tutor doctor

How learning hits home.

LEARNING STYLES GUIDE


“To know the way we understand information is the key to better learning.”

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INTRODUCTION

A vital piece of effective learning is understanding how we learn or more specifically, what tools, strategies, and methods we find most beneficial and engaging in our personal learning journey.

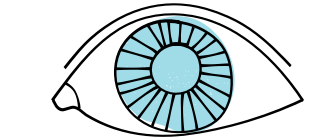
Our senses are one of the most effective learning tools we possess. Our minds process and store information taken in by our senses and for most people, one or two of our senses play a key role in our learning.

For example, do you find it easier to learn new material when you see it, when you hear it, or when you interact with it? This preference is considered your learning style.

Research shows that students who incorporate their learning style into their study methods do better on tests and overall grades. Knowing how students learn most effectively helps us select techniques, strategies, and resources that will have the greatest impact on how well they process and retain information, how they develop understanding and knowledge, and how they transform that information, understanding, and knowledge into learning.

It is possible to have more than one learning style and some material may be easier for a student to learn using strategies from a different style. Learning is not “one size fits all,” so it is important to incorporate techniques, strategies, and resources from each learning style to round out learning and develop experience.

In this guide, we will discuss visual, auditory, and kinesthetic learning styles and how they can be used to engage your students and help them be successful learners.



VISUAL

AUDITORY

KINESTHETIC

INTRODUCTION

When tutoring, it is important that you consider the essential characteristics of each student, such as age, as well as the relationship between their thinking and actions.

STUDENTS AGED 6-10

- Enjoy learning through games.
- Are concrete thinkers and are focused on visible and provable facts, physical objects, and literal speech and definitions.
- Are engaged by fun and dynamic activities.
- Enjoy handcrafts, so that the student is able to perceive what is being done.
- Will need help establishing healthy study habits and routine.
- Benefit from positive reinforcement.

STUDENTS AGED 11-14

- Appreciate being provided time for conversation.
- Are usually working on reading comprehension.
- Are developing abstract thinking and are starting to understand concepts and generalizations to draw logical conclusions.
- Should be encouraged to be self-sufficient by giving them responsibilities.
- Need to feel trust and that you genuinely care.
- Enjoy using their own interests to create strategies.
- Should be led towards more analytical thought.
- Benefit from positive reinforcement.

STUDENTS AGED 15-18

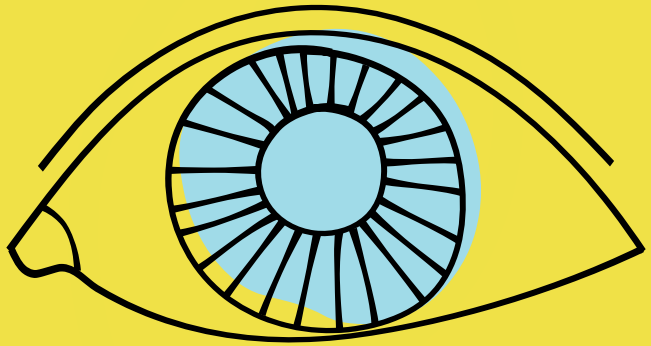
- Should practice planning and executive functioning skills.
- Benefit from positive reinforcement.
- Want to feel independent.
- Are developing critical thinking and are actively conceptualizing, applying and evaluating information gathered through observation, experience, and reflection.
- Need support to strengthen their study habits and routines.

STUDENTS AGED 18 & UP

- May need support with planning and executive functioning skills.
- Benefit from positive reinforcement.
- Often want to strengthen previous knowledge.
- Should be encouraged to investigate and be proactive.
- Have mastered or are mastering critical thinking and are actively and skilfully conceptualizing, applying and evaluating information gathered through observation, experience, and reflection.

Learning Style:

VISUAL



SEE IT

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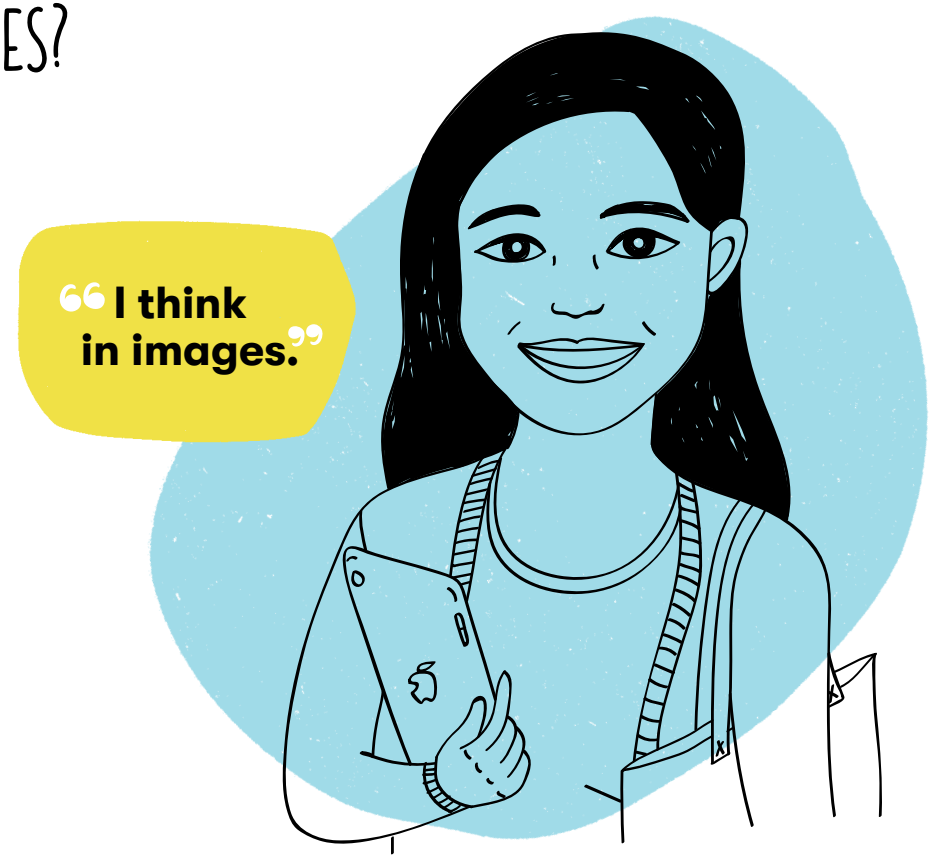
VISUAL

DOES YOUR STUDENT LIKE CHARTS, GRAPHS, AND DIAGRAMS? DO THEY LIKE A QUIET ENVIRONMENT WHEN THEY STUDY? ARE THEY GOOD AT RECOGNIZING FACES, BUT HAVE TROUBLE REMEMBERING NAMES?

