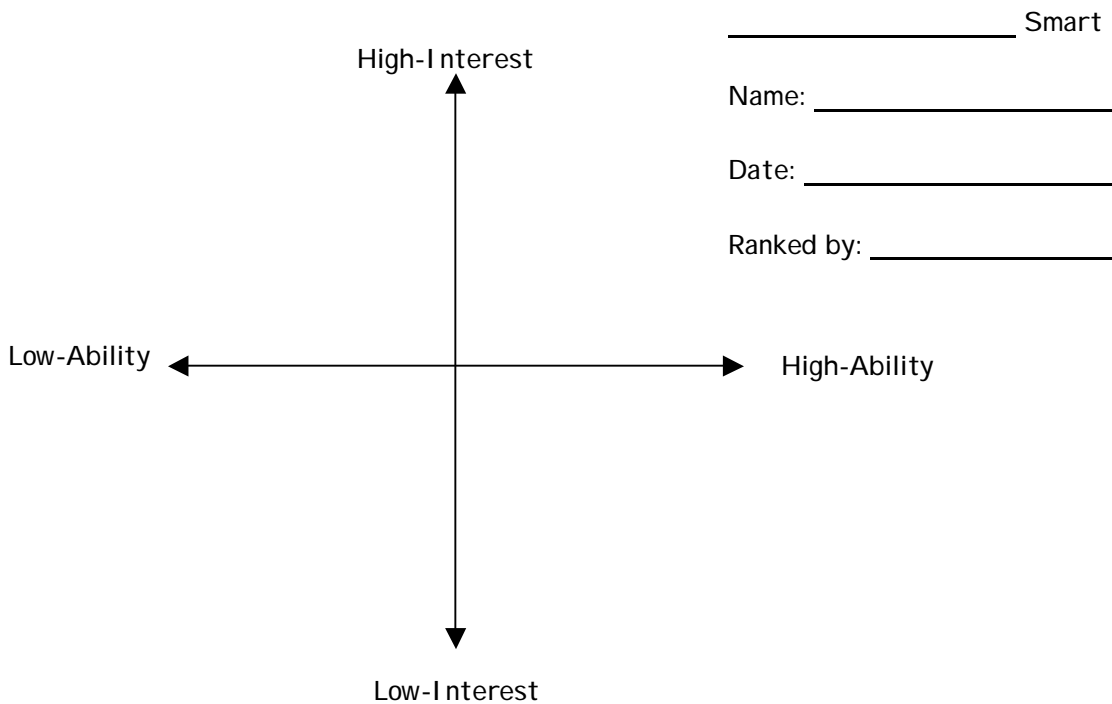
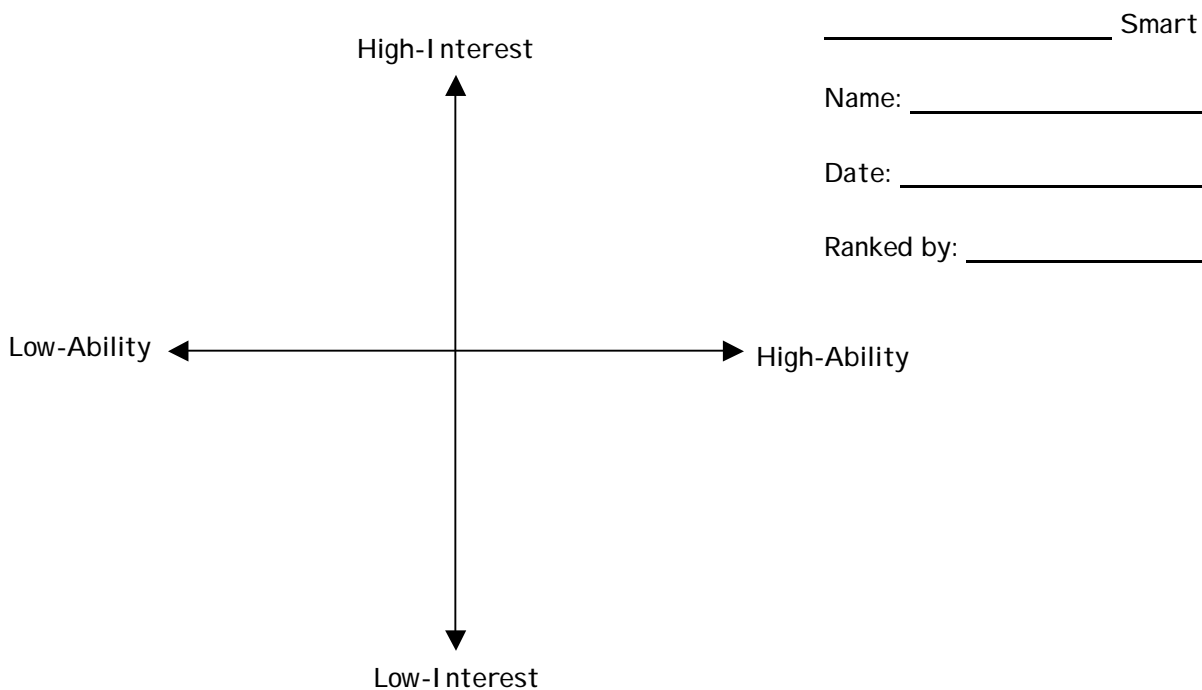


