



Innovative ways to help adult literacy instructors and students discover and tap into their unique and natural processes to ensure success in teaching and learning



Multiple Intelligences

FOR ADULT LITERACY AND EDUCATION



INTRODUCTION
ASSESSMENT
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Quick Review Page: The animated image at the top left of every page is a button that will take you to a page that describes each of the intelligences.

INTRODUCTION

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About this site

Introduction

"Intelligence is the capacity to do something useful in the society in which we live. Intelligence is the ability to respond successfully to new situations and the capacity to learn from one's past experiences."

—**Dr. Howard Gardner, author, *Frames of Mind and Multiple Intelligences: The Theory in Practice***

Dr. Howard Gardner, a professor of cognition and education at the Harvard Graduate School of Education, developed his theory of multiple intelligences twenty years ago. Simply put, Dr. Gardner posits that people employ several different types of intelligence, rather than one general type.

This site, Multiple Intelligences for Adult Literacy and Education, applies Dr. Gardner's theory to adult education. With this site we hope to inspire teachers and tutors to discover innovative ways to help their learners succeed, based on their learners' intelligences.

How to Use This Site

The site is divided into five main sections: **Introduction**, **Assessment**, **Practice**, **Resources**, and **Contact**. Within each section there is a menu that appears on the upper right that tells you which section you're in and provides links to the areas within that section.









The sections:

- In this **Introduction** section, you will learn about Multiple Intelligence (MI) theory and how it can be applied to adult literacy and education.
- In **Assessment**, you can learn how to identify your learners' preferred intelligences and take inventory of your learners' skills. The assessment activities are designed to help you tailor your teaching methods to your learners' strengths.
- The **Practice** section contains dozens of suggestions for approaching subjects in different ways to take advantage of different intelligences. To make the most out of this section it will be helpful for you to have the free Macromedia Flash player installed on your computer, though you can view any of the activities even if you don't have the Flash player.
- In **Resources**, you can explore links to other adult literacy and education sites.
- In the **Contact** section you can send us feedback about the site, including suggestions for activities you think should be included in the site. It's always great to see how creative learners, teachers, and tutors can be in generating innovative learning ideas!

We Have Many Intelligences

Meet the Eight Intelligences

The following chart is adapted from descriptions by Howard Gardner. We have changed the names of several intelligences to make them easier to understand and remember. Gardner's label is listed below those that we have changed.

INTELLIGENCE	DESCRIPTION	HOW TO ENGAGE
 LANGUAGE (Linguistic)	Sensitive to language, meanings, and the relationship of words	Vocabulary activities, grammar, poetry, essays and plays
 SPATIAL	Keen observer, able to think in three dimensions, likes to use metaphors	Graphs, charts, color codes, guided imagery, pictures, posters, mind maps
 LOGIC/MATH	Abstract thinking, counting, organizing; prefers logical structures	Critical thinking activities, breaking words into smaller parts and reassembling them
 BODY MOVEMENT (Kinesthetic)	Good body control and fine motor skills; often active and animated	Needs "hands-on" learning opportunities, like games, skits, and plays
 MUSICAL	Sensitive to rhythm, pitch, intonation, and can remember tunes and rhythms easily	Likes poems, plays, jazz chants, rap music, songs, and musically guided imagery
 SOCIAL (Interpersonal)	Sensitive to others' moods, feelings, and motivations; outgoing and interactive	Likes to talk with people, enjoys discussion groups, good at verbal problem solving
 SELF (Intrapersonal)	Has a sense of self, able to understand and access one's own feelings	Likes poetry, meditation, guided imagery, journal writing, story telling
 NATURE (Naturalist)	Sensitive to nature and environment; knows the names of rocks, flowers, birds; loves to be outdoors	Likes to work in the garden, read plants and animals, study habits of fish or birds, read nature magazines, go hiking, walk outside

Take me back to the page I came from



We Are All Readers

Multiple Intelligences for Adult Literacy and Education explores innovative ways to apply the theory of multiple intelligences to basic skills, learning styles, and adult literacy education.