If you said, "yes," then your student is likely a visual learner.

Visual people tend to be energetic, observant, and usually appreciate details. Visual learners find it is easiest to remember images, diagrams, and charts, and that notes, checklists, charts, and colour coding are helpful study tools. Visual people are often most comfortable in a quiet study space and may find cluttered rooms distracting.

The following are some characteristics that visual learners may demonstrate. Every learner is different and it is important to remember that not all visual students will show all of these characteristics and some students with other learning styles may also demonstrate the characteristics of a visual learner.



VISUAL

1 **BEHAVIOR:**
Organized, neat, observant, quiet and very expressive.

2 **LEARNING:**
Learn best through the sense of sight and can have difficulty remembering what they have heard. Making and/or studying graphs, charts, diagrams, pictures, notes, and checklists are helpful.

3 **READING:**
Create a mental picture during reading and may seem to be daydreaming while imagining the scene. Descriptive language and imagery are usually the most interesting forms of writing.

4 **SPELLING:**
May make few spelling mistakes and visualize or "see" words before writing them.

5 **MEMORY:**
Most often remember what is seen, for instance, faces but not names.

6 **IMAGINATION:**
Think in images and are able to visualize with great detail.

7 **INFORMATION PROCESSING:**
Store information quickly and in any order.

8 **DOWN TIME:**
May enjoy visually inspecting an object or photo, drawing, or reading.

9 **COMMUNICATION:**
May be overwhelmed when having to listen for prolonged periods of time and use phrases like, "I see that..."

10 **DISTRACTED BY:**
Clutter and too much visual stimulation.

LEARNING ACTIVITIES

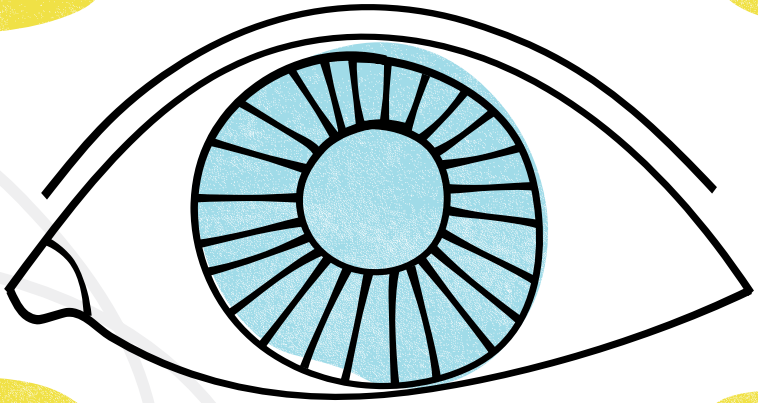
Educational activities are a great way to engage and motivate your students! Consider trying these examples...

Play board games that have letter sounds/ blends, math facts/problems, or facts the student needs to study added to the spinner, cards, or dice.

Watch videos: Choose ones relevant to the topic/subject being covered.

Use Lego: Use it as math manipulatives or write letters on the blocks and build words.

Matching games: Match math facts or match letter sounds with pictures.



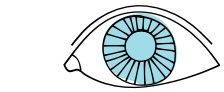
Word Scramble: Words are given and the student must unscramble the words before the time limit is up (ODWR=WORD). Have the student define the word to study vocabulary.

Play Scrabble or Bananagrams.

Blind dictation: Dictate words and have the student write them down while blindfolded. Great for spelling test practice.

Create visual poetry (also called a concrete or shape poem) to practice poetic form and rhyme.

Create acronyms and mnemonics to remember facts or steps in a process. For example the acronym ROY G BIV to remember the colours of the rainbow or the mnemonic **E**very **G**ood **B**oy **D**eserves **F**udge to remember the notes on the lines of the treble clef.



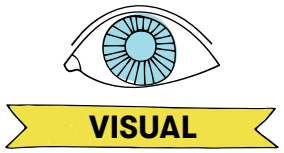
VISUAL

Visual learners will learn more effectively when their sense of sight is engaged. Here are some strategies that you may find helpful for your visual students:

LEARNING STRATEGIES / HUMANITIES

Language - Social Studies

- Give your student time to respond. Visual learners often visualize their response and can take longer to answer than other learning styles.
- Use pictures or images.
- Make drawings while a subject is being explained.
- Read and imagine a character or situation.
- Have your student make themselves flash cards.
- Use graphic organizers to help your student organize their thoughts, information, or topics, synthesize information, or present ideas, facts, or hierarchy. Graphic organizers are a great pre-writing or post-reading activity.
- Use conceptual maps, outlines, timelines, info-maps, problem trees, attribute wheels, etc. to help your student organize and present information, facts, or topics.
- Create comparative tables or Venn Diagrams to compare, contrast, and find similarities.
- Have your student write summaries about resources they have watched, read, or heard.
- Use a coloured marker to emphasise and highlight relevant information.
- Colour code using different coloured paper, subject dividers, post-it notes, pens, and highlighters to help organize information.
- Collaborative or individual brainstorming: Work with your student (or have them work independently) to write down all of the solutions to a problem or all of the words and ideas related to a subject that you can think of. Use different colored pens and draw arrows, shapes, and small pictures to help organize your thoughts and make your brainstorming session more visually appealing.