Line Graphs

These quadrant line graphs are like the ones used in the book. Record current abilities and interests for each smart for each member of your family or class. Print as many as you need. Remember to do this occasionally to keep you aware of changes.



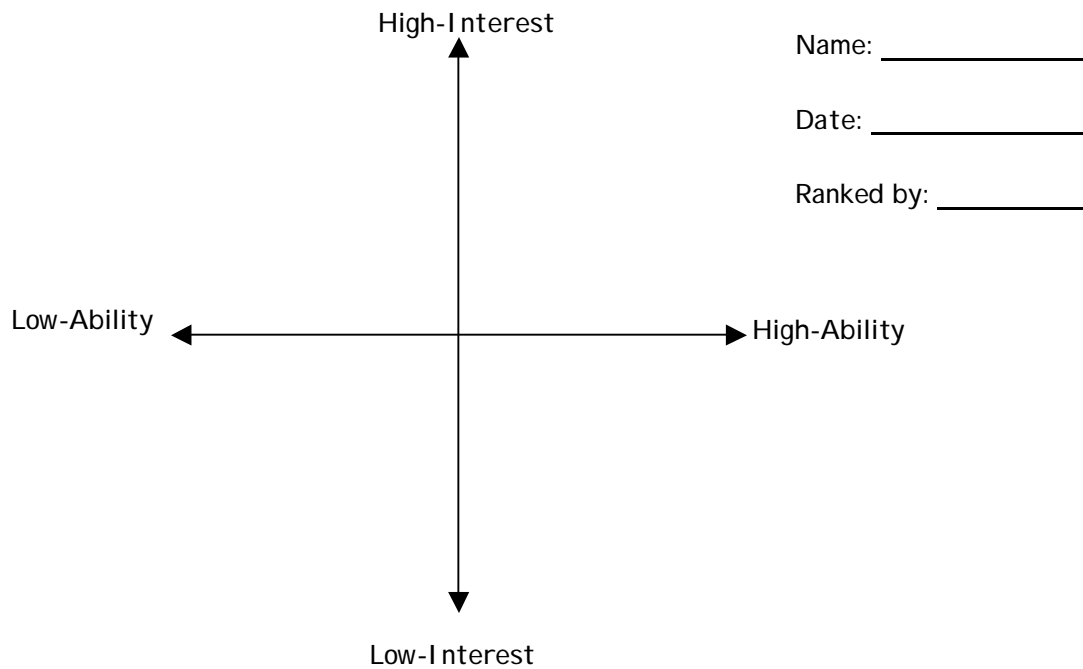
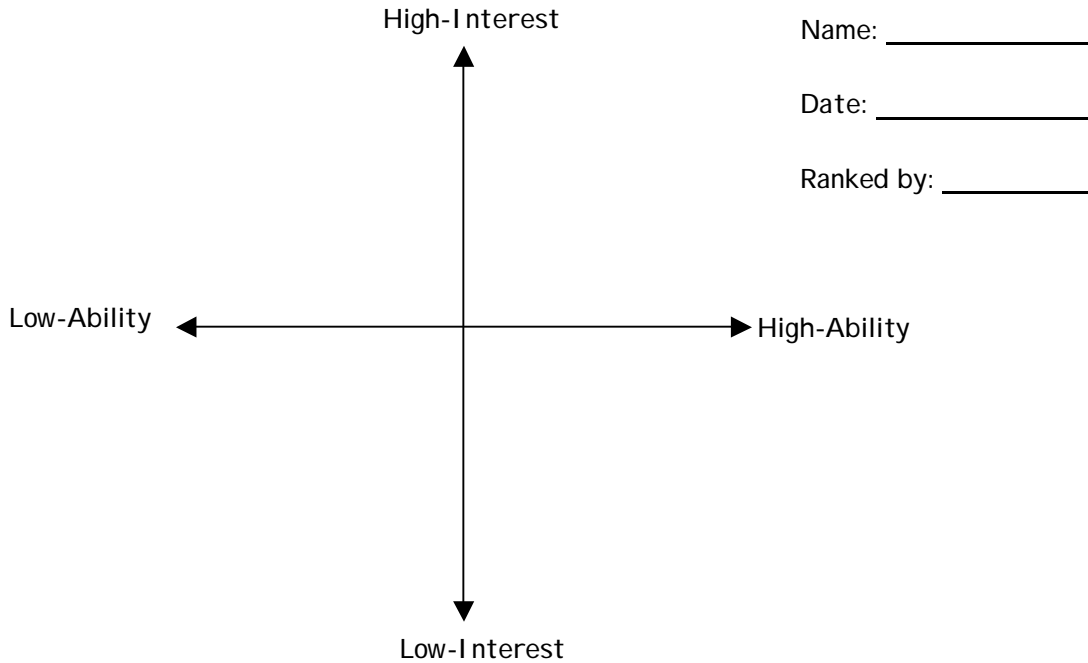
Based on the book "How Am I Smart? A Parent's Guide to Multiple Intelligences"

