



## Personal Learning Profile

### *Lesson Plan IV*

*Objectives:* (1) Given information in a variety of formats on a similar topic, students will discuss in a large group their awareness of how accessing information can be easier or more challenging, depending on the modality involved.

(2) Using the results of the learning styles inventories from the previous lesson, students will be grouped in like-groups. Each group will begin to brainstorm and create a list of ways in which teachers might be able to present information to them or require information from them that capitalizes on individual strengths.

*Transition Domains:* Post Secondary, Recreation and Leisure, Career/Work

*Colorado Content Standard:* (5) Students read to locate, select and make use of relevant information from a variety of media, references and technological resources.

*Access Skills to the Colorado Content Standards:* Communication and Basic Language Skills; Decision-Making and Problem Solving; Self-Determination; Inter/Intrapersonal; Organization; Technology;

*Materials:* T.V./VCR, video tape of Ghandi, books with varying grade levels on Ghandi, some quotes by Ghandi, chart paper with description of learning styles, blank chart paper (There is nothing magical about Ghandi, we selected a topic about which we thought students might not have been exposed so that as the information was presented in different formats it might be easier for students to more clearly identify which formats made it more easy to remember novel information. In field testing of the materials, teachers have used materials on Martin Luther King, Reptiles as age-appropriate substitutes).

*Schedule:*

3:15 – 3:25 – Students arrive in classroom and get a snack

3:25 – 3:30 – **INTRODUCTION:** Have student report out on their homework question and use that to frame the objectives and focus of the day's activities.

3:30 – 3:45: **MODELING/GUIDED PRACTICE:**

The instructor will provide information on Gandhi to students in three ways: 1) showing a video clip from a movie; 2) reading a passage from a book; and, 3) providing students with text on Gandhi and having them read independently. A discussion will then ensue where students can begin to describe which presentation mode seemed easier for them to follow and comprehend the information. The instructor will relate the discussion to the results of the learning inventory from the previous lesson.

3:45 – 4:05: **INDEPENDENT PRACTICE:** Working in groups assigned by dominant learning styles, students will work in groups, then rotate to next similar learning style on their inventory to see best practices and brainstorm more options.

4:05-4:15: **SUMMARY:** Groups will report out what they learned about themselves and learning.

4:15 - **HOMEWORK:** Continue to think of activities and teaching strategies that match your learning strengths and preferences.