Learning Style and Readiness Brainstorm

When you stand before your class to teach a skill, you can be sure that students are not in the same place cognitively or in terms of learning styles. Consequently, instruction will only be moderately effective. Differentiated instruction involves using varied learning activities to meet the needs of all learners.

Directions: Select a skill you might teach. Consider the student who lacks the prerequisite knowledge to learn the skill, the student who is cognitively ready to learn the skill, and the student who already knows the skill you're about to teach. Then, for each category of student, consider three possible levels of learning style. Brainstorm nine different ways a student could address the same skill, preferably independent of the teacher. You may never have nine different activities going on at the same time for a skill, but you might choose, say, three. These would become choice activities on your activity list.

	Distal Zone A student who will be challenged to learn this skill or lacks the prerequisite skills	**Proximal Zone** A student who is ready to learn this or is on grade level	**Current Knowledge** A student who is ready to move beyond this or is above grade level
Visual			
Auditory			
Kinesthetic			

* Readiness levels adapted from Lev Vygotsky's *Zones of Proximal Development*.

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Strategies for the Three Learning Styles

Visual:

- ❑ Read a book on the topic
- ❑ Follow a *how-to sheet*
- ❑ Engage in an interactive whiteboard activity
- ❑ Highlight/color-code
- ❑ Create and use flashcards
- ❑ Complete a graphic organizer
- ❑ Read and interpret charts, flowcharts, graphs, diagrams, maps, etc.
- ❑ Engage in activities such as concentration, concept sorts, matching items, etc.
- ❑ Read and create a systems diagram
- ❑ Watch and listen to screencasts

Auditory:

- ❑ Listen to a text on the topic
- ❑ Engage in partner and group conversations
- ❑ Listen to podcasts
- ❑ Use music and/or song to create mnemonic devices
- ❑ Follow an auditory how-to
- ❑ Watch and listen to screencasts

Kinesthetic:

- ❑ Engage in a hands-on lab
- ❑ Engage in learning centers
- ❑ Take notes to aid memory
- ❑ Interact with models
- ❑ Act out ideas/concepts
- ❑ Use your body to represent concepts
- ❑ Engage in activities such as concentration, concept sorts, matching items, etc.
- ❑ Play musical instruments to represent concepts
- ❑ Create an anchor chart
- ❑ Sketch/draw concepts
- ❑ Create a slideshow or screencast
- ❑ Create a systems diagram

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