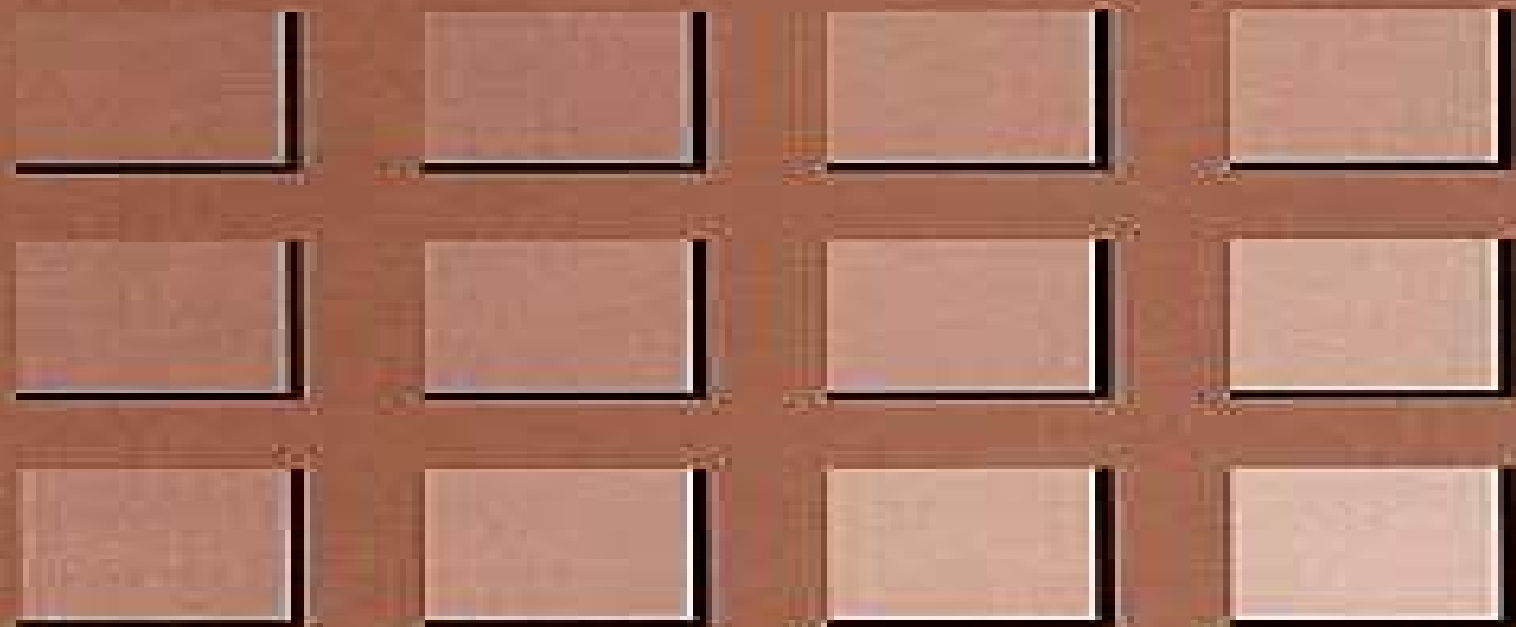


TEACHING ELEMENTARY STUDENTS THROUGH THEIR INDIVIDUAL LEARNING STYLES

Practical Approaches for Grades 3-6



RITA DUNN • KENNETH DUNN

Teaching Elementary Students Through Their Individual Learning Styles Practical Approach

Rita Stafford Dunn, Kenneth J. Dunn



Teaching Elementary Students Through Their Individual Learning Styles Practical Approach:

