**TEXAS CTE LESSON PLAN**

[www.txcte.org](http://www.txcte.org)

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Education and Training |
| **Course** | Instructional Practices in Education and Training |
| **Lesson/Unit Title** | How Did You Learn That? |
| **TEKS Student Expectations** | **130.164. (c) Knowledge and Skills**  (3) The student understands the learner and the learning process.  (B) The student is expected to relate principles and theories about the learning process to teaching and training situations  (C) The student is expected to demonstrate behaviors and skills that facilitate the learning process  (5) The student plans and develops effective instruction.  (D) The student is expected to describe principles and theories that impact instructional planning |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Identify, describe, and use strategies to determine individual learning styles * Differentiate and record examples of various strategies teachers use to meet the needs of students * Explain why students require different learning strategies |
| **Rationale** | In this lesson students will identify, describe, and use strategies to determine individual learning styles. Students will also differentiate and record examples of various strategies teachers use to meet the needs of students. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall** | **Interpersonal:** Learning by working with others  **Intrapersonal:** Learning through feelings, values, and attitudes  **Kinesthetic:** Learning by interacting with the environment – physical activity  **Learning:** Mental and behavior changes caused by experiences  **Logical:** Learning through reasoning and problem-solving  **Naturalist:** Learning by the order, classification and categories of things  **Theory:** An explanation or prediction about why something happens  **Verbal:** Learning by using words  **Visual:** Learning by seeing concepts in order to understand them |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with internet access (be sure to follow district guidelines)   **Supplies:**   * Items to display illustrating the different learning styles:   + Comic strips   + Puzzles   + Songs   + Student made brochures   + Textbooks   + Videos * Copies of handouts   **PowerPoint:**   * How Did You Learn That?   **Technology:**   * TEDx Talk:   + Mike Matas: A next-generation digital book  Software developer Mike Matas demos the first full-length interactive book for the iPad — with clever, swipeable video and graphics and some very cool data visualizations to play with. The book is “Our Choice,” Al Gore’s sequel to “An Inconvenient Truth.”<http://www.ted.com/talks/mike_matas>   **You Tube:**   * Multiple Intelligences Thrive in Smartville At the Enota Multiple Intelligences Academy, in Gainesville, Georgia, students know exactly how they are smart.<http://www.edutopia.org/multiple-intelligences-immersion-enota-video>   **Website:**   * Learning Style Quiz 24 questions describing your daily activities and interests. <http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>   **Graphic Organizer:**   * Learning Style Observation   **Handouts:**   * How I Learn Best * Learning Styles for Multiple Intelligences |
| **Anticipatory Set** | **Before class begins:**  **Note:** Collaborate with other teachers to allow your students to observe the learning styles of other students.  Display the items (comic strips, puzzles, songs, brochures, textbooks and videos) for the different learning styles on the front table. Allow students to handle the items as they enter the classroom to stimulate discussion. Use handout Learning Styles for Multiple Intelligences as a reference.  Print large labels for each of the intelligences and display on the wall.  Think-Pair-Share Divide students into teams. Each team will brainstorm instructional strategies used in the classroom such as a slide presentation, lecturing and writing reports and write each one on a separate sticky note. Use a timer to stop activity after three minutes. <http://www.online-stopwatch.com> is a timer that can be displayed on a computer. Allow teams to share their strategies and place the sticky notes under the label to which they feel their strategy belongs. |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Introduce lesson objectives, terms, and definitions.  Introduce the PowerPoint, How Did You Learn That?. Discuss how learning occurs and the different theories. Focus on the multiple intelligences.  View video: Multiple Intelligences Thrive in Smartville At the Enota Multiple Intelligences Academy, in Gainesville, Georgia, students know exactly how they are smart.<http://www.edutopia.org/multiple-intelligences-immersion-enota-video>  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * peer tutors * check for understanding |
| **Guided Practice with Special Education Modifications/**  **Accommodations** | Distribute the Learning Style Quiz handout and direct students to What’s Your Learning Style Quiz. Be sure to explain the directions. Students will transfer their three highest scores to the handout.  Direct students to carefully read the handout and keep it for future reference. Allow students to work in small groups to draw a graphic to help them remember each of their three highest learning styles areas.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * peer tutors * check for understanding of the vocabulary and the directions for the activity |
| **Independent Practice/Laboratory Experience with Special Education Modifications/**  **Accommodations** | Divide students into subgroups of two or three and assign them to visit classrooms where they will observe students.  Distribute the Learning Style Observation graphic organizer. Explain to your class that they will be observing students in other classrooms and will be identifying different learning styles. Students will answer the remainder of the questions for the assignment after the observation.  Option: If students are familiar with writing lessons plans, each student could be instructed to write a mini-lesson plan focusing on a learning style and “teach” it to the class. A teacher made rubric would need to be presented and all components reviewed prior to beginning the assignment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * peer tutors * check for understanding * Extra processing time |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Return to the labels on the wall and the sticky notes. Review the list in each label and examine the list to see if the sticky notes are in the right category. Correct any errors.  Students will share their prominent learning style with the class as well as their graphic, and explain if they agree or disagree with the findings. |
