

# Eight Great Smarts: Discover and Nurture Your Child's Intelligences

By: Kathy Koch, PhD



**At CHESS, learning is individual.**

## FOUNDATIONAL Themes

"8 Great Smarts" explores the theory of multiple intelligences and how individuals possess unique combinations of "smarts" that influence their learning style and strengths. The book challenges traditional views of intelligence and emphasizes the importance of recognizing and developing these diverse intelligences. Recognizing and developing these diverse intelligences can lead to a more holistic and effective approach to education and personal growth.

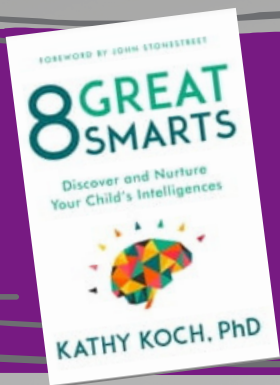
## BIBLICAL Principle

The book draws from biblical principles that emphasize the uniqueness of each individual as part of God's creation. It highlights passages that speak to the idea that every person has been uniquely gifted and can use their abilities for a higher purpose.

- Psalm 139:13-14, Ephesians 2:10, 1 Corinthians 12:4-6, Exodus 31:3

## IMPORTANT Vocabulary

- Multiple Intelligences: Refers to the theory that individuals possess a variety of distinct intelligences, each influencing how they learn and interact with the world.
- Smarts: In the context of the book, "smarts" are used as a colloquial term to describe the different intelligences or learning styles that individuals have.
- Word Smart: The intelligence related to language and linguistic abilities, such as reading, writing, and effective communication.
- Logic Smart: The intelligence related to logical reasoning, critical thinking, problem-solving, and mathematical abilities.
- Picture Smart: The intelligence related to visual and spatial perception, creativity, and artistic abilities.
- Music Smart: The intelligence related to musical aptitude, sensitivity to rhythm and melody, and appreciation of sounds and patterns.
- Body Smart: The intelligence related to physical movement, coordination, and kinesthetic abilities.
- Nature Smart: The intelligence related to an individual's connection to the natural world, understanding of living things, and appreciation of the environment.
- People Smart: The intelligence related to interpersonal skills, empathy, and the ability to understand and connect with others.
- Self Smart: The intelligence related to self-awareness, emotional intelligence, and understanding one's own strengths and weaknesses.
- Strength-based Learning: An approach that focuses on leveraging a person's dominant intelligences to enhance their overall learning and academic performance.
- Multiple Pathways to Learning: Acknowledging that there are various ways individuals can learn and demonstrate their knowledge beyond traditional academic approaches.



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## AT-HOME Strategies

[Reading Activities for  
Multiple Intelligences](#)



[Multiple Gateways:  
Multiple Intelligences](#)



## ACTIVE LEARNING Opportunity

[8 Great Smarts: An  
Overview](#)



[8 Great Smarts:  
Identification](#)



[Identifying Your Child's  
Smarts](#)



[Graphing Your  
Smarts](#)

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"Each of us possesses a unique combination of 'smarts' that contributes to the beautiful tapestry of human intelligence. Embrace your greatness and value the greatness in others." - Dr. Kathy Koch

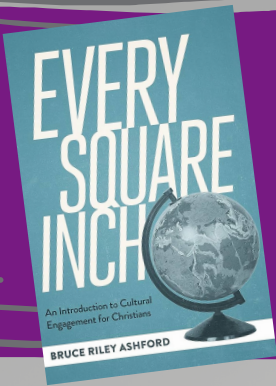
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## EXPECTED Outcomes

- By the end of "8 Great Smarts," readers gain a better understanding of themselves and others, recognizing that intelligence comes in various forms. They are equipped with practical strategies to unlock their full potential and appreciate the diversity of intelligences in their families, classrooms, and communities.
- Parents will be better able to support their students in their work at home as they implement strategies for enhanced learning based on their students' identified learning styles.

## ADDITIONAL Resources

Throughout the book, there are self-assessment quizzes and reflective exercises that help readers identify their dominant smarts and understand how they affect their interactions with the world. These activities encourage readers to actively engage with the material and apply it to their own lives.



# Every Square Inch: An Introduction to Cultural Engagement for Christians

By: Bruce Riley Ashford



## At CHESS, Jesus Christ is Lord of all.

### FOUNDATIONAL Themes

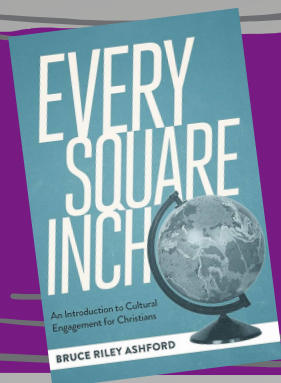
Jesus Christ is Lord of all and relevant to every dimension of society & culture. Being a Christian does not necessarily mean that you think and live biblically.