Teaching Students Through Their Individual Learning Styles Rita Dunn, Kenneth J. Dunn, 1978 *Teaching Young Children Through Their Individual Learning Styles* Rita Dunn, Janet Perrin, 1994 Focuses on the educational needs of K 2 students and specific strategies for identifying their individual learning styles It details thorough instructions on how to develop a comprehensive reading program that successfully matches the appropriate reading approach to the individual student s needs It contains a thorough analysis of the 21 elements of learning style and the methods for recognizing them Details for redesigning classrooms and use of materials to accommodate the physiological emotional and sociological strengths of each student are explored It also contains newly developed resources and age appropriate samples and examples Kindergarten through second grade teachers who are interested in teaching students through their individual learning styles A Longwood Professional Book **Teaching Elementary Students Through Their Individual Learning Styles** Rita Dunn, Kenneth J. Dunn, 1992 Teaching Students Through Their Individual Learning Styles , 1995* Teaching Students Through Their Individual Learning Styles Rita Stafford Dunn, Kenneth J. Dunn, 1978 **Practical Approaches to Using Learning Styles in Higher Education** Rita Dunn, Shirley A. Griggs, 2000-04-30 Dunn and Griggs challenge the traditional instructional process of lecture discussion in college classroom and describe the theory practice and research that support a wider variety of approaches to better accommodate the learning style preferences of each student Twenty five practitioners from varied backgrounds and disciplines representing 14 colleges and universities outline alternative strategies they use with diverse students in their institutions of higher education Some of these practitioners have been using learning style for decades Others have conducted research to test the various tenets of the Dunn and Dunn Learning Style Model and a few only for the past five years have begun providing instructional strategies that are congruent with their students preferences A road map is provided for college faculty to assist them in moving toward accommodating students learning style strengths by comparing the major theories of learning styles that range from uni to multi dimensional in scope Strategies include identifying and administering valid and reliable instruments for assessing college students learning styles interpreting assessment results so that each student becomes aware of his her own strengths and is provided a computer generated prescription for improving their study skills and successfully completing assignments designing instruction to respond to both global and analytic students processing styles developing course content and materials to accommodate the learning style preferences of college students and evaluating the impact of learning styles based instruction Teaching Students Through Their Individual Learning Styles Rita Stafford Dunn, 1978 **Teaching Students Through Their Individual Learning Styles** Rita Stafford Dunn, 1989 **Learning Styles, Classroom Instruction, and Student Achievement** Daniel H. Robinson, Veronica X. Yan, Joseph A. Kim, 2022-01-29 The book examines the history of learning styles including their widespread acceptance and endorsement in educational settings In addition it explores both the

support of and opposition to learning styles by academics The book discusses cases for and against learning styles and offers a systematic review of empirical evidence It describes consequences of promoting learning styles in the classroom and offers insights into future directions in research and practice The book offers a critical examination that adds to the broader discussion of what is truthful and what is fake news in education Key areas of coverage include History of learning styles Widespread belief in and uses of learning styles Review of recent learning styles coverage in academic journals The case for learning styles The case against learning styles Consequences associated with using learning styles Learning Styles Classroom Instruction and Student Achievement is an essential resource for researchers professors and graduate students as well as teachers and educational professionals in such varied fields as clinical child and school psychology educational psychology social work public health teaching and teacher education and educational practice and policy A Teaching Assistant's Guide to Child Development and Psychology in the Classroom Susan Bentham, 2012-03-15 How can you help students most effectively in the classroom As a Teaching Assistant you play a vital role in today's schools This fully updated new edition will help you get to grips with the main issues to do with psychology and its role in the processes of teaching and learning This accessible text building on the success of a best selling previous edition provides informative yet down to earth commentary with clear examples of how you can apply this knowledge in everyday practice The book addresses issues including how to support learning how to identify and cater for different learning styles teaching children with additional needs how to manage behaviour to support learning how to help children with their self esteem and independence This new edition includes references to up to date research in child development and psychology to include information regarding personalised learning creativity motivation friendships skills moral development and neuroscience Chapters are complemented with lively case studies self assessment questions and examples of how to apply theory to everyday classroom practice The reader is encouraged to develop reflective practice to best support children's behaviour and learning This reader friendly book is an invaluable companion for every Teaching assistant HLTA Cover Supervisor and anyone working in a supporting role in an educational setting Differentiating Instruction for At-Risk Students Rita Dunn, Andrea Honigsfeld, 2009 When the activities described herein are introduced to students whose learning styles they match most will demonstrate strong abilities to learn and remember new and difficult content within the first four months of beginning_ if not earlier This book is written to prevent more children from becoming at risk and to help those who already have fallen behind their classmates and do not enjoy school **Intelligence, Instruction, and Assessment** Robert J. Sternberg, Wendy M. Williams, 1998-07-01 Intelligence Instruction and Assessment shows how modern theories of intelligence can be directly applied by educators to the teaching of subject matter regardless of the age of the students or the content being taught It is intended primarily for teachers at all levels elementary secondary tertiary who want to apply in their classrooms what we know about intelligence The focus is not on modifying students intelligence per se but on increasing their disciplinary

