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## LESSON PLAN

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**GRADE:** 10  
**MEETING:** 6  
**DATE:** 1/14/10  
**THEME:** Improving Academically

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### NAVIGATION 101:

CLEAR, CAREFUL, AND CREATIVE PLANNING FOR LIFE BEYOND HIGH SCHOOL

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**Announcements:** Remind students that they must have two work samples from this semester to put into their portfolio the next Advisory on January 14, 2010.

**Lesson Goal:**

- Help students learn about **multiple intelligences** and identify their learning style.
- Consider ways to improve academically using learning style helpful tips.
- Review portfolios and add Learning Styles Inventory to portfolio.

**ESSENTIAL QUESTIONS:**

- How am I doing?
- Can I do better?

**MATERIALS NEEDED:**

- *Learning Styles Inventory* ( one copy for each student)
- *Learning Style Tips* ( one copy for each student)
- *2012 Checklist* (one per advisor)
- *Semester 2 Schedules & fines*(one for each student)

**CLASSROOM Review:**

#### Complete Reflection

Students should have completed the two paragraph reflection on career interests and filed it in the career section on their portfolios.

**CLASSROOM ACTIVITY 1:**

#### Hand out Semester 2 schedules & fine sheets (5 minutes)

- Give each student his/her schedule for the new semester, remind them of the add/drop policy. All fines need to be paid ASAP.
- Briefly discuss the importance of taking advanced courses. Research shows that taking advanced or “gatekeeper” courses in high school, like the College in the Classroom and honor's level courses offered, is the single most important thing a student can do to succeed after graduation – more important than grades or socioeconomic status.

Discuss the courses students are planning to take over the next several years based on the work they did to prepare a Four-Year Plan. Another course option is to take career and technical education courses that are often dual-credited with the community colleges to help give them a head start. You might also want to remind students of the importance of the HSPE they'll take in the spring and refer them to the counselor's office to find out more information.

## **CLASSROOM ACTIVITY 2:**

### **Learning Style Inventory (5 minutes)**

Ask students about the factors that have contributed to their successful or not so successful performance in their classes this year. Distribute a copy of the **Learning Styles Handout** and point out the different styles. Have the students complete the inventory.

They will want to **circle the learning style** that they feel most closely resembles them. If they feel that more than one category applies to them have them pick one for the next activity.

## **CLASSROOM ACTIVITY 3:**

### **Group Discussions on Learning Styles & Tips (10 minutes)**

Show students how they can study “smarter” by building on their strengths and talk about things students can do to improve by breaking the students into groups according to their learning style, i.e. all visual learners together, auditory together, etc. Have them review the learning style tips as a group, and identify the three they most commonly use, and identify two – three new tips to try in the future to help them improve academically. Each student should circle the tips they use now, and underline the new ones.

Ask students to file the *Learning Styles and Tips* behind the learning styles from last year in the Personal and Social Development section of their portfolios

## **CLASSROOM ACTIVITY 4:**

Each teacher should have a **Class of 2012 Checklist** (students will get an updated checklist in another lesson.) If you have extra time go over the checklist with students. Their portfolios will have to be in order for SLC in March.

## **Grading:**

Award 1 point for participation

Award 1 point for completing the Learning Styles papers

# LEARNING STYLES

Everyone has a different way of learning. These different ways are called “multiple intelligences.” That is, we are all intelligent, but in different ways!

Study the traits listed in the chart below. Which ones remind you of yourself? The column with the most traits that apply to you likely identifies your learning style:

<b>VISUAL LEARNER</b>	<b>AUDITORY LEARNER</b>	<b>KINESTHETIC LEARNER</b>
<p>I remember things better if I write them down.</p> <p>I can visualize pictures in my head.</p> <p>I take notes on what I read and hear.</p> <p>It helps me understand when I can look at the person who is speaking.</p> <p>It’s hard for me to understand what a person is saying when there’s background noise.</p> <p>It’s easier for me to work in a quiet place.</p> <p>It’s easy for me to understand maps, charts, and graphs.</p> <p>When I am concentrating on reading or writing, music bothers me.</p> <p>When taking a test, I can “see” the textbook page and the answer.</p> <p>When I get an idea, I must write it down right away.</p>	<p>When reading, I listen to the words in my head or I read aloud.</p> <p>I need to discuss things to understand them better.</p> <p>I like having someone tell me how to do something rather than reading directions.</p> <p>I prefer hearing a teacher to reading a textbook.</p> <p>I remember what people say better than what they look like.</p> <p>I can easily follow a speaker, even if I’m not looking at him or her.</p> <p>I remember things better if I study aloud with someone.</p> <p>It’s hard for me to picture things in my head.</p> <p>I talk myself through homework assignments.</p>	<p>When learning something new, I don’t like to read directions or listen to them. I just start right in.</p> <p>I can study better when music is playing.</p> <p>I need frequent breaks when studying.</p> <p>I don’t like sitting at a desk. I like to move around.</p> <p>I take notes, but I never go back and re-read them.</p> <p>When I start a book, I like to look at the ending.</p> <p>My notebook and desk may look messy, but I know where things are.</p> <p>I use my fingers to count and move my lips when I read.</p> <p>I daydream in class.</p> <p>I’d rather do a project than write a report.</p>

## **LEARNING TIPS: IF YOU ARE A VISUAL LEARNER...**

- Write things down because you'll remember them better that way (quotes, lists, dates, etc.).
- Look at the person who is talking to you. It will help you remain focused.
- It is usually better to work in a quiet place and to work by yourself.
- Ask a teacher to explain something again if you don't understand what you've heard.
- Take lots of notes. Leave extra space to fill in later if you miss some details.
- Copy over your notes. Rewriting may help you recall the information later.
- Use color to highlight main ideas in your notes and handouts.
- Before starting homework, set specific study goals and write them down.
- Preview a chapter before reading by first looking at all the pictures, section headings, etc.
- Select a seat far away from the door and windows and toward the front of the class, if possible.
- Write vocabulary words in color on index cards with short definitions on the back. Look through them frequently, and then write out the definitions again to check yourself.

