

# Getting to Know Your Students



## Special Interests

For: \_\_\_\_\_

Everyone has interests, things they like. I may feel good when I am focused on my special interests. I might have just one special interest or I might have more than one.

My favorite special interests are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

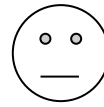
There are many ways to enjoy special interests. I will circle or highlight what is true for me.

- ◇ I like to think about my special interests.
- ◇ I like to read about my special interest.
- ◇ I like to talk about my special interests.
- ◇ I like to draw pictures about my special interest.
- ◇ I like to write about my special interests.
- ◇ I like to do something with my special interest.
- ◇ I like working with my special interest *by myself*.
- ◇ I like working with others, and sharing my special interest.

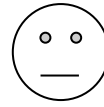
# Interest Inventory

Name \_\_\_\_\_

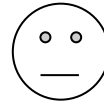
1. I learn best by reading.



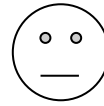
2. I learn best by listening.



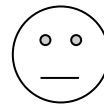
3. I learn best by doing.



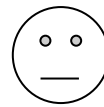
4. I love to write.



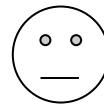
5. I like to do math problems.



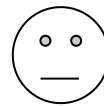
6. I like to play computer games.



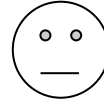
7. I enjoy doing science experiments.



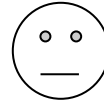
8. I love drawing pictures.



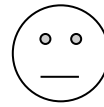
9. I like to build with blocks.



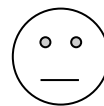
10. I like to act out stories.



11. I enjoy working with others.



12. I like working by myself.



# Howdy Do!

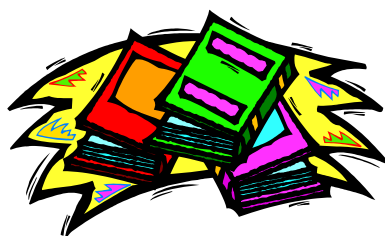
Color in each square that is like you.

Name: \_\_\_\_\_

I like to sing	I like to talk more when in a group	I like to listen more when in a group
I like to build things	I like to play in groups	I like to play alone
I like to play inside more than outside	I like to color and draw.	I like to look at a book at quiet time
I like to watch TV or use the computer	I like to listen to music at quiet time	I like to play outside more than inside

## Sample Special Interest Symbols

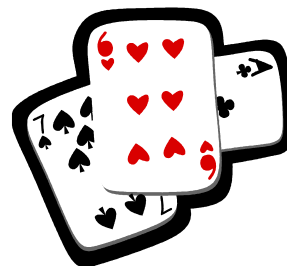
**magazines**



**books**



**cards**



**comic books**



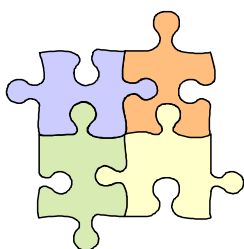
**computers**



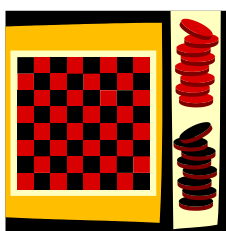
**listening to music**



**puzzles**



**games**



**cars**



**animals**



**videos/DVDs**



**sports**



## Intermediate Interest Survey

Place an "X" next to any activities you might be interest in exploring. When you are finished, decide which overall area would be your first choice. Put #1 next to that area. Then mark your second, third, fourth, and fifth choices.

### (       ) Math

- \_\_\_\_\_ Playing or creating math games and puzzles
- \_\_\_\_\_ Measuring ingredients and cooking
- \_\_\_\_\_ Designing and constructing a model of a building or structure
- \_\_\_\_\_ Start a business; learn about money (where it comes from, how to make it, save it, spend it, etc.)
- \_\_\_\_\_ Study the Stock Market

### (       ) Performing Arts

- \_\_\_\_\_ See an opera, ballet, or a play
- \_\_\_\_\_ Play a musical instrument
- \_\_\_\_\_ Make puppets and put on a show
- \_\_\_\_\_ Write and perform in a play/skit
- \_\_\_\_\_ Create a theater set (costumes, light/sound, scenery, advertising)
- \_\_\_\_\_ Learn how to dance or sing
- \_\_\_\_\_ Put on a backyard show (circus, magic show, exhibition)

### (       ) Fine Arts

- \_\_\_\_\_ Sculpt with clay
- \_\_\_\_\_ Design and make jewelry
- \_\_\_\_\_ Write and illustrate a book or comic strip for children
- \_\_\_\_\_ Paint pictures (oil pastels, watercolors)
- \_\_\_\_\_ Make large sculptures using wood, metal, or other materials
- \_\_\_\_\_ Develop film and print photographs
- \_\_\_\_\_ Study art from different cultures

### (       ) Science

- \_\_\_\_\_ Conduct science experiments
- \_\_\_\_\_ Build or design a vehicle (model aircraft, rocket, hot air balloon go-cart)
- \_\_\_\_\_ Take things apart to see how they work

- \_\_\_\_\_ Learn about or work with animals
- \_\_\_\_\_ Repair broken toys, radios, machines, or furniture
- \_\_\_\_\_ Find out what scientists in Colorado are doing/'studying

### **(            ) Computer Science**

- \_\_\_\_\_ Make a video or multi-media presentation
- \_\_\_\_\_ Learn how to program a computer
- \_\_\_\_\_ Use the Internet to locate information
- \_\_\_\_\_ Use computer graphics to design original artwork
- \_\_\_\_\_ Create a spreadsheet program to keep track of finances for a business
- \_\_\_\_\_ Design and maintain a computer bulletin board

### **(            ) Language Arts**

- \_\_\_\_\_ Keep a journal or diary
- \_\_\_\_\_ Read news, science, or literary magazines
- \_\_\_\_\_ Learn to speak another language
- \_\_\_\_\_ Write a story or a poem (optional: publish it on the Internet)
- \_\_\_\_\_ Be a reporter for a school newspaper
- \_\_\_\_\_ Start a book club to read and discuss favorite books

### **(            ) Community Outreach**

- \_\_\_\_\_ Start a neighborhood project (paper drive, building a part, recycling program, etc.)
- \_\_\_\_\_ Design a physical fitness program for children in your neighborhood
- \_\_\_\_\_ Organize a team or club
- \_\_\_\_\_ Write letters or e-mail to editors of newspapers or public officials (Mayor, Congress person ) to explain a change you think should be made
- \_\_\_\_\_ Enter a contest (art, athletic, writing, etc.)
- \_\_\_\_\_ Visit local historic sites to find out about Colorado History

## Government Topic Selection Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

Today we discussed our new topic of study – government. Listed below are the subtopics we discovered. Decide which subtopics you are most interested in learning about. Indicate your top five choices by putting the numbers 1 to 5 next to them.

\_\_\_\_\_ Presidency

\_\_\_\_\_ Governors

\_\_\_\_\_ Senate

\_\_\_\_\_ Vice-presidency

\_\_\_\_\_ Making laws

\_\_\_\_\_ Executive branch

\_\_\_\_\_ Political parties

\_\_\_\_\_ Citizenship

\_\_\_\_\_ Bill of Rights

\_\_\_\_\_ Ordinances

\_\_\_\_\_ Local governments

\_\_\_\_\_ Government spending

\_\_\_\_\_ Famous people

\_\_\_\_\_ State governments

\_\_\_\_\_ The Constitution

\_\_\_\_\_ Congress

\_\_\_\_\_ Judicial branch

\_\_\_\_\_ President's cabinet

\_\_\_\_\_ Legislative branch

\_\_\_\_\_ Government departments

\_\_\_\_\_ Elections and voting

\_\_\_\_\_ Government agencies

\_\_\_\_\_ Governments of the world

\_\_\_\_\_ Bills

\_\_\_\_\_ Government buildings (Capital, White House)

\_\_\_\_\_ Other (tell me what!)

Would you rather work: alone \_\_\_\_\_ with a buddy \_\_\_\_\_ in a group \_\_\_\_\_

*Source: Developed by Judy Rex, Arcadia Neighborhood Learning Center, Scottsdale, AZ*



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please assess your skills based on the following numerical [scale](#).

1- No Interest      2- Interest for the future      3- Interested now      4- Lifetime interest

[illegible]

- YOUR SKILLS: Please indicate which of the interests listed above **you would most like to use and share** while in this class.. (1 being the most interested, etc.) **These don't necessarily have to be the areas in which you have the highest level of skill.**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Please explain why you would like to use the above 3 skills:

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# Analytical



I Like . . .

- Analyzing characters when I'm reading or listening to a story
- Comparing and contrasting points of view
- Criticizing my own and others' work
- Thinking clearly and analytically
- Evaluating my and others' points of view
- Appealing to logic
- Judging my and others' behavior
- Explaining difficult problems to others
- Solving logical problems
- Making inferences and deriving conclusions
- Sorting and classifying
- Thinking about things

I Like . . .

- Designing new things
- Coming up with ideas
- Using my imagination
- Playing make-believe and pretend games
- Thinking of alternative solutions
- Noticing things people usually tend to ignore
- Thinking in pictures and images
- Inventing (new recipes, words, games)
- Supposing that things were different
- Thinking about what would have happened if certain aspects of the world were different
- Composing (new songs, melodies)
- Acting and role playing

# Creative



I Like . . .

- Taking things apart and fixing them
- Learning through hands on activities
- Making and maintaining friends
- Understanding and respecting others
- Putting into practice things I learned
- Resolving conflicts
- Advising my friends on their problems
- Convincing someone to do something
- Learning by interacting with others
- Applying my knowledge
- Working and being with others
- Adapting to new situations

# Practical



## Learning Preferences Checklist

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

Please check all that apply to you. Write a brief analysis of your strategy after each category.

### Time of Day

- ☐ I am a night owl
- ☐ I work best in the morning.
- ☐ I work well at any time.
- ☐ I get my best work done in the late afternoon.

Analysis:

### Noise

- ☐ I do better on an assignment if I can listen to music.
- ☐ I like to work with the television on.
- ☐ I need complete quiet while I do school work.
- ☐ I can learn in any environment.

Analysis:

### Light

- ☐ I need a lot of light when I learn—dim light distracts me.
- ☐ I learn better when the light is dimmed and soft.
- ☐ I can learn in harsh light or soft light.

Analysis:

### Temperature

- ☐ I cannot learn if I am too cold.
- ☐ I cannot learn if I am too hot.
- ☐ I am not sensitive to temperature.

Analysis:

### Motivation

- ☐ I am a self-starter—I do not need anyone to encourage me to begin working.
- ☐ I need a push to get started on my work.
- ☐ My parents are the ones who motivate me to study and learn.
- ☐ My teachers motivate me to learn.
- ☐ Some of my teachers turn me off to learning.
- ☐ I am only interested in learning from certain teachers.
- ☐ I am only interested in learning certain subjects.
- ☐ I love to learn.
- ☐ I want to go to college after high school.
- ☐ I am not interested in college.
- ☐ I know what I want to be when I am an adult. (What? \_\_\_\_\_)
- ☐ I have no idea what my future might be like.
- ☐ I am willing to do my best in school to assure that I will be successful as an adult.

Analysis:

### Social/Leadership

- ☐ I like to study and learn with a friend or friends.
- ☐ I prefer studying by myself.
- ☐ I am a leader in my study group.
- ☐ I am a leader in my class.
- ☐ I do not like to answer questions in class.
- ☐ Other students come to me for advice or help with school work.

Analysis:

### Structure

- ☐ I like to learn in a classroom that has desks in rows or other organized pattern.
- ☐ I do not learn well when I have to sit in rows of desks. I need to be able to stretch out and be comfortable to learn.
- ☐ I am highly organized.
- ☐ I am not organized, but I get my work done and can find things when I need to.
- ☐ I am not organized, and that is a problem for me. I need help to be more organized.
- ☐ I do best if someone helps me focus on my work.
- ☐ I need lots of concrete directions and modeling to understand an assignment or new concept.
- ☐ I like to figure out things for myself.
- ☐ I like to do things my way.
- ☐ I need to take lots of notes when I am trying to learn.
- ☐ I need to study without breaks.
- ☐ I need lots of breaks when I study.

Analysis:

### Time Management

Draw a circle and divide to reflect your study time and your social time. You can include going to school as part of your study time. (Example: If you draw a line straight down the middle of your circle, you would be saying that you spend 50% of your time in each).

Analysis:

Add any other learning style strategies not covered by this check list:

Summarize how you learn best:

## Learning Style Inventory

For: \_\_\_\_\_

### Directions:

To gain a better understanding of yourself as a learner, you need to evaluate the way you prefer to learn or process information. By doing so, you will be able to develop strategies which will enhance your learning potential. The following evaluation is a short, quick way of assessing your learning style. This 24-item survey is not timed. Answer each question as honestly as you can. Place a check on the appropriate line after each statement.

