



# The AVID Brain

## (Pair-Share Activity)



**Directions:** Read the information below, and then work with a partner to answer the questions on the following page.

Research shows that students process information using all of their senses, but in most students, one sense is dominant. These senses are important in the education process as they influence the way a student learns and communicates. The most common learning styles (ways of learning) are: auditory, visual, and kinesthetic.

### The Auditory Learner

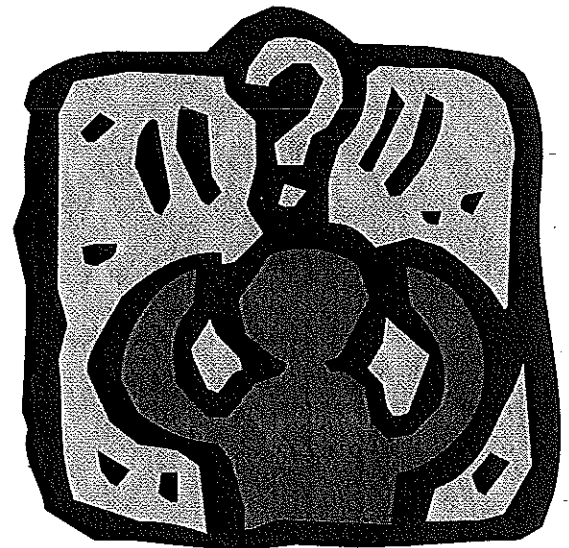
Auditory learners learn primarily from listening and generally take five to seven seconds to process information. They may not take many notes because this might distract them from hearing the information. The auditory learner tends to look to the side when constructing or recalling information.

### The Visual Learner

Visual learners learn primarily from seeing and generally take three to five seconds to process information. They like charts and graphs and take lots of notes. The visual learner tends to look up when constructing or recalling information.

### The Kinesthetic Learner

Kinesthetic learners learn primarily from touch and experimentation. They can take up to 15 seconds to process information. The kinesthetic learner tends to look down when constructing or recalling information.



**2.9: Collaborative Learning Groups**

*Directions:* Work with a partner to complete this page.

1. Your Name: \_\_\_\_\_

2. Partner's Name: \_\_\_\_\_

*Based on the descriptions on the previous page, what kind of learner are you?*

Partner 1: \_\_\_\_\_

Partner 2: \_\_\_\_\_

*What kind of classroom activities do you enjoy best?*

Partner 1: \_\_\_\_\_

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Partner 2: \_\_\_\_\_

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## Learning Style Inventory

**Directions:** Read the statements below carefully, and circle “yes” if it describes you or “no” if it does not. Please respond honestly, and be sure to answer every statement. There are no right or wrong responses.

1.	Making things for my studies helps me to learn.	Yes	No
2.	I can <i>write</i> about most of the things I know better than I can <i>tell</i> about them.	Yes	No
3.	When I really want to understand what I have read, I read it softly to myself.	Yes	No
4.	I get more done when I work alone.	Yes	No
5.	I remember what I have <i>read</i> better than what I have <i>heard</i> .	Yes	No
6.	When I answer questions, I can <i>tell</i> someone the answer better than I can <i>write</i> it.	Yes	No
7.	When I do math problems in my head, I say the numbers to myself.	Yes	No
8.	I enjoy participating in class discussions.	Yes	No
9.	I understand a math problem that is written down better than one I hear.	Yes	No
10.	I do better when I can <i>write</i> the answer instead of having to <i>say</i> it.	Yes	No
11.	I understand spoken directions better than written ones.	Yes	No
12.	I like to work by myself.	Yes	No
13.	I would rather <i>read</i> a story than <i>listen</i> to one.	Yes	No
14.	I would rather <i>tell</i> about how a thing works than <i>write</i> about how it works.	Yes	No
15.	If someone gives me three numbers to add, I can usually get the answer without writing them down.	Yes	No
16.	I prefer to work with a group when there is work to be done.	Yes	No
17.	I understand numbers better when I see them than when I hear them.	Yes	No
18.	I remember things better after I have written them down.	Yes	No
19.	I learn better if someone reads a book to me than if I read it silently to myself.	Yes	No
20.	I learn best when I study alone.	Yes	No
21.	When I have a choice between reading and listening, I usually read.	Yes	No
22.	I would rather <i>tell</i> a story than <i>write</i> it.	Yes	No
23.	<i>Saying</i> the multiplication tables repeatedly helps me remember them better than <i>writing</i> them.	Yes	No
24.	I do my best work in a group.	Yes	No
25.	I understand a math problem that is <i>written</i> down better than one that I <i>hear</i> .	Yes	No
26.	In a group project, I would rather make a chart or poster than find the information that is supposed to go on it.	Yes	No
27.	Written assignments are easy for me to follow.	Yes	No
28.	I remember more of what I learn if I learn it alone.	Yes	No
29.	I do well in classes where most of the information has to be read.	Yes	No