This site focuses on helping instructors and students discover their many intelligences and how to use them effectively in mastering whatever content is being learned in the classroom and at home. The emphasis is on tapping the student's unique and natural learning processes to ensure success.

A key to successful tutoring is understanding what the learner already "reads" well. Although a reader may have difficulty reading print, he or she reads other things successfully, such as car engines, menus, blueprints, football plays, body language, situations. It is your challenge to discover with your learner what he/she "reads" well and to break down how he/she does it. Ask questions to get the learner to explain how he reads a football play. What is the first thing he looks at? What does it tell him? These are some of the strategies he can use to read print.

Try it! Here are a few images to use as examples. Click on an image to bring up a page that explores clues in that image that help you figure out what's going on in the photo.



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How We Learn

Despite its inauspicious appearance, the brain can store more information than all of the libraries of the world.

—Richard Restak, MD
author, *The Brain*

Learning is a natural process, like breathing in and out. We do it all the time, but don't realize it because it is unconscious, easy, and part of our daily lives. However, if we asked you to describe a recent attempt to learn something new—perhaps a new computer program or how to change the oil in your car—it's quite possible you would describe at least part of the process as hard work or frustrating. Why the disparity? Perhaps we have come to think of learning something new as work, while exploring a new interest is fun. Learning can be challenging, especially if in an area that is unfamiliar terrain or just doesn't make sense.

However, it is the premise of innovative educators like Peter Kline that each of us is an "everyday genius," that we have a great capacity to learn. The key to unlocking that capacity is to create an environment that supports discovery and allows us to enjoy learning because our natural talents are being used more successfully.

One of the best ways to understand how we learn is to observe infants and young children. Kline describes the process in this way:

Born with a mental structure that organizes the sounds of spoken words into complex grammatical forms, the child builds a language without anyone's instruction. All he needs is to listen to these sounds and then try them out...We came into the world instinctively prepared to do two things. One was to suck nourishment from our mother's breasts. To accomplish this we used our sucking instinct. The other was to do everything else. To accomplish this we used our learning instinct.

If we watch children interact with their world, their entire experience is one of learning—through tasting, smelling, crawling, handling, talking and listening. They are totally engaged in this exploring.

Before we can walk, talk, or write, we are filled with the ecstasy of learning.

—Bob Samples
Open Mind/Whole Mind

As we grow up and attend school, many of our ways of gathering information are taken away. We are told to sit still, be quiet, stop daydreaming, not to doodle and pay attention. For the child who learns best by moving around, we have taken away his or her primary mode of learning. For the interactive learner who needs to talk about ideas to understand them, we have taken away the ability to integrate information.

For the child who understands best by drawing diagrams and symbols, she or he loses that most vital tool. Although music is used to teach the ABC's in elementary school, it is considered too childish to use in the higher grades. Before we know it, learning becomes boring or school becomes a challenge to meet without our full set of tools. The joy is gone.

School programs and educational techniques reflect our western values which elevate science, math, and logical achievement above success in the arts and human relations fields. Schools teach most effectively to those with strong language and logical thinking skills. If you were successful in school, you are probably strong in these areas. Yet your learner may not be. Those who learn differently are often misunderstood, neglected, or undeserved by our educational systems.

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Instead, let your tutoring be a discovery process. Find out what excites you. Find out what excites your learner. Work together to create lessons. Your learner will often know better than you what works for him or her. This can make the entire process interesting and fun.

Core Concepts

While working with Peter Kline to design our tutor training model, we found it most helpful to look at the assumptions we make about adult new readers and how to teach them. As a result, we came up with a set of core concepts which serve as the cornerstone of our program philosophy. We like to post these during each training session.

- We learn more easily when learning is fun.
- We are all learners and teachers.
- The tutoring relationship is an equal partnership.
- Everyone is a reader.
- Learning and tutoring is a process of exploration and discovery.
- Use the learner's strengths to work with deficits.

We all learn differently; we need to respect our differences.

