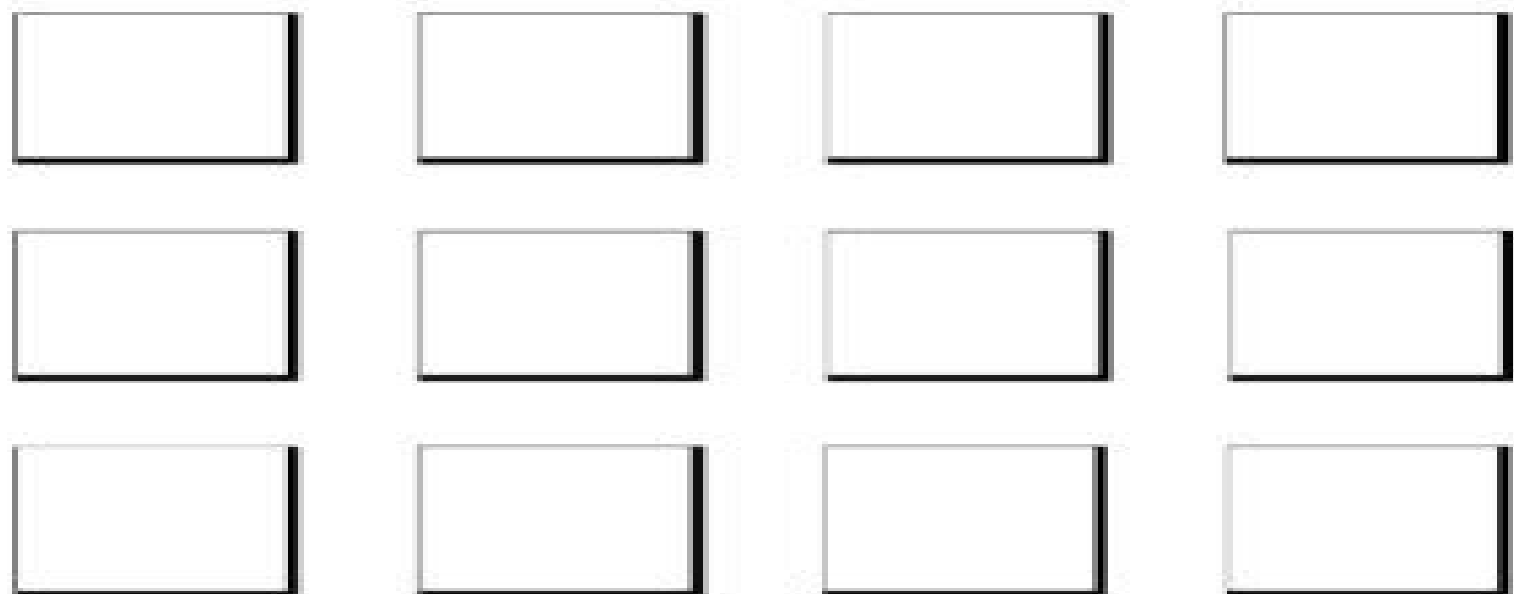


# TEACHING YOUNG CHILDREN THROUGH THEIR INDIVIDUAL LEARNING STYLES

*Practical Approaches for Grades K–2*



RITA DUNN • KENNETH DUNN • JANET PERRIN

# Teaching Young Children Through Their Individual Learning Styles Practical Approaches For Grades K

**Thomas C. DeBello, Rita Dunn**



## **Teaching Young Children Through Their Individual Learning Styles Practical Approaches For Grades K :**

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      **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 Secondary Students Through Their Individual Learning Styles Rita Dunn, Kenneth J. Dunn, 1993      **Handbook of Research on Effective Communication in Culturally Diverse Classrooms** González, Katia, Frumkin, Rhoda, 2016-02-17 Meaningful interaction between teachers and students is crucial to any educational environment and particularly so in intercultural settings When educators take steps to incorporate culturally responsive teaching into their classrooms student learning is enriched and improved The Handbook of Research on Effective Communication in Culturally Diverse Classrooms focuses on the significance of cultural sensitivity toward diverse students and the importance of communication to increase the overall educational experience Highlighting key concepts relating to curriculum design teaching models and critical pedagogies in

transcultural classrooms this book is a pivotal reference source for teachers teacher educators and researchers interested in the impact of intercultural communication in learning environments