	Often	Sometimes	Seldom
1. I can remember more about a subject by listening about the information, and with explanation and discussion.	_____	_____	_____
2. I prefer information to be written on the board, with the use of visual aids and assigned readings.	_____	_____	_____
3. I like to write things down or to take notes for visual review.	_____	_____	_____
4. I prefer to use posters, models, or actual practice activities in class.	_____	_____	_____
5. I don't understand diagrams, graphs, or visual directions.	_____	_____	_____
6. I enjoy working with my hands or making things.	_____	_____	_____
7. I enjoy developing/making graphs and charts.	_____	_____	_____
8. I can tell if sounds match when presented with pairs of sounds.	_____	_____	_____
9. I remember best by writing things down several times.	_____	_____	_____
10. I can understand and follow directions on maps.	_____	_____	_____
11. I do better at academic subjects by listening to lectures and tapes.	_____	_____	_____
12. I often play with toys/coins in my pocket or desk.	_____	_____	_____
13. I learn to spell better by repeating the words out loud than by writing the word on papers.	_____	_____	_____
14. I can better understand something by reading about it in the paper than by listening about it on the radio.	_____	_____	_____
15. I like to snack while doing homework.	_____	_____	_____

	Often	Sometimes	Seldom
16. I feel the best way to remember is to picture it in your head.	_____	_____	_____
17. I learn best when I can move around.	_____	_____	_____
18. I would rather listen to a good speech than read about the same material in a textbook.	_____	_____	_____
19. I am good at working and solving jigsaw puzzles and mazes.	_____	_____	_____
20. I grip objects in hands during a learning period.	_____	_____	_____
21. I prefer listening to the news on the radio rather than reading about it in the newspaper.	_____	_____	_____
22. I obtain information on an interesting subject by reading relevant materials.	_____	_____	_____
23. I feel very comfortable with hands-on learning activities.	_____	_____	_____
24. I follow oral directions better than written ones.	_____	_____	_____

## Learning Style Inventory Scoring Procedures

### Directions:

Place the point value on the line next to the corresponding item. Add the points in each column to obtain the preference scores under each heading.

**Often** = 5 points    **Sometimes** = 3 points    **Seldom** = 1 point

VISUAL		AUDITORY		TACTILE	
Question No.	Pts.	Question No.	Pts.	Question No.	Pts.
2	___	1	___	4	___
3	___	5	___	6	___
7	___	8	___	9	___
10	___	11	___	12	___
14	___	13	___	15	___
16	___	18	___	17	___
19	___	21	___	20	___
22	___	24	___	23	___
VPS=		APS=		TPS=	

VPS = Visual Preference Score    APS = Auditory Preference Score    Tactile Preference Score

If you are a VISUAL learner, then by all means be sure that you look at all study materials. Use charts, maps, filmstrips, notes and flashcards. Practice visualizing or picturing words/concepts in your head. Write out everything for frequent and quick visual review.

If you are an AUDITORY learner, you may wish to use tapes. Tape lectures to help you fill in the gaps in your notes. But do listen and take notes, reviewing notes frequently. Sit in the classroom where you can hear well. After you have read something, summarize it and recite it aloud.

If you are a TACTILE learner, trace words as you are saying them. Facts that must be learned should be written several times. Keep a supply of scratch paper for this purpose. Taking and keeping notes will be very important. Make study sheets.

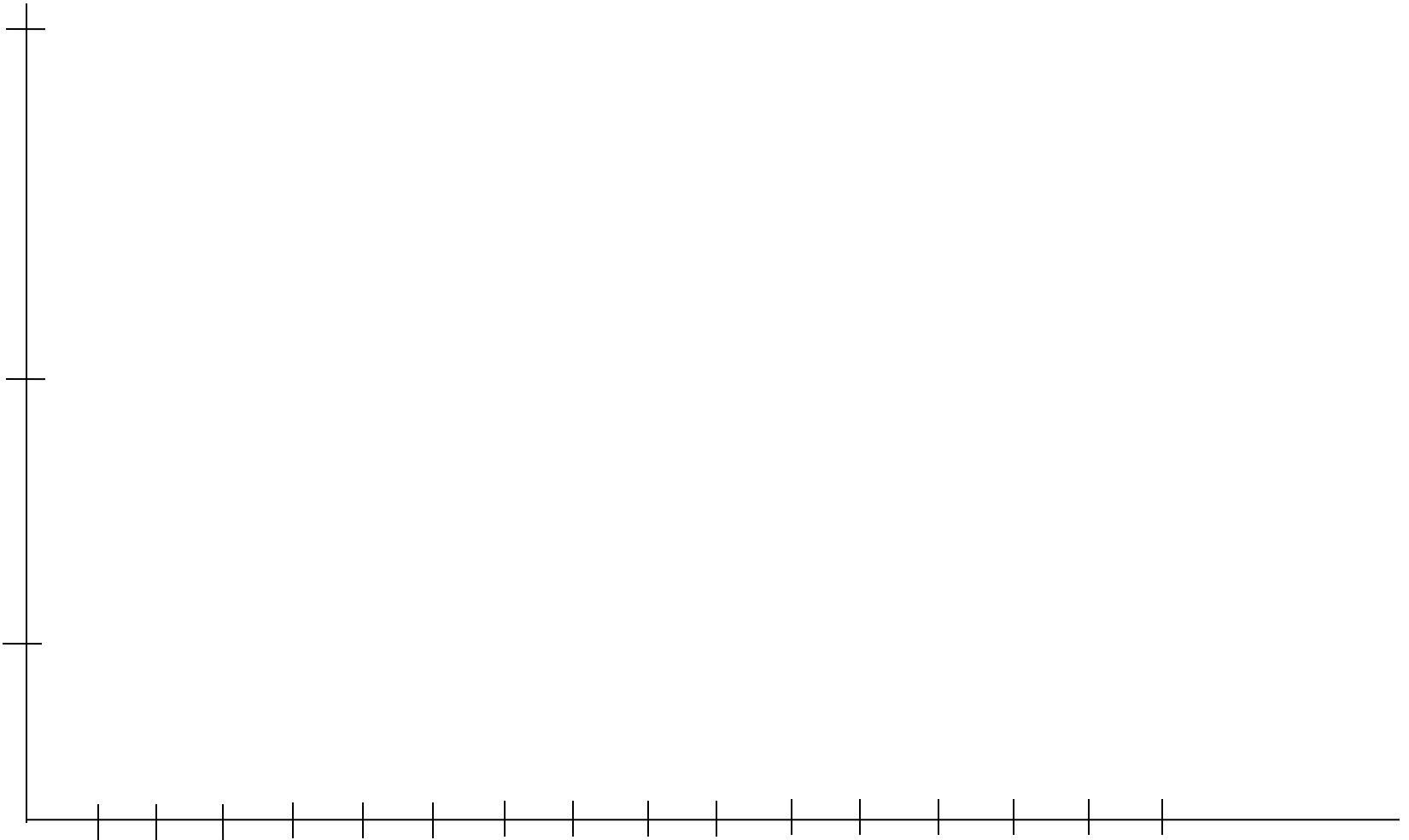


# My Learning Profile

Great

O.K.

I am  
Getting  
Better At...



How I feel about ....

My Name \_\_\_\_\_



(It's easy  
for me.)



(It's just  
right for  
me.)



(It's  
hard.)

Math	Art	Science	Music	Reading	P.E./Sports	Computers

## Individual Student Information

Name \_\_\_\_\_

Learning Styles

Interest Inventory

Learning Profile Strengths

Learning Profile Weaknesses

Multiple Intelligences

Ideas for Adapting Curriculum

## Individual Student Information

Name Sample

### Learning Styles

Highest Preference:

- Hands-on/Tactile

Moderate Preference:

- Visual and Auditory

### Interest Inventory

Possible academic interest links:

- Magic
- Dolphins
- Archaeology
- Reading

Other Interests:

- Collecting Beannie Babies/ Pokemon cards
- Video Games

Invention: Anti-Drug Machine

### Learning Profile Strengths

- Math
- Science
- P.E.
- Reading/Independent Reading
- Music
- LMC
- Computers
- Homework
- Teamwork
- Speaking

### Learning Profile Weaknesses

- Spelling
- Writing

### Multiple Intelligences

Preferences: Low = 1-3 Medium = 4-6  
High = 7-10

- Linguistic – 6
- Logical-Mathematical – 7
- Spatial – 6
- Bodily/Kinesthetic – 8
- Musical – 7
- Interpersonal – 8
- Intrapersonal – 8
- Naturalist - 3

### Ideas for Adapting Curriculum

- Use of assistance technology to help with writing
- Use of Archeology interest when we are studying unit # \_\_\_\_