knowledge and understanding Hence this book will help teachers learn how they can teach more effectively what they are already teaching The assumption is that what teachers care most about is how they can improve upon what they are already doing and how they can learn what they need to do in order to be more effective in their work The contributors are well known for their work on intelligence and education Each chapter includes an accessible explanation of the author's theory of intelligence and discusses the implications of that theory both for instruction and for assessment The book is international in scope reflecting both American and European perspectives Anyone interested in knowing how modern theories of intelligence can be applied to education will want to read this book particularly teachers and other education specialists as well as developmental psychologists cognitive psychologists and philosophers with an interest in applying psychological theory to classroom practice It will serve well as a text for courses on educational psychology intelligence cognition and instruction and foundations of teaching

The Struggle for Identity in Today's Schools Patrick M. Jenlink, Faye Hicks Townes, 2009-04-16 The Struggle for Identity in Today's Schools examines cultural recognition and the struggle for identity in America's schools In particular the contributing authors focus on the recognition and misrecognition as antagonistic cultural forces that work to shape and at times distort identity What surfaces throughout the chapters are two lessons to be learned in relation to identity The first lesson is that identities and the acts attributed to them are always forming and re-forming in relation to historically specific contexts and these contexts are political in nature i.e. defined by issues of diversity such as race ethnicity language sexual orientation gender and economics The second lesson presented by the authors is that identity forms in and across intimate and social contexts over long periods of time The historical timing of identity formation cannot simply be dictated by discourse The identities posited by any particular discourse become important and a part of everyday life based on the intersection of social histories and social actors Importantly the social cultural use of identities leads to another way of conceptualizing histories personhoods cultures and their distributions over social and political groups

Instructional Methods for Differentiation and Deeper Learning James H. Stronge, Xianxuan Xu, 2015-10-08 Expertly motivate and engage all students Taking a practical approach to differentiated instruction the authors outline research-based strategies and illustrate how teachers coaches and administrators can use them to enhance their everyday practices Explore ways to implement differentiated learning for students needing personalized remedial instruction and high ability students as well as tactics for executing instruction in culturally and linguistically diverse classrooms

The Complexities of Authority in the Classroom Ken Badley, Margaretta Patrick, 2022-04-21 This book argues that democratic classroom management is not a stand-alone issue but is deeply intertwined with classroom climate and requires a thoughtful grounded understanding of classroom authority Contributors explore the sources nature and extent of teacher authority as they distinguish authority from authoritarianism and describe how classroom authority is ultimately a shared endeavor between teachers and students By drawing on a variety of contexts and perspectives chapters in this volume contend with the

complexities inherent in classroom authority through the lenses of gender urban versus rural contexts and within elementary and secondary classrooms

Getting School-wise Carol A. Josel, 2002 Pennsylvania middle school teacher Josle presents worksheets and activities meant to aid students in mastering successful study techniques The worksheets are organized into sections related to organization and homework time management learning style note taking study skills memory techniques and test taking Also included are notes to aid the teacher in presenting activities Annotation copyrighted by Book News Inc Portland OR

Lessons from Good Language Learners Carol Griffiths, 2008-04-03 This book considers the strategies used by successful language learners in the light of current thinking and research

Creating Alternative Discourses in the Education of Latinos and Latinas Raul E. Ybarra, Nancy López, 2004 While Latinos and Latinas are the youngest and largest U S minority group they continue to be among the poorest and least educated A major contribution of *Creating Alternative Discourses in the Education of Latinos and Latinas* is that it provides scholars teachers and practitioners with counter hegemonic theories methods and pedagogies that challenge the mainstream assumptions about the education of this group Drawing on rich ethnographic portrayals including life history interviews focus groups and participant observation this interdisciplinary volume bridges diverse bodies of literature in an attempt to bring about changes in the education of Latinos and Latinas

