

# **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

- |  |   |
|--|---|
| <input type="checkbox"/> 1. Visionary – a great leader | <input type="checkbox"/> 6. Self-starter                    |
| <input type="checkbox"/> 2. “Take Charge” person       | <input type="checkbox"/> 7. Intrinsically motivated         |
| <input type="checkbox"/> 3. Assertive                  | <input type="checkbox"/> 8. Firm/serious about expectations |
| <input type="checkbox"/> 4. Daring, unafraid           | <input type="checkbox"/> 9. Curious and loves to learn      |
| <input type="checkbox"/> 5. One time frame – NOW       | <input type="checkbox"/> 10. Ready to take a challenge      |

## GOLDEN RETRIEVER

- |   |  |
|---|--|
| <input type="checkbox"/> 1. Sensitive                 | <input type="checkbox"/> 6. Gets self esteem by helping others     |
| <input type="checkbox"/> 2. Nurturing                 | <input type="checkbox"/> 7. Patient and willing to wait for things |
| <input type="checkbox"/> 3. Loyal and faithful friend | <input type="checkbox"/> 8. Peacemaker                             |
| <input type="checkbox"/> 4. Extremely empathic        | <input type="checkbox"/> 9. Listens more than talks                |
| <input type="checkbox"/> 5. Supportive                |  |

## OTTER

- |   |   |
|---|---|
| <input type="checkbox"/> 1. Talks a lot                   | <input type="checkbox"/> 6. Likes being in groups       |
| <input type="checkbox"/> 2. Tells stories                 | <input type="checkbox"/> 7. Energetic                   |
| <input type="checkbox"/> 3. A party “waiting to happen”   | <input type="checkbox"/> 8. Encourager and loves people |
| <input type="checkbox"/> 4. Great networker               | <input type="checkbox"/> 9. Optimistic and enthusiastic |
| <input type="checkbox"/> 5. Has a “Lighten Up” philosophy |   |

## BEAVER

- |  |  |
|--|--|
| <input type="checkbox"/> 1. Organized                    | <input type="checkbox"/> 6. Has a “Do it right” philosophy     |
| <input type="checkbox"/> 2. Notices little details       | <input type="checkbox"/> 7. Is Neat and tidy                   |
| <input type="checkbox"/> 3. Likes routine, not changes   | <input type="checkbox"/> 8. Reads the instruction book         |
| <input type="checkbox"/> 4. Does a quality job           | <input type="checkbox"/> 9. Persistent                         |
| <input type="checkbox"/> 5. Straightens crooked pictures | <input type="checkbox"/> 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

Computer time	Correct papers	Art Project Time
Get a new pencil/erase	Earn Stickers	Be the messenger
Choose an activity	Visit with a teacher	Choose the story
Help decorate the room	Be the line leader	Visit with Principal
Good report home	Record a story	Water the plants
Teacher's helper	Cafeteria helper	Give a spelling test
Talk with a friend	Homework excuse pass	Hall monitor
Give out affirmations	Choose recess games	Help a custodian
Be a peer tutor	Read to another class	Special reading time
Be the caboose	Be the Watt Watcher	Lunch with counselor

### Rewards and Celebrations For the Whole Class

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

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>.