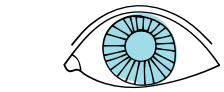
- Associate images with one or two concepts, joining them with a line, either on the computer or by hand.
- Have your student create a mental picture by closing their eyes to remember information.
- Use visual programs such as PowerPoint, Prezi, Excel, Word, etc.
- Recreate important passages and/or dialogue as a text message conversation or email thread.
- Use guided news articles with fill in the blanks exercises such as providing clues like “nouns are divided into _____ and _____.”
- Use reading strategies such as observing titles, and using table, graphs, or images, to obtain the relevant information about what is being read.
- Write on a whiteboard, in a concise manner, what you are explaining to the student.
- Words/letters that disappear: Write on a chalkboard with a small wet cloth or sponge and have the student guess the word before it disappears.
- Build confidence in students who are shy to read aloud or speak in class by having them read or talk to the family pet or a stuffed toy.
- Make posters and have your student hang them in their bedroom or study room.
- Race for knowledge: For this activity, you will need a large space, a bell or keys, and flash cards. The goal is to race to the bell and whoever arrives first asks a question that the other has to answer. Keep count of the correct answer and correctly formulated questions by writing the tally on a whiteboard or paper. Keep track of your tally using tally marks, smiley faces, etc.

“Visual learners often prefer quiet places where they can connect with nature.”

VISUAL

LEARNING STRATEGIES / MATHEMATICS

- Give your student time to respond. Visual learners often visualize their response and can take longer to answer than other learning styles.
- Use graphic organizers to help your student organize their thoughts, information, or topics, synthesize information, or present ideas, facts, or hierarchy. For math, you can also use conceptual maps, flowcharts, or problem-solutions circles.
- Make graphs to explain what is happening.
- Written summaries: Have your student write the name, definition, and an example of the exercise. Students can also write step-by-step instructions detailing how someone else can solve particular problems.
- Have your student create and/or use graphs and diagrams whenever possible.
- Study toolbox: Have your student write down math formulas, rules, and laws, key ideas, and important points on a sheet of paper, in the front of their notebook, or in a notebook divided by subject. This should be a running list that they add to constantly. Your student can refer back to it as they are learning and can use it as the basis for study notes, flash cards, and formula sheets later.
- Have your student make themselves flash cards.
- Use math manipulatives whenever possible. Cubes, coins, dice, Lego, 3D geometric nets, and Base 10 blocks all make great manipulatives. Count them, sort them, and use them to explain and solve problems.
- Have your student create a mental picture by closing their eyes to remember information.
- Color Code using different colored paper, subject dividers, post-it notes, pens, and highlighters to help organize information.
- Use number lines and multiplication charts to help solve math problems.



VISUAL

- Use visual programs such as PowerPoint, Prezi, Excel, Word, etc.
- Use reflexive but active exercises such as ask questions-write-pair work sharing.
- Write what you are explaining on a whiteboard in a concise manner or with key concepts that include what you are teaching.
- Collaborative or individual brainstorming: Work with your student (or have them work independently) to write down all of the solutions to a problem or all of the words and ideas related to a subject that you can think of. Use different colored pens and draw arrows, shapes, and small pictures to help organize your thoughts and make your brainstorming session more visually appealing.
- Create 3-dimensional geometrical figures (also called geometric nets).
- Play supermarket or grocery store: Use empty containers, price each item, and pretend you are buying groceries. One person makes a shopping list and the other goes to the register, adds the prices on a sheet of paper and gives the total amount. The person buying must pay with exact change or the cashier must calculate and give the correct change.
- Make posters and have the student hang them in their bedroom or study room.
- Race for knowledge: For this activity, you will need a large space, a bell or keys, and flash cards. The goal is to race to the bell and whoever arrives first, asks a question that the other has to answer. Keep count of the correct answers and correctly formulated questions by writing the tally on a whiteboard or paper. Keep track of your tally using tally marks, smiley faces, etc.
- Use wooden shapes to represent 3D geometric figures.

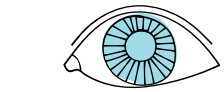
“Visual learners often appreciate details.”

VISUAL

LEARNING STRATEGIES / SCIENCES

Biology - Chemistry - Physics

- Give your student time to respond. Visual learners often visualize their response and can take longer to answer than other learning styles.
- Write a story: Have your student write a story about a topic, person, or event that you are studying. For example, write a story about how Sir Frederick Banting discovered insulin.
- Use pictures or images.
- Use graphic organizers to help your student organize their thoughts, information, or topics, synthesize information, or present ideas, facts, or hierarchy. In science, conceptual maps, sequences, pre-emptive pictures, and biogeographic distribution diagrams, can be helpful.
- Color Code using different colored paper, subject dividers, post-it notes, pens, and highlighters to help organize information.
- Study toolbox: Have your student write down science formulas, rules, and laws, key ideas, and important points on a sheet of paper, in the front of their notebook, or in a notebook divided by subject. This should be a running list that they add to constantly. Your student can refer back to it as they are learning and can use it as the basis for study notes, flash cards, and formula sheets later.
- Have your student make themselves flash cards.
- Make drawings or diagrams of key concepts such as the cell, ecosystems, and the water cycle.
- Have your student make graphs, charts, timelines, and Venn Diagrams to organize and synthesize information.
- Have your student create written summaries including a drawing or an image that can help relate it to the information. This can help your student remember concepts and topics with complex names.
- Use colored markers to emphasize and highlight relevant information.
- Add labels, names or titles to diagrams and images.
- Have your student create a mental picture by closing their eyes to remember information.



