Getting To Know Your Students

Learning Style Inventory – how does your child learn best?

Visual Learners

* As a visual learner, you prefer using pictures and images to gain understanding of new ideas and information.
* You often recognize words by sight, use lists to organize your thoughts and recall information by remembering how it was set out on a page.
* You think in images or pictures. You process what you hear or read and translate that information into meaningful images for future recall.

Auditory Learners

* As an auditory learner, you prefer using sound and music to acquire information.
* You learn best by hearing and listening and filter incoming information through your listening and repeating skills.
* You like the teacher to provide verbal instructions and you like dialogues, discussions, and plays.
* You solve problems by talking about them.
* To assist with recall, auditory learners often use rhythm and sound as memory aids.

Tactile/Kinesthetic Learners

* As a tactile/kinesthetic learner, you prefer using your body, hands, and sense of touch to learn new information.
* You learn best when you are actively involved in the learning process such as with hands-on activities like projects and demonstrations.
* Writing, drawing, and movement are often useful as memory aids.

Multi-Sensory Learners

* As a multi-sensory learner, you are comfortable using a variety of modes to acquire new information.
* Given the freedom in the learning environment, you can easily select which learning style will best enable you to process the content.
* Not only do you use a variety of approaches to learn new information, you are comfortable using any of these styles – visual, auditory, or tactile/kinesthetic – to explain information to others.
Motivating Students – The Three Cs

CONTROL – What can the student control about today?

1. Do students get to choose from a number of different activities?
2. Do students get to adjust or apply the concept to a personal interest?
3. Do students get to choose whether or not they work with others?
4. Do students get to choose whom they work with?
5. Do students get to choose where they do the activity?
6. Do students have some choice over the material covered?
7. Will the student find the topic interesting?
8. Will the student find the topic relevant?
9. What is the student’s classroom role today? (line leader, etc.)

COMPETENCE – Will the student be successful at something today?

1. Do students have the skills to be successful in this activity?
2. Are students allowed to set their own goals in this activity?
3. Are students able to monitor their own progress or comprehension?
4. Are students given training or assistance in controlling their own negative emotions and cognitions during this activity?
5. Are students allowed to define the task or establish criteria for success in this activity?
6. Are students asked to activate prior knowledge in this activity?
7. Are students asked to generate additional ideas and questions in this activity?
8. Are students given guidance in skill development during this activity?
9. Is the student challenged by the activity?

CONNECTEDNESS – Does the student feel like a valued part of your class community?

1. Is adult help available to the student as they complete the activity?
2. Is the student encouraged by an adult during the activity?
3. Will the student consider the activity fun?
4. Does the student believe that the teacher respects him/her?
5. Does the student believe that the teacher cares for him/her?
6. Does the student believe that the teacher wants him/her to be successful?

THE FIVE LOVE LANGUAGES – as defined by Dr. Gary Chapman

1. Acts of Service – students who want/need to be your helper
2. Gifts – students who draw you pictures, bring you flowers, etc.
3. Quality time – students who need your time and attention A LOT
4. Words of Affirmation – students who tell you how pretty you look 😊
5. Physical touch – students who love those hugs, handshakes, high fives
Personality Study
based on The Treasure Tree
by John Trent and Gary Smalley

LION
___1. Visionary – a great leader
___2. “Take Charge” person
___3. Assertive
___4. Daring, unafraid
___5. One time frame – NOW
___6. Self-starter
___7. Intrinsically motivated
___8. Firm/serious about expectations
___9. Curious and loves to learn
___10. Ready to take a challenge

GOLDEN RETRIEVER
___1. Sensitive
___2. Nurturing
___3. Loyal and faithful friend
___4. Extremely empathic
___5. Supportive
___6. Gets self esteem by helping others
___7. Patient and willing to wait for things
___8. Peacemaker
___9. Listens more than talks

OTTER
___1. Talks a lot
___2. Tells stories
___3. A party “waiting to happen”
___4. Great networker
___5. Has a “Lighten Up” philosophy
___6. Likes being in groups
___7. Energetic
___8. Encourager and loves people
___9. Optimistic and enthusiastic

BEAVER
___1. Organized
___2. Notices little details
___3. Likes routine, not changes
___4. Does a quality job
___5. Straightens crooked pictures
___6. Has a “Do it right” philosophy
___7. Is Neat and tidy
___8. Reads the instruction book
___9. Persistent
___10. Needs desk cleaned before working

DIRECTIONS: Put a check by all of the things that describe you. The animal with the most checks is your dominant personality style.