| **Summative/End of Lesson Assessment with Special Education Modifications**  **/Accommodations** | Reflection: Using the information gathered in Learning Style Observation, students will write a one-page summary analyzing their observations, noted classroom activities and observed learning styles. Students will reflect on how this activity and information on learning styles will assist them in a future educational career. The reflection and observation sheets will be submitted for assessment.  Option: If student developed and taught individual lesson plans, their lesson plans could be assessed with a teacher-made rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * peer tutors * extended time |
| **References/Resources** | **Textbooks:**   * Bredekamp, Sue. *Effective Practices in Early Childhood Education.* Pearson, 2011. * Herr, Judy. *Working with Young Children.* Goodheart-Wilcox. 1998.   **YouTube Video:**   * Multiple Intelligences Thrive in Smartville At the Enota Multiple Intelligences Academy, in Gainesville, Georgia, students know exactly how they are smart.<http://www.edutopia.org/multiple-intelligences-immersion-enota-video>   **Websites:**   * Concept to Classroom The site features a series of FREE, self-paced workshops covering a wide variety of hot topics in education. Some of the workshops are based in theory, some are based in methodology – but all of the workshops include plenty of tips and strategies for making classrooms work. <http://www.thirteen.org/edonline/concept2class/index.html> * Edutopia What Works in Education The George Lucas Educational Foundation Dedicated to improving the K-12 learning process by documenting, disseminating, and advocating for innovative, replicable, and evidence-based strategies that prepare students to thrive in their future education, careers, and adult lives.<http://www.edutopia.org> * Statewide Instructional Resources Development Center 32 rubric samples for teachers |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Extra processing time * Pre-teach vocabulary |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Research multiple intelligence strategies from the following site:   * Concept to Classroom This site provides many strategies and how they can be used in a variety of classes. It also suggests techniques students can record when they observe other classes. Direct students to scan the reading materials, watching for activities that fit one of the learning styles. Students can summarize their findings.<http://www.thirteen.org/edonline/concept2class/mi/index.html> |
| **Quotes** | In doing, we learn.  **-George Herbert**, poet  What do we live for, if not to make a life less difficult for each other? **-George Eliot**, author  What lies behind us and what lies before us are small matters compared to what lies within us.  **-Ralph Waldo Emerson**  Imagine what a harmonious world it would be if every single person, both young and old, shared a little of what he is good at doing.  **-Quincy Jones** |
| **Writing Strategies** | **Journal Entries**   * I learn best when … * My favorite class is ... because … * Active learning is effective because … * My learning styles are …   **Writing Strategy**  RAFT writing strategy   * Role – student * Audience – teacher/educator * Format – letter * Topic – information about personal learning style |
| **Communication 90 Second Speech Topics** | * I learn best by… * I agree/disagree with the Theory of Multiple Intelligences because… |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | Ask for permission to observe other classes for types of teaching strategies.  Ask if other instructors would answer the class questionnaire about types of learning styles they utilize and administer a survey to their students about strategies they believe are most beneficial.  **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk.   * Mike Matas: A next-generation digital book Software developer Mike Matas demos the first full-length interactive book for the iPad with clever, swipeable video and graphics and some very cool data visualizations to play with. The book is “Our Choice,” Al Gore’s sequel to “An Inconvenient Truth.”<http://www.ted.com/talks/mike_matas> |
| **Family/Community Connection** | Encourage parents, siblings, or other family members to take the Learning Style Quiz  Record the data and determine if there are similarities or differences within the family. |
| **CTSO connection** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://www.texasfccla.org/>   * Teach and Train – An individual event – recognizes participants for their exploration of the education and training fields through research and hands-on experience.   **Texas Association of Future Educators (TAFE)**  <http://www.tafeonline.org/>  Lesson Planning and Delivery Competition – This competition is an individual event where future educator will plan, prepare, and deliver a lesson of their choosing to an actual classroom of students. Self-reflection following the lesson is an essential component of this competition as future educators begin the practice of honing their own teaching skills. Participants will prepare a lesson plan and a 10-minute video teaching the lesson to a class. The lesson can focus either on CTE, Humanities or STEM. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see:<http://www.servicelearningtexas.org>  Example:  Develop an after-school tutoring program focusing on the different multiple intelligences and assisting teachers in educating their students with grade level objectives. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)