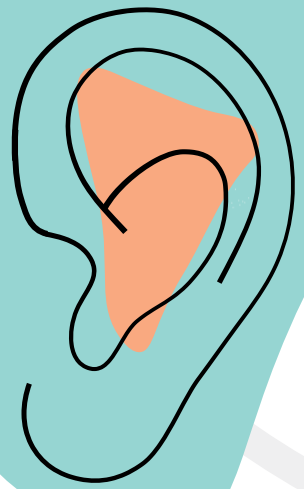
VISUAL

- Use visual programs such as PowerPoint, Prezi, Excel, Word, etc.
- Use reflexive but active exercises such as ask questions-write-pair work sharing.
- Use guided worksheets with fill in the blanks exercises providing clues such as "Animals can be classified into _____ and _____."
- Use reading strategies such as: observing titles, and using tables, graphs, or images, in order to obtain the relevant information about what is being read.
- Write what you are explaining on a whiteboard in a concise manner.
- Make posters and have the student hang them in their bedroom or study room.
- Collaborative or individual brainstorming: Work with your student (or have them work independently) to write down all of the solutions to a problem or all of the words and ideas related to a subject that you can think of. Use different colored pens and draw arrows, shapes, and small pictures to help organize your thoughts and make your brainstorming session more visually appealing.
- Race for knowledge: For this activity, you will need a large space, a bell or keys, and flash cards. The goal is to race to the bell and whoever arrives first asks a question that the other has to answer. Keep count of the correct answer and correctly formulated questions by writing the tally on a whiteboard or paper. Keep track of your tally using tally marks, smiley faces, etc.
- Have your student create large signs or posters and give an oral presentation or write a short paper.
- Associate an image to a concept or to two concepts and join them.

"Visual learners are often organized, neat, observant and quiet."

Learning Style:

AUDITORY



HEAR IT

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AUDITORY

DOES YOUR STUDENT PREFER IT WHEN THE TEACHER LECTURES RATHER THAN HAS THE CLASS READ? DO THEY ENJOY MUSIC OR ACTING? ARE THEY GOOD AT EXPLAINING THINGS AND REMEMBERING NAMES?

If you said, "yes," then your student is likely an auditory learner.

Auditory people tend to have very expressive personalities and possess excellent communication skills. They express themselves very well and often like to listen to others. Auditory learners can usually follow a conversation while listening to music and may prefer studying with music playing softly in the background. They can also be effective multi-taskers and are generally good at grammar and foreign languages.

The following are some characteristics that auditory learners may demonstrate. Every learner is different and it is important to remember that not all auditory students will show all of these characteristics and some students with other learning styles may also demonstrate the characteristics of an auditory learner.

AUDITORY

1 **BEHAVIOR:**
Often the centre of a conversation, use inflection in their voice, express their feelings openly, and may talk to themselves.

2 **LEARNING:**
Learn from what they hear and may find repetition and listening to themselves during the process helpful. If they forget just one step, they may get lost as they don't have the overall picture.

3 **READING:**
Enjoy dialogue and plays and may prefer to avoid long descriptions. They may move their lips when reading and might not notice the illustrations.

4 **SPELLING:**
May make mistakes and write words according to their pronunciation.

5 **MEMORY:**
Most often remember what is heard, for instance, names but not faces.

6 **IMAGINATION:**
Think in sounds and often do not remember details.

7 **INFORMATION PROCESSING:**
In sequences and by full blocks of information. They may get lost if they are asked about an isolated element or if the word order is changed.

8 **DOWN TIME:**
Listen to music or have a conversation with someone.

9 **COMMUNICATION:**
Like to listen to others, but often prefer to talk as soon as possible. May make long and repetitive descriptions and use phrases such as, "It sounds to me that..."

10 **DISTRACTED BY:**
Too much noise.

LEARNING ACTIVITIES

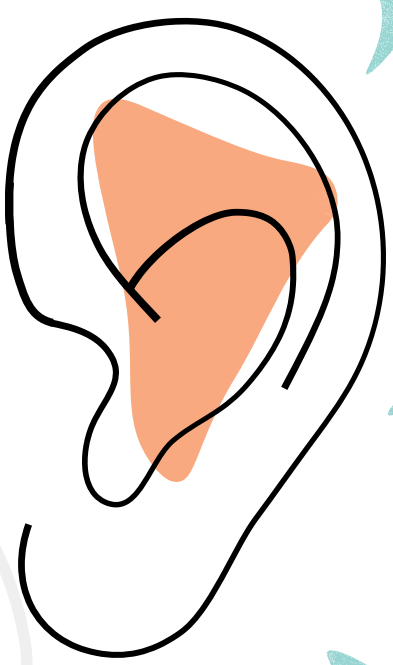
Educational activities are a great way to engage and motivate your students! Consider trying these examples...

20 Questions: Take turns thinking of a term, concept, person, or character and have the other person ask yes or no questions to figure out the chosen term, concept, person, or character. If they can guess correctly in 20 questions or less, they win.

I Spy: Use letter sounds, blends, color or number of objects as clues.

Mad Libs to practice nouns/verbs/adverbs/ and adjectives.

Write poetry to practice poetic form and rhyme.



Use songs to remember facts or steps in a process.

Create acronyms to remember facts or steps in a process.

Walk around the home together and find items that reinforce the subject you are discussing. e.g. estimate the size of the TV/coffee table/refrigerator; decide what unit of measurement you would use for items in the kitchen; find things that start with the letter G; etc.

Make up a story together: Practice the parts of a story and character development.

Jeopardy: Provide answers based on the subject or topic being studied and have the student come up with the question.