© 2007, Kathy Koch, Ph.D., www.CelebrateKids.com, 817-238-2020

Chicago, IL: Moody Publishing

Line Graphs - All 8 Smarts on One Graph

Use this graph to record all 8 smarts on one graph for each member of your family or class. (See p. 199 in "How Am I Smart?" for a sample.) Parents and teachers can also complete these graphs with children in mind and then compare their rankings to children's opinions. Talking with children about differences can be profitable. Print as many as you need and repeat regularly to notice and respond to changes.



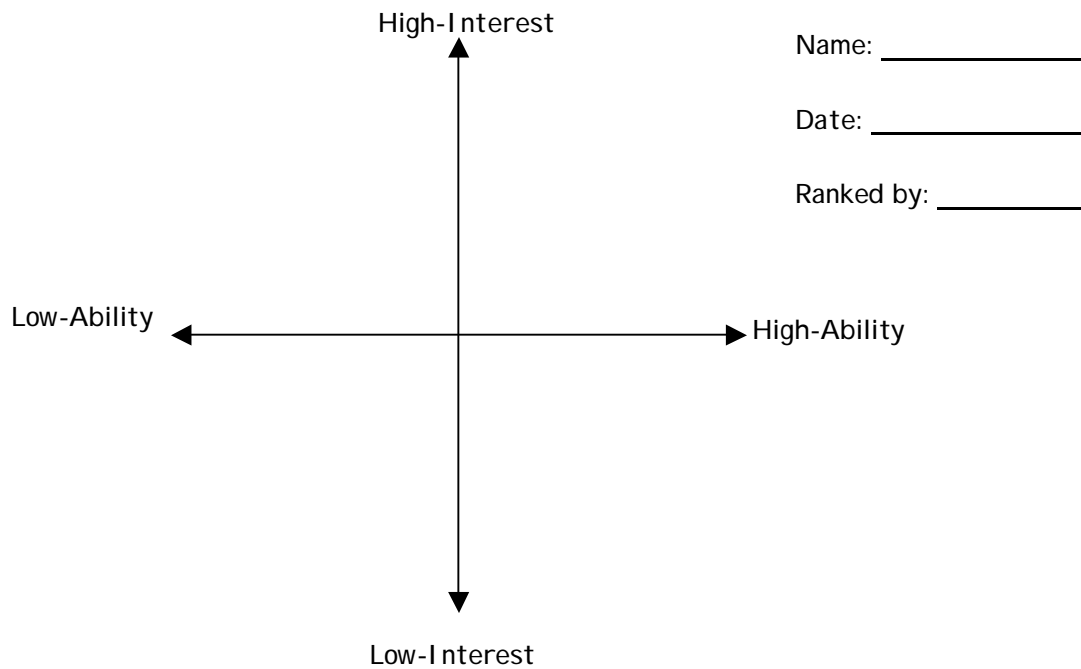
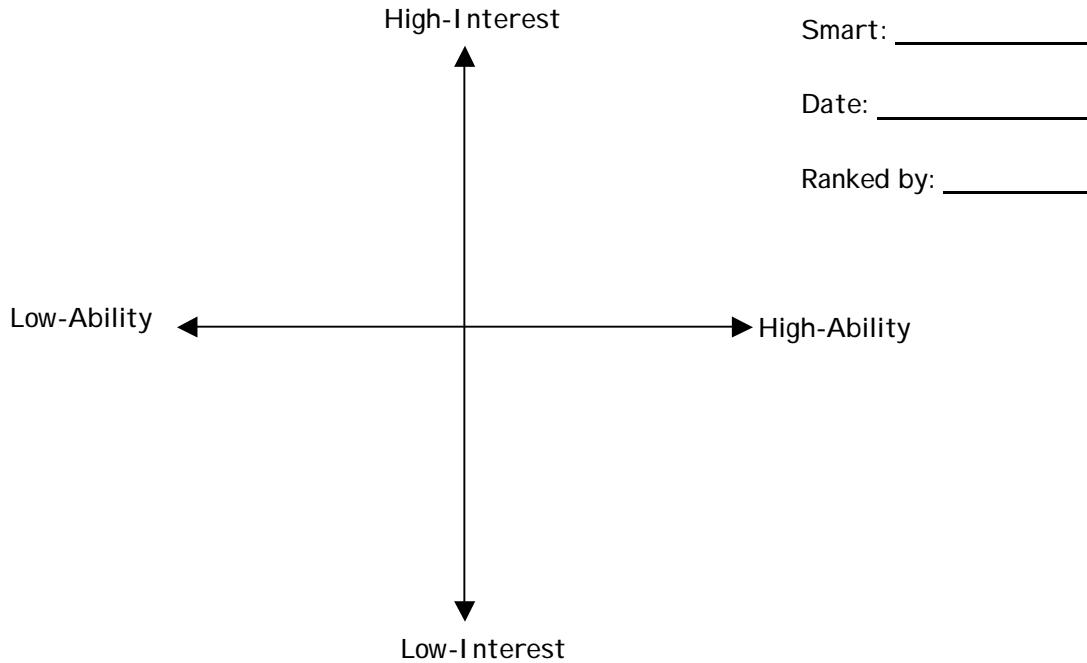
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Line Graphs - All People on One Graph for Each Smart

Use this graph to record all people in your family or class on one graph for each smart. (See p. 29 in "How Am I Smart?" for a sample.) Print as many as you need and repeat regularly to notice and respond to changes.



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Bar Graphs

When the smarts are explained to children, even young ones can use bar graphs to indicate how strong they think they may be in each smart. They can use separate graphs for ability and interest or just consider each intelligence as a whole on one graph. Parents and teachers can also complete these graphs with children in mind and then compare their rankings to children's opinions. This will help you see how accurate children's views are. You can choose to talk with them if their self-rankings aren't accurate, in your opinion. Ask them why they believe what they believe about their intelligences. Tell them why you ranked their intelligences the way you did. Provide evidence that encourages them. (Make as many copies as you can use.)

Name _____ Ability Interest Both (Circle one) Ranked by: _____
Date _____



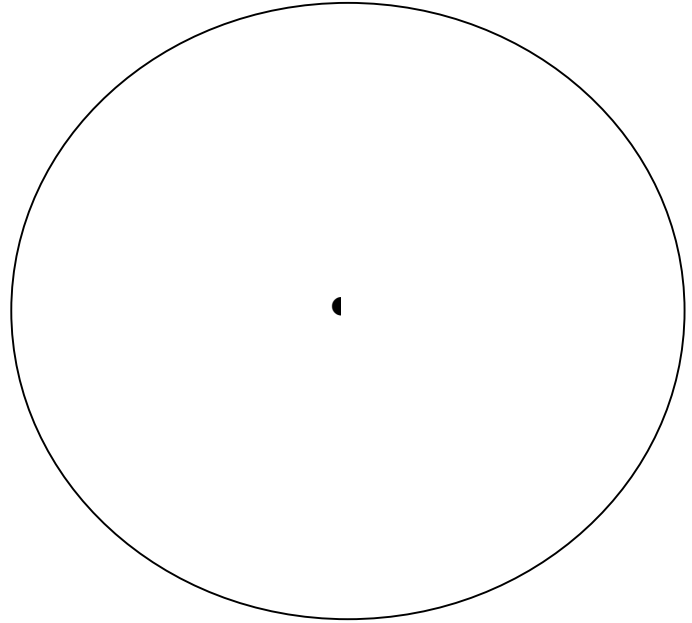
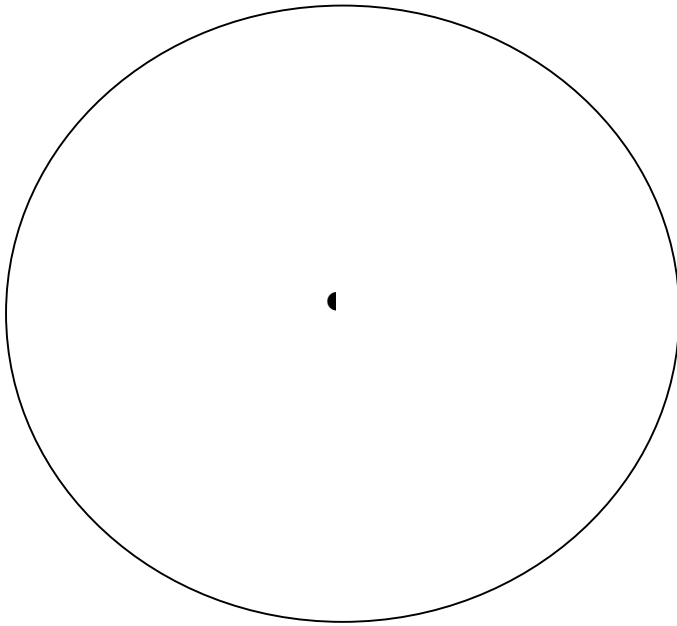
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Pie Graphs

Parents, teachers, and children can use pie graphs to visually portray how they think God designed them to be smart. Draw eight pieces of "pie" to represent the amount of each smart you think you have. Children, parents, and teachers can complete the chart for each other and compare visuals. (Print as many as you can use.)



Name _____
Date _____
Ability Interest Both (circle one)
Ranked by _____

Name _____
Date _____
Ability Interest Both (circle one)
Ranked by _____

Word Logic Picture Music Body Nature People Self

"How Am I Smart?" - Which Ones Are Your Top Four?

I think _____ smart is one of my top 4 smarts because _____

I'm glad because _____

I can use this smart when I _____



I think _____ smart is one of my top 4 smarts because _____

I'm glad because _____