## **LEARNING TIPS: IF YOU ARE AN AUDITORY LEARNER...**

- Try studying with a friend so that you can talk out loud and hear the information.
- Read aloud any facts that you want to remember (quotes, lists, dates, etc.).
- Record classroom lectures, or read class notes onto a tape. Try to listen to your recorded notes three times.
- Before reading a chapter, look at all the headings and picture captions and read them aloud.
- Write vocabulary words in color on index cards with short definitions on the back of each card. Review them frequently by reading the words and saying the definitions aloud.
- Before beginning an assignment, set a specific study goal and say it aloud.
- Read aloud whenever possible. In a quiet place, try hearing the words in your head as you read silently. Your brain needs to "hear" the words as your eyes read them.
- Use color and graphic symbols to highlight main ideas in your notes, textbooks, handouts, etc.

## **LEARNING TIPS: IF YOU ARE A KINESTHETIC LEARNER...**

- To memorize, walk around while reciting to yourself or looking at a list or index card.
- When reading a textbook chapter, first look at the pictures, then read the summary or end-of-chapter questions. Then, look over the section headings and bold-faced words. Get a “feel” for the whole chapter by reading the end first, then working your way towards the front of the chapter. This is called working “whole-to-part.”
- If you need to fidget when in class, experiment with ways of moving that don’t disturb others.
- You may not study best at a desk, so when you’re at home, try studying on your bed or while walking around. Also, try studying with music playing in the background.
- If you have a stationary bicycle, try reading while pedaling.
- Use a bright color on your desk. This is called “color grounding” and will help focus your attention. You might want to try reading through a color transparency. Experiment with different colors and different ways of using color.
- While studying, take breaks as frequently as you need to. Just be sure to get right back on task.
- When trying to memorize information, try closing your eyes and writing information in the air or on a desk or carpet with your finger. Picture the words in your head as you do this. If possible, hear them, too. Later, when trying to recall the information, close your eyes and remember your actions.

## **MAKING THE MOST OF YOUR LEARNING STYLE**

How do you learn best? Do you learn best by seeing things, hearing them, or acting them out? What can you do at school – and when you’re doing your homework – to take advantage of your unique learning style?

Think about your learning style as you review your grades and write your academic inventory.

Maybe you don’t need to study more... but just need to study smarter!

Can you change the way you study to build on your natural strengths? If you’re a visual learner, can you focus more on writing and drawing to learn? If you’re an auditory learner, can you focus more on hearing things to learn? If you’re a kinesthetic learner, can you focus more on acting things out to learn?

How can your family and teachers help you learn better?

Share this handout with your parents or guardians. They might be surprised to see how you learn, and they might learn something about their own learning styles too!



## Checklist for Class of 2012 (Keep in front pocket of your binder)

◇ Color, personal, computer designed cover

### Academic Development Portfolio Section

- Portfolio Section “**Academic Development**” Divider
- “**Grade Progress Report**” (date 11/09) from Skyward
- Latest Transcript**
- Transcript Evaluation**
- “**Academic Inventory – Gr 10**” (Grade 10 - Lesson 4)
- “**Academic Goals—Gr 10**” (Grade 10 – Lesson 3)
- “**High School & Beyond Worksheet**” (Grade 9 – Lesson 6)
- “**Graduation Requirements and Course Breakdown/Requirements for the Class of 2012**” (Grade 9– Lesson 6)
- “**Postsecondary Assessments**” (Grade 10-Lesson 3)
- “**Four Year & Beyond Flow Chart**” (Grade 9 – Lesson 6)

### Career Development Portfolio Section

- Portfolio Section “**Career Development**” Divider
- “**Career Goals—Gr 9** (Grade 9- - Lesson 5)
- WOIS-“Career Interest Areas Results**” (from Digttools or find on Stag’s LEAP)
- WOIS- “Interest Profiler Results**” (from Digttools or find on Stag’s LEAP)
- “**Where are You Going**” **Booklet assignments** (Grade 10 - Lessons 4 & 5)
- Two paragraph career reflection** (Grade 10 – Lesson 5)
- WOIS-“Which Training Plan Is Best for Me?” (Optional)**
- Budget Worksheet** (Grade 9 Lesson 11)

### Personal and Social Development Portfolio Section

- Portfolio Section “**Personal and Social Development**” Divider
- “**Citizenship Goal Worksheet**” – **Grade 10**” (Grade 10 – Lesson 2)
- “**Learning Styles Inventory**” (Under 9<sup>th</sup> Grade assignments on Stag’s LEAP page)
- “**Overview of Learning Styles**” (Grade 9 – Lesson 3)
- “**Keirsey Temperament Sorter**” (Under 9<sup>th</sup> Grade assignments on Stag’s LEAP page)
- “**Learning Styles Reflection/Keirsey Temperament Sorter Reflection**” (Grade 9 Lesson 4)
- “**Student Led Conference Planning Worksheet**” (Grade 9 Lesson 7)
- “**Student Led Conference Rubric**” (Grade 9 Lesson 8)
- “**Student Led conference Reflection**” (Grade 9 Lesson 10)
- Cyber Safety Quiz and Tips** (Grade 9 Lesson 12)

- Four Examples of Best Work with completed “Work Sample Reflection Forms”** from Grade 9 & 10
- Awards and Certificates

Front Pocket: "Checklist for Class of 2012"

Back Pocket: "Where are You Going Booklet"