Studies of exceptional learners and "geniuses" have provided clues on how to improve our learning process. These findings have been used to develop strategies for successful learning. Research has shown that geniuses:

- See more, take in, and process more stimuli
- Make a wide variety of associations
- Have the ability to think rapidly
- See the nonevident as well as the evident
- Think independently, engage in self-reflection
- Daydream more
- Have a sense of well-being

How do we create an environment that allows our "natural genius" to blossom? That is the challenge for both tutor and learner. One of the first things we can do is recognize our different ways of learning.

Next section: About this site



About This Site

Multiple Intelligences for Adult Literacy and Education was originally developed in 1991-92 as a print-based kit called "Honoring Diversity: a Multidimensional Learning Model for Adults." It was created by Leslie Shelton, Joan Sheldon Conan, and Holly Fulghum-Nutters, and it was funded by the California State Library Foundation.

This site was adapted by Leslie Shelton, Paul Heavenridge, and Cheshire Dave Beckerman to take advantage of the multimedia capabilities of the Web, which has the potential to address each of the intelligences.

This site is presented by Literacyworks, a nonprofit organization dedicated to providing high-quality multimedia curriculum for adult learners. Literacyworks is the Western/Pacific LINC Regional Technology Center of the National Institute for Literacy. Literacyworks partners with national, state, and local library and education programs.



Special thanks to Dr. Terry Armstrong for his assessment form and to Patrick Tully and Mindset Software for their technical assistance.

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How are you smart?

Find your strengths!

Assessment: How Are You Smart?

Now that you can see these eight different types of intelligence, you can begin to adjust your teaching/tutoring methods to match your learner's (or learners') strengths. But how do you know which intelligence your learner uses?

Actually, no one uses just one type of intelligence; we all use several in our daily lives. Some are stronger than others for each person. Thus it's helpful to determine your learner's top intelligences and tailor your methods to best meet your learner's particular combination of strengths.

[Here is an interactive form](#) that you can use for yourself or with your learner to find out your and your learner's preferred intelligences. Try it out!



Assessment: Find Your Strengths!

How are you smart?

Find your strengths!

This form can help you determine which intelligences are strongest for you. If you're a teacher or tutor, you can also use it to find out which intelligences your learner uses most often. Many thanks to Dr. Terry Armstrong for graciously allowing us to use his questionnaire.

Instructions: Read each statement carefully. Choose one of the five buttons for each statement indicating how well that statement describes you.

- 1 = Statement does not describe you at all
- 2 = Statement describes you very little
- 3 = Statement describes you somewhat
- 4 = Statement describes you pretty well
- 5 = Statement describes you exactly

	1	2	3	4	5
1. I pride myself on having a large vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Using numbers and numerical symbols is easy for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Music is very important to me in daily life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I always know where I am in relation to my home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I consider myself an athlete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I feel like people of all ages like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I often look for weaknesses in myself that I see in others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The world of plants and animals is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I enjoy learning new words and do so easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I often develop equations to describe relationships and/or to explain my observations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. I have wide and varied musical interests including both classical and contemporary.
-
12. I do not get lost easily and can orient myself with either maps or landmarks.
-
13. I feel really good about being physically fit.
-
14. I like to be with all different types of people.
-
15. I often think about the influence I have on others.
-
16. I enjoy my pets.
-
17. I love to read and do so daily.
-
18. I often see mathematical ratios in the world around me.
-
19. I have a very good sense of pitch, tempo, and rhythm.
-
20. Knowing directions is easy for me.
-
21. I have good balance and eye-hand coordination and enjoy sports which use a ball.
-
22. I respond to all people enthusiastically, free of bias or prejudice.
-
23. I believe that I am responsible for my actions and who I am.
-
24. I like learning about nature.
-
25. I enjoy hearing challenging lectures.
-
26. Math has always been one of my favorite classes.
-
27. My music education began when I was younger and still continues today.
-
28. I have the ability to represent what I see by drawing or painting.