30. I would enjoy giving an oral report to the class.	Yes	No
31. I learn math better from <i>spoken</i> explanations than from <i>written</i> ones.	Yes	No
32. If I have to decide something, I ask other people for their opinions.	Yes	No
33. <i>Written</i> math problems are easier for me to do than <i>oral</i> ones.	Yes	No
34. I like to make things with my hands.	Yes	No
35. I don't mind doing written assignments.	Yes	No
36. I remember things I <i>hear</i> better than things I <i>read</i> .	Yes	No
37. I learn better by <i>reading</i> than by <i>listening</i> .	Yes	No
38. It is easy for me to tell about the things I know.	Yes	No
39. It makes it easier for me if I can say the numbers of a problem to myself as I work it out.	Yes	No
40. If I understand a problem, I like to help someone else understand it, too.	Yes	No
41. <i>Seeing</i> a number makes more sense to me than <i>hearing</i> one.	Yes	No
42. I understand things better when I am involved in making something for the project.	Yes	No
43. The things I write on paper sound better when I say them.	Yes	No
44. It is easier for me to remember what I have <i>heard</i> than what I have <i>read</i> .	Yes	No
45. It is fun to learn with classmates, but hard to study with them.	Yes	No

**Tally Chart**

In the columns below, put an "X" in front of the number if you answered "Yes" to that question in the survey. If you answered "No" to a question do not make any mark by that number. (If you did not answer some of the questions, go back and answer them now.)

Visual		Auditory		Kinesthetic	Individual	Group	Oral	Written
_____ 5	_____ 25	_____ 3	_____ 23	_____ 1	_____ 4	_____ 8	_____ 6	_____ 2
_____ 9	_____ 27	_____ 7	_____ 31	_____ 14	_____ 12	_____ 16	_____ 22	_____ 10
_____ 13	_____ 29	_____ 11	_____ 36	_____ 26	_____ 20	_____ 24	_____ 30	_____ 18
_____ 17	_____ 37	_____ 15	_____ 39	_____ 34	_____ 28	_____ 32	_____ 38	_____ 33
_____ 21	_____ 41	_____ 19	_____ 44	_____ 42	_____ 45	_____ 40	_____ 43	_____ 35

Enter your totals from the above categories into the boxes on the left of each section. Then, do the math.

**Total for Each Area**

Shade the box that corresponds to each score.

Receptive Style		Score
Visual	<input type="checkbox"/>	x 5 =
Auditory	<input type="checkbox"/>	x 5 =
Kinesthetic	<input type="checkbox"/>	x 10 =

10	20	30	40	50
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Style		Score
Individual	<input type="checkbox"/>	x 10 =
Group	<input type="checkbox"/>	x 10 =

10	20	30	40	50
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Expressive Style		Score
Oral	<input type="checkbox"/>	x 10 =
Written	<input type="checkbox"/>	x 10 =

10	20	30	40	50
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Jason Wong, Toll Middle School, Glendale Unified School District. Used with permission.



