



# TEYL

## Bloom's Taxonomies & Gardner's Multiple Intelligences

*English Lab IV  
University of Florence  
Education department  
October 2019*

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Learning to think  
Learning to learn

Learning needs to be  
constructive and situated

Planning objectives  
for

the English lesson









Let's work on

A framework integrating Bloom's  
taxonomy and Gardner's Multiple  
Intelligences

## Framework Integrating Bloom's Taxonomy and Gardner's Multiple Intelligences

Theme: \_\_\_\_\_

Year(s)- \_\_\_\_\_

		GARDNER'S MULTIPLE INTELLIGENCES							
									
		Verbal/Linguistic	Logical/Mathematical	Visual/Spatial	Bodily/Kinesthetic	Musical/Rhythmic	Interpersonal	Intrapersonal	Naturalist
BLOOM'S TAXONOMY	Remembering								
	Understanding								
	Applying								
	Analyzing								
	Evaluating								
	Creating								

Reflecting together on  
Gardner's Multiple  
Intelligences

# Verbal / Linguistic

- Enjoy listening, but are always ready to talk
  - Love poetry, music, dialogues, skits, debates
  - Learn through verbal instructions
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- 1) Discuss about different characters' point of view
  - 2) Compose a poem
  - 3) Brainstorm on...
  - 4) Introducing people
  - 5) Give a speech about
  - 6) Summarize
  - 7) Dramatize and role play

# Logical / Mathematical

- They think in an ordered sequential way
- Use reason and logic to solve problems

- 1) Put into sequences
- 2) Draw a chart or a diagram
- 3) Find causes
- 4) Count and rank
- 5) Compare and contrast
- 6) Divide according to patterns
- 7) Measure

# Visual / Spatial

- Learn by seeing, watching demonstrations
  - Enjoy learning from visual display and colours
  - Like pictures, graphical organizers, maps
- 1) Make a picture, draw a map
  - 2) Observe a situation
  - 3) Illustrate a story
  - 4) Design cartoons
  - 5) Make posters/collage
  - 6) Build models/give shapes



# Bodily/ Kinaesthetic

- They learn by hands-on experiences
  - Like working with materials
  - Remember what they have done more than what they have listened to or seen/read
- 
- 1) Make puppets
  - 2) Move following instructions
  - 3) Mime something
  - 4) Perform through dance, drama,...

# Musical/ Rhythmical

- They can compose and perform musically
  - They have a natural rhythm
  - Have the ability to communicate through music, poetry
- 
- 1) Sing and reproduce sounds
  - 2) Make a rap
  - 3) Compose a poem, a song, a nursery rhyme
  - 4) Play an instrument
  - 5) Produce a short video
  - 6) Keep the rhythm

# Interpersonal

- They work well as members of a group
  - They are good leaders
  - They are very persuasive
  - When making a decision, they listen to the others
- 
- 1) Work in pairs, groups
  - 2) Do interviews
  - 3) Invent and perform skits
  - 4) Develop games
  - 5) Share the rules
  - 6) Organize for the group

# Intrapersonal

- Listen a lot to their own dreams, aspirations, emotions
- Self-focused
  
- 1) Keep a diary, record, ...
- 2) Write about yourself, your experiences
- 3) Carry out an activity and explain to the others
- 4) Make a list of things you are interested in and link them to the topics

# Naturalist

- They love categorizing
  - They always observe things in nature others would miss
  - They are able to recognize and make distinctions between things
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- 1) Run a terrarium
  - 2) Keep a garden and grow vegetables
  - 3) Observe and explore nature
  - 4) Use recycle materials to recreate something
  - 5) Collect and use leaves, flowers, herbs, brunches,...

Which  
tools/criteria/practises?  
English Lab



Thank You for your attention