29. My outstanding coordination and balance let me excel in high-speed activities.
-
30. I enjoy new or unique social situations.
-
31. I try not to waste my time on trivial pursuits.
-
32. I enjoy caring for my house plants.
-
33. I like to keep a daily journal of my daily experiences.
-
34. I like to think about numerical issues and examine statistics.
-
35. I am good at playing an instrument and singing.
-
36. My ability to draw is recognized and complimented by others.
-
37. I like being outdoors, enjoy the change in seasons, and look forward to different physical activities each season.
-
38. I enjoy complimenting others when they have done well.
-
39. I often think about the problems in my community, state, and/or world and what I can do to help rectify any of them.
-
40. I enjoy hunting and fishing.
-
41. I read and enjoy poetry and occasionally write my own.
-
42. I seem to understand things around me through a mathematical sense.
-
43. I can remember the tune of a song when asked.
-
44. I can easily duplicate color, form, shading, and texture in my work.
-
45. I like the excitement of personal and team competition.
-
46. I am quick to sense in others dishonesty and desire to control me.
-

47. I am always totally honest with myself.

48. I enjoy hiking in natural places.

49. I talk a lot and enjoy telling stories.

50. I enjoy doing puzzles.

51. I take pride in my musical accomplishments.

52. Seeing things in three dimensions is easy for me, and I like to make things in three dimensions.

53. I like to move around a lot.

54. I feel safe when I am with strangers.

55. I enjoy being alone and thinking about my life and myself.

56. I look forward to visiting the zoo.

[Find my strengths!](#)



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Practice: Engaging the Intelligences

Once you've discovered your learner's individual mix of strengths, you can begin tailoring your teaching methods. There are a number of ways to accomplish this, but it helps to begin with an overview of general strategies for engaging each intelligence.

- [Language](#)
- [Spatial](#)
- [Logic/math](#)
- [Body movement](#)
- [Musical](#)
- [Social](#)
- [Self](#)
- [Nature](#)

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Language

People who are strong in the **language** intelligence enjoy saying, hearing, and seeing words. They like telling stories. They are motivated by books, records, dramas, opportunities for writing.



LANGUAGE
(Linguistic)

Here are ways to work with this intelligence in your lessons:

- Look at different kinds of dictionaries.
- Read plays and poetry out loud.
- Write a story for a book or newsletter.
- Keep a journal.
- Read from books written by or for new readers.
- Use a tape recorder to tape stories and write them down.
- Read together, i.e., choral reading.
- Read out loud to each other.
- Read a section, then explain what you've read.
- Read a piece with different emotional tones or viewpoints — one angry, one happy, etc.
- Trade tall tales, attend story-telling events and workshops.
- Explore and develop the love of words, i.e., meanings of words, origin of words and idioms, names. Research your name.

References:

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Coleman, Audrey. *Working in California*. Sacramento, California: California State Library Foundation, 1991.

Lederer, Richard. *The Play of Words*. New York: Pocket Books, 1990

Series: *New Writers' Voices*. New York: Literacy Volunteers of New York.

Voices. *New Writers for New Readers*. Surrey, B.C., Canada: Voices, 1990.

Words on the Page, The World in Your Hands, Books 1-3. New York: Harper & Row, 1989.



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Spatial

People who are strong in the **spatial** intelligence remember things visually, including exact sizes and shapes of objects. They like posters, charts, and graphics. They like any kind of visual clues. They enjoy drawing.



SPATIAL

Here are ways to work with this intelligence in your lessons:

- Write a language experience story and then illustrate it.
- Study and create maps, diagrams and graphs.
- Color code words so each syllable is a different color.
- Write a word on the blackboard with a wet finger. Visualize the word as it disappears. See if you can spell it afterwards.
- Take a survey. Put the information in a chart.
- Write words vertically.
- Cut out words from a magazine and use them in a letter.
- Use pictures to stimulate reading or writing.
- Visualize spelling words.
- Use the say-copy-look method of spelling.
- Use colorful newspapers like *USA Today*.
- Use crossword puzzles.