### BIBLICAL Principle

"I appeal to you therefore, brothers, by the mercies of God, to present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual worship. Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect."  
Romans 12:1-2

### IMPORTANT Vocabulary

- Remove the barrier between the sacred & the secular.
- Christ followers reflect the transformative power of God in and for the culture, to the glory of God. Reciprocal nature of humanity shaping culture and culture shaping humanity.
- Image-bearers - Humans created in God's image and likeness. (Genesis 2:15; Exodus 31:1-11)
- Sin, distortion, alienation - The fall of humanity resulted in worship of the creature vs. the Creator.
- Separation occurred between God & man and man & man. (Romans 1:25)
- Redemption & Restoration - God redeems His people back to Himself and commands humanity to bring restoration to creation.
- Become a culture-maker.
- Compartmentalize or compromise (pg. 116)
- Education that approaches every academic discipline can be corrupted and misdirected, but through a biblical lens, be redemptively redirected. (pg. 118)



# Every Square Inch: An Introduction to Cultural Engagement for Christians

By: Bruce Riley Ashford



**At CHESS, Jesus Christ is Lord of all.**

## AT-HOME Strategies

Consider and discuss:

- How do you define success?
- What is the good life?

## ACTIVE LEARNING Opportunity

- Develop a theological framework to see all of life under the lordship of Christ.
- What is God's creational design for this realm of culture?
- How has it been corrupted and misdirected by our sin and rebellion?
- How can I bring healing and redirection to this realm? pg. 132-133

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"Oh, no single piece of our mental world is to be hermetically sealed off from the rest, and there is not a square inch in the whole domain of our human existence over which Christ, who is Sovereign over all, does not cry: Mine!"

Abraham Kuyper

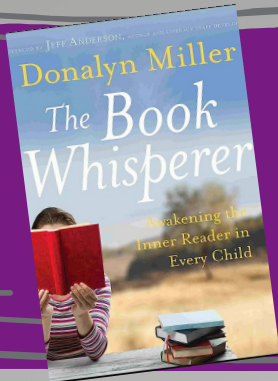
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## EXPECTED Outcomes

- Establish a biblical worldview in art, science & technology, politics & the public square.
- Promote the common good & restrain evil.

## ADDITIONAL Thoughts

- Let every student be plainly instructed, and earnestly pressed, to consider well [that] the main end of his life and studies is to know God and Jesus Christ which is eternal life, Jn 17:3, and there to lay Christ in the bottom, as the only foundation of all sound knowledge and learning. Harvard College, 1643
- Humanity's mission is to spread God's glory across the face of the earth by building societies of worshipers who, in turn, produce cultures that honor God. pg. 127



# The Book Whisperer: Awakening the Inner Reader in Every Child

By: Donalyn Miller



**At CHESS, everyone is a reader.**

## FOUNDATIONAL Themes

- Everybody is a reader (p. 23, 1st paragraph)
- Lifelong readers are the goal (p. 171)

## BIBLICAL Principle

"And the child grew and became strong, filled with wisdom. And the favor of God was upon him." Luke 2:40

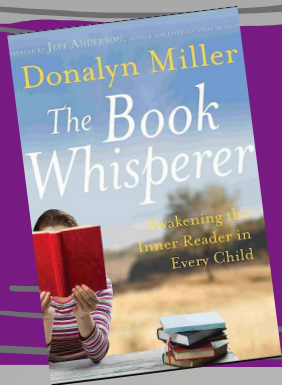
"Get wisdom, get understanding; do not forget my words or turn away from them. Do not forsake wisdom, and she will protect you; love her, and she will watch over you. The beginning of wisdom is this: Get wisdom. Though it cost all you have, get understanding." Proverbs 4:5-7

## IMPORTANT Vocabulary

### Types of Readers (pg. 24)

- Developing readers - students who haven't had a good reading experience yet or have learning challenges that make reading difficult.
- Dormant readers - those who have the ability to become proficient readers, but for various reasons, they have not fully embraced reading yet. They might be disinterested, have had negative experiences with reading, or have not found books that resonate with them. They have potential but need the right environment and encouragement to awaken their interest in reading.
- Underground readers - those students who are passionate about reading but may not openly express it due to peer pressure, social norms, or other reasons. They may hide their love for reading to avoid being labeled as "nerdy" or "uncool." These readers often read secretly or only share their passion with trusted friends.





