling experiences.
- ___ I would describe myself as well coordinated.
- ___ I need to practice a new skill, not just read about it or see a video about it.

Musical / Rhythmic Intelligence

TOTAL = _____

- ___ I have a pleasant singing voice.
- ___ I play a musical instrument.
- ___ My life would not be so great without music.
- ___ I can easily keep time to music with a simple percussion instrument,

- I know the tunes to many different songs and musical pieces.
- If I hear a musical selection a couple times, I can usually sing it fairly accurately.

Interpersonal Intelligence

TOTAL = _____

- I am the sort of person that others come to for advice.
- I prefer group sports (like softball) rather than individual sports (like swimming).
- I like group games like Monopoly better than individual entertainment.
- I enjoy the challenge of teaching others how to do something.
- I consider myself a leader, and others have called me a leader.
- I like to get involved in social activities at my school, church, or community.

Intrapersonal Intelligence

TOTAL = _____

- I regularly spend time alone, reflecting or thinking about important questions.
- I have opinions that set me apart from the crowd.
- I have a special hobby or interest that I like to do alone.
- I have some important goals for my life that I regularly think about.
- I consider myself to be independent minded or strong willed.
- I keep a personal diary or journal to write down my thoughts or feelings about life.

Naturalist

TOTAL = _____

- I have a garden and/or like to work outdoors.
- I really like to go backpacking and hiking.
- I enjoy having different animals around the house (in addition to a dog or cat).
- I have a hobby that involves nature.
- I like to visit zoos, nature centers, or places with displays about the natural world.
- It's easy for me to tell the difference between different kinds of plants and animals.

Areas of Strength (4 or more checks)

What I learned about myself that I did not know before

MIRS – Multiple Intelligences Research Study
Dr. Marjorie Hall Haley, George Mason University
http://gse.gmu.edu/assets/docs/forms/mirs/mi_survey_grades_4-8.pdf

Howard Gardner's Theory of Multiple Intelligences

A Practical Guide for World Language Teachers

This chart is intended to give you a quick overview of how to apply each intelligence in your classroom. You can use this as a reminder as you go through the planning process.

The Eight Intelligences	Practical Ideas for use in the Early Childhood Language Classroom
<ul style="list-style-type: none"> • Verbal/Linguistic – understanding words 	☺ Reading, writing, presentations, story telling
<ul style="list-style-type: none"> • Logical/Mathematical – pattern recognition, scientific reasoning 	☺ Graphic organizers, number sequences, problem solving, patterns
<ul style="list-style-type: none"> • Visual/Spatial – mental images, graphic representation, active imagination 	☺ Painting, drawing, coloring, patterns, designs
<ul style="list-style-type: none"> • Musical, Rhythmic – sensitivity to sound, melody, and rhythm 	☺ singing, humming, rhythm patterning, musical performance
<ul style="list-style-type: none"> • Bodily/Kinesthetic – process knowledge with body motion, mind/body connection 	☺ dance, role playing, sports, tactile activities, learning craft creations
<ul style="list-style-type: none"> • Interpersonal/Social – communication skills, ability to work cooperatively 	☺ Group projects, giving/receiving feedback, paired practice, learning centers
<ul style="list-style-type: none"> • Intrapersonal – self reflection, metacognition 	☺ independent work, silent reflection, individual written or drawn responses
<ul style="list-style-type: none"> • Naturalist – Understanding, caring for, appreciation of nature 	☺ drawing natural settings, interacting with items from nature, teaching outside

Multiple Intelligences Planning Grid

Theme and objective	Activities	Verbal/ linguistic	Logical	Visual	Musical	Bodily	Inter- personal	Intra- personal	Naturalist

Cinco Sentidos - MI Learning Centers

After a unit on the five senses in which each sense was studied for a 45 minute period, the following Multiple Intelligence based learning centers were used as a “fiesta de los cinco sentidos” to review and assess student comprehension. These centers can also be used within the lessons for each sense as interactive activities.

La Vista – Yo veo los colores. The students put on smocks and paint the colors of the rainbow using preset paper, brushes, and paint. If you have enough materials to do this all at once, you can assess their comprehension of the colors by telling them which color to paint. Use the phrase Yo veo... (i.e. rojo, verde) to tell them which color to use and review the concept. After you have modeled this, call on students to give the color directions, for example, “Yo veo morado” .Doing this activity first gives it time to dry.