AUDITORY

Auditory learners will learn more effectively when their sense of hearing is engaged. Here are some strategies that you may find helpful for your auditory students:

LEARNING STRATEGIES / HUMANITIES

Language - Social Studies

- Reduce background noise to make your student more comfortable and ready to learn.
- Vary the pitch, tone, and pace of your voice to make it more interesting to your student.
- Use songs, rhythms, and rhymes to help remember information and facts.
- Have your student repeat key information to you and then have them put it in their own words.
- Have your student give an oral presentation.
- Have discussions and talk it through together as a conversation.
- Auditory discrimination exercises: The student is asked to listen to a recording of the topic, e.g. “The Discovery of America” and is asked to say what they were able to hear and to understand. Later, they will have to answer TRUE or FALSE questions related to the subject, such as, “Christopher Columbus discovered America in 1960.” True or false? You can create these recordings or have your student listen to the audio of study videos found online.
- Chronological sequencing exercises: Read a passage of text aloud. The student is given fragmented information from a text and is asked to place it in the correct order according to what they heard.
- Have a debate.
- Tell stories using different tones of voice.
- Recreate important passages and/or dialogue as a text message conversation or email thread.
- Collaborative brainstorming: Work with your student to come up with all of the solutions to a problem or all of the words and ideas related to a subject that you can think of. Write them down to be used as a study tool later. Use different colored pens and draw arrows, shapes, and small pictures to help organize your thoughts and make your brainstorming session more visually appealing.

AUDITORY

- Use concept maps and graphic organizers to organize thoughts, information, or topics, synthesize information, or present ideas, facts, or hierarchy. Have your student give a verbal explanation of the topic or concept that they have mapped out.
- Make a video or a voice recording, playing the role of a journalist interviewing an expert or delivering a news report.
- Read out loud.
- Act out dialogues.
- Have your student tell you or a family member what they have learned and have the listener ask questions.
- Suggest that your student talk to themselves when working through problems or making connections between concepts, characters, or events.
- Have your student practice presentations or reading aloud in front of a mirror.
- Build confidence in students who are shy to read aloud or speak in class by having them read or talk to the family pet or a stuffed toy.
- Complete the story: Read your student sentences, paragraphs, or dialogue from a text and have them summarize the rest of the story.
- Use audio books.
- Watch videos about topic, concept, or text being studied.
- Tell stories, developing the subject and associating it with everyday situations that the student can relate to easily.
- Have your student record spoken summaries that you later reviewed and correct.

“Auditory learners may have very expressive personalities and excellent communication skills.”

AUDITORY

LEARNING STRATEGIES / MATHEMATICS

- Reduce background noise to make your student more comfortable and ready to learn.
- Vary the pitch, tone, and pace of your voice to make it more interesting to your student.
- Use songs, rhythms, and rhymes to help remember information and facts.
- Have your student repeat key information to you and then have them put it in their own words.
- Have discussions and talk it through together as a conversation.
- Have your student give an oral presentation.
- Auditory discrimination exercises: the student is asked to listen to a recording of a topic, e.g. “The Square Root” and is asked to say what they were able to hear and to understand. Later they will have to answer TRUE or FALSE questions related to the subject, such as, “The square root of 9 is 3.” True or false? You can create these recordings or have your student listen to the audio of study videos found online.
- Play supermarket or grocery store: Use empty containers, price each item, and pretend you are buying groceries. One person makes a shopping list and the other goes to the register, adds the prices on a sheet of paper and gives the total amount. The person buying must pay with exact change or the cashier must calculate and give the correct change.
- Collaborative brainstorming: Work with your student to come up with all of the solutions to a problem or all of the words and ideas related to a subject that you can think of. Write them down to be used as a study tool later. Use different colored pens and draw arrows, shapes, and small pictures to help organize your thoughts and make your brainstorming session more visually appealing.

AUDITORY

- Have your student tell you or a family member what they have learned or explain how to solve a problem and have the listener ask questions.
- Suggest that your student talk to themselves when working through problems or making connections between concepts.
- Build confidence in students who are shy to speak in class by having them talk to the family pet or a stuffed toy.
- Mental math: Give your student a problem and have them solve it mentally while speaking aloud.
- Have the student explain aloud how to solve a problem step-by-step.

“Auditory learners often like to hear others speak.”

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AUDITORY

LEARNING STRATEGIES / SCIENCES

Biology - Chemistry - Physics

- Reduce background noise to make your student more comfortable and ready to learn.
- Vary the pitch, tone, and pace of your voice to make it more interesting to your student.
- Use songs, rhythms, and rhymes to help remember information and facts.
- Have your student repeat key information to you and then have them put it in their own words.
- Have discussions and talk it through together as a conversation.
- Have your student give an oral presentation.
- Auditory discrimination exercises: The student is asked to listen to a topic, e.g. “The Cell” and is asked to say what they were able to hear and to understand. Later, they will have to answer TRUE or FALSE questions related to the subject, such as ”The cell is the smallest unit of a living organism.” True or false?

  You can create these recordings or have your student listen to the audio of study videos found online.
- Chronological sequencing exercises: The student explains the order of a process, experiment, exercise, or electrical circuit.
- Have a debate.
- Collaborative brainstorming: Work with your student to come up with all of the solutions to a problem or all of the words and ideas related to a subject that you can think of. Write them down to be used as a study tool later. Use different colored pens and draw arrows, shapes, and small pictures to help organize your thoughts and make your brainstorming session more visually appealing.
- Use concept maps and graphic organizers to organize thoughts, information, or topics, synthesize information, or present ideas, facts, or hierarchy. Have your student give a verbal explanation of the topic or concept that they have mapped out.

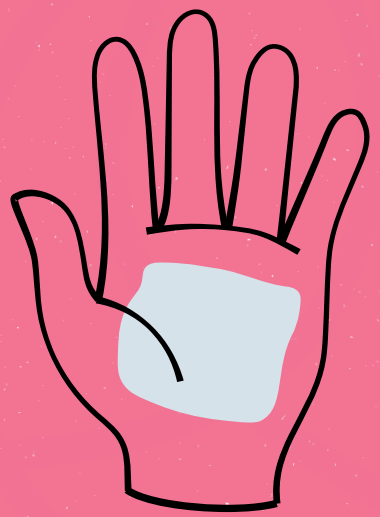
AUDITORY

- Make a video or a voice recording, playing the role of a journalist interviewing an expert or delivering a news report.
- Read out loud.
- Have your student tell you or a family member what they have learned and have the listener ask questions.
- Suggest that your student talk to themselves when working through problems or making connections between concepts or events.
- Have your student practice presentations or reading aloud in front of a mirror.
- Build confidence in students who are shy to read aloud or speak in class by having them read or talk to the family pet or a stuffed toy.
- Have your student record spoken summaries that you later review and correct.

“Auditory learners may prefer a silent study space.”

Learning Style:

KINESTHETIC



DO IT

tutor doctor

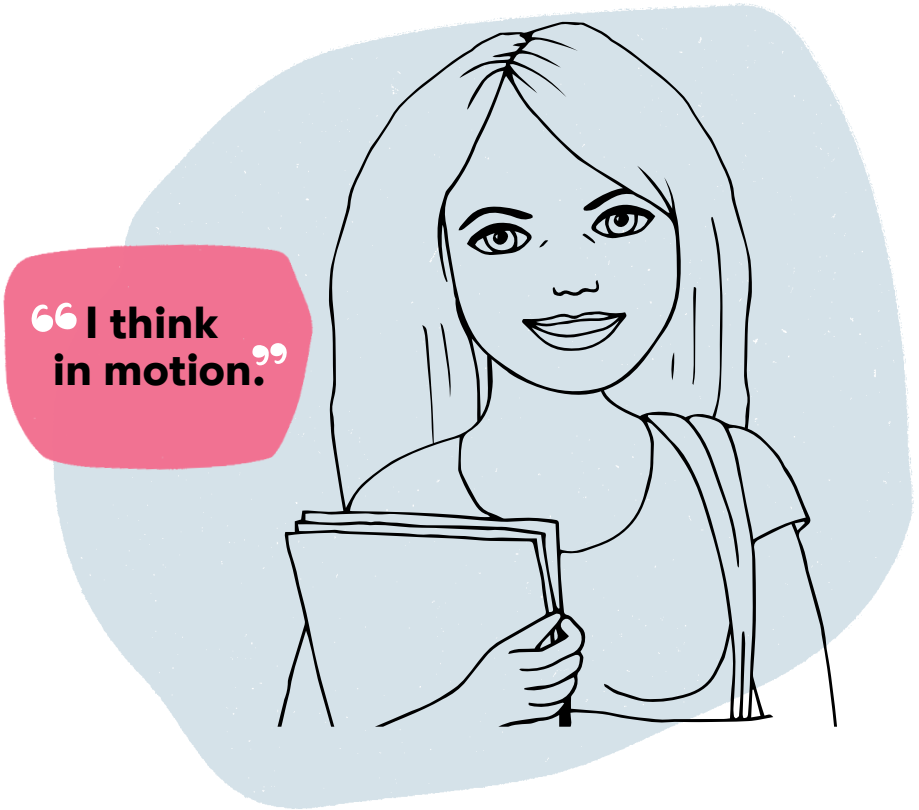
KINESTHETIC

DOES YOUR STUDENT LIKE SCIENCE EXPERIMENTS? DO THEY ENJOY BUILDING MODELS AND ROLE-PLAYING? ARE THEY ENERGETIC AND DON'T LIKE TO SIT STILL FOR LONG?

If you said, "yes," your student may be a kinesthetic learner.

Kinesthetic people, also called tactile people, are often quite energetic. They tend to easily connect with their emotions and prefer physical activities. Kinesthetic learners usually like to experiment and work hands on. They may also be spontaneous and less introspective than other learners.

The following are some characteristics that kinesthetic learners may demonstrate. Every learner is different and it is important to remember that not all kinesthetic students will show all of these characteristics and some students with other learning styles may also demonstrate the characteristics of a kinesthetic learner.



KINESTHETIC

1 **BEHAVIOR:**
Respond to physical affection, like to touch everything, are constantly moving, and use a lot of hand gestures. May also express their emotions with movement.

2 **LEARNING:**
Learn hands-on by touching and doing. May need to feel personally involved in an activity.

3 **READING:**
Like action and adventure stories, prefer to move while reading, but may not be an avid reader.

4 **SPELLING:**
May trace letters in the air or on the tabletop with their fingers as they spell. May also write words and then check if they give them "a good feeling."

5 **MEMORY:**
Remember what they have done or the general impression that they got at the moment, but may not remember the details.

6 **IMAGINATION:**
Often have a very vivid imagination and enjoy imaginative play when young.

7 **INFORMATION PROCESSING:**
Through muscle memory.

8 **DOWN TIME:**
Like to move, touching their hair, moving their feet, etc, and participate in physical activity.

9 **COMMUNICATION:**
May make gestures when speaking and may not listen well. Likely uses phrases such as, "I feel that..."

10 **DISTRACTED BY:**
Too much movement or movement without purpose. Their actions need to be focused and meaningful to allow them to retain the information that they are associating with that movement.

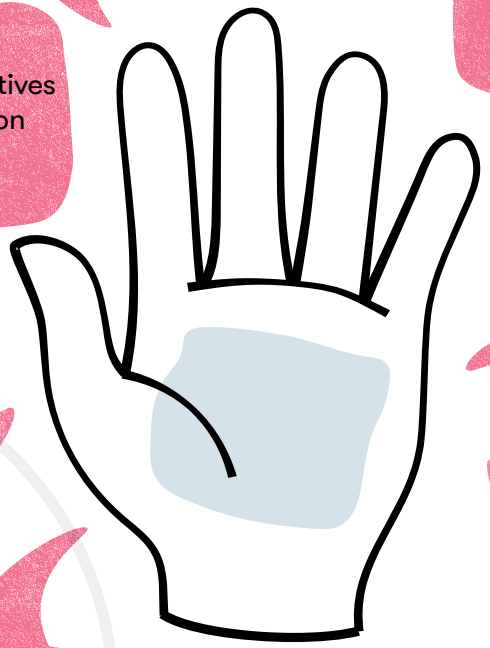
LEARNING ACTIVITIES

Educational activities are a great way to engage and motivate your students! Consider trying these examples...

Walk around the home together and find items that reinforce the subject you are discussing. e.g. estimate the size of the TV/coffee table/refrigerator; decide what unit of measurement you would use for items in the kitchen; find things that start with the letter G; etc.

Math Toss/Letter Toss: Put math problems or letters in the bottom of a muffin tin. Have the student toss a foam ball into one of the cups. They must solve the problem or say the sound to get points.

Use Lego as math manipulatives or write letters on the blocks and build words.



Pair actions or dance with songs to remember facts or steps in a process.

Play Twister: Write math facts/letters/facts to study or remember on the circles. Call out the fact or sound instead of the color.

Play Scrabble/Bananagrams.

Pair actions with letter sounds or math facts and perform the action while making the sound or stating the fact.

Fact Bowling: Tape math problems, letters, etc. to plastic bowling pins, the student must solve the problem or say the sound for the knocked down pins to get points.

Use Play-Do or clay to make or write letters to practice letter formation and sounds. Make or write numbers and operations to practice basic math.

Fact Range: Write math problems, letters, facts, and/or definitions of words on pieces of cardboard or craft foam. Go outside and line them up, give your student the answer, sound, fact, or word and have them knock over the correct answer using a ball or water gun (reverse questioning like Jeopardy).

KINESTHETIC

Kinesthetic or tactile learners will learn more effectively when their sense of touch is engaged and they are able to move and experience things hands-on. Here are some strategies that you may find helpful for your kinesthetic students:

LEARNING STRATEGIES / HUMANITIES

Language - Social Studies

- Let your student fidget. Stress balls can be a great way to help students fidget and focus. Avoid fidget spinners and fidget cubes as they are usually seen as toys and not tools.
- Your student must be physically comfortable to focus. Consider alternate workspaces/positions, such as the floor or standing up.
- Use concrete examples. Kinesthetic students do not do as well with abstract thought. For example, use maps or a globe to show your student where a country they are reading about is located and how far it is from where you live. You can also use the country's relation to the equator or the poles to talk about what the weather is like there and why. This will help your student better understand the setting of the story, to visualize the distance a character has travelled, etc.
- Have your student make themselves flash cards.
- Build confidence in students who are shy to read aloud or speak in class by having them read or talk to the family pet or a stuffed toy.
- Crafts: Make crafts related to the topic being studied. For example, make a mask for the masquerade ball scene in Romeo and Juliet.
- Make models related to the topic being studied, such as models of castles when learning about Medieval history, recreate buildings or scenes in a book, or create models of characters and their clothing.
- Put on a play: have your student create a script related to the text or subject you are studying and act it out.
- After reading, have your student draw a picture about the central plot of the story, representing what was understood.
- Recreate important passages and/or dialogue as a text message conversation or email thread.

KINESTHETIC

- Sandbox: Fill a container with sand or flour. Blindfold your student and have them write spelling words in the sand. To practice definitions, tell your student the definition of a word and have them guess the word and write it in the sand.
- Use concept maps and graphic organizers to organize thoughts, information, or topics, synthesize information, or present ideas, facts, or hierarchy.
- Play catch asking and answering questions as you throw the ball.
- Role-playing.
- Charades: Act out concepts that you want to explore and have the other person guess what is being acted out.
- Memorization through movement: Have your student walk around while memorizing or reading.
- Give clues related to a subject while the student draws a picture.
- Use flash cards to teach subjects, asking the student to act out a specific action related to the topic.
- Darts: Write words, questions, or concepts on a suction cup dart board using a dry erase marker. Throw suction cup darts and answer questions related to the word, question, or concept your student hit or was closest to.
- Have your student give an oral presentation, encouraging them to use movement and gestures to explain the topic.
- Associate actions with different concepts to help your student's information processing. Have your student perform these actions as they answer questions, give definitions, or give explanations related to the concept. For example, when studying the death of Hamlet's father in Act 1 scene 5 have your student hold a hand over their ear as if they were Hamlet's father who has been poisoned through his ear, for Hamlet Act 5 scene 1, have your student hold out their hand as if they are holding Yorick's skull, etc.
- Race for Knowledge: For this activity, you will need a large space, a bell or keys, and flash cards. The goal is to race to the bell and whoever arrives first asks a question that the other has to answer. Keep count of the correct answers and correctly formulated questions by writing the tally on a whiteboard or paper. Keep track of your tally using tally marks, smiley faces, etc.

> **"Kinesthetic learners usually prefer to move while learning."**

KINESTHETIC

LEARNING STRATEGIES / MATHEMATICS

- Let your student fidget. Stress balls can be a great way to help students fidget and focus. Avoid fidget spinners and fidget cubes as they are usually seen as toys and not tools.
- Your student must be physically comfortable to focus. Consider alternate workspaces/positions, such as the floor or standing up.
- Use concrete examples. Kinesthetic students do not do as well with abstract thought. For example, use manipulatives to demonstrate math facts such as 5 × 7 = 35.
- Play supermarket or grocery store: Use empty containers, price each item, and pretend you are buying groceries. One person makes a shopping list and the other goes to the register, adds the prices on a sheet of paper and gives the total amount. The person buying must pay with exact change or the cashier must calculate and give the correct change.
- Sandbox: Fill a container with sand or flour. Blindfold your student and have them write spelling words in the sand. To practice definitions, tell your student the definition of a word and have them guess the word and write it in the sand.
- Play catch asking and answering questions as you throw the ball.
- Role-playing.
- Have your student memorize a problem or formula while moving, e.g. walking, dancing, doing jumping jacks, or whatever movement your student finds comfortable and engaging.
- Play board games that have math facts, problems, or formulas the student needs to study added to the spinner, cards, or dice.
- Darts: Write problems, formulas, or concepts on a suction cup dart board using a dry erase marker. Throw suction cup darts and answer questions related to the problem, formula, or concept your student hit or was closest to.
- Math roulette: Make a roulette or use a spinner from a board game. Cover the sections with questions or problems and wherever the ball or spinner stops the question must be answered or the problem must be solved.