References:

Editors of New Readers Press. *Playing. One of Four Books on Feelings*. New York: New Readers Press, 1987.

Glickberg, Joy. *Crosswords for Language Arts*. California: Pitman Learning, 1985.

Murdock, Maureen. *Spinning Inward*. California: Peace Press, 1982 (rev. ed. Shambala Press).



Practice: Engaging the Intelligences

Logic/Math

People who are strong in the **logic/math** intelligence enjoy exploring how things are related. They like to understand how things work. They like mathematical concepts. They enjoy puzzles and manipulative games. They are good at critical thinking.



LOGIC/
MATH

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Here are ways to work with this intelligence in your lessons:

- Arrange cartoons and other pictures in a logical sequence.
- Sort, categorize, and characterize word lists.
- While reading a story, stop before you've finished and predict what will happen next.
- Explore the origins of words.
- Play games that require critical thinking. For example, pick the one word that doesn't fit: chair, table, paper clip, sofa. Explain why it doesn't fit.
- Work with scrambled sentences. Talk about what happens when the order is changed.
- After finishing a story, mind map some of the main ideas and details.
- Write the directions for completing a simple job like starting a car or tying a shoe.
- Make outlines of what you are going to write or of the material you've already read.
- Write a headline for a story you've just completed.
- Look for patterns in words. What's the relationship between heal, health, and healthier?
- Look at advertisements critically. What are they using to get you to buy their product?

REFERENCES

Kohl, Herbert, *A Book of Puzzlements*, Schocken Books, New York, 1981.

Waas, Lane, *Imagine That!*, Jalmar Press, California, 1991.



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Body Movement

People who are strong in the **body movement** intelligence like to move, dance, wiggle, walk, and swim. They are often good at sports. They have good fine motor skills. They like to take things apart and put them back together.



Here are ways to work with this intelligence in your lessons:

- Go through your wallet and pull out three things to talk about.
- Trace letters and words on each other's back.
- Use magnetic letters, letter blocks, or letters on index cards to spell words.
- Take a walk while discussing a story or gathering ideas for a story.
- Make pipe cleaner letters. Form letters out of bread dough. After you shape your letters, bake them and eat them!
- Use your whole arm (extend without bending your elbow) to write letters and words in the air.
- Change the place where you write and use different kinds of tools to write, i.e., typewriter, computer, blackboard, or large pieces of paper.
- Write on a mirror with lipstick or soap.
- Take a walk and read all the words you find during the walk.
- Handle a Koosh ball or a worry stone during a study session.
- Take a break and do a cross-lateral walk.

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Ekwall, Eldon, *Locating & Correcting Reading Difficulties*, Charles E. Merrill Publishing Co., Ohio, 1985.

Meister Vitale, Barbara, *Unicorns are Real*, Jalmar Press, California, 1985.

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Waas, Lane, *Imagine That!*, Jalmar Press, California, 1991.



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Musical

People who are strong in the **musical** intelligence like the rhythm and sound of language. They like poems, songs, and jingles. They enjoy humming or singing along with music.



MUSICAL

Here are ways to work with this intelligence in your lessons:

- Use a familiar tune, song, or rap beat to teach spelling rules, or to remember words in a series for a test.
- Create a poem with an emphasis on certain sounds for pronunciation.
- Clap out or walk out the sounds of syllables.
- Read together (choral reading) to work on fluency and intonation.
- Read a story with great emotion — sad, then happy, then angry. Talk about what changes — is it only tone?
- Work with words that sound like what they mean (onomatopoeia). For example: sizzle, cuckoo, smash.
- Read lyrics to music.
- Use music as background while reviewing and for helping to remember new material.
- Use rhymes to remember spelling rules, i.e., "I before E except after C."

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Brewer, Chris and Campbell, D., *Rhythms of Learning*, Zephyr Press, Arizona, 1991.

Graham, Carolyn, *Jazz Chants*, Oxford University Press, England, 1978.

Kay, Cathryn, *Word Works*, The Yolla Bolly Press, California, 1985.

