

Unit #1 Title: The Successful Student	
Lesson Title: What’s Your Style?	Lesson #: 2 of 4
Grade Level: 6	
Length of Lesson: 45 min.	
Missouri Comprehensive School Counseling Big Idea: AD.4 Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs): AD.4.A.06: Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. AD.4.B.06: Develop and practice a self-management system to promote academic success.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Academic Development	

Materials (include activity sheets and/ or supporting resources)

<p>Learning style inventory or other tool to help students find their best method of learning.</p> <p>Learning Style resources are readily available, either in print or online. It may be that the school district is using a learning styles inventory; if so, using the information gained from prior inventories will help students understand the inter-connectedness of the district’s Comprehensive School Counseling Program and other curriculum areas.</p> <p>http://www.berghuis.co.nz/abiator/lsi/lsiframe.html is one free resource (this is just one example) on the website of Abiators Online Learning Style. This web site includes assessments that may be completed and scored on line. Assessments include learning style, multiple intelligences and critical thinking style. In addition to assessments, the site includes strategies appropriate for each learning style. The vocabulary of the assessments is appropriate for a wide range of reading levels – for readers who are not yet fluent, the assessments may be read to the learner.</p>
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas.</p> <p>1 develop questions and ideas to initiate and refine research</p> <p>6. Discover and evaluate patterns and relationships and information, ideas and structures.</p> <p>7. Evaluate the accuracy of information and the reliability of its sources.</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.</p>
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X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p>
X	<p>Goal 4: Make decisions and act as responsible members of society.</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p> <p>8. Explore, prepare for, and seek educational and job opportunities.</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Speaking and writing: reading, evaluating information, writing formally: participating in discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write a paragraph describing his/her individual learning style and cite three ways his/her academic achievement can improve using learning style strategies.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will complete a learning style assessment and evaluate the information gained to determine accuracy in terms of what they know about themselves as learners. They will then identify and implement strategies related to their preferred learning styles in the areas of self-management, study skills, goal setting, and test taking.

Lesson Preparation

Essential Questions:

Why don't we all learn the same way?

Engagement (Hook):

The counselor/instructor meets with three confident students in advance of the lesson (giving them instructions for the activity described as student A, B, and C). To the class, the counselor says, "Let's watch each of these students study." Student A is studying the math fact "8 x 9" by writing it repeatedly on the board. Student B is studying the math fact by saying it out loud repeatedly. Student C is studying it by using his/her fingers (1 x 9 is 9, pinky on left hand down and holding up remaining 9 fingers; 2 x 9 is 18, holding up pinky on left hand, ring finger down, remaining fingers up, etc.).

The counselor takes a poll of the class, asking: Raise your hand to indicate which of the three students is studying correctly. A? B? C? The counselor continues, "Each of these students is studying correctly depending on his or her individual learning style. Today, we are going to find out how each of **YOU** learns best."

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. The counselor/instructor will assist the students in completing a learning style inventory, whether print or online. 2. Divide class by each student's learning styles. Then give groups information about strategies that work for each learning style. Ask the students to pick out those strategies that they are already using and discuss those with their group. Strategies are available on the website listed above. 3. Ask students if there are some learning techniques they haven't considered before. 4. Have students write a "What's my style and how can I maximize it?" paragraph about their individual learning styles and ways they can improve academic achievement using learning style strategies. Have students share their findings with a partner. 5. The counselor/instructor will keep copies of student learning style information for future reference. 	<ol style="list-style-type: none"> 1. Students will complete (score and interpret) inventory. 2. Students will discuss strategies that can benefit their learning. 3. Students will discuss alternative learning strategies. 4. Each student will write a paragraph regarding his or her learning style preferences and with a partners. Partners will give each other feedback about the strategies each one uses to enhance learning. 5. Students will record the results of their learning style inventory in their portfolios and/or another storage system for future reference.

Teacher Follow-Up Activities

The counselor/instructor will share inventory results with classroom teacher and encourage classroom teacher to use the information or to be aware of students' learning styles. The counselor may also wish to send copies of the information home with students to make parents aware of their student's learning styles and ways that the student can study more effectively.

Counselor reflection notes (completed after the lesson)