Intelligences used: visual, bodily, verbal, interpersonal.

El Olfato – Huele bien / Huele mal ¿Cómo huele? Students are given happy face labels and sad face labels. Then each student gets to walk to a table and smell an item. After smelling the item, the child has to consider his/her own feeling about it and places his/her label in a corresponding spot on the chart that says Huele bien ☺ / Huele mal ☹. This is repeated with several other items. Upon completion, count with the class the number of students who liked and disliked each “olor”. This activity can be done on several separate charts or with one graph on a large piece of paper with pictures to match the items smelled.

Intelligences used: logical/mathematical, visual/spatial, bodily/kinesthetic, intrapersonal, interpersonal

El Oído – Yo oigo los instrumentos. At this interactive center, students are able to see several musical instruments and then are asked to close their eyes. The teacher, or a selected student, plays an instrument and then asks the students to tell the class which instrument was heard using the phrase Yo oigo.... You can either tell the students the words for the instruments in Spanish or allow them to say them in English and then give them the Spanish word after they answer. Students can complete the activity by taking part in a musical jamboree with the instruments. This activity can be done with all different types of sounds, not just instruments. During the “Oído” lesson I used sound files on my computer of common “sonidos” to do a similar activity. You may also have printed pictures of the items to which the students are listening so that they can match the picture with the sound.

Intelligences used: musical/rhythmic, verbal/linguistic, visual/spatial, interpersonal

El Tacto – Yo toco algo...(suave, duro, áspero, lisa, agudo, frío, caliente) In this center, students are asked to touch items in five different numbered paper bags without looking at the items. Be sure to use several natural items such as pine cones, feathers, and shells. If this is used as review, the students will be able to interact with each other to use the descriptive words above. You can ask the students to tell you “En qué bolsa hay algo suave?” They can work together to find the correct item and then actually look at the items together and describe the way they feel. Be sure to review the words and concepts with students to activate prior knowledge before the activity begins.

Intelligences used: bodily/kinesthetic, interpersonal, verbal/linguistic, naturalist

El Gusto – Yo saboreo algo...(picante, amargo, dulce, salado). There are two activities that you can use for this center. The first activity that can be used to teach the concepts and words is an actual tasting activity using facial expressions as well as body language as reactions to each taste. CAUTION: Be sure to check with parents regarding allergies prior to doing a tasting lesson!! The second activity for “el gusto” is a visual activity in which students need to recall the meanings of the descriptive words for taste. Use a bottle of hot sauce or a chili pepper, potato chips, a lollipop, and a lemon. Create one page for each descriptive word and a matching picture to the items used on it. Cover the pictures on the paper, but not the words. Ask students to organize the items using the words. For preliterate students, read each word. Once the items are matched, students can look at the covered pictures to check their own work.

Intelligences used: bodily/kinesthetic, logical/mathematical, verbal/linguistic, visual/spatial

MI Learning Activity Planning Template

Center Name/ Topic: _____

Intelligences used: _____

of students: _____ ***Time allocated:*** _____

Student Goal(s):

* _____

* _____

Materials: _____

Activity Steps:

1.

2.

3.

4.

Upon Completion:

Extensions:

21st Century Skills

Common Core Objectives



Create Your Own Music

Try these simple steps to take any song and turn it into a learning tool for your classroom.

1. Pick a topic or theme.
2. Write down the key words, phrases or ideas that are your language objectives.
3. Choose a song. I find that using children's songs and nursery rhymes have the easiest and most repetitive tunes.
4. Construct some basic verses using the key words.
5. Practice singing it out loud with peers, colleagues, or even your students.
6. Be sure to make the phrases simple and concise to allow for broader comprehension and easier learning.
7. Write it all down and, if possible, record yourself singing the song. This will be important as you move forward and can help you keep track of all of your ideas.
8. When you teach the students the song, try not to teach them word by word, rather, give them the opportunity to hear it as a whole piece and then break it down for them into verses.

Keep in mind that using music as a learning tool is valuable in all learning settings and with all age groups. Vary the steps or the activity to meet the needs of the students.