**Understanding Learning Styles** Kelli Allen, Jeanna Sheve, Vicki Nieter, 2010 Students have different learning styles Understanding Learning Styles helps teachers determine the learning style of each student and the appropriate delivery methods to target and address the needs of as many of the intelligences as possible Different learning styles are presented in this professional book that helps teachers determine how best to teach their students Surveys practical ideas and suggestions for designing lessons that incorporate multiple learning styles are provided to show teachers how to differentiate instruction This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills 208pp

**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

*Teaching to the Brain's Natural Learning Systems* Barbara K. Given, 2002 Uses the brain's five major learning systems emotional social cognitive physical and reflective to provide a framework for designing lessons and determining teaching approaches

**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

*Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications* Management Association, Information Resources, 2016-10-12 The delivery of quality education to students relies heavily on the actions of an institution's administrative staff Effective leadership strategies allow for the continued progress of modern educational initiatives Educational Leadership and Administration Concepts Methodologies Tools and Applications provides comprehensive research perspectives on the multi faceted issues of leadership and administration considerations within the education sector Emphasizing theoretical frameworks emerging strategic initiatives and future outlooks this publication is an ideal reference source for educators professionals school administrators researchers and practitioners in the field of education

**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 *Psychology and Education J.* "Welton, Robert Morris Ogden, Susan Bentham, 2008 Deals with the theoretical contributions and practical applications of psychology to education *The Handbook of Educational Theories* Beverly Irby, Genevieve H. Brown, Rafael Lara-Alecio, Dr. Shirley A. Jackson, 2013-03-01 Although educational theories are presented in a variety of textbooks and in some discipline specific handbooks and encyclopedias no publication exists which serves as a comprehensive consolidated collection of the most influential and most frequently quoted and consulted theories There is a need to put such theories into a single easily accessible volume A unique feature of the Handbook is the way in which it conveys the theories The organization of the chapters within each section makes the volume an easy to use and understandable reference tool as researchers and practitioners seek theories to guide their research and practice and as they develop theoretical frameworks In addition to the traditional theories presented the Handbook includes emerging theories for the 21st Century as well as presenting practical examples of the use of these theories in research from dissertations and published articles An appendix which indicates which theories have instruments associated with them and where those instruments can be found is also included The Handbook consists of 12 sections Section I provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice The remaining sections address Philosophical Educational Constructs Learning Theory Instructional Theory Curriculum theory Literacy and Language Acquisition Theory Counseling Theory Moral Development Theory Classroom Management Theory Assessment Theory Organizational Theory and Leadership Management Theory Each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors Each chapter within the section will include a description of the theory with goals assumptions and aspects particular to the theory b the original development of and interactions of the theory c

validation of the theory d generalizability of the theory across cultures ethnicities and genders e the use and application of the theory f critiques of the theory g any instruments associated with the theory and h two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or published articles and be written by the original theorist or prominent contributors to the theory The Handbook is intended for graduate students enrolled in research courses or completing theses and dissertations Additionally professors of all educational disciplines in the social sciences would be an interested audience There is also potential use of the text as administrators counselors and teachers in schools use theory to guide practice As more inquiry is being promoted among school leaders this book has more meaning for practitioners      *Intelligence, Instruction, and Assessment* Robert J. Sternberg, Wendy M. Williams, 1998-07 This volume shows how modern theories of intelligence can be applied directly in classrooms for the education of children Takes an international approach reflecting both American and European perspectives