Kline, Peter, *The Everyday Genius*, Great Ocean Publishers, Virginia, 1988.

Rose, Colin, *Accelerated Learning*, Accelerated Learning Systems United, England, 1985.

Samples, Bob, *Open Mind/Whole Mind*, Jalmar Press, California, 1987.



Practice: Engaging the Intelligences

Social

People who are strong in the **social** intelligence like to develop ideas and learn from other people. They like to talk. They have good social skills.



Here are ways to work with this intelligence in your lessons:

- Take part in group discussions or discuss a topic one-to-one.
- Read a dialogue or a play together.
- Do team learning/investigating projects.
- Set up interview questions, and interview your family. Write the results.
- Write notes to one another instead of talking.

REFERENCES

Fleischman, Paul, *A Joyful Noise: A Poem for Two Voices*, Harper & Row, New York, 1988.

Ross, Michael and Bernice West, *All in the Family: A Dramascript* Books, Pitman Learning, California, 1972

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Self

People who are strong in the **self** intelligence like the rhythm and sound of language. They like poems, songs, and jingles. They enjoy humming or singing along with music.



Here are ways to work with this intelligence in your lessons:

- Go on "guided imagery" tours.
- Set aside time to reflect on new ideas and information.
- Encourage journal writing.
- Work on the computer.
- Practice breathing for relaxation.
- Use brainstorming methods before reading.
- Listen to and read "how to" tapes and books.
- Read "inspirational" thought-for-the-day books.
- Read cookbooks.

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Nature

People who are strong in the **nature** intelligence enjoy interacting with the outside world. They are adept at noticing patterns in nature and can easily distinguish between different species of flora and fauna.



NATURE
(Naturalist)

Here are ways to work with this intelligence in your lessons:

- Spend time outside noticing patterns in nature.
- Read books and articles about nature and the environment.
- Take hikes or visit tidepools, and record significant features about what you find.
- Compare seeds, seedlings, and adult plants. Mix them up and ask your learners to match each seed to its corresponding seedling and adult.

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Teaching Individual Subjects

The previous section dealt with how to use a wide variety of approaches to engage your learners' various intelligences. This section deals with individual subjects, using specific suggestions to help you tailor your lessons to your learners' strengths. We'll add more subjects to this section in the future.

- Comprehension
- Spelling

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Teaching Individual Subjects

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Comprehension

Comprehension is not named as a specific area in our four-part lesson plan, but it underlies all we do and we devote some specific training time to it. During our first training, we use a poster of a ballet dancer's legs, a slice of a small tree trunk and a diagram of a football play, to illustrate that we are all "readers". Some of us read print well, others read diagrams, pictures, or body language well. How we understand depends on our prior experience, knowledge, and ability to generalize, infer, predict and create.

Paulo Freire on reading:
"Reading does not consist merely of decoding the written word or language; rather it is preceded by, and intertwined with knowledge of the world."

Tutors can approach comprehension in a number of ways, starting by talking with learners about their skills and strengths. Let's say a particular learner is proud of her skill as a house painter. How did she learn her trade? What makes one paint job better than another? If money and time were not considerations, how would she proceed? How would she teach an apprentice? This information might reveal much about that person's learning style and how they comprehend best. Remember that comprehension is a life skill as well as a reading skill, and it is greatly enhanced by discussing life experiences. Preliterate peoples knew and comprehended the forces of nature and danger signs by reading their surroundings. We comprehend based on our needs and experiences. However, in a more literate society, we are more dependent on text.

Some of our textbooks seem to imply that comprehension means answering questions at the end of a reading selection. Comprehension of the written word is more than a simple understanding of the story line or answering questions that start with who, what, or when. While that's a part of the comprehending process, comprehension also includes finding personal meaning in what has been read and in discovering how the story or information applies to the reader. It means finding a truth for the self and recognizing that those truths, from individual to individual, can be very different. Your idea of what's in the reading can be very different from mine. Through discussion we can share our viewpoints, reach a common ground, and acknowledge the validity of the different views. Ultimately, comprehension means finding yourself in the written word.