Play from Birth to Twelve Doris Pronin Fromberg, Doris Bergen, 2021-12-12 First published in 1998 Play is pervasive infusing human activity throughout the life span In particular it serves to characterize childhood the period from birth to age twelve Within the past twenty years many additions to the knowledge base on childhood play have been published in popular and scholarly literature This book assembles and integrates this information discusses disparate and diverse components highlights the underlying dynamic processes of play and provides a forum from which new questions may emerge and new methods of inquiry may develop The place of new technologies and the future of play in the context of contemporary society also are discussed

Improved Test Scores, Attitudes, and Behaviors in America's Schools Thomas C. DeBello, Rita Dunn, 1999-10-30 Education is a profession in which billions of federal dollars have been spent to reduce academic underachievement particularly for minority children from poverty homes Few funded programs have reduced failure on standardized achievement tests Despite either repetition or innovation most children who fail do not perform substantially better the next time around On the other hand practitioners who have used the Dunn and Dunn learning styles approaches have reported statistically higher standardized achievement test scores among average poorly achieving and special education students This book is based on the practical diverse experiences of more than thirty different supervisors throughout the United States Representing a variety of urban and suburban locations with diverse student populations each supervisor was able to obtain significantly higher standardized achievement test scores for his or her student populations

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Table of Contents Teaching Elementary Students Through Their Individual Learning Styles Practical Approach

1. Understanding the eBook Teaching Elementary Students Through Their Individual Learning Styles Practical Approach
 - The Rise of Digital Reading Teaching Elementary Students Through Their Individual Learning Styles Practical Approach
 - Advantages of eBooks Over Traditional Books
2. Identifying Teaching Elementary Students Through Their Individual Learning Styles Practical Approach
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Teaching Elementary Students Through Their Individual Learning Styles Practical

Approach

- User-Friendly Interface

4. Exploring eBook Recommendations from Teaching Elementary Students Through Their Individual Learning Styles Practical Approach

- Personalized Recommendations
- Teaching Elementary Students Through Their Individual Learning Styles Practical Approach User Reviews and Ratings
- Teaching Elementary Students Through Their Individual Learning Styles Practical Approach and Bestseller Lists

5. Accessing Teaching Elementary Students Through Their Individual Learning Styles Practical Approach Free and Paid eBooks

- Teaching Elementary Students Through Their Individual Learning Styles Practical Approach Public Domain eBooks
- Teaching Elementary Students Through Their Individual Learning Styles Practical Approach eBook Subscription Services
- Teaching Elementary Students Through Their Individual Learning Styles Practical Approach Budget-Friendly Options

6. Navigating Teaching Elementary Students Through Their Individual Learning Styles Practical Approach eBook Formats

- ePub, PDF, MOBI, and More
- Teaching Elementary Students Through Their Individual Learning Styles Practical Approach Compatibility with Devices
- Teaching Elementary Students Through Their Individual Learning Styles Practical Approach Enhanced eBook Features

7. Enhancing Your Reading Experience

- Adjustable Fonts and Text Sizes of Teaching Elementary Students Through Their Individual Learning Styles Practical Approach
- Highlighting and Note-Taking Teaching Elementary Students Through Their Individual Learning Styles Practical Approach
- Interactive Elements Teaching Elementary Students Through Their Individual Learning Styles Practical Approach

8. Staying Engaged with Teaching Elementary Students Through Their Individual Learning Styles Practical Approach

- Joining Online Reading Communities

- Participating in Virtual Book Clubs
 - Following Authors and Publishers Teaching Elementary Students Through Their Individual Learning Styles Practical Approach
9. Balancing eBooks and Physical Books Teaching Elementary Students Through Their Individual Learning Styles Practical Approach
- Benefits of a Digital Library
 - Creating a Diverse Reading Collection Teaching Elementary Students Through Their Individual Learning Styles Practical Approach
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Teaching Elementary Students Through Their Individual Learning Styles Practical Approach
- Setting Reading Goals Teaching Elementary Students Through Their Individual Learning Styles Practical Approach
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Teaching Elementary Students Through Their Individual Learning Styles Practical Approach
- Fact-Checking eBook Content of Teaching Elementary Students Through Their Individual Learning Styles Practical Approach
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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