For a fun grouping opportunity, teachers can try putting students together by personality style. What might happen if all LIONS work together? All otters? Which works better in a group, all of the same or one of each type together?

Classroom Privilege Ideas
<table>
<thead>
<tr>
<th>Computer time</th>
<th>Correct papers</th>
<th>Art Project Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get a new pencil/erase</td>
<td>Earn Stickers</td>
<td>Be the messenger</td>
</tr>
<tr>
<td>Choose an activity</td>
<td>Visit with a teacher</td>
<td>Choose the story</td>
</tr>
<tr>
<td>Help decorate the room</td>
<td>Be the line leader</td>
<td>Visit with Principal</td>
</tr>
<tr>
<td>Good report home</td>
<td>Record a story</td>
<td>Water the plants</td>
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<tr>
<td>Teacher’s helper</td>
<td>Cafeteria helper</td>
<td>Give a spelling test</td>
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<tr>
<td>Talk with a friend</td>
<td>Homework excuse pass</td>
<td>Hall monitor</td>
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<tr>
<td>Give out affirmations</td>
<td>Choose recess games</td>
<td>Help a custodian</td>
</tr>
<tr>
<td>Be a peer tutor</td>
<td>Read to another class</td>
<td>Special reading time</td>
</tr>
<tr>
<td>Be the caboose</td>
<td>Be the Watt Watcher</td>
<td>Lunch with counselor</td>
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</tbody>
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**Rewards and Celebrations For the Whole Class**

<table>
<thead>
<tr>
<th>Tiptoe tag time</th>
<th>Paper airplane time</th>
<th>Funny Face time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencil tapping time</td>
<td>Group story time</td>
<td>Free time</td>
</tr>
<tr>
<td>Free choice center</td>
<td>Note passing contest</td>
<td>Game time</td>
</tr>
<tr>
<td>Headphone time</td>
<td>Quiet art time</td>
<td>Extra library</td>
</tr>
<tr>
<td>Extra recess</td>
<td>Work with play-doh</td>
<td>Whiteboard time</td>
</tr>
<tr>
<td>Grumble time</td>
<td>Growl time</td>
<td>Make a puppet</td>
</tr>
<tr>
<td>Project time</td>
<td>Sing-along contest</td>
<td>Chair switching</td>
</tr>
</tbody>
</table>

Even though choosing from the treasure box can work, it is always MORE EFFECTIVE to have rewards and celebrations based on RICH RELATIONSHIPS!

**A-B-C Affirmations**

This is a fun way to travel through the ABCs with your students. Ask them to buddy buzz this one because it’ll be fun to do with a friend. Think of ways to affirm one another that start with the letters A to Z. For example:  
A = Awesome!  B = Beautiful!  C = Cool!  D = Dynamite!  E = Excellent!  F = Fantastic  G = Great!  
They can also be phrases, ie:  K = Keep It Up!  L = Looking Good!
**Morning Meeting**

Morning Meeting is an important part of The Responsive Classroom® approach to teaching. Teachers in K-8 classrooms begin the day with a fifteen to thirty minutes class meeting that builds community, creates a positive climate for learning, reinforces academic and social skills, and gives children daily practice in respectful communication. Morning Meeting consists of the following four components:

1. **Greeting:** Students greet each other by name. There are many different greeting activities that can be used throughout the year, including handshaking, singing, clapping, and greeting in different languages.

2. **Sharing:** Each day, two or three students share information about an event in their lives. Listeners take turns offering empathic comments or asking clarifying questions.

3. **Group activity:** All participate in a brief, lively activity such as singing, chanting, playing a game, reciting a poem, dancing, etc.

4. **News and announcements:** Children read the news and announcements chart that their teacher has written. Sometimes they read silently as a group; sometimes they read aloud; sometimes they follow as the teacher or a fellow student reads. The news and announcements chart usually includes an activity that reinforces academic skills.

Morning meeting also provides students with opportunities to practice responsibility and assertiveness. Morning meeting creates a welcoming and stable environment that helps students learn; it’s like being at the breakfast table first thing every morning.

To learn more about Morning Meeting or the Responsive Classroom® approach to teaching, visit [http://www.responsiveclassroom.org](http://www.responsiveclassroom.org).