Involving the Intelligences in Comprehension



LANGUAGE (Linguistic)

Write a list of words that describes a character in a story you just read.

After reading instructions, tell someone how to perform the activity (i.e., recipe).

Explain what you like or understand in a story.

Tell which details support the main idea.



SPATIAL

Use pictures, movies to generate the discussion.

Visualize the setting of a story or what a character looks like.

Draw pictures that show how to do something.

Look at a picture and describe it in detail.



LOGIC/ MATH

Make up a new title to what you've just read.

Pick out the sentence in a paragraph that doesn't belong.

Make up questions that identify sequence in a story or poem.

Tell what will happen next in the story.

Outline what you've read.



BODY MOVEMENT (Kinesthetic)

Discuss what you've read while taking a walk.

Act out a story or a set of directions.

Go to a play.

Cut up cartoons and put them into a logical sequence.



MUSICAL

Listen to music and write lyrics.

Listen to music and interpret its meaning.

Read poetry and song lyrics and discuss.

Read a story and write a song about it.



SOCIAL
(Interpersonal)

Read a skit or play, with each person taking a different part.

Discuss what you've read with a partner.

Try duet reading with another person.



SELF
(Intrapersonal)

Connect what you've read with your own experiences.

Use imagery to remember what you've read.

Read and reflect.



NATURE
(Naturalist)

Read in a favorite outdoor location.

Read works that focus on nature or the environment. Ask yourself why the author has chosen to write about a particular subject. If the topic is something that is of interest to you, think about how you would write the book if you were the author.

Examine the way characters dress and talk in fictional stories. What do they have in common? How are they different from each other?

Stop at points during your reading and try to guess what will happen next, based on what you've read so far.



Teaching Individual Subjects

PRACTICE

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Spelling

We don't believe that spelling should be a major focus of our program's teaching goals, largely because we believe it should be connected with other activities.

Experience has taught us, though, that spelling is a common learner goal and tutor concern. If a learner came into the program asking to work exclusively on spelling, the natural question we would ask would be "spelling what?" When spelling is tied to the learner's life goals and survival needs, it is much more likely to be successful.

There are many different ways people can become better spellers. Research suggests that spelling relies heavily on visual memory. It is true that folks with a strong visual learning ability seem to do well, but not everyone has that strength. Additionally, many people have bad memories about spelling. They vividly recall spelling "bees," poor test scores, and their writing liberally sprinkled with red corrections. Considering all of the reasons that spelling is a challenge, the question we pose is: How can we improve spelling skills?

The following ideas are seeds, the start of many different activities, based on suggestions from tutors and learners. We encourage you to use these ideas as a starting point to generate your own activities. Let us know what works for you, so we can make this site even better!

Remember these general principles when designing your lessons:

- Spelling is best approached through writing or language experience stories generated by the student, rather than by using a textbook.
- Use a multiple-intelligence approach to give learners numerous ways to improve their spelling.
- Try strategies based on learners' goals or needs.
- The more intelligences that are engaged while teaching a lesson, the more effective the learning. Try to involve at least three in a lesson for the day.

Spelling according to John Irving
Author John Irving, in *The World According to Garp*, wrote that "no one should feel stupid for being a bad speller." He notes that English is more mongrel than purebred, and that because it's a mix of languages it offers many challenges to speakers and spellers of English. These challenges require us to work on developing some strategies to strengthen our skills.

Involving the Intelligences in Spelling



LANGUAGE (Linguistic)

Write down words and look up their meanings and histories.

Discover how to change a word to mean the opposite.

Spell out loud.



SPATIAL

Write words vertically.

Write words so their shape makes a picture of the word.

Break words into syllables and write each syllable in a different color.



LOGIC/ MATH

To see the connections between words, build word families.

Teach those spelling rules which are the most consistent.

Practice prefixes and suffixes in pattern exercise.

Analyze your writing for errors.



BODY MOVEMENT (Kinesthetic)

Use the computer or typewriter--change the type often.

