

# Learning Differently

## WCBF 2-3

<p><b>Objective:</b> Students will recognize and appreciate that people learn differently.</p>	<p><b>IRP PLO(s) addressed:</b>            Grade 2, English Language Arts A2: <i>use speaking to explore, express, and present ideas, information, and feelings</i>             Grade 3, English Language Arts A2: <i>use speaking to explore, express, and present ideas, information, and feelings</i>            Grade 3, Health and Career Education: <i>describe the attributes of people they admire</i></p>
<p><b>Materials needed</b></p> <ul style="list-style-type: none"> <li>▪ One set of instructions with pictures showing which pieces to put together, one set of written instructions, one set of verbal instructions to give to students.</li> <li>▪ Mini marshmallows and toothpicks (NOT included in Kit)</li> </ul>	

	Teacher guide		Student guide
<b>Opening</b>	5 min	Introduce famous individuals (historic and current) and describe their strengths.  For example, Albert Einstein was good at science, J.K. Rowling is a great writer and storyteller.	Students listen to examples of people with various skills.

<b>Pre-Activity</b>	10 min	Have students list strengths of people they admire (famous or personal) and share why they admire those people  <i>Sample student responses:</i> <ul style="list-style-type: none"> <li>• Students may list celebrities whose talents they admire.</li> <li>• Students may list relatives whose skills or personality traits they admire.</li> </ul> Encourage discussion about how everyone has things they are good at and things that are challenging.  <i>Sample student responses:</i> <ul style="list-style-type: none"> <li>• Students may comment on things they are good at such as science, and things they struggle with such as math.</li> </ul>	As a class, students create a list of people they admire.       Students discuss things they are good at and things they find challenