Teachers' handbook for implementing learning styles through multiple intelligences

Diedreann Estrada Silva

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TEACHERS' HANDBOOK FOR IMPLEMENTING LEARNING
STYLES THROUGH MULTIPLE INTELLIGENCES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Career and Technical Education

by
Diedreann Estrada Silva
June 2002
TEACHERS' HANDBOOK FOR IMPLEMENTING LEARNING
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Approved by:

Joseph G. Scarcella, Ph.D., First Reader

Ronald K. Pendleton, Ph.D., Second Reader

Date 4/19/02
ABSTRACT

The purpose of this project was to provide teachers with different teaching assessment, tools, approaches, and strategies. The context of the problem was to address the need to develop a teacher handbook proposal entitled Teachers' Handbook For Implementing Learning Styles Through the Multiple Intelligences. Students in grades K-6 will then have the opportunity to explore their strengths, abilities, and different Multiple Intelligences that each unique individual possess. The goal of this project is to provide educators with the ability to supplement, implement, and engage the learning process for all students regardless of the level of intelligence ability the student may have.
ACKNOWLEDGMENTS

There are only a few very special people that helped along my educational journey. A very special thank you to Mr. Tom Jones who started my educational journey. A very special thank you to Lilly Calleros and Sonya Leyva Cross who believed in me when I did not believe in myself. To Joseph Scarcella Ph.D., thank you for the endless support, formatting of this project, wisdom and knowledge of EVOC subject curriculum. To Timothy Thelander MA thank you for your computer expertise, keeping me laughing and never ending smiling and laughter. A thank you to my number one fans, my sons, Gabriel, Alex, and Matthew Silva, thank you for being understanding when I had to miss your sporting events, because I was gone four nights a week including all day Saturdays to reach my educational goals. A special thank you to my husband Gabriel Silva, thank you for listening to my thoughts, patients, and financial support. Thank you to Frank and Rachel Silva for spending your time with my three precious gems to reach my educational goals in peace. Thank you to my father A.P.E. for telling me those six words, you did not break me, you made me the person I am today. Finally, a special thank you to the Lord almighty for guiding and making my vision of three college degree frames on my wall a reality.
DEDICATION

This is dedicated to
the loving memory of my mother
Jessica Gardner Estrada
"If some only knew."

To my sons Gabriel, Alex, and Matthew Silva
"Never settle for less than your best."

To my husband Gabriel Silva
"You always knew."
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CHAPTER ONE

BACKGROUND

Introduction

The content of Chapter One presents an overview of the project. The contexts of the problem are discussed followed by the purpose, significance of the project, and assumptions. Next, the limitations and delimitations that apply to the project are reviewed. Finally, definitions of terms are presented.

Context of the Problem

The context of the problem was to address the need to develop a teacher handbook proposal entitled Teachers' Handbook For Implementing Learning Styles Through the Multiple Intelligences. A teachers' guide for implementing various learning styles, strategies, and approaches. With rigorous demands placed on higher academic expectations from the California Standards, new and master veteran teachers can no longer rely on the look, listen, learn, memorize, pencil, and test mode approach for teaching subject curriculum. All too often a students' intelligence, understanding, and competence in a subject are measured by a successful completion of a uniform test. Those tests seldom if ever measure the many different
types of intelligences of students (Gardner, 1983). Intelligence is not measured through a given grade scale. A teacher must understand that every individual is unique and different and intelligence is not limited to a test grade.

Purpose of the Project

The purpose of the project was to develop a teacher handbook proposal, entitled Teachers' Handbook For Implementing Learning Styles through the Multiple Intelligences: A teachers' guide for implementing various learning styles, strategies, and approaches. In a fantasy world it would be idealistic for teachers to teach with the single approach method, in reality there is no such single approach method. This handbook proposal would act as a guide to assist teachers with strategies in their ability to implement learning styles through the three main learning styles and eight multiple intelligences. Teachers cannot teach their students if they do not understand how different students' learning styles, thought process, and how multiple intelligences are provided to different situations. In short, a teacher cannot teach their students if they do not understand their students.
Significance of the Project

More and more students, especially at the elementary level are being placed at risk due to the lack of inadequate teacher implementation of learning styles and cognitive thought process by their students. In addition, too many students are being placed in Reading Specialist Program (RSP) and Individual Education Plan (IEP) programs. This placement labels the student as a low achiever. This handbook proposal is not going to prevent students from being placed in special education programs, but helps provide different approaches and strategies to learning and emphasize the fact that individuals perceive and process information in very different ways.

Assumptions

The following assumptions were made regarding the project:

1. It was assumed that each teacher who uses this handbook may develop a variety of instructional strategies and resources to respond to students' learning style needs.

2. It was assumed that elementary administrators would support their teachers to use and implement this handbook in their classroom.
Limitations and Delimitations

During the development of the project, a number of limitations and delimitations were noted. These limitations and delimitations are presented in the next section.

Limitations

The following limitations apply to the project:

1. This handbook was developed for public elementary education.

2. This handbook was limited to only K-6 graders.

Delimitations

The following delimitations apply to the project:

1. This handbook could be implemented in middle and high school.

2. This handbook can be introduced at the beginning of the school year when teachers receive the district’s mandated sequence curriculum.

Definition of Terms

The following terms are defined as they apply to the project.

Learning Styles - Learning emphasizes the fact that individuals perceive and process information in very different ways (Learning Styles, 2001).
Visual Learners - Visual learners relate most effectively to written information, notes, diagrams and pictures (Memory Techniques, 2001).

Auditory Learners - Auditory learners relate most effectively to the spoken word. They will tend to listen to a lecture, and then take notes afterwards, or rely on printed notes (Memory Techniques, 2001).

Kinesthetic Learners - Kinesthetic learners learn effectively through touch and movement and space, and learn skills by imitation and practice (Memory Techniques, 2001).

Cognitive - A child constructs understanding through many channels: reading, listening, exploring and experiencing his or her environment (Gruber & Venecne, 1997).

Multiple Intelligences - Consists of eight different intelligences that students use to learn, explore, and understand the world (Gardner, 1983).

Concrete and Abstract - Concrete and perceivers absorb information through direct experience, by doing, acting, sensing, and feeling. Abstract perceivers, however, take in information through analysis, observation, and thinking (Learning Styles, 2001).
Active and Reflective Processors - Active processors make sense of an experience by immediately using the new information. Reflective processors make sense of an experience by reflecting on and thinking about it (Learning Styles, 2001).

Linguistic Intelligence - children with this kind of intelligence have the ability retain and recall lengthy verbal lists such as names, places, dates and enjoy reading, writing doing crossword puzzles and are great at telling descriptive stories (Gardner, 1983).

Musical Intelligence - children with this kind of intelligence are always singing or drumming to themselves. Sound fascinates them and they usually aware of sounds others may miss. These children are often discriminating listeners (Gardner, 1983).

Logical Mathematical Intelligence - Children with this kind of intelligence are fascinated with patterns, strategy games and experiments. Children with this type of logical intelligence enjoy arithmetic problem solving problems (Gardner, 1983).

Spatial Intelligence - Children with this kind of intelligence have the ability to perceive mental images and transform these pictures onto paper. These
children enjoy drawing and are often daydreamers (Gardner, 1983).

**Bodily Kinesthetic Intelligence** - These children have the intelligence and ability to process knowledge in differentiated and skilled ways through bodily sensations. These children often excel at athletic sports, instrumentalists, who can manipulate objects with finesse (Gardner, 1983).

**Interpersonal Intelligence** - These children process the intelligence to be good at communicating. They are leaders and well liked by their peer, because of their ability to understand other's feelings (Gardner, 1983).

**Intrapersonal Intelligence** - These children tend to be shy and cautious, and learn best working alone. They have the ability and intelligence to complete projects with little direction if they allowed to work at their own self-pace and having their own personal space (Gardner, 1983).

Organization of the Thesis

The thesis portion of the project was divided into four chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, and
significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents conclusions and recommendations drawn from the development of the project. Project references follow Chapter Four. Finally, the Appendix consists of the project.
CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of relevant literature that includes implementation of learning styles and approaches used in the conjunction with the Multiple Intelligence Theory. In addition, the literature will review how a child’s intelligence can be assessed so that a child can be matched up accurately with the many of educational and the many of life’s challenging opportunities the world outside of school has to offer.

Components of Learning Styles

Educators need to have an understanding of learning style components before they can properly assess, accommodate, provide strategies, and techniques to their students. Many educators were not introduced to learning styles or were trained while in their teacher preparation courses with a single approach of teaching all educational subject curriculum for a one learning style track mind. As school district administrators demand increase implementation of the California Standards through the mandated SAT 9 assessment testing, educators can no longer rely on the single learning style approach. Educators must
consider placing emphasis on intuition, feeling, sensing, and imagination, in addition, to the traditional skills of analysis, reason, and sequential problem solving (Funderstanding, 1998).

According to Kolb (1984), learning styles specifically deal with characteristic styles of learning. This approach to learning emphasized the fact that individuals perceive and process information in very different ways. The characteristics of learning styles with each individual varies and can never be limited to one model. No one should use a single teaching style exclusively, because there is significant overlapping in learning styles (Memory Techniques, 2001).

Although there are different characteristics and terms of definitions of learning styles, according to Memory Techniques (2001) there are three main learning styles visual, auditory, and kinesthetic.

**Visual Learners**

Visual learners relate most effectively to written information, notes, diagrams, and pictures. Typically they will be unhappy with a presentation where they are unable to take detailed notes. Extent information does not exist for a visual learner unless it has been seen written down. This is why some visual learners will take notes even when
they have printed course notes on the desk in front of them. Visual learners will tend to be effective in written communication, symbol manipulation etc. (Memory Techniques, 2001).

Visual learners make up around 65% of the population.

**Auditory Learners**

Auditory learners relate most effectively to the spoken word. They will tend to listen to a lecture, and then take notes afterwards, or rely on printed notes. Often information written down have little meaning until it has been heard. It may help auditory learners to read written information out loud. Auditory learners will tend to be most effective in written communication, symbol manipulation etc. (Memory Techniques, 2001).

Auditory learners make up around 30% of the population.

**Kinesthetic Learners**

Kinesthetic Learners learn effectively through touch, movement, space, and learn skills by imitation and practice. Predominantly kinesthetic learners can appear slow, in that information is normally not presented in a style that suits their learning methods (Memory Techniques, 2001).
Kinesthetic learners make up around 5% of the population.

Cognition Approach

Jean Piaget, a Swiss psychologist studied human development theory in the 1920s. He discovered the four known cognition stages of development of Sensorimotor, Preoperation, Concrete Operational, and Formal Operation. These psychoanalysis studies and observations forever changed the educational perception on cognitive study analysis. According to Piaget, Cognition is the preferred way an individual processes information through an intellectual sensory (Gruber & Venecne, 1977). Cognition is a major correlation of learning styles. Cognitive and learning styles could be used to predict what kind of instructional strategies or methods a teacher could use that would be most effective for any individual to when learning a task (Dunn & Dunn, 1999).

Piaget’s (Psychology, 2001) four cognitive domains are:

Stage 1: Sensorimotor (age 0-2) At this stage, cognitive development focuses on motor and reflex actions. The child learns about his/her self and his/her environment through sensation and movement. They
have a great interest in the faces and voices of their caretakers. Parents can help the development by making faces, talking and singing to them (Psychology, 2001).

Stage 2: Preoperation (age 2-7) At this stage, children begin to process abstract concepts. If before they could manipulate objects only physically, now they can do so mentally. Child education practice for this stage should focus on these aspects accordingly (Psychology, 2001).

Stage 3: Concrete Operational (age 8-10) At this stage, children begin to process abstract concepts such as numbers and relationships but they concrete examples to understand these concepts. If before they could manipulate objects only physically, now they can do so mentally. Child education practice for this stage focus on these aspects accordingly (Psychology, 2001).

Stage 4: Formal Operation (age 11-15 years) At this stage, the child begins to reason logically and analytically without requiring references to concrete applications. This symbolizes the reaching of the final form of intelligence. At this stage, the child is also capable of
hypothesical and deductive reasoning. Teaching at this stage should be in a way that it encourages young people to consider many possibilities from several perspectives (Psychology, 2001).

According, to Piaget’s theory the inquiring young mind is not a clean sheet of paper that is waiting for knowledge to be painted. Instead, it actively constructs knowledge (Psychology, 2001). In order for a teacher to understand and implement different learning strategies and techniques it is imperative teachers have an understanding of the four cognitive stages that children must go through at their own pace. When a child comes in contact with a piece of new information, it has to understand it in a way that fits into his/her already established view of the world (Psychology, 2001). In retrospect, it has been a repetitious task for teachers to point out what the wrong errors children make and show the children the right way. When a child fails to comprehend, after several attempts trying to show the child how to complete a task the teacher and child naturally become frustrated. This is why what children say or do makes no sense to adults, but it makes perfect sense to the children themselves (Psychology, 2001).
Gardner Theory

In understanding a child's thought process when acquiring new information with the practice and implementation of Piaget's four cognitive stages came along another theory, a theory of the eight Multiple Intelligences developed by Howard Gardner. The eight theories of human intellectual competences. These theories challenge the typical view of an individual's intelligence and abilities measured by a single score of paper and pencil test score. These intelligences are labeled as linguistic, intra-personal, inter-personal, logical/mathematical, musical, spatial, bodily/kinesthetic, and naturalist.

All too often, school children are labeled as early as preschool through an assessment of a word called a test. According to Gardner, 1995 to often the above typical scenario is repeated thousands of times every day all over the world. The child's intelligence is measured on his/her ability to memorize facts, vocabulary, and arithmetic skills just to name a few.

Application

Through the use of application and implementation of Multiple Intelligence, teachers can prepare their lesson
plans to reach and implement different student abilities and intelligences. The implementation of the Multiple Intelligences takes a significant amount of time to assess. This assessment does not happen on the first day or first week of school just because a teacher might observe a student carrying a musical tune, memorizes names, dates, or can categorize shapes. The implementation stage can be an often lengthy and uncertain process requiring high commitment and energy from the teacher (Ruth, 1993). All too often when a teacher assesses a student, a student is assessed only on their negative abilities not their strengths. A students' strengths must be identified to a content area they can relate to not subject content that is forced on them. According to Gardner (1991) real world experiences and connections will make a difference with the Multiple Intelligences, interpreting the theory as an instructional process can provide numerous strategies and implementation into a lesson content and curriculum. Gardner further contends

If you cannot easily relate an activity to something that is valued in the world, the school has probably lost the core idea of Multiple Intelligence, which is that these intelligences evolved to help people do things that matter in the real world. (Gardner, 1983, p. 1)
Again, it is the same scenario day after day in a classroom setting where students have no real understanding of the real world that surrounds them. Typical scenarios according to Gardner (1999a) are when students spend hours each day throughout their childhood sitting quietly in a room, listening to an adult to whom they have no familial relation, reading books on exotic topics, fiction characters, and doing considerable writing on command and for examinations on which their future is believed to hinge. In addition, pupils are exposed in class to talk about personages and events that they cannot see and may never encounter in the flesh (Gardner, 1999a).

As students reached the intermediate stages of their elementary journey pupils hear discussion about abstract concepts that have been devise to make sense of date or facts that have been collected by scholars for their own disciplinary ends (Gardner, 1999b). Furthermore, if a student cannot comprehend, respond individually or interpret such a concept, then the student is evaluated on the basis of the content and from their responses. To teach such a curriculum to students is a disservice to our youth who are our future society. This type of content instilled upon the student does not allow the student to
use any intellectual strengths or the opportunity to explore different approaches to learning.

Knowles Theory on Pedagogy

Knowles is best known for his work on learning theories and the factors that distinguish pedagogy from andragogy. Knowles defined pedagogy as the art and science of teaching and andragogy as the art and science of helping others to learn. Knowles makes the following assumptions about the design of learning: 1) Individuals need to know why they need to learn something, 2) Individuals need to learn experientially, 3) Individuals approach learning as problem-solving, and 4) Individuals learn best when the topic is of immediate value. In practical terms, andragogy means that instruction for individuals needs to focus more on the process and less on the content being taught, with strategies such as, role-playing, simulations, and self-evaluation. Educators need to adopt a role of facilitator or resource rather than lecturer or grader (Knowles, 2001).

According, to Knowles (2001) teaching is a process of guided interaction between the teacher, the student, and the materials of instruction. The function of the teacher is to guide the student into the kind of experiences that
will enable students to develop their own natural potentialities. In Modern Practice, he wrote,

At its best a learning experience should be a process of self-directed inquiry, with the resources of the teacher, fellow students, and materials being available to the learner but not imposed on him. (Knowles, 2001)

According to Knowles, the pedagogy of teaching should be a seven step process. Knowles called for Educators to:

• set a cooperative learning climate,
• create mechanisms for mutual planning,  
• arrange for a diagnosis of learner needs and interests,  
• enable the formulation of learning objectives based on the diagnosed needs and interests,  
• design sequential activities for achieving the objectives,  
• execute the design by selecting methods, materials, and resources, and  
• evaluate the quality of the learning experience while rediagnosing needs for further learning

Dunn Strategies in Learning Styles

R. Dunn, studied how to implement and incorporate a learning style program in a classroom educational setting. According to Dunn and Dunn (1972) current teaching methods
often block learning and promote a conformity that prevents the establishment of appropriate objectives for each student. R. Dunn further contends that drastic instructional and organizational change is needed to revise and improve the teaching learning process. The drastic change needs to start in the classroom with a new approach to classroom instruction. Most classrooms operate on a daily bases with a teacher lecturing and demonstrating a lesson. If students are quiet and attentive this is a pleasing scene for a teacher. This is a false indication if students are sitting quietly, then students are learning and engaged in the lesson that is being presented. This scenario is a passive fallacy according to Dunn and Dunn (1999), the common fallacy during teaching is that children learn by listening, but in reality children may learn by listening, but are more likely to learn by talking, demonstrating, moving, and being actively involved and participating if they are to learn the things to which they been exposed.

In order for teachers to expose enrich meaningful hands on activities. Students need to be involved in the learning process. Students need a wide range of resources, tools, and strategies to engage, explore, and expand their curiosity and simulation. Past and recent research studies
have showed strategies can be implemented to provide learning enhancement in the classroom. Strategies such as, manipulatives, visuals, oral participation, blocks, and media resources, but not limited to can be used in the classroom (Dunn & Dunn, 1972).

Summary

The literature important to the project was presented in Chapter Two and it provided substantiation for the following three main learning styles of auditory, visual, and kinesthetic and the theory of the multiple intelligences. The literature submitted that each child process a different learning style. This learning style once assess properly could have one or multiple intelligence abilities that could enhance a students' potential well-developed long life skills.

The research literature in chapter two suggests there is a need for educators to provide tactful resources and strategies to be implemented in daily curriculum to accommodate the different learning styles and multiple intelligences for all students. With the different learning style implementation this will provide educators with the tools to integrate and assess their students.
In addition, to utilizing their students,' educators using different techniques will provide students the opportunity to absorb and assimilate information in a more positive rewarding matter.
CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three detailed the background and history leading to the question of this professional handbook proposal. It included a description of the different strategies, tools, and techniques of the three main learning styles of auditory, visual, and kinesthetic in correlation of the multiple intelligence theories as well as the description of the audience that this professional handbook proposal would serve.

Population Served

Elementary educators in grades kindergarten through sixth were the targeted population. Although directed toward elementary educators, the project aimed to include elementary student learners in an elementary academic public school setting. As established in Chapter Two, children processed information differently than adults. This professional handbook proposal design promoted the success of educators in the pursuit of knowledge through identification and accommodation of their students' individual learning styles.
Project Development

The content of this professional handbook proposal has been developed after researching the three main learning styles of auditory, visual, and kinesthetic in correlation of the multiple intelligence theory and their application in several studies. The primary focus of this professional handbook proposal is to provide elementary educators:

- The ability to provide different strategies and teaching methods to accommodate each student's different personality and learning style as it pertains to the learning environment.
- The ability to develop congruence and maintain between personal teaching style and student leaning style.
- The ability to allow flexibility during lesson plans, demonstrations, class exercises, assessing, and testing procedures to ensure and emphasize student prior knowledge and learning strengths.

Program Resources and Content Validation

Extensive traditional and research conducted and reported in Chapter Two supported the validity of this
project. Traditional books and online resources contributed the essential information presented in this professional handbook proposal. In addition, to both traditional and online resources from the World Wide Web provided learning styles assessment, different teaching strategies and tools. These resources appear in the appendices for the reader’s reference. However, additional studies are necessary. These studies would include, but not be limited to, updating and identifying the current need of public elementary educators. This would require preliminary formulation of questionnaires to be distributed to the educator of primary and intermediate grade levels and their evaluators, as well as personal interview of both the educators, and evaluators. Content validation would be based on a series of steps over a period of time. Upon completion of a pilot handbook, initial content validation would be sought from researchers with experience and expertise in development of professional handbooks with emphasizes that pertains to the elementary learning style level. At the beginning of the new school year a pilot in service would provide implementation of the different learning styles of auditory, visual, and kinesthetic. The implementation would include instructional strategies and techniques,
designed to incorporate a cross section of areas. After a trimester to allow a sufficient time frame for educators to observe and asses their students, input from those involved would be obtained and evaluated through a questionnaire on personal thoughts, experience and professional recommendations from educators. Complete attention to detail follow-up would be then be scheduled in increments to include accommodation of California Standards, educators, their evaluators, student body and the parent community.

Program Design
The project design focus was to provide an insight, awareness, and fingertip access to educators with implementation of different learning styles and strategies. These learning styles implementation would be in correlation to California Teaching Standards for Mathematics, Language Arts, History, cooking, physical education, and Science for a professional handbook proposal submission.

Summary
With proper implementation of the three main learning styles, educators can accommodate and provide different strategies and techniques to their students. Existing
literature and theory support the lack of different strategies and techniques to provide and accommodate each students' learning style. The reason for educators lack of not providing different strategies and techniques to accommodate their students needs in the past and unfortunately in the present is not because, of an educator's incompetence of teaching subject matter, but because during teacher preparation classes, educators were taught to teach to a single learning style. As stated in chapter two no such single learning style exists to accommodate everyone's individual needs.
CHAPTER FOUR
CONCLUSIONS AND RECOMMENDATIONS

Introduction
Included in Chapter Four was a presentation of the conclusions and recommendations presented and formulated during the project's development. Chapter Four concluded with a summary of findings.

Conclusions
The conclusions extracted from the project follows. For an educator to identify and accommodate a learning style of a student is essential in the present and future growth of a student. The assessment to identify a students' learning style can be a time consuming procedure, but the rewards of student learning enhancement can provide ever lasting life skills. However, the willingness of an educator to take the time to assess a students' learning style, evaluate ones' teaching pedagogy style and self can be a vital imperative factor in student learning achievement. The following conclusions were developed and extracted during the research process.

• Children learned differently than adults and required a learning environment that offered
different teaching strategies and tools to accommodate learning.

- Many different teaching strategies and tools provide students with different learning options to accommodate their learning and exploring needs.
- Visuals act as learning models for students to grasp and comprehend learning expectations.
- Hands on approach using manipulatives provide students to experience stimulation during the learning process.
- Manipulatives act as learning models for any type of subject curriculum being presented
- Research indicates there is a large percentage of educators who use learning style in their instructional subject curriculum.

Recommendations

The recommendations resulting from the project follows.

1. All elementary educators should receive training that includes strategies, and proper assessment techniques in different learning styles and cognitive abilities of today’s youth learner.
2. Further research and evaluation are needed to determine if this handbook should be offered to educators in the middle and high school educational levels.

3. Further research in qualitative format using case studies are needed to verify the findings of this project.

Summary

The literature used during the research phase supported the findings which this project was based. Educators are not meeting the learning styles and needs of today's youth. As a result students are being placed at risk as early as kindergarten without proper assessment, strategies, techniques, and tools. Without proper assessment of a students' learning style an educator lacks effective teaching pedagogy and skills as well as providing a disservice of education to students.

The intend of the professional handbook project will provide educators finger tip access with strategies, techniques, and tools of learning styles at the elementary level of education to provide enhancement of subject matter curricula.
Teachers’ Handbook For Implementing Learning Styles Through the Multiple Intelligences

Elementary Grades K-6
Preface

Intended and directed toward educators, administrators and parents of elementary learners. This preface consists a brief outline analysis of the literature review presented in Chapter Two. The primary content focuses on the project’s background and brief examples and discussions on characteristics of the three main learning styles of visual, auditory, and kinesthetic, in addition to combination learners and assessment strategies and tools. The content layout of this handbook layout proposal will benefit both educator and elementary learners.
How to Vary Instruction According to Needs:

An effective instructional program recognizes and provides for the different learning styles of individuals by (Dunn, R., & Dunn, K., 1972):

1.) Diagnosing each student’s perceptual strengths and weaknesses and then providing learning methods and materials that capitalize on the revealed strengths.

2.) Diagnosing each student’s academic ability in each curriculum area and then:

   (a) prescribing a program that will build on the revealed academic strengths and reduce the revealed academic weaknesses;
   (b) providing learning materials on the level of academic comprehension revealed through the diagnosis;
   (c) providing a variety of learning materials to stimulate curiosity, offer repetition without reducing interest and create a personal involvement with the act of learning for the student.

3.) Recognizing each student’s special interests, hobbies, skills, talents or motivations and incorporating these, wherever appropriate, into the child’s curriculum.

Once the teacher has correctly diagnosed the student, the teacher must then design a flexible program of study that the student will be expected to master. The program is called a prescription and includes a listing of the instructional objectives (curriculum requirements, course of study or educational goals) specifically written for the individual student in behavioral terms. The student bears the responsibility for learning what is included in their prescription. The teacher serves as a facilitator and guide in the learning process. The role of the teacher includes acting as diagnostician, prescriber and guide. The role of the student is that of self-teacher (Dunn, & Dunn, 1972, p. 40).


**Knowles Applying Andragogy Principles to the Design of Lesson Curricula**

1. There is a need to explain why specific things are being taught.

2. Instruction should be task-oriented instead of memorization-learning activities should be in the context of common tasks to be performed.

3. Instruction should take into account the wide range of different backgrounds of learners; learning materials and activities should allow learners to discover things for themselves, providing guidance and help when mistakes are made.

4. Instruction should allow learners to discover things for themselves, providing guidance and help when mistakes are made.

**Principles:**

1. Students need to be involved in the planning and evaluation of their instruction.

2. Experience (including mistakes) provides the basis for learning activities.

3. Students are most interested in learning subjects that have immediate relevance to their prior knowledge or personal life.

4. Student learning is problem-centered rather than content-oriented.

Source: [http://tiptheories.org/Knowles.html](http://tiptheories.org/Knowles.html)
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Learning Techniques and Assessment

This introduction addresses the elementary student learner. It will focus on how to provide strategies, assessment, and learning techniques to accommodate the different learning styles of auditory, visual, and kinesthetic that each individual process with a six unit social studies thematic unit. The social studies thematic unit was designed for second graders, but can be modify for any elementary grade level. Each lesson was designed for a low or no cost use of classroom resources. A thematic unit was used to show educators how main subject curriculum along with cooking, music, and physical education that usually are out of daily lesson plan routines, because of limited time, can all be incorporated with the use of the three main learning styles.

What are Learning Styles?

Unit One introduction defines and discusses the term learning style and the importance, significance, and impact this term has on elementary students. Once the definition of what a learning style is defined the three main learning styles of visual, auditory, and kinesthetic will be introduced.

The first section in unit one discusses the importance of visual, auditory, and kinesthetic instructional strategies used in the classroom and how children learn in detail as stated in the literature in unit two.

The second section provides literature support from Dunn’s guidelines of using effective teaching strategies involving students in relevant learning.

The third section discusses the correlation of how Gardner’s Multiple Intelligences theory intervenes with learning styles.
Visual Learner...

Unit Two primary focus is the characteristics of visual learners, followed by the strategies, teaching methods, use of materials, and accommodations for visual learners.

The first section discusses the strengths and weaknesses characteristics of visual learners in detail, for example a weaknesses in visual learners would be visual learners need to see it to know it, often have difficulty with spoken directions, have trouble following directions. Strengths of visual learners, these learners tend to have keen memory, creative, imaginative, and high abstract thinker (Mcleod, 2002). These are just some of the many characteristics, but not limited to that will be mentioned in the first section.

The second section in unit two discusses strategies for teaching visual learners. For example, in order to provide a balanced curriculum program, different teaching strategies must be a part of the teachers’ repertoire that focus on effective learning modalities (Mcleod, 2002). Among the best practices for teaching mathematics, the following strategies stand out:

- Practice
- Explicit instruction
- Questioning strategies
- Use of visuals
- Reading and vocabulary development strategies
- Use of manipulatives
- Intervention

In addition, to the discussion of strategies for visual learners a brief outline will be presented of the best practices for teaching strategies and how they are implemented.
Auditory Learner

Unit Three primary focus is the characteristics of auditory learners, followed by the strategies, teaching methods, use of materials, and accommodations for auditory learners in correlation of the California Standards.

The first section discusses learning tip characteristics and weaknesses of auditory learner in detail, for example, auditory learners usually prefer to get information by listening, auditory learners needs to hear it to know it, learns and prefers by hearing lecture and be able to be an active participate in discussions. Weaknesses of an auditory learner would be inability to read body language and facial expressions, may have difficulty following written directions, difficulty with reading, and problems with writing These are just some of the many characteristics, but not limited to that will be mentioned in the first section.

The second section in Unit three discusses strategies for teaching auditory learners. For example, allow use of tapes for reading in class and lecture notes, read aloud test questions or directions, and avoid oral instructions while students are copying from the board. These are just some of the many characteristics, but not limited to that will be mentioned in the second section.

Kinesthetic Learner

Unit four primary focus is the characteristics of kinesthetic learners, followed by the strategies, teaching methods, use of materials weaknesses, strengths, and accommodations for kinesthetic learners in correlation of the California Standards.

The first section discusses the strengths and weaknesses characteristics of kinesthetic learners in detail, for example, a weaknesses in kinesthetic learners would be has difficulty sitting still or sitting during a lecture, will do poorly or poorly comprehend material being presented if not an active participant. Strengths of a kinesthetic learner are learns better when physical activity is involved, or hands on activity, can often assemble parts without reading directions, and may be very well
coordinated and have athletic ability. These are just some of the many characteristics, but not limited to that will be mentioned in the first section.

The second section in unit four discusses strategies for teaching kinesthetic learners. For example, kinesthetic learners are hands on learners so it is imperative that a teacher make accommodations and use strategies in their classrooms to allow kinesthetic learners to take frequent breaks in study periods, for spelling and remobilization facts use hands on with tracing letters and use of manipulatives. These are just some of the many characteristic, but not limited to that will be mentioned in the second section.

**Combination Learner**

Unit five primary focus is the characteristics of combination learners, followed by strategies, teaching methods, use of materials and accommodations for combination learners.

The first section discusses combination learners. Although there are three basic learning styles, which an individual learner may process there, is however, combination learners. A Combination learner for example, may consist of auditory/kinesthetic or auditory/visual just to name a few.

The second section in Unit five discusses strategies for teaching combination learners. For example, a teacher may reinforce combined strategies and techniques through visual, auditory, or kinesthetic learning styles to accommodate combined learning strategies so a student has an opportunity to be exposed to both learning preferences.

**Characteristics of Multiple Intelligences**

This unit consists of brief characteristics and strategies of the eight multiple intelligences and how they are closely linked to learning styles.
Characteristics of verbal/linguistic learners, these individuals tend to think in words and use language to express and understand meanings. Strategies and resources that can be used for these learners can be, but not limited to hands on manipulatives, enjoys reading aloud, listening to recordings and, enjoys being an active participate in lessons.

Characteristics of logical/mathematical learners, these individuals tend to enjoy working with numbers and computing skills. Numbers fascinate these individuals. They also have the ability to recognize patterns and order and can often solve different kinds of problems through logical reasoning. Strategies and resources that can be used for these learners can be, but not limited to hands on manipulatives, puzzles, word problems that provide a logic reasoning with a challenge and number sequence activities.

Characteristics of visual/spatial learners, these individuals tend to express ideas in form of pictures and are often imaginative. Strategies and resources that can be used, but not limited to are manipulatives that offer hands on approach activities, easy access to markers and blank paper to allow this learner to express their ideas through their imagination.

Characteristics of bodily/kinesthetic learners, these individuals tend have the ability to use the body and tools to take effective action or to build or repair. These individuals does not read directions they will tend to just start a project by trail and error. Strategies and resources that can be used, but not limited to are manipulatives that can offer hands on approach activities. Hands on approach activities are essential for these learners. These learners are active learners that must be allowed to take frequent breaks during study periods. They enjoy active being an active participant in classroom discussion and enjoy sports and games.

Characteristics of musical learners, these individuals tend to, have the ability to understand and develop musical techniques. These learners enjoy beat, humming, whistling, tapping hands, feet, dancing, and singing. Strategies and resources that can
be used, but not limited to are recording of lectures notes to help prepare for examinations, activities that need to reinforce memory so student can absorb the activity through singing and beat of the music.

Characteristics of interpersonal learners, these individuals tend to have the ability to understand and communicate with people. Strategies and resources that can be used, but not limited to are working in learning groups, sharing ideas, working with people, projects, and global problem solving. These individuals tend to be leaders and motivators.

Characteristics of intrapersonal learners, these individuals tend to, know their own strengths and weaknesses and are aware of their self-awareness to create or express their views. Strategies and resources that can be used, but not limited to are providing personal and private space to these learners, these learners are often independent workers so they tend to enjoy working alone without thought interruption.

Characteristics of naturalist learners, these individuals tend to, have the ability to recognize different kinds of plants and animals. These individuals are fascinated with nature and what surrounds their environment. Strategies and resources that can be used, but not limited to are hands on approach manipulatives that require analyzing cause and effect projects. These learners often enjoy literature that consists of natural phenomena.

When multiple intelligences are assess and incorporated into a curriculum along with learning styles educators can build into to their students’ own strengths and intelligences

Assessment Tools

This unit focuses on what is assessment and how it should be used in a classroom environment to observe, monitor, and evaluate an individual’s progress.

The second section in unit seven presents the advantages and disadvantages of assessment tools.
The third section in unit seven presents what type of assessment could be used. For example, one assessment tool an educator can use would be a portfolio. A portfolio is a systematic and organized collection of a students' work throughout a course or class year. It measures the students' knowledge and skills and often includes self-reflection by the student.

**Usage and Implementation for Teacher and Student for Higher Academic Expectations**

When an educator uses and implements the three main learning styles of visual, auditory, kinesthetic or combination learner along with observing and taking into consideration the different multiple intelligences each individual process, an educator is accommodating their students with different approaches to learning. With different implementations approaches to learning comes teacher and student higher academic expectations.
Lesson Plans

This proposed teachers' elementary handbook will provide and focus on a six lesson integrated thematic social studies unit, which will consist of language arts, math/cooking, music, physical education, social studies/science/history, and art. Each lesson will have an implementation of the three main learning styles of visual, auditory, and kinesthetic, as well as objective content of the California teaching standards incorporated into each lesson. Each lesson will also accommodate English Language learners. It offers elementary educators to observe how various visual, auditory, and kinesthetic teaching strategies can be implemented in any academic subject. This second grade thematic social studies unit can be modify to accommodate any elementary grade level.
Lesson One:
Language Arts

Purpose: In correlation of the California Standards the purpose of this is for students to identify ones’ country, and use prior student knowledge, and student participation.

Objective: To describe ones’ country and identify Washington, D.C., as the United States capital. Analyze the duties of the President and congress.

Visual Learner: For visual learners, teacher will use large visual aids such as a large colorful giant map of the United States and point to the location of our nation’s capitol and The White House. Teacher will continue by showing large visual display pictures of former and present President, First lady, monuments, Smithsonian Museum, The White House, and the famous red, blue, and green rooms in The White House.

Auditory Learner: For auditory learners, teacher will use a what you know, what you want to learn, and what you learned (KWL chart). Students will participate in a KWL group with questions and discussions about The White House.

Kinesthetic Learner: For kinesthetic learners, students will use their fingers to snap and clap using the lesson’s vocabulary words. Before giving students a content sheet students will play a hands on activity game bingo that contains vocabulary and key words used in the lesson.

ELL/SDAIE: Teacher will use visual aids such as large colorful map, pictures, picture walks, KWL chart, speak slowly, use hand and body gestures.
Introduction Lesson Plan with Learning Styles

This language arts lesson plan goes beyond the typical standard textbook material and lesson content worksheet that includes the California Standards objective content. This lesson plan provides student interaction, hands on approach, student prior knowledge, student participation, student strengths, and intelligences and the three main learning styles. This lesson plan allows an educator to direct the lesson and act as a facilitator, rather then single learning style lesson of look, listen, and learn. A lesson with learning styles allows students to be involved and active participants in their learning. This lesson plan was designed with little cost or no cost of classroom resources.
Lesson Plan with Learning Styles

Subject: Language Arts
Grade: 2nd

Goal: Students will be able to identify ones’ country, and analyze the duties of the President, congress, and identify Washington D.C. as our country’s capitol and its characteristics of the famous monuments and museums.

Objective: To describe ones’ country and identify Washington, D.C., as the United States capital. Analyze the duties of the President and Congress.

CA Standard: 2.3: 2 Students explain governmental institutions and practices in the United States and other countries.

Vocabulary: President, museum, monument, White House, Congress, city council, citizen, vote, tax, and law.


ELL/SDAIE: Teacher will use visuals such as giant colorful map, pictures, picture walks, and KWL.

Procedure: Students will be gathered around the rug for a children’s read aloud literature book “The White House” and will participate in KWL group questions and discussions about The White House.

A. Motivation: Teacher will first show a colorful giant map of the United States and point to the location of our nation’s capitol and The White House. Teacher will continue by showing large visual display pictures of former and present President, First Lady, monuments, Smithsonian Museum, The White House, and the famous red, blue, and green rooms in The White House.

B. Sequence of event: Teacher will sit in the middle of the children using an easel to display the giant social studies literature book “We the People” and a wand as a pointer. Teacher will ask starter questions such as “who has been on a long trip, how long did it take you to get to your trip, and what did you see?” Teacher will continue lesson-informing students that they are going to pretend and use their imagination to go on a trip with the character Jake in the literature book to The White House. Everyone in the group will get an opportunity to participate and contribute their own
experience, so that the teacher can write the students’ information or by having the students come up to the easel. This will act as an example that way everyone can see how the story all fits together. Students will then have the opportunity using a Jake’s Trip content sheet to write if they could visit Washington D.C., which place would they want to go first. The students would need to write the name of the place using their knowledge of The White House and their vocabulary.

C. **Closure**: Students will be able to come up to the front of the easel board and share which place in Washington D.C. they would have visited first. Students could choose to write their experience or read it out loud to the class.

**Evaluation**: Teacher will assess students’ progress and performance walking around the classroom observing if students understand the reading comprehension questions, and writing of their literature on which place they would like to visit first at Washington D.C. The teacher will invite children back to the rug and show The White House literature book covering the text and asking “what monument is this, what room is this, where is our capitol and The White House located? Teacher will further assess students’ knowledge giving students a content sheet that contains multiple choice answers and fill in the blank sheet that used vocabulary terms. Before giving students content sheet students will play bingo that contains vocabulary and key words used in the lesson.

**Assignments**: Check and evaluate students’ knowledge and understanding of the lesson being taught with individualized reading of multiple choice and matching vocabulary questions.
Introduction Lesson Plan with no Learning Styles

This is the same language arts lesson plan. This is a typical scenario of a single style teaching approach of look, listen, learn, and content comprehension worksheet that is presented to elementary learners in classrooms everyday. This lesson plan only focus is strictly textbook material. This lesson plan may include the California Standards objective content, but it provides no student interaction, hands on approach, student prior knowledge or little if any of the three main learning styles or student strengths and intelligences.
Lesson Plan without Learning Styles

Subject: Language Arts
Grade: 2nd

Goal: Students will be able to identify one’s country, and analyze the duties of the President, congress, and identify Washington D.C. as our country’s capitol and its characteristics of the famous monuments and museums.

Objective: To describe one’s country and identify Washington, D.C., as the United States capital. Analyze the duties of the President and Congress.

CA Standard: 2.3: 2 Students explain governmental institutions and practices in the United States and other countries.

Vocabulary: President, museum, monument, White House, Congress, city council, citizen, vote, tax, and law.


ELL/SDAIE: Teacher will use visuals such as giant colorful map, pictures, picture walks, and KWL.

Procedure: Students will be gathered around the rug while teacher reads social studies literature textbook.

A. Motivation: Teacher will ask students who lives in the white house.

B. Sequence of event: Teacher will sit in the middle of the children using an easel to display the giant social studies literature book and begin reading aloud the lesson. Students will then have the opportunity using a Jake’s trip content sheet to write if they could visit Washington D.C., which place would they want to go first. The students would need to write the name of the place using their knowledge of The White House and their vocabulary.

C. Closure: Students may draw a picture and write which place in Washington D.C. they would have visited first.

Evaluation: Teacher will assess students’ knowledge comprehension giving students a content sheet that contained multiple choice answers and fill in the blank sheet that used vocabulary terms from the lesson.

Assignments: Check and evaluate students’ knowledge and understanding of the lesson being taught with individualized reading of multiple choice and matching vocabulary questions.
Lesson Two:
Mathematics and Cooking

Purpose:
In correlation of the California Standards the purpose of this lesson is for students to identify how many stars, what colors are on our country’s flag, and know what the colors of the flag represent and mean. In addition, to having a combination in mathematics and cooking lesson, students will use their mathematics skills counting how many stars and stripes that belong on the flag, in addition, to using the various editable ingredients to make their flag.

Visual Learner:
Teacher will use easel to display large visuals of the lesson’s vocabulary words liberty, purity, and freedom. Teacher will demonstrate a step by step process on how to make a graham cracker flag.

Auditory Learner:
Teacher will ask starter questions such as “What did we learn about the flag in our last lesson, who went to Betsy Ross to make the flag, what shape is the flag etc.”

Kinesthetic Learner:
Students will have the opportunity using hands on to make their graham cracker flag, using various materials that will be editable

ELL/SDAIE:
Teacher will do a sample in front the class to demonstrate project. Teacher will demonstrate math skills by counting out loud the stars and stripes on graham cracker flag activity. Teacher will point to materials and names of materials on box or package being used to make the project.
**Introduction Lesson Plan with Learning Styles**

This is the same mathematics and cooking lesson plan goes beyond the typical standard textbook material and lesson content worksheet that includes the California Standards objective content. This lesson plan provides student interaction, hands on approach, student prior knowledge, student participation, student strengths, and intelligences and the three main learning styles. This lesson plan allows an educator to direct the lesson and act as a facilitator, rather then single learning style lesson of look, listen, and learn. A lesson with learning styles allows students to be involved and active participants in their learning. This lesson plan was designed with little cost or no cost of classroom resources.
Lesson Plan with Learning Styles

Subject: Mathematics and cooking
Grade: 2nd

Goal: Students will be able to identify how many stars, what colors are on our country’s flag, and will know what the colors of the flag represent and mean.

Objective: To describe the colors, what the colors represent and mean, to identify how many stars on our country’s flag.

CA Standards: CST 2.3 Students explain governmental institutions and practices in the United States and other countries.

Vocabulary: Purity, liberty, and Freedom

Materials: 3 tubs of white vanilla frosting, blue food coloring, 4 bags of red licorice candy laces, one box of graham crackers, candy stars, ten plastic bowls, and one pack of plastic spoons.

ELL/SDAIE: Teacher will do a sample in front of the class to demonstrate project. Teacher will point to materials and names of materials on box or package being used to make the project.

Procedure: Students will be gathered around the rug to participate in KWL group questions and discussions about our country’s flag.

A. Motivation: Teacher will tell students that they are going to do a fun activity about our country’s flag and will tell students what materials are on their desk to make a flag. Teacher will explain to students they must use their prior knowledge and skills that they learned about the flag from the previous social studies lesson that was taught such as “how many stars does the flag have, what colors does the flag etc.

B. Sequence of event: Before the actual graham cracker flag activity teacher will sit in the middle of students using an easel to display large visuals of the words liberty, purity, and freedom. Teacher will ask starter questions such “what did we learn about the flag on Thursday and ask review questions such who went to Betsy Ross to make the flag, what shape is the flag etc. Teacher will then point to the large word visuals of liberty, purity, and freedom and ask students “What do you think liberty, purity, and freedom mean?” Teacher will explain what these vocabulary words mean and what they represent on our country’s flag. Teacher will remind students to think about these vocabulary terms when making their graham cracker flags.
C. **Closure:** Each table will be given a vocabulary word or task to explain about our country's flag such as what do the strips stand for, how many red stripes are on our flag, what does the color white stand for on our flag etc. Each table will come up to the front of the classroom to share what their task or vocabulary word means about our country's flag.

**Evaluation:** Teacher will assess students’ progress and performance walking around the classroom observing if students understand how many red stripes the flag has and how many stars does the flag have. Each table will be given a task or vocabulary word and have an opportunity as a group to explain what that vocabulary word means or represents about our country’s flag. This will give the teacher an opportunity to evaluate if students comprehend what the words and symbols represent on the flag.

**Assignments:** To evaluate students’ knowledge and understanding of lesson being taught teacher will give students a mini comprehension sheet to evaluate their knowledge about our country’s flag.
Introduction Lesson Plan with No Learning Styles

This is the same mathematics and cooking lesson plan. This is a typical scenario of a single style teaching approach of look, listen, learn, and content comprehension worksheet that is presented to elementary learners in classrooms everyday. This lesson plan only focus is strictly textbook material. This lesson plan may include the California Standards objective content, but it provides no student interaction, hands on approach, student prior knowledge or little if any of the three main learning styles or student strengths and intelligences.
Lesson Plan without Learning Styles

Subject: Mathematics and cooking
Grade: 2nd

Goal: Students will be able to identify how many stars, what colors are on our country’s flag, and will know what the colors of the flag represent and mean.

Objective: To describe the colors, what the colors represent and mean and to identify how many stars on our country’s flag.

CA Standards: CST 3 Students explain governmental institutions and practices in the United States and other countries.

Vocabulary: Purity, liberty, and Freedom

Materials: Textbook, whiteboard different marker colors, make a flag content sheet and cooking book.

ELL/SDAIE: Teacher will use visuals, speak slowly, and use hand and facial gestures.

Procedure: Students will be in their seats while teacher asks questions such as how many stripes and stars are on our country’s flag etc. and fill in the information in different colors on the blank flag content worksheet on the whiteboard.

A. Motivation: Teacher will hold up the finish fill the blank flag content sheet and tell students that they are going to do their own fill the flag content sheet. Teacher will explain to students they must use their prior knowledge and skills that they learned about the flag from the previous social studies lesson that was taught such as “how many stars does the flag have, what colors does the flag etc.

B. Sequence of event: Before beginning flag content flag sheet teacher will sit in the middle of the students using an easel to display the social studies literature book to read and point to the words liberty, purity, and freedom. Teacher will ask starter questions such “what did we learn about the flag on Thursday and ask review questions such who went to Betsy Ross to make the flag, what shape is the flag etc Teacher will explain what these vocabulary words mean and what they represent on our country’s flag. Teacher will remind students to think about these vocabulary terms when making their flags using the content sheet.
C. **Closure:** If time permits students will be able to cut and paste their flags on construction paper of their choice. d means about our country’s flag.

**Evaluation:** Teacher will assess students’ progress and performance walking around the classroom observing students fill in their content flag sheet to evaluate students’ comprehension of how many red stripes and stars does the flag have.

**Assignments:** Check and evaluate students’ knowledge and understanding of lesson being taught teacher will give students a mini comprehension sheet to evaluate their knowledge about our country’s flag.
Lesson Three:
Social Studies, History, and Science

**Purpose:**
In correlation the California Standards, the purpose of this lesson is for students to recognize the Native Americans as the first people to live in American and recognize the importance of learning the cultures from which families come.

**Objective:**
Students will be able to identify Native Americans as the first people to live in America and analyze their cultures.

**Visual Learner:**
Teacher will use large social studies picture book and show students how and where Native Americans once traveled gathered food and lived

**Auditory Learner:**
Teacher will sit in the middle of the students on the rug asking to compare and contrast how Native Americans travel, and got their food in the past. Teacher will then have students compare how they travel and get their food today in the present.

**Kinesthetic Learner:**
Students will have the opportunity to draw how the Native Americans travel and got their food in the past, and draw how they and their families travel and get their food today in the present. Students will then have an opportunity to come up as a table and share and explain their drawing to the class.

**ELL/SDAIE:**
Teacher will speak slowly and use picture visuals and write vocabulary words largely and display them on the easel. Teacher will also continue to use repetitive descriptions and vocabulary words.
Introduction Lesson Plan with Learning Styles

This social studies, history, and science lesson plan goes beyond the typical standard textbook material and lesson content worksheet that includes the California Standards objective content. This lesson plan provides student interaction, hands on approach, student prior knowledge, student participation, student strengths, and intelligences and the three main learning styles. This lesson plan allows an educator to direct the lesson and act as a facilitator, rather then single learning style lesson of look, listen, and learn. A lesson with learning styles allows students to be involved and active participants in their learning. This lesson plan was designed with little cost or no cost of classroom resources.
Lesson Plan with Learning Styles

Subject: Social Studies, History, and Science
Grade: 2nd

Goal: Recognize the Native Americans as the first people to live in America and recognize the importance of learning about the cultures from which families come.

Objective: Students will be able to identify Native Americans as the first people to live in America and analyze their culture.

CA Standards: H/SS 2.1: 2 Students differentiate between things that happened long ago and things that happened yesterday.

Vocabulary: Tsimshian, Yurok, Apache, Pawnee, Timucua, Powhatan, Chippewa, past, present, and future.

Materials: Wand pointer, large easel, large social studies literature book, black marker, make “Life on the River” plan sheet, five poster boards, and crayons.

ELL/SDAIE: Teacher will speak slowly and use visuals and write vocabulary words largely and display them on the easel. Teacher will also continue to use repetitive descriptions and vocabulary words.

Procedure:

A. Motivation: Teacher will ask students starter questions such as “how do they get their food, how do they get their clothes, how do they travel when they want to get somewhere etc.” Once the teacher has asked these questions and receives some answers the teacher will show pictures of the Native American to introduce the lesson and start the lesson.

B. Sequence of event: Teacher will sit in the middle of the students Using an easel to display the social studies literature book. Teacher will invite students to share what they see in the pictures and what do they think the pictures mean. Teacher will do a compare and contrast with the students asking them “How did the Native America Indians travel and how did they get their food in the past, how do Native Americans travel and get their food today in the Present etc.

C. Closure: Each table group will be able to come up to the front of the classroom and share their task that was assigned to them. For example, table one might have the task of describing and drawing how Native
Americans traveled in the past, and table two will draw and describe how we travel today in the future.

**Evaluation:** Teacher will walk around the classroom observing that students are correctly identifying the past and present with their drawings.

**Assignments:** If time permits teacher will do a read loud of "Granny and the Indians."
Introduction Lesson Plan with No Learning Styles

This is the same social studies/history/science lesson plan. This is a typical scenario of a single style teaching approach of look, listen, learn, and content comprehension worksheet that is presented to elementary learners in classrooms everyday. This lesson plan only focus is strictly textbook material. This lesson plan may include the California Standards objective content, but it provides no student interaction, hands on approach, student prior knowledge or little if any of the three main learning styles or students strengths and intelligences.
Lesson Plan without Learning Styles

Subject: Social Studies, History, and Science
Grade: 2nd

Goal: Recognize the Native Americans as the first people to live in America and recognize the importance of learning about the cultures from which families come.

Objective: Students will be able to identify Native Americans as the first people to live in America and analyze their culture.

CA Standards: H/SS 2.1: 1 Students differentiate between things that happened long ago and things that happened yesterday.

Vocabulary: Tsimshian, Yurok, Apache, Pawnee, Timucua, Powhatan, Chippewak, past, present, and future.


ELL/SDAIE: Teacher will use visuals and write vocabulary on the easel.

Procedure:

A. Motivation: Teacher will use a pointer to show students the textbook pictures how Native Americans got their food, clothes, and how they traveled in the past. Teacher will continue to show pictures of the Native American to start the lesson.

B. Sequence of event: Teacher will sit in the middle of the students using an easel to display the social studies literature book. Teacher will read the social studies lesson how Native Americans got their food in the past and how people get food today in the present. As teacher reads lesson, teacher will write important concepts on a sheet of paper on the easel. If time permits teacher will ask students how do their families travel, get food, and clothes today

C. Closure: Students will return back to their seats to complete a mix and match comprehension sheet of the Native Americans.

Evaluation: Teacher will walk around the classroom observing that students are correctly identifying and matching the past and present Native Americans pictures of the past, present, and future.

Assignments: If time permits teacher will do a read loud of “Granny and the Indians.”
Lesson Four:
Art

Purpose: In correlation of the California Standards the purpose of this lesson is for students to identify and interpret the American flag as a symbol of our country.

Objective: Students will be able to design a flag that represents a symbolism of the United States flag and its pledge or a flag that represents a particular group or symbol.

Visual Learner: Teacher will use pictures and books to show students about symbols and what they mean and represent to people and countries etc.

Auditory Learner: Teacher will do a read aloud titled "A Flag For a New Country." Teacher will remind students to listen closely to the story and inform students that they will be asked questions such as "Who made the flag, who came to Betsy Ross to make the flag etc.

Kinesthetic Learner: Students will do a hands on activity creating their own flag, using crayons, blank flag printout, glue, and straw

ELL/SDAIE: Teacher will visuals such as sample of a pre-made flag. This will act as an example so students may get an idea of what flag they can chose to make. Teacher will also do a picture walk through, in addition, to using body and hand gestures, and speaking slowly.
Introduction Lesson Plan with Learning Styles

This art lesson plan goes beyond the typical standard textbook material and lesson content worksheet that includes the California Standards objective content. This lesson plan provides student interaction, hands on approach, student prior knowledge, student participation, student strengths, and intelligences and the three main learning styles. This lesson plan allows an educator to direct the lesson and act as a facilitator, rather then single learning style lesson of look, listen, and learn. A lesson with learning styles allows students to be involved and active participants in their learning. This lesson plan was designed with little cost or no cost of classroom resources.
Lesson Plan with Learning Styles

Subject: Art
Grade: 2nd

Goal: Students will be able to identify and interpret the American flag as a symbol of our country.

Objectives: To explain the symbolism of the United States flag, its pledge, and to design a flag that represents a particular group or symbol.

CA Standards: CST 3 Students explain governmental institutions and practices in the United States and other countries.

Vocabulary: Flag, Pledge of Allegiance, liberty, and symbol.


EEL/SDAIE: Teacher will use visuals such as sample of a pre-made flag and picture walk through.

Procedure: Students will be gathered around the rug for a children’s read aloud literature book “A New Flag For A New Country” and will participate in group discussions and questions.

A. Motivation: Teacher will first ask students “Can you point to something in the classroom that is red, white, and blue?” Once the flag is located in the classroom teacher will take down the classroom flag and continue to ask questions such as “How many stripes of red and white are on the flag, why do we have a flag, what do the stars on the flag stand for, how many stars are on the flag, who made the flag etc.?”

B. Sequence of event: Teacher will sit in the middle of the children doing a children’s read aloud called “A Flag For A New Country.” Teacher will remind students to listen closely to the story and inform students that they will be asked questions such as “Who made the flag, who came to Betsy Ross to make the flag etc.?”. Teacher will teach what the stars and stripes stand for on the flag, teach students about symbols and what they mean and represent to people and countries etc. Teacher will use visual aids such as pictures and books to show children the different flags and symbols of the world. After the discussion about our country’s flag and symbols the students will make their own flag on a design a flag sheet provided. Students will design their own flag representing a group they belong to of their own personal choice such as their class, family, or club etc.
C. **Closure:** Students will be able to come up to the front of the class and share their flag and explain what group they belong and what symbol their flag represents.

**Evaluation:** Teacher will assess students’ progress and performance walking around the classroom observing if students understand that a flag represents an important idea and observing if students are making their own personal symbol on their flag. Teacher will walk around and ask students what is their symbol and what it means to them to make sure students have a clear understanding of what their flag and a symbol mean.

**Assignment:** In addition, to making a group flag, students will do a flag survey and list places where people may see a flag at and the reasons they think flag might be displayed there.
Introduction Lesson Plan with No Learning Style

This is the same art lesson plan. This is a typical scenario of a single style teaching approach of look, listen, learn, and content comprehension worksheet that is presented to elementary learners in classrooms everyday. This lesson plan only focus is strictly textbook material. This lesson plan may include the California Standards objective content, but it provides no student interaction, hands on approach, student prior knowledge or little if any of the three main learning styles or student strengths and intelligences.
Lesson Plan without Learning Styles

Subject: Art
Grade: 2nd

Goal: Students will be able to identify and interpret the American flag as a symbol of our country.

Objectives: To explain the symbolism of the United States flag, its pledge, and to design a flag that represents a particular group or symbol.

CA Standards: CST 3 Students to explain governmental institutions and practices in the United States and other countries.

Vocabulary: Flag, Pledge of Allegiance, liberty, and symbol.


EEL/SDAIE: Teacher will use visuals such as sample of a flag and picture walk through.

Procedure: Students will be gathered around the rug and will listen to a children’s read aloud literature book “A New Flag For A New Country.”

A. Motivation: Teacher will first ask students “can you point to something in the classroom that is red, white, and blue?” Once the flag is located in the classroom teacher will take down the classroom flag tell students how many stars and stripes are on the flag, and why the country has a flag.

B. Sequence of event: Teacher will sit in the middle of the children doing a children’s read aloud called “A Flag For A New Country.” Teacher will remind students to listen closely and will remind students what the stars and stripes stand for on the flag. Teacher will teach students about symbols and what they mean and represent to people and countries etc. Teacher will show pictures and books of the different flags and symbols of the world. After the discussion about our country’s flag and symbols, students will make their own flag on a design a flag sheet provided. Students will color and cut out their flag content sheet and teacher will hot glue straw to flag.

C. Closure: If time permits students will be able to add red and blue glitter to decorate their flag.

Evaluation: Teacher will assess students’ progress and performance walking around classroom observing if students understand that a flag’s colors represent an important idea by evaluating if students are adding the right amount of stars and right colors on their flags.

Assignments: No extended assignments were used for this lesson.
Lesson Five:  
Music

Purpose:  
In correlation of the California Standards the purpose of this lesson is for students to identify our country’s flag as a symbol of the United States.

Objective:  
Students will be able to identify our country’s flag as a symbol of the United States, and feel pride and patriotism in America’s heritage of freedom.

Visual Learner:  
Teacher will display a bright yellow neon giant poster board with lyrics of “The Stars and Stripes Forever” song.

Auditory Learner:  
Students will listen while teacher says the lines of the song lyrics word by word slowly first. The teacher will then sing the song by self first then have students join in reading each word by word line by line until students are confident and have proficiency using the song’s lyrics.

Kinesthetic Learner:  
Students will use their hands clapping and stomping their feet while they are singing “The Stars and Stripes Forever” song. Students will also have the opportunity to come to the easel and use the pointer to point to the song lyrics.

ELL/SDAIE:  
Teacher will introduce song by reading the words all the way through and guide children to understand that it is a song about the flag of the United States and also the freedom it represents. Teacher will continue reading the lines one at a time and invite volunteers to paraphrase each one. Teacher will ask children to repeat each line after the teacher has repeated the line before singing the actual song.
Introduction Lesson Plan with Learning Styles

This music lesson plan goes beyond the typical standard textbook material and lesson content worksheet that includes the California Standards objective content. This lesson plan provides student interaction, hands on approach, student prior knowledge, student participation, student strengths, and intelligences and the three main learning styles. This lesson plan allows an educator to direct the lesson and act as a facilitator, rather then single learning style lesson of look, listen, and learn. A lesson with learning styles allows students to be involved and active participants in their learning. This lesson plan was designed with little cost or no cost of classroom resources
Lesson Plan with Learning Styles

Subject: Stars and Stripes Forever Song
Grade: 2nd

Goal: Students will be to identify our country’s flag as a symbol of the United States.

Objective: Students will be able to identify our country’s flag as a symbol of the United States, and feel pride and patriotism in America’s heritage of freedom.

CA Standards: H/SS 2:3 2, CST 3 Students explain governmental institutions and practices in the United States and other countries.

Vocabulary: Cheer, banner, waving, struggles, endeavor, secured, might, right, and patriotism.

Materials: Large poster board, black marker, large easel, gold glitter, red and blue crayon, flag, scissors, crayons or markers, glue, craft stick, and pointer wand.

ELL/SDAIE: Teacher will introduce song by reading the words all the way through and guide children to understand that it is a song about the flag of the United States and also the freedom it represents. Teacher will continue reading the lines one at a time and invite volunteers to paraphrase each one. Teacher will confirm correct interpretations and check comprehension of key vocabulary words such as cheer, banner, waving, struggles, endeavor, secured, might, right, and patriotism. Teacher will ask children to repeat each line after the teacher has repeated the line before singing the actual song.

Procedure: Students will be gathered around the rug facing the large easel with the giant poster board that contain the song lyrics of “The Stars and Stripes Forever.”

A. Motivation: Teacher will play “The Stars and Stripes Forever” tape and have giant poster board using the pointer wand pointing to the lyrics of “The Stars and Stripes Forever” as the tape is playing.