KINESTHETIC

- Associate actions with different concepts to help your student's information processing. Have your student perform these actions as they answer questions, give definitions, or give explanations related to the concept. For example, when answering multiplication questions have your student make an X with their body, for subtraction questions have your student lay on the floor with their limbs against their body to be a subtraction symbol, etc.
- Make geometric figures using colored paper.
- Use clay and toothpicks to make 3-dimensional geometric figures or other objects.
- Finger paint or color pictures related to what is being studied.
- Have your student create and/or use pictures, graphs, and diagrams whenever possible.
- Use number lines and multiplication charts to help solve math problems.
- Use math manipulatives whenever possible. Cubes, coins, dice, Lego, 3D geometric nets, and Base 10 blocks all make great manipulatives. Count them, sort them, and use them to explain and solve problems.
- Race for Knowledge: For this activity, you will need a large space, a bell or keys, and flash cards. The goal is to race to the bell and whoever arrives first, asks a question that the other has to answer. Keep count of the correct answers and correctly formulated questions by writing the tally on a whiteboard or paper. Keep track of your tally using tally marks, smiley faces, etc.

"Kinesthetic learners often connect with physical and manual items."

KINESTHETIC

LEARNING STRATEGIES / SCIENCES

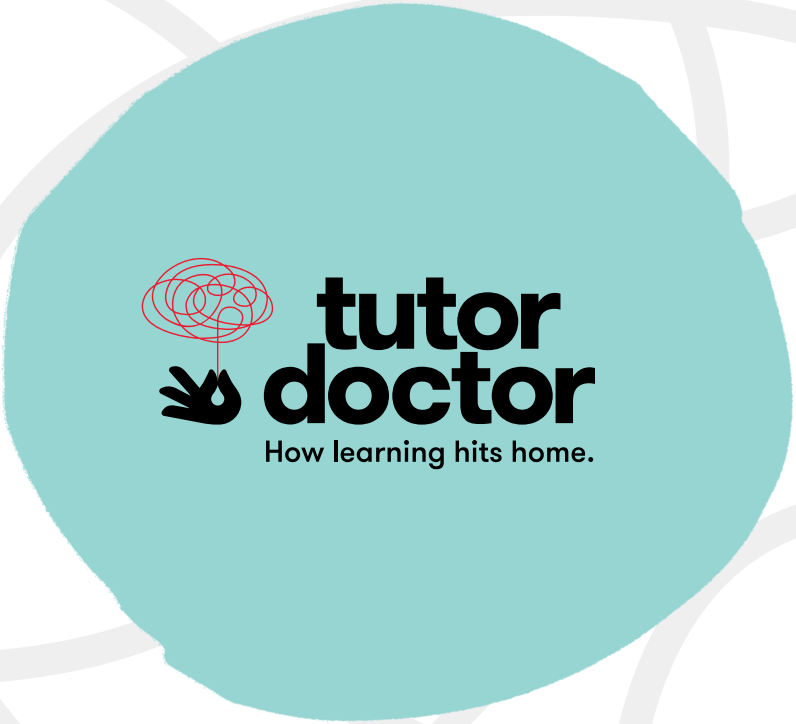
Biology - Chemistry - Physics

- Let your student fidget. Stress balls can be a great way to help students fidget and focus. Avoid fidget spinners and fidget cubes as they are usually seen as toys and not tools.
- Your student must be physically comfortable to focus. Consider alternate workspaces/positions, such as the floor or standing up.
- Use concrete examples. Kinesthetic students do not do as well with abstract thought. For example, use models (preferably physical, however, digital models may be helpful for some students) of DNA when explaining the base pairings, adenine (A), cytosine (C), guanine (G), and thymine (T).
- Perform experiments where your student can practice and prove certain theories.
- Make models related to the topic being studied, such as models of DNA, molecules, and ecosystems. This allows your student to use more than one sense and encourages creativity.
- After reading, have your student draw a picture about the central concept of the article, representing what was understood.
- Use concept maps, timelines, and graphic organizers to organize thoughts, information, or topics, synthesize information, or present ideas, facts, or hierarchy.
- Play catch asking and answering questions as you throw the ball.
- Role-playing.
- Act out concepts.
- Memorization through movement: Have your student walk around while memorizing or reading.
- Darts: Write words, questions, or concepts on a suction cup dart board using a dry erase marker. Throw suction cup darts and answer questions related to the word, question, or concept your student hit or was closest to.

KINESTHETIC

- Put signs on the body to study anatomy.
- Give clues related to a subject while the student draws a picture.
- Have your student give an oral presentation, encouraging them to use movement and gestures to explain the topic.
- Science roulette: Make a roulette or use a spinner from a board game. Cover the sections with questions or concepts and wherever the ball or spinner stops, the question must be answered or the concept must be explained.
- Associate actions with different concepts to help your student's information processing. Have your student perform these actions as they answer questions, give definitions, or give explanations related to the concept. For example, when studying the liver have your student tap the bottom of their right ribs where their liver is located, for the spleen have your student tap the upper left of their abdomen where their spleen is located, etc.
- Use clay and/or toothpicks to make models of the human body, molecules, DNA, etc.
- Finger paint or color pictures related to what is being studied.
- Race for Knowledge: For this activity, you will need a large space, a bell or keys, and flash cards. The goal is to race to the bell and whoever arrives first, asks a question that the other has to answer. Keep count of the correct answers and correctly formulated questions by writing the tally on a whiteboard or paper. Keep track of your tally using tally marks, smiley faces, etc.

"Kinesthetic learners may be spontaneous."



Learning Styles Guide

Version **2.0-NA**