Use stencils to write words.

Trace letters in the air with an extended arm or a flashlight.

Mark up words or text to show stress or spelling patterns.



MUSICAL

Use familiar tunes to memorize the letters to a word.

Use rhymes to remember words, "I'm a friend to the end" or "Miss-iss-ippi."



SOCIAL (Interpersonal)

Play spelling games. One person starts with a letter, the other adds one until a word is made. The last person to add a letter wins.

Play Scrabble.



SELF (Intrapersonal)

Picture a word in your head. What color is it? Spell it backwards. How many letters are in it?

Make a list of words that are personally important to you. Arrange them by categories or spelling patterns.



NATURE (Naturalist)

Take urban walks and try to spot spelling words as you walk around.

Practice prefixes and suffixes in pattern exercise.

Investigate roots of words and see how many words you can find that are based on the same root.



Additional Strategies

There are a number of additional strategies you can use to help your learners. These include creating effective learning environments, finding constructive ways to address mistakes, how to use dictionaries effectively, etc. We will continue to add to this section over time. Please keep checking back, and please let us know if there's an additional strategy that works well for you; we may want to include it here!

- [Using music](#)

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Additional Strategies

Using Music in Lessons

In this section:

- [Using Music in Lessons](#)
- [General Tips About Using Music](#)
- [Guided Imagery](#)
- [Music for Relaxation](#)
- [Creating Learning "Concerts"](#)

Music surrounds us. We turn to it in our homes and in our cars; we sing it on our playgrounds and in our choirs; we hear it in the whisper of the wind through the trees. Music energizes us, moves our bodies to the rhythm of a beat, enlightens us, makes us happy or sad. Music heals us. Through chants and songs, music can actually bring us back into balance so we experience greater well-being, increased energy, and better health. Music is a dynamic force which has profound implications in an educational setting.

Music is an activity that engages the whole brain. Traditionally, schools have taught to the left brain--the logical, linear side-- which is poorer at memory storage than the right side. Since music uses both sides of the brain, it allows us to put information into our long-term memory more easily.

Additionally, music helps create a relaxed, comfortable learning environment. Few of us would disagree with the idea that when we feel good--when we are in a calm, relaxed state --we are more receptive to learning; so we learn better. Music helps us reduce stress, enhance our sense of well-being, and activate our minds.

Are there certain kinds of music that create a more effective learning environment? According to the work of Georgi Lozanov, both classical and baroque music are the most conducive to linking learning with music. Terry Wyler Webb, in his book, *Accelerated Learning with Music*, says that both classical and baroque music "...produce the right frequencies and sounds which harmonize the functioning of the body and the brain." At the back of these cards, we've listed several pieces of classical and baroque music which have proven to be effective in teaching.

We have discovered at least three ways music can be used in tutoring sessions:

1. To create a relaxed and comfortable learning environment.
2. To be used with guided imagery exercises.
3. To reinforce and review concepts presented in the tutoring session.

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Additional Strategies

Using Music in Lessons: General Tips About Using Music

Before you use music in your lessons, know it well. Know how it changes, where the tempo picks up or where the emotional tonality changes.

It's important to use music to support what you're doing, but be careful that it doesn't overpower the experience.

Be very familiar with the audio equipment you use. The more smoothly you can operate it, the more smoothly the whole process will go.

Experiment as much as possible with combining music with words. Find out what works for you. Give yourself plenty of time to rehearse.

Types of Music

Accelerated Learning Systems, PO Box 140147, Dallas TX, 75214, has developed a set of classical and baroque tapes that are used in that program. They're emphasis is on classical and baroque music, but many modern pieces lend themselves well to music for relaxation, guided imagery and concerts. Lane Wass in her book, *Imagine That!*, recommends the works of Paul Winter, especially *Common Ground* and *Canyon* from *Living Music*, along with the work of George Winston. She also recommends Kitaro's work, especially *Tunhuang* and *India*, as well as Andreas Vollenweider's work, especially *White Winds*.