# More about Learning Styles



**Directions:** Highlight the column that applies to you (your learning style).

AUDITORY LEARNERS	VISUAL LEARNERS	KINESTHETIC LEARNERS
<p><b>What you like and how you learn:</b></p> <ul style="list-style-type: none"> <li>• Talking and listening—enjoys dialogue</li> <li>• Asking questions</li> <li>• Reading out loud</li> <li>• Moving lips while reading</li> <li>• Books on tape/CD</li> <li>• Voice, tempo, and rhythm</li> <li>• Background music</li> <li>• Noise while you work</li> <li>• Panels, committees, and debates</li> <li>• Storytelling</li> <li>• Remembers through auditory repetition</li> <li>• Use of inquiry</li> <li>• Hearing prompts like:               <ul style="list-style-type: none"> <li>— How does this work?</li> <li>— Hear what I'm saying?</li> <li>— Listen to this...</li> </ul> </li> </ul>	<p><b>What you like and how you learn:</b></p> <ul style="list-style-type: none"> <li>• Crossword puzzles and word searches</li> <li>• Charts, graphs, and diagrams</li> <li>• Pictures</li> <li>• Neat surroundings</li> <li>• Reading to self</li> <li>• A quiet working environment</li> <li>• Organize thoughts by writing things down</li> <li>• Seeing rather than hearing something</li> <li>• Learn by watching demonstrations</li> <li>• Visualization</li> <li>• Step-by-step written instructions</li> <li>• Reading and writing strategies</li> <li>• Hearing prompts like:               <ul style="list-style-type: none"> <li>— Picture this...</li> <li>— Do you see what I mean?</li> <li>— How does this look to you?</li> </ul> </li> </ul>	<p><b>What you like and how you learn:</b></p> <ul style="list-style-type: none"> <li>• Touching everything</li> <li>• Textures (the way things feel)</li> <li>• Making/building things; using manipulatives</li> <li>• Fiddling or tinkering with things</li> <li>• Learning with items that you can hold and move (models)</li> <li>• Highlighting when reading</li> <li>• Physical activity and movement</li> <li>• Getting up out of seat or working on the floor</li> <li>• Rocking back in chairs; bouncing legs, tapping pencil, drumming</li> <li>• Using gestures (hands) when speaking</li> <li>• Learn by doing</li> <li>• Use of collaboration</li> <li>• Need more time to process information</li> <li>• Hearing prompts like:               <ul style="list-style-type: none"> <li>— How does that feel?</li> <li>— Are you able to grasp this idea?</li> </ul> </li> </ul>
<p><b>Good study habits for you:</b></p> <ul style="list-style-type: none"> <li>• Discuss ideas with another student.</li> <li>• Don't miss class—you need the lecture.</li> <li>• Read things out loud</li> <li>• Talk with someone about what has been read.</li> <li>• Make flashcards; use them with a partner or say the answers out loud.</li> <li>• Have some noise in your work or study environment (music, people talking, etc.).</li> <li>• "Talk" the material to yourself.</li> <li>• Study in a group; ask each other questions.</li> <li>• Read into a tape recorder; and then listen to yourself.</li> <li>• Create songs, poems, or raps of the information you need to know.</li> </ul>	<p><b>Good study habits for you:</b></p> <ul style="list-style-type: none"> <li>• Organize your work space before starting to work or study.</li> <li>• Draw charts, diagrams, pictures, graphs, and maps.</li> <li>• Photocopy important pages or information and highlight/draw on them.</li> <li>• If you own the book, use a highlighter to mark important information; use different colors when writing.</li> <li>• Form pictures to which you can attach the information being learned.</li> <li>• Turn headings into questions and then read to find answers.</li> <li>• Copy or type notes.</li> <li>• Read the chapter before the lecture.</li> <li>• Use lists.</li> <li>• Make flashcards.</li> <li>• Hang pictures, charts, graphs, and posters around your study area.</li> </ul>	<p><b>Good study habits for you:</b></p> <ul style="list-style-type: none"> <li>• Be well equipped with lots of tools—pens, pencils, paper, rulers, etc.</li> <li>• Get comfortable before you study.</li> <li>• Write and rewrite information.</li> <li>• Make summaries and outlines.</li> <li>• Use a highlighter to mark important information.</li> <li>• Study with another person; exchange notes while you study.</li> <li>• Put notes on cards that can be moved around as you study.</li> <li>• Make flash cards; carry them in your pocket or backpack; use them on the bus, when walking, or whenever you have a short break.</li> <li>• Take Cornell notes as you study or read a textbook.</li> <li>• Create a game out of what you are studying.</li> <li>• Take a break every so often; stand up and walk around.</li> <li>• Have a drink or snack while you work.</li> <li>• While you read or study, have a pen, a piece of clay, or a smooth stone in your free hand.</li> </ul>
<p><b>Interesting Side Note</b></p> <ul style="list-style-type: none"> <li>• Auditory learners are often misunderstood because they ask questions and are thought not to be paying attention.</li> <li>• Many don't like to do written work or read a lot.</li> </ul>	<p><b>Interesting Side Note</b></p> <ul style="list-style-type: none"> <li>• Visual learners need to take the spoken word and make it visual.</li> <li>• They may draw, write lists, even doodle in order to learn.</li> <li>• They often will not be able to concentrate in a cluttered or noisy environment.</li> </ul>	<p><b>Interesting Side Note</b></p> <ul style="list-style-type: none"> <li>• Kinesthetic learners are often thought not to be paying attention because they are constantly moving.</li> <li>• They generally cannot concentrate for long periods of time without being able to move around.</li> </ul>

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# Learning Style Classroom Observation

**Directions:** While observing in the AVID class, take notes about the types of activities the AVID site coordinator/teacher asks students to do. Describe the learning styles that would work best for each activity and the learning styles that might be challenged by the activity.

Describe Activity	Learning Styles This Would Work For	Learning Styles That Might Find This Challenging	Adaptations to Meet More Learning Styles
Oral drills, practicing new vocabulary words out loud; students repeating after the teacher	Auditory	Visual Kinesthetic	<ul style="list-style-type: none"> <li>• Have students make and use flashcards that include a graphic/cartoon representation for each vocabulary word.</li> <li>• Students act out the vocabulary words.</li> </ul>
1.			
2.			
3.			
4.			
5.			



# What Kind of Learner Are You?

(Whole Class Activity)

**D**ivide students into three groups according to dominant learning style—auditory, visual, and kinesthetic. Have each group discuss their learning style and complete the mandala below, using illustrations and/or words. Each group can then share its mandala in the way that fits the learning style.