# The Book Whisperer: Awakening the Inner Reader in Every Child

By: Donalyn Miller



**At CHESS, everyone is a reader.**

## AT-HOME Strategies

- Dormant and developing readers: Readers without the power to make their own choices are unmotivated. They need support for where they are in their development and the chance to feel success as readers instead of experiencing reading failure. They also need to read and read.
- Underground readers just want to read! The teacher or parent should not be a barrier. Get out of the way and let them read!

## ACTIVE LEARNING Opportunity

- Model reading for your students - have a daily 20 minute family DEAR time (Drop Everything And Read)!
- Surround your students with books - libraries, and dollar book swaps are a great place to start!
- Preschool students can sign up for Dolly Parton's Imagination Library where they receive free books!

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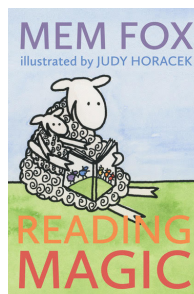
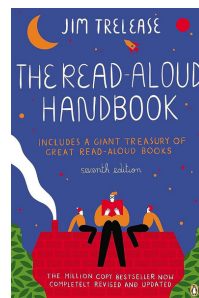
"Because of dyslexia, reading has been a struggle for my student for many years. At the beginning of last year, I was floored when I saw him choosing to read for the first time ever! He brought a book with him wherever we went - in the car, out to dinner, and at his grandparents' house. I couldn't believe how much of a difference it made when he got to choose what he was reading. At the end of the year, I was so thrilled to learn that he had read 2,100 pages - over 1,000 more pages than he would have read if CHESS was following a "typical" curriculum. I am thankful that he is well on his way to becoming a lifelong reader." - Hannah, CHESS Parent

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## EXPECTED Outcomes

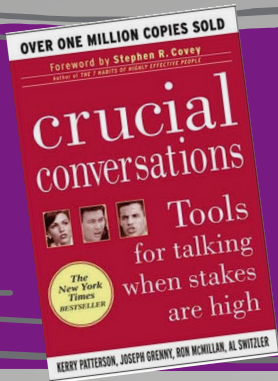
- Students who do not read regularly become weaker readers each year. By reading regularly, students ensure that they are growing and becoming stronger in their reading ability and comprehension.
- Research shows that students who read at least 20 minutes a day improve in all subjects.

## ADDITIONAL Resources



Read-Aloud  
Revival





# Crucial Conversations: Tools for talking when stakes are high

By: Joseph Grenny, Kerry Patterson, Al Switzler, and Ron McMillan



**At CHESS, we can do hard things.**

## FOUNDATIONAL Theme

We must develop the tools that make it safe for us to discuss difficult issues and to come to a shared pool of meaning. When we do, our lives change.

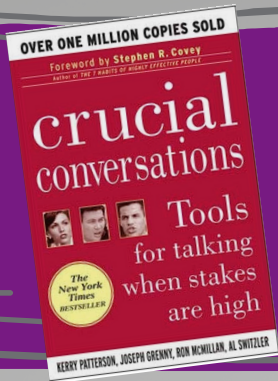
## BIBLICAL Principle

"The tongue has the power of life and death."

Proverbs 18:21

## IMPORTANT Vocabulary

- **Crucial Conversation:** any conversation where the stakes are high, emotions are strong, and opinions vary. These conversations often involve sensitive topics or disagreements, and how they are handled can significantly impact relationships and results.
- **Pool of Shared Meaning:** combined knowledge, beliefs, and opinions shared by individuals in a conversation. It is the space where people contribute their thoughts and openly share information to build mutual understanding and reach a resolution.
- **Safety:** creating an environment where individuals feel comfortable speaking honestly and openly without fear of negative consequences. It involves emotional safety, ensuring that people feel respected and valued, even when discussing difficult or contentious topics.
- **Silence:** one of the safety threats that can occur during a crucial conversation. Happens when people withhold their thoughts, opinions, or feelings, usually due to fear of negative reactions or potential conflict.
- **Violence:** any form of verbal or physical aggression that can arise during a crucial conversation. It includes raising one's voice, using harsh language, or any behavior that intimidates or disrespects others.
- **Masking:** occurs when individuals downplay or hide their true thoughts and feelings during a crucial conversation. It often involves being overly agreeable or not expressing one's concerns honestly.
- **Controlling:** behavior when one or more individuals try to dominate the conversation or dictate the outcome without considering others' perspectives or input.
- **Making It Safe:** skill that involves taking steps to ensure that the conversation remains respectful and non-threatening. It includes establishing mutual purpose and mutual respect.
- **STATE:** Share your facts, Tell your story, Ask for others' paths, Talk tentatively, and Encourage testing. It's a framework to guide individuals in expressing themselves effectively during crucial conversations.
- **AMPP:** Ask to get things rolling, Mirror to confirm feelings, Paraphrase to acknowledge the story, and Prime when you need to clarify. navigate crucial conversations by facilitating effective listening and understanding.