Interdisciplinary Instruction Karlyn E. Wood, 2015-03-23 The fifth edition of this practical guide to interdisciplinary instruction focuses on the thinking and reasoning skills mandated by the Common Core State Standards and the content learning standards required by an increasing number of states The author provides an easy to follow step by step guide to designing creating and implementing unit and lesson plans for all learners Both pre service and in service elementary and middle school teachers will find Wood's approach to be comprehensive with a strong theoretical foundation Using Wiggins and McTighe's backward design process Wood offers specific protocols for creating unit and lesson plans at the elementary and middle school levels By emphasizing differential instruction constructivist educational philosophy application of skills in meaningful context and the art of engaging student interest he demonstrates how diverse student populations can benefit from the interdisciplinary approach Prospective teachers will learn to create interdisciplinary and multidisciplinary plans that promote problem solving creativity and social interaction Examples abound with an appendix of sample unit plan designs filled with ideas for lessons and activities      **Homework** Eunsook Hong, Roberta M. Milgram, 2000-06-30 While there are some books and articles about the importance of understanding in school learning style and the benefits in achievement and attitude toward learning that accrue from matching learning style to learning environment this is the first book on homework style Homework style is the personal preference for doing the tasks assigned by teachers and learning new material outside of the formal school setting Learning style and homework style have been found to be related yet empirically distinguishable indicating the unique situation the home variable plays in forming individual learning styles This guide will help parents teachers and counselors understand homework style and gain an awareness of the relationship between homework style homework achievement and school achievement      **How to Implement and Supervise a Learning Style Program** Rita Dunn Dunn, 1996-04-01 This how to book is for supervisors interested in understanding implementing and guiding staff in the proven educational methods of learning styles Learning how to learn is what the learning styles approach is all about

Advocate Rita Dunn explains learning styles and how they develop and describes how to teach students with diverse learning styles International studies and testimonials indicate statistically higher standardized achievement test scores for students who are taught to use their learning style strengths and yield evidence that this approach makes a difference for all kinds of learners As an award winning educator and a supervisor Dunn offers tips on how to introduce learning styles to your staff and students and how to respond to the cognitive physiological and sociological aspects of learning that influence the students in your school and district **Effective Strategies for Teaching in K-8 Classrooms** Kenneth D.

Moore, Jacqueline Hansen, 2011-01-28 Featuring a wealth of reflection activities and connections to standards this concise easy to read teaching methods text equips students with the content knowledge and skills they need to become effective K 8 teachers The book maximizes instructional flexibility reflects current educational issues highlights recent research and models best pedagogical practices Current and realistic examples a section in each chapter on using technology in the classroom and material on differentiating instruction for diverse learners including students with special needs and English language learners make this a must have resource for any K 8 teacher Leading and Managing a Differentiated Classroom

Carol A. Tomlinson, Marcia B. Imbeau, 2010 Offers teachers practical suggestions and practices that can help them address student differences and meet the needs of their students in a differentiated classroom setting *Biography-Driven*

*Culturally Responsive Teaching, Second Edition* Socorro G. Herrera, 2016-01-27 Culturally responsive pedagogy literacy and English learner education expert Socorro Herrera has updated this bestseller to clarify focus and redefine concepts for the continued professional development of educators serving culturally and linguistically diverse CLD populations Teaching strategies and tools have been updated to reflect important new brain research and to keep pace with our nation's ever changing demographics and constant shift in expectations for K 12 students Herrera has also revised the structure and format of the book to help educators find information quickly while working in highly complex and demanding environments New for the Second Edition Teaching strategies and tools based on the most current knowledge in the field Authentic classroom artifacts that have been collected from teachers across the country Glossary of key terms providing an auxiliary resource for current readers and for future applications of content in professional practice Reorganized features with new icons providing a more user friendly text for practitioner and classroom use Updated excerpts from grade level classroom teachers clarifying practice with CLD students and families Additional planning and instructional aids available for free at [www.tcpspress.com](http://www.tcpspress.com) Grounded in the latest theory and with more user friendly features the Second Edition of Biography Driven Culturally Responsive Teaching will help educators to reflect on their assumptions and perspectives integrate best practices and accelerate CLD students academic learning Socorro Herrera does a masterful job of mediating multicultural education theory and practice specifically for culturally and linguistically diverse students in Biography Driven Culturally Responsive Teaching From the Foreword by Geneva Gay University of Washington Seattle **Play from Birth to Twelve** Doris Pronin

Fromberg, Doris Bergen, 2006 In light of recent standards based and testing movements the issue of play in childhood has taken on increased meaning for educational professionals and social scientists This second edition of *Play From Birth to Twelve* offers comprehensive coverage of what we now know about play its guiding principles its dynamics and importance in early learning These up to date essays written by some of the most distinguished experts in the field help students explore all aspects of play including new approaches not yet covered in the literature how teachers in various classroom situations set up and guide play to facilitate learning how play is affected by societal violence media reportage technological innovations and other contemporary issues which areas of play have been studied adequately and which require further research



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