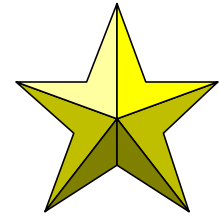




Topic: Learning Styles Personal Brochure



Grade: 8

An integrated lesson plan covering 3 sessions of approximately 1 hour each.

Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Non-competitive work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

This lesson is designed to teach students how to identify personal learning styles, strengths, and characteristics that impact positive learning. In the process the students will complete inventories on on-line. The students will use the information that they have gathered about themselves to create a personal brochure explaining their learning strengths and helpful learning strategies.

Lesson Objectives

Project Objectives: When students complete this session, they will be able to ...

- ❖ Identify personal learning style
- ❖ Identify strengths and weaknesses

- ❖ Identify accommodations and modifications for learning
- ❖ Publish a personal learning brochure

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to....

- Reading:* read and answer questions about learning style
- Grammar:* apply standard punctuation and sentence structure
- Writing:* summarize personal information in a brochure form; edit for a final copy
- Technology:* basic computer usage; use a site on the internet; develop a personal brochure

Strategies to Address Native American and At-Risk Students

- ❖ Present the whole concept before beginning on sub-skills
- ❖ Recognize and build on learners' strengths and personal attributes
- ❖ Allow for personal instruction and directions
- ❖ Creating a out-come based assessment
- ❖ Provide individualized assistance as needed
- ❖ Cooperative rather than competitive
- ❖ Allow for personal relevance
- ❖ Allow for creativity and personal development

State/National Standards (Complete as Appropriate)

- R&W #2** Students will write and speak for a variety of purposes and audiences
- R&W #4** Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- R&W #5** Students read to locate, select, and make use of relevant information from a variety of media, reference and technological sources

Websites

Required:

On-line inventories

<http://www.mxctc.commnet.edu/clc/survey.htm>

<http://snow.utoronto.ca/Learn2/mod3/miinventory.html>

Support:

<http://www.fln.vcu.edu/Intensive/PSI.html>

<http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ilsweb.html>

Pre-requisites

- ❖ Basic knowledge of using a computer for word processing and internet searching.
- ❖ Sixth grade reading and writing skills

Handouts

- ❖ Lesson Checklist (Handout 1)
- ❖ Brochure Checklist (Handout 2)
- ❖ Lesson Rubric (Handout 3)
- ❖ Sample Brochure (Handout 4)

Materials

- ❖ Sample brochure on the computer and/or printed to paper

Required Equipment/Technology

- ❖ A computer with internet access
- ❖ A computer with Microsoft Publisher

THE LESSON

Part I - Preparation

Activity	Instructor Notes	Time
Discuss the topic	Tell a story about a problem with mismatched learning styles. Ex. When I was in the 5 th grade the SS teacher would have us listen to information that she read. We had to answer questions afterward. I did not do well because I am not an auditory learner.	5 minutes to discuss story.
Learning Styles	Briefly discuss that there are 3 types of learning styles (visual, auditory, and kinesthetic). Students will be participating in questionnaires to identify their own learning style.	5 minutes
Examine and discuss handouts	Go through each handout and allow for questions and clarifications.	10 minutes

Presentation

Brochure	Show students the example of a completed brochure that presents information about personal learning styles. Allow for questions and clarifications.	10 minutes
Internet sites	Show students how to use the URL addresses www.mxtctc.commnet.edu/clc/lstyles.htm and http://snow.utoronto.ca/Learn2/mod3/miinventory.html . Show the students how to complete the questionnaire on-line.	15 minutes
Internet sites	Show students other information presented on the website that gives information on strategies and accommodations for learning styles	15 minutes

Part II - Performance and Practice

Complete on-line questionnaire	Students choose at least two of the websites for completing questionnaires from those presented by the teacher. Students need to use the website as a reference for developing accommodations and modifications section of their brochure. Students will need to make notes from the website.	30 minutes
Develop personal brochure	Students develop their own personal brochure that identifies their learning style, accommodations and modifications, other helpful information, and activities that would interfere with successful learning. Save work to edit for Part III	30 minutes

Part III

Finish and edit saved brochure	Students open their saved brochure and complete the brochure. When the brochure is complete, they are to save and print a final copy.	30 minutes
Present brochure	Students will present their brochure to the class. Students can edit their copy of the brochure as they see other examples. Then they can up-date the changes on the computer.	20 minutes
Final editing	Students do final editing of their brochure and print out a final copy to the teacher for evaluation.	10 minutes

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectations for the class clear throughout the lesson?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. How many learning intelligences am I addressing?
5. Are students “connecting” to lesson objectives? Why?
6. How is this lesson “integrated?”

Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. Are all students participating in the activities?
3. How are students performing? Are all of them able to meeting 80% of the lesson objectives? If not, what am I doing to help them achieve more?

Technology

1. Is the technology working?
2. How are students reacting to the technology, and what do I need to remember when I teach this lesson again?
How are students applying or wanting to apply their technical skills in other areas?

Lesson Checklist

Lesson Checklist – Handout 1

Part I - Preparation

Discuss the topic	
Learning Styles	
Examine and discuss handouts	

Part I - Presentation

Brochure	
Internet sites	

Part 1 –Performance and Practice

Complete questionnaire handout	
Complete on-line questionnaire	

Part II – Performance and Practice continued

Discuss learning style strategies hand-out	
Developing an computer generated brochure	
Develop personal brochure	

Part III – Performance and Practice continued

Finish and edit saved brochure	
Present brochure	
Final editing	

Technology Checklist

MS Publisher Brochure Checklist – Handout 2

1. Open Publisher.	
2. Select a brochure template from the wizard.	
3. Change title	
4. Insert learning style and brief summary Insert strategy and accommodation information Insert other appropriate information and clip art	
5. Save and print copy to edit	
6. Edit saved brochure	
7. Save and print final copy for the teacher	

Lesson Rubric (Handout 3)

Score	0	1	2	3
Student completed a paper and on-line questionnaire	A questionnaire was not attempted	One of the questionnaires was attempted	One of the questionnaires was completed	Both questionnaires were completed
Identified personal learning strategies or accommodations	Strategies or accommodations were not identified	Two to four strategies or accommodations were identified	Five to seven strategies or accommodations were identified	Eight or more strategies or accommodations were identified
Student created a computer generated brochure	A brochure was not attempted	A brochure was started and partially completed	A brochure was completed, but errors in format and editing existed	A brochure was completed and edited for 90% of the errors and format

Handout 4 –Sample Brochure

The Importance of Learning Styles

It is important for students to identify their learning style.

When students know how they learn best they can help themselves and teachers by insuring that the appropriate instruction is provided as often as possible. It is equally important that students learn accommodations for their learning style when it is not possible for the instruction to be presented according to their learning style.



Caption describing picture or graphic.



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Mrs. Allen's Learning Styles

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Learning Styles

There are three types of learning style. The three types are visual, auditory and kinesthetic. In addition to learning styles there are 7 multiple intelligences first identified by Howard Gardner. In this brochure I will share the learning style that best works for me.



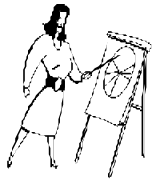
Characteristics of a Visual Learner

- ◆ Need to see it to know it
- ◆ Have strong sense of color
- ◆ May have artistic ability
- ◆ Difficulty with verbal directions
- ◆ May over-react to sounds
- ◆ Misinterprets words
- ◆ Has trouble following lectures
- ◆ Mind strays from verbal activities
- ◆ Organized in approach to tasks
- ◆ Good handwriting

Strategies to Help a Visual Learner

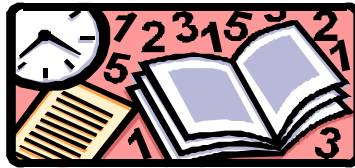
Visual learners should use graphics to reinforce learning. The graphics might include films, slides, illustrations, diagrams, and doodles. It would be helpful to color code information to organize notes and other possessions. The visual learner will need to request a copy of written directions. As a visual learner takes notes, they should use flow charts and diagrams. To add in memorizing, the visual learners should visualize information especially spelling or facts.

Visual Learner



I learn best when information is presented visually to me. I need to see what the teacher is talking about either with pictures or words. If a teacher is going to read information to me, I need to be able to see the words.

Used in part from:
<http://www.mxctc.comment.edu/clc/lstyles.htm>



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