# Crucial Conversations: Tools for talking when stakes are high

By: Joseph Grenny, Kerry Patterson, Al Switzler, and Ron McMillan



**At CHESS, we can do hard things.**

## AT-HOME Strategies

- Coaching for Crucial Conversations (pg. 214-216)

## ACTIVE LEARNING Opportunity

- Role-play: Parent and student engage in open and empathetic dialogue, applying the communication strategies from the book, to explore solutions and strategies for improving academic challenges, time management, and personal development. This practice will help students grow in their ability to have meaningful and supportive conversations.

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"Crucial conversations are important because we as parents we want to be the single greatest earthly influence on our children. As often as possible we want the information coming from us first, rather than second or last and having to face undoing a lot of wrong information. It may feel like having crucial conversations robs your children of an element of innocence but in fact it empowers them with confidence and verbiage to stand up for their beliefs, their community, themselves and most importantly- their God. We only have a few short years to have these conversations with our kids and you are the best judge of their readiness." - Monika, CHESS Parent

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## EXPECTED Outcomes

Readers will be better equipped to tackle tough issues, strengthen relationships, and achieve mutually beneficial outcomes in crucial conversations. Parents will be better able to guide students through conflict as they work toward resolution with their peers.

## DIGITAL Resources

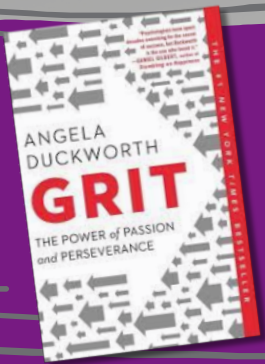
[Crucial Conversations  
Planner](#)



[Crucial Conversations  
Worksheet](#)







# GRIT: The Power of Passion and Perseverance

By: Angela Duckworth

➤ At CHESS, if we don't quit, we win.

## FOUNDATIONAL Themes

- Talent x Effort = Skill; Skill x Effort = Achievement (efforts counts twice)
- Growth mindset - nurturing a growth mindset in all levels of learning will establish a top-level achievement goal and the perseverance to follow through.
- Stick with something for two years (pg.44)
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## BIBLICAL Principle

"Whatever you do, work heartily, as for the Lord and not for men, knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ."

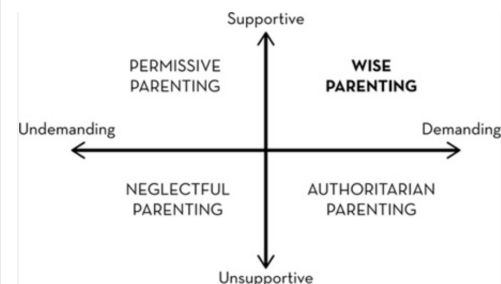
Colossians 3:23-24

## IMPORTANT Vocabulary

- Ultimate Concern - goals aligned to a single passion of supreme importance
- Talent
- Effort
- Skill
- Passion
- Perseverance
- Culture of Grit - shared norms & values of a group - "This is who we are...we don't quit"
- Focus on the process, not perfection. Mistakes, problems, and even failures are opportunities to get better, not quit.

## AT-HOME Strategies

- Parenting for Grit (pg. 199)

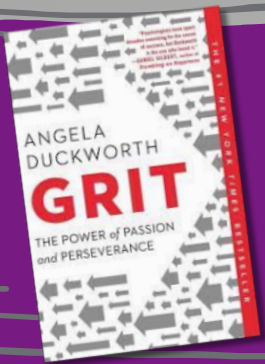


- What matters more than the messages parents aim to deliver are the messages their children receive.

## LEARNING Assessment

**Take the Grit Scale Assessment**





# GRIT: The Power of Passion and Perseverance

By: Angela Duckworth



**At CHESS, if we don't quit, we win.**

## DIGITAL Resources



TED Talk

Grit: The power of passion  
and perseverance

## EXPECTED Outcomes

- Achievement, performance, and resilience are the skills that differentiate employees in the marketplace.

## ACTIVE Learning

- Passion & Perseverance. High achievers demonstrate focus on their passion consistently over time. (pg. 55-57)
- Novice vs. Expert

Character Lab  
Playbook



"Grit and measures of talent and IQ are unrelated, suggesting that talent puts no limits on the capacity for passion and perseverance."

Angela Duckworth