B. Sequence of event: Teacher will sit in the middle of the students using an easel to display the giant poster board with the lyrics of “The Stars and Stripes Forever.” Teacher will confirm correct interpretations and check comprehension of key vocabulary words and say the lines of the song lyrics word by word slowly for the students first. The teacher will then sing the song by self first then have the students join in reading each word by word line by line until students are confident and have proficiency using the song’s lyrics. Students will be clapping their hands while they are singing “The Stars and Stripes Forever.”
C. **Closure:** Two students at a time will be able to come up to the front of the easel and will have the opportunity to wave the flag as the group sings along or a student may choose to use the wand pointer to point to the song lyrics as the class sings along. This will continue until every student has had an opportunity to come to the easel. This will act as a reinforcer of practicing the song’s lyrics and giving each student an opportunity to participate.

**Evaluation:** Teacher will assess students’ progress and performance having each row of students sing the lyrics of the song to make sure students are pronouncing lyrics correctly and that each student is participating.

**Assignments:** Teacher will extend “The Stars and Stripes Forever” music with literature using a project book page, where students will create their own props for the project.
Introduction Lesson Plan with No Learning Styles

This is the same music lesson plan. This is a typical scenario of a single style teaching approach of look, listen, learn, and content comprehension worksheet that is presented to elementary learners in classrooms everyday. This lesson plan only focus is strictly textbook material. This lesson plan may include the California Standards objective content, but it provides no student interaction, hands on approach, student prior knowledge or little if any of the three main learning styles or student strengths and intelligences.
Lesson Plan without Learning Styles

Subject: Stars and Stripes Forever Song
Grade: 2\textsuperscript{nd}

Goal: Students will be to identify our country’s flag as a symbol of the United States.

Objective: Students will be able to identify our country’s flag as a symbol of the United States, and feel pride and patriotism in America’s heritage of freedom.

CA Standards: H/SS 2:3 2, CST 3 Students explain governmental institutions and practices in the United States and other countries.

Vocabulary: Cheer, banner, waving, struggles, endeavor, secured, might, right, and patriotism.

Materials: Large poster board, black marker, large easel, gold glitter, red, blue crayon, flag, scissors, crayons or markers, glue, craft stick, and pointer wand.

ELL/SDAIE: Teacher will introduce song by reading the words all the way through and guide children to understand that it is a song about the flag of the United States and also the freedom it represents.

Procedure: Students will be gathered around the rug facing the large easel with the giant poster board that contain the song lyrics of “The Stars and Stripes Forever.”

A. Motivation: Teacher will stay each line aloud of “The Stars and Stripes Forever” using the pointer wand pointing to the lyrics of “The Stars and Stripes Forever” as students sit and listen.

B. Sequence of event: Teacher will sit in the middle of the students using an Easel to display the giant poster board with the lyrics of “The Stars and Stripes Forever.” Teacher will then sing the song by self first then have the students join in reading each word by word line by line until students are confident and have proficiency using the song’s lyrics

C. Closure: Each student will receive a copy of the lyrics to “The Stars and Stripes Forever to take home and practice.

Evaluation: Teacher will assess students’ progress and performance having each row of students sing the lyrics of the song to make sure students are pronouncing lyrics correctly and that each student is participating.

Assignments: No extended assignment were used for this lesson.
Lesson Six:
Physical Education Kinesthetic

Purpose: In correlation of the California Standards the purpose of this lesson is for students to be involved in physical education skills and games. Students will also learn to work in a cooperative group matter.

Objective: Students will play a simple version of Capture the flag using cooperative group learning skills and maintaining a safe environment.

Visual Learner: Teacher will demonstrate game activity asking for a volunteer to help demonstrate game activity. Teacher will show the game equipment.

Auditory Learner: Teacher will explain game rules game activity, and safety. Teacher will call on volunteers to repeat back the expectations of rules and safety of the game.

Kinesthetic Learner: Capture the flag is an hands on activity physical education game where the goal of the game is to try to capture the other team’s flag while the officer of each team tries to protect their own flag.

ELL/SDAIE: Teacher will explain directions slowly, use bright color markers when making the team flags and armbands to differentiate teams. When teacher takes students out to the field, teacher will demonstrate with student volunteers how playing capture the flag really looks like when it is actually played.
Introduction Lesson Plan with Learning Styles

This physical education kinesthetic lesson plan goes beyond the typical standard run a lap and elementary game activity lesson that includes the California Standards objective content. This lesson plan acts as a reinforcer of the social studies thematic unit lesson that was taught in the classroom prior to taking students out to the field. This lesson also provides student interaction, hands on approach, student prior knowledge, student participation, student strengths, and intelligences and the three main learning styles. This lesson plan allows an educator to direct the lesson and act as a facilitator, rather then single learning style lesson of look, listen, and learn. A lesson with learning styles allows students to be involved and active participants in their learning. This lesson plan was designed with little cost or no cost of classroom resources.
Lesson Plan with Learning Styles

Subject: Kinesthetic
Grade: 2\textsuperscript{nd}

Goal: Is to try to capture the other team’s flag while they protect their own flag.

Objective: Students will play a simple version of Capture the flag.

CA Standards: H/SS 2.3: 2 Students to explain governmental institutions and practices in the United States and other countries.

Vocabulary: No vocabulary words were used for this lesson.

Materials: Two flags, chalk or plastic cones for dividing territory, bright colored armbands to differentiate teams.

ELL/SDAIE: Teacher will explain directions slowly, use bright color markers when making the team flags and armbands to differentiate teams. When teacher takes students out to the field, teacher will demonstrate with student volunteers playing capture the flag.

Procedure:

A. Motivation: Teacher will tell students they are going to do a fun physical education activity out on the field that involves our country’s flag showing great body gestures and facial expression with excitement.

B. Sequence of event: Before taking students out to the field teacher will first go over safety rules with students. Teacher will then draw an outline on the whiteboard of how the teams will look on the field. Teacher will pick teams and distribute colored armbands amongst students. The teacher will start to explain the rules of the game as follows: Each team will have a flag guard and an officer. Each flag guard tries to guard his or her team’s flag. Each officer makes his or her team’s plan of action for capturing the other team’s flags. The rest of the team tries to go into the other team’s territory, to get the other team’s flag, and run out without being tagged. Players who are tagged are out of the game and go to jail. Out on the field teacher will draw a line with chalk or use plastic cones to make a boundary line between the territories belonging to each team. As the students start, members of the two teams (other than the flag guard and the officer) charge into each other territory to try to capture the opposing team’s flag without being tagged. Players are eliminated as they are tagged and put in jail. Whichever team captures the other team’s flag first wins the game.
C. **Closure:** When the game is over students will have a cool down period of slow body movements before re-entering the classroom.

**Evaluation:** While students are playing teacher will observe if students are following the game rules such as tagging the right team and playing safely.

**Assignment:** If time permits teacher may extend this lesson with a literature by having students write about what they enjoyed most about playing “Capture the Flag” activity.
Introduction Lesson Plan with No Learning Styles

This is the same physical education kinesthetic lesson plan. This is a typical scenario of a single style teaching approach of look, listen, and learn that is presented to elementary learners in classrooms everyday. It offers no visual display or demonstration of how the game is played. This lesson plan may include the California Standards objective content, but provides little or if any of the three main learning styles.
Lesson Plan without Learning Styles

Subject: Kinesthetic
Grade: 2nd

Goal: Is to try to capture the other team’s flag while they protect their own flag.

Objective: Students will play a simple version of Capture the flag.

CA Standards: H/SS 2.3: 2 Students explain governmental institutions and practices in the United States and other countries.

Vocabulary: No vocabulary words were used for this lesson.

Materials: Two flags, chalk or plastic cones for dividing territory, color armbands to differentiate teams.

ELL/SDAIE: Teacher will explain directions slowly, use bright colors markers when making the team flags and armbands to differentiate teams. When teacher takes student out to the field, teacher will demonstrate playing capture the flag.

Procedure:

A. Motivation: Teacher will tell students they are going to do a physical education activity out on the field that involves our country’s flag.

B. Sequence of event: Before taking students out to the field teacher will first go over safety rules with students. Teacher will pick teams and distribute colored armbands amongst students. The teacher will start to explain the rules of the game as follows: Each team will have a flag guard and an officer. Each flag guard tries to guard his or her team’s flag. Each officer makes his or her team’s plan of action for capturing the other team’s flags. The rest of the team tries to go into the other team’s territory, to get the other team’s flag, and run out without being tagged. Players who are tagged are out of the game and go to jail. Out on the field teacher will draw a line with chalk or use plastic cones to make a boundary line between the territories belonging to each team. As students start, members of the two teams (other than the flag guard and the officer) charge into each other territory to try to capture the opposing team’s flag without being tagged. Players are eliminated as they are tagged and put in jail. Whichever team captures the other team’s flag first wins the game.

C. Closure: When the game is over students will have a cool down period of slow body movements before re-entering the classroom.
**Evaluation:** While students are playing teacher will observe if students are following the game rules such as tagging the right team and playing safely.

**Assignments:** No extended assignments were used for this lesson.
Handbook References


REFERENCES


