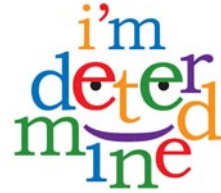


Organizing Topic: IEP Involvement

Title: What Helps You Learn Best?

Target Level: Elementary and Middle Schools



Sample Related Standards of Learning:

- 1.12 The student will write to communicate ideas.
 - a) Generate ideas.
 - b) Focus on one topic.
 - c) Use descriptive words when writing about people, places, things, and events.
 - d) Use complete sentences in final copies.
 - e) Begin each sentence with a capital letter and use ending punctuation in final copies.
 - f) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.
 - g) Share writing with others.
 - h) Use available technology.

- 3.1 The student will use effective communication skills in group activities.
 - a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
 - b) Ask and respond to questions from teachers and other group members.
 - c) Explain what has been learned.

Objective:

- Students will identify tools, people and resources that help them learn best.

Prerequisite Understandings/Knowledge/Skills:

- Knowledge of how to use resources for help
- Knowledge of the five senses

Materials Needed:

- "I Learn Best by ..." worksheet
- "How Smart Am I?" handout
- Access to web-based or paper copy of Multiple Intelligence Inventory

Timeframe: 30 minutes

Lesson Procedure:

1. Introduce the lesson by discussing the fact that everyone is unique and that we all have different strengths and needs. Stress to students that one of the ways we vary is in the way that we learn new material. Briefly discuss each of the learning styles:

*visual (looking),
auditory (listening), and
kinesthetic (touching/manipulating).*

Emphasize to students the fact that people use each of these styles to learn, but generally speaking, individuals have strengths in only one of these areas. Ask students to think about what style they prefer when they are learning new materials. Have each student circle their preferred learning style on the *"I Learn Best by ..."* worksheet. Online learning styles inventories for student use can be found at the following websites:

www.berghuis.co.nz/abiator/lsi/lsitest1.html

www.berghuis.co.nz/abiator/lsi/lsitest2.html

www.ldpride.net/learning-style-test.html

2. Emphasize that one learning style is not better than another. Identify three sections of the room and associate one of the learning styles with each section. Ask students to go the section of the room which corresponds to their preferred learning style. As a group, have students identify a strength and a challenge associated with the way they learn.
3. Discuss the fact that people can be considered "smart" in a variety of ways. Often we wrongly think that the only way for people to be smart is if they read well. We know, however, that this is not true and people can be smart in different ways. This is another way that we are all unique. Review with the students the *"How Smart Am I?"* handout. Ask students to think about their own strengths and complete a multiple intelligence inventory such as one available at the following websites:

<http://literacyworks.org/mi/assessment/findyourstrengths.html>

4. Individually discuss with each student their assessment results.
5. As a group, discuss why it is important to know your learning styles and areas of strengths. Also discuss what they should be doing with this knowledge and who they should be sharing information with about their learning styles and strengths.

Specific Options for Differentiating this Lesson:

- Use read aloud support.
- Provide examples and non-examples of the categories listed in the "*I Learn Best by...*" worksheet and "*How Smart Am I?*" handout.

Evaluation:

- Teacher checks for individual understanding by reviewing students' worksheets.

Extending Understanding:

- Have the students write a summary describing their learning styles and areas of strengths.

I learn best by . . .



Looking



Listening



Touching

How Smart Am I?



Word Smart means that I am good at writing, reading, spelling, and talking. I have an easy time using words. Jobs that *word smart* people enjoy include authors, lawyers, public speakers, and comedians.

Number Smart means that I am good at math and using numbers. I am also good at riddles and computers. Jobs that *number smart* people enjoy include bankers, scientists, computer programmers, judges, and detectives.

People Smart means that I am good at understanding other people and their feelings. I might be a good leader. Jobs for those who are *people smart* may include politicians, actors, nurses, salespeople, and counselors.

Music Smart means I am good at patterns, tempos, rhythms, and sounds. I am probably good at singing and playing a musical instrument. Jobs that *music smart* people enjoy include musicians, singers, composers, and DJs.

Self Smart means that I understand myself very well. I am aware of my own feelings, ideas, and dreams. Jobs that *self smart* people enjoy include psychiatrists, religious leaders, and philosophers.

Picture Smart means I am good with images and have an eye for detail. I can paint, draw, build, and design things. Jobs that *picture smart* people enjoy include artists, navigators, painters, architects, photographers, and florists.

Body Smart means that I am good at moving my body. I might be good at sports or dancing. I might also be good at crafts like sewing, carving, or building models. Jobs that *body smart* people enjoy include: athletes, surgeons, physical therapists, dancers, jewelers, and carpenters.

Nature Smart means that I enjoy the outdoors and have a connection with plants, animals, and your surroundings. I might be good at gardening or cooking. Jobs that *nature smart* people enjoy include veterinarians, animal trainers, zoologists, and astronomers.

*Adapted from: Armstrong, Thomas. **Multiple Intelligences in the Classroom**. Alexandria: Association for Supervision and Curriculum Development, 2000 & <http://library.thinkquest.org>*