I can use this smart when I _____



I think _____ smart is one of my top 4 smarts because _____

I'm glad because _____

I can use this smart when I _____



I think _____ smart is one of my top 4 smarts because _____

I'm glad because _____

I can use this smart when I _____

Word Logic Picture Music Body Nature People Self

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"How Am I Smart?" - Which Ones Are Your Bottom Four?

I think _____ smart is one of my bottom 4 smarts because _____

I'm glad because _____

I can use this smart when I _____



I think _____ smart is one of my bottom 4 smarts because _____

I'm glad because _____

I can use this smart when I _____



I think _____ smart is one of my bottom 4 smarts because _____

I'm glad because _____

I can use this smart when I _____



I think _____ smart is one of my bottom 4 smarts because _____

I'm glad because _____

I can use this smart when I _____

Word Logic Picture Music Body Nature People Self

"How Am I Smart?" - How Can You Be Smart With Your Smarts?

I can be smart with my **WORD** smart: _____

_____.

I can be smart with my **LOGIC** smart: _____

_____.

I can be smart with my **PICTURE** smart: _____

_____.

I can be smart with my **MUSIC** smart: _____

_____.

I can be smart with my **BODY** smart: _____

_____.

I can be smart with my **NATURE** smart: _____

_____.

I can be smart with my **PEOPLE** smart: _____

_____.

I can be smart with my **SELF** smart: _____

_____.

"How Am I Smart?" - Are You Sometimes Disobedient With Your Smarts?

I can be disobedient with my **WORD** smart: _____

_____.

I can be disobedient with my **LOGIC** smart: _____

_____.

I can be disobedient with my **PICTURE** smart: _____

_____.

I can be disobedient with my **MUSIC** smart: _____

_____.

I can be disobedient with my **BODY** smart: _____

_____.

I can be disobedient with my **NATURE** smart: _____

_____.

I can be disobedient with my **PEOPLE** smart: _____

_____.

I can be disobedient with my **SELF** smart: _____

_____.