

Book Projects for the Multiple Intelligences

These are not mandatory; only optional.

Here are some different activities children may complete when they have completed reading. Throughout these book projects, students will utilize their Multiple Intelligences. These are meant to be completed independently or with friends and family. They are not mandatory or required assignments.

Howard Gardner developed the theory of Multiple Intelligences over 10 years ago.

- 4 **Linguistic intelligence** ("word smart")
- 4 **Logical-mathematical intelligence** ("number/reasoning smart, critical thinking")
- 4 **Spatial intelligence** ("picture smart")
- 4 **Bodily-Kinesthetic intelligence** ("body smart")
- 4 **Musical intelligence** ("music smart")
- 4 **Interpersonal intelligence** ("people smart")
- 4 **Intrapersonal intelligence** ("self smart")
- 4 **Naturalist intelligence** ("nature smart")

You do not have to return any of the projects. But, if you decide to complete a project that you are particularly proud of, you may share it with your classmates with teacher permission. Some may be displayed at your school or the Kiley Administration Building.

Book Club: After you and some friends have read the same book, plan a Book Club to talk about your thoughts and opinions about the characters, events, problem, solution, and major themes of the book. Feel free to discuss how you connected to the book and different questions that you had throughout the book. (*Interpersonal, Intrapersonal, and Linguistic Intelligences*)

Descriptive writing and Artistic Representation: Identify a descriptive sentence, phrase, paragraph, and/or page in the book. Then, complete an art

project such as a drawing, painting, sculpture, diorama, or any other artistic project to represent the author's words in a visual display. (*Linguistic and Spatial Intelligences*)

Thumbs Up, Thumbs Down! Write a review of the book -- in the style of a movie review. The student concludes by awarding a thumbs up or thumbs down on the book. This activity could be even more fun if two students read the same book. They could plan a lively interaction, a la and Ebert and Roeper, about the book, which could be videotaped for all to see! (*Interpersonal, Logical, Linguistic, Interpersonal Intelligences*)

Character Trait Diagram: Create a Venn diagram to illustrate similarities and differences in the traits of one of the main characters in the story and themselves. (*Intrapersonal, Logical, Linguistic*)

Write a Letter to the Author. After reading a book, share your personal reactions to the book in a letter written to its author. If a student writes to an author who is still alive, you might actually mail the letter. (*Linguistic and Intrapersonal Intelligences*)

Perform a Skit or Musical: Write a movie script or Musical for a favorite scene in the book. Assign friends to different parts and perform a skit for friends and family. (*Kinesthetic, Linguistic, Musical Intelligences*)

Create a Comic Book and or Picture Book: Turn a book, or part of it, into a comic book, complete with comic-style illustrations and dialogue bubbles. After reading a book, each student creates a picture book version of the story that would appeal to younger students. Or, turn a book, or part of it, into a comic book with comic-style illustrations and dialogue bubbles. The students can then share the books with friends or family. (*Spatial and Logical Intelligences*)

Conduct an experiment: After reading a nonfiction science book, take a scientific theory and put it into action. With the permission of your parents, conduct a science experiment that relates to the content of your book. (*Naturalist Intelligence*)