

# 8 GREAT SMARTS

Discover and Nurture  
Your Child's Intelligences

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## THE EIGHT INTELLIGENCES

<b><i>Dr. Armstrong's Labels</i></b>	<b><i>Dr. Gardner's Labels</i></b>	<b><i>Think With</i></b>
Word smart	Linguistic intelligence	Words
Logic smart	Logical-Mathematical intelligence	Questions
Picture smart	Spatial intelligence	Pictures
Music smart	Musical intelligence	Rhythm/melodies
Body smart	Bodily-Kinesthetic intelligence	Movement/touch
Nature smart	Naturalist intelligence	Patterns
People smart	Interpersonal intelligence	People
Self-smart	Intrapersonal intelligence	Reflection

## NOTES

### Chapter 1—“How Am I Smart?” An Introduction to the Eight Great Smarts

1. “Right Brain, Left Brain? Scientists Debunk Popular Theory,” *Huffington Post*, August 20, 2013, [http://www.huffingtonpost.com/2013/08/19/right-brain-left-brain-debunked\\_n\\_3762322.html](http://www.huffingtonpost.com/2013/08/19/right-brain-left-brain-debunked_n_3762322.html). See also Kendra Cherry, “Left Brain vs. Right Brain: Understanding the Myth of Left Brain and Right Brain Dominance,” *About Education*, <http://psychology.about.com/od/cognitive-psychology/a/left-brain-right-brain.htm>. See also Remy Melina, “What’s the Difference between the Right Brain and Left Brain?,” *LiveScience*, January 12, 2011, <http://www.livescience.com/32935-whats-the-difference-between-the-right-brain-and-left-brain.html>. See also J. A. Nielsen, B. A. Zielinski, M. A. Ferguson, J. E. Lainhart & J. S. Anderson, *PLOS ONE*, “An Evaluation of the Left-Brain vs. Right Brain Hypothesis with Resting State Functional Connectivity Magnetic Resonance Imaging,” August 14, 2013, <http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0071275>.
2. If you’re interested in knowing Dr. Gardner’s criteria for categorizing something as an “intelligence” versus a skill or talent, please see his 1993 book, *Frames of Mind: The Theory of Multiple Intelligences* Tenth-Anniversary Edition (London: Fontana Press), 62–67.
3. H. Gardner, “Reflections on Multiple Intelligences: Myths and Messages,” *Phi Delta Kappan* 77, no. 3 (1995): 203.

4. “Making Connections—Wiring the Brain,” Better Brains for Babies, University of Georgia, 2014, <http://spock.fcs.uga.edu>.
5. Ibid.
6. Kathy Koch, *Screens and Teens: Connecting with Our Kids in a Wireless World* (Chicago: Moody, 2015), 33–34.
7. James Hamblin, “100 Percent Is Overrated,” *The Atlantic*, June 30, 2015, <http://www.theatlantic.com/education/archive/2015/06/the-s-word/397205/>. See also Salman Khan, “The Learning Myth: Why I’ll Never Tell My Son He’s Smart,” *Huffington Post*, August 19, 2014, [http://www.huffingtonpost.com/salman-khan/the-learning-myth-why-ill\\_b\\_5691681.html](http://www.huffingtonpost.com/salman-khan/the-learning-myth-why-ill_b_5691681.html). See also Headmistress/Zookeeper, “Don’t Tell Your Kids They’re Smart,” *The Common Room Blog*, September 25, 2013, <http://thecommonroomblog.com/2013/09/dont-tell-your-kids-theyre-smart.html>. See also Alexandra Ossola, “Too Many Kids Quit Science Because They Don’t Think They’re Smart,” *The Atlantic*, November 3, 2014, <http://www.theatlantic.com/education/archive/2014/11/too-many-kids-quit-science-because-they-dont-think-theyre-smart/382165/>.
8. For a complete and practical explanation of these five core needs, I encourage you to read my first book: *Finding Authentic Hope and Wholeness: 5 Questions That Will Change Your Life* (Chicago: Moody, 2005). There’s also a summary of how God meets our core needs posted on our website: [www.8GreatSmarts.com](http://www.8GreatSmarts.com).

## **Chapter 2—“I Will Be Smart with My Smarts!” Multiple Intelligences and Character Intersect**

1. Correcting children well isn’t easy—it’s a fine art. This topic is covered in chapters 6 and 9 in *No More Perfect Kids*. I also offer a CD, *Fabulous Feedback: Complimenting and Correcting Children*, on our website: [www.CelebrateKids.com](http://www.CelebrateKids.com).
2. Jill Savage and Kathy Koch, *No More Perfect Kids: Love Your Kids for Who They Are* (Chicago: Moody, 2014).
3. Ibid.
4. Carol Dweck, *Mindset: The New Psychology of Success* (New York: Ballantine Books, 2007).

**Chapter 3—I Am Word Smart: I Think with Words**

1. Savage and Koch, *No More Perfect Kids*.
2. Dweck, *Mindset*.
3. See appendix A for ways word-smart children may learn vocabulary definitions well.
4. Koch, *Screens and Teens*, see especially chapter 6.
5. *Ibid.*, 42–44.
6. An extensive list of job skills and sample professions for each of the eight smarts is available here: [www.8GreatSmarts.com](http://www.8GreatSmarts.com).
7. Savage and Koch, *No More Perfect Kids*, chapter 3.

**Chapter 4—I Am Logic Smart: I Think with Questions**

1. See appendix B for a list of thinking verbs to teach and use with your children.
2. See appendix A for ways logic-smart children may learn vocabulary definitions well.
3. Savage and Koch, *No More Perfect Kids*.

**Chapter 5—I Am Picture Smart: I Think with My Eyes**

1. Koch, *Screens and Teens*.
2. You can learn more about this program for all math facts at [www.CityCreek.com](http://www.CityCreek.com).
3. See appendix A for ways picture-smart children may learn vocabulary definitions well.
4. Appendix B, first mentioned in chapter 4, has a complete list of thinking verbs. You'll find verbs here that will work well with picture-smart children.

5. Check out the Picture-Smart Bible at [www.PictureSmartBible.com](http://www.PictureSmartBible.com). It's one of my highest recommendations because every book of the Bible is beautifully and accurately summarized in a half- or full-page visual. While you read from a prepared script, children trace pictures representing key elements in the book and then color them however they want. You can do it, too. This tracing transfers the image to the brain and is used by God to renew the mind. I'm not very picture smart, but I like this approach because it activates a weaker smart I normally don't use. Added to my strengths, it enhances my comprehension and retention of the book's themes. Children who have picture-smart strengths can really benefit from and enjoy this Bible. You can use it for family devotions, your homeschool curriculum, or other appropriate platforms in your church or school.

### **Chapter 6—I Am Music Smart: I Think with Rhythms and Melodies**

1. Quoted in Joan Peyser, *The Memory of All That: The Life of George Gershwin* (New York: Simon and Schuster, 1993), 80.
2. See appendix A for ways music-smart children may learn vocabulary definitions well.
3. Savage and Koch, *No More Perfect Kids*.

### **Chapter 7—I Am Body Smart: I Think with Movement and Touch**

1. Savage and Koch, *No More Perfect Kids*.
2. See appendix A for ways body-smart children may learn vocabulary definitions well.

### **Chapter 8—I Am Nature Smart: I Think with Patterns**

1. See appendix B for a list of thinking verbs. Use these strategically to help nature-smart children.
2. See appendix A for ways nature-smart children may learn vocabulary definitions well.
3. Savage and Koch, *No More Perfect Kids*, 65–66.

**Chapter 9—I Am People Smart: I Think with People**

1. Carol Bainbridge, “Extrovert,” *About Parenting*, <http://giftedkids.about.com/od/glossary/g/extrovert.htm>.
2. Carol Bainbridge, “Introvert,” *About Parenting*, <http://giftedkids.about.com/od/glossary/g/introvert.htm>.
3. See appendix A for ways people-smart children may learn vocabulary definitions well.
4. Bainbridge, “Introvert,” *About Parenting*.

**Chapter 10—I Am Self-Smart: I Think with Reflection**

1. Bainbridge, “Extrovert,” *About Parenting*.
2. Bainbridge, “Introvert,” *About Parenting*.
3. See appendix A for ways self-smart children may learn vocabulary definitions well.

## APPENDIX B: THINKING VERBS

Children's smarts influence which thinking verbs they most naturally use. For instance, those with logic-smart strengths will usually think about things first in order to analyze, sequence, and solve. Children with self-smart strengths may decide, reflect, and give an example. Picture-smart children will most easily describe, illustrate, and design. To be successful in school and in life, it helps if children are exposed to and somewhat comfortable with all these verbs. You'll want to use a variety during family discussions and while teaching and on assignments, if you homeschool your children.

Using different verbs in a timely and strategic manner can help awaken the smarts. Using them on assignments and encouraging children to use them when studying on their own can improve their comprehension, memory, and ability to use the information accurately.

Start with teaching what these verbs mean. You can choose the ones that are age-appropriate for your children and actually



assign them as vocabulary words. What are the differences between compare and contrast? Between judge and evaluate? For the words that are very similar, explain when one might be used more appropriately than another. These efforts can help children predict questions teachers may use on tests so they're better prepared. They can also use relevant verbs when thinking about what information to include in papers and presentations. This will enhance their work.

agree	diagram	judge	relate
analyze	disagree	justify	reorganize
apply	discuss	label	restate
choose	distinguish	list	review
classify	evaluate	modify	select
combine	examine	name	sequence
compare	explain	outline	show
condense	extend	paraphrase	simplify
contrast	find	ponder	solve
create	formulate	predict	speculate
decide	generalize	prioritize	state
defend	give an example	produce	summarize
define	give cause/effect	prove	support
demonstrate	identify	react	synthesize
describe	illustrate	rearrange	trace
design	infer	record	transfer
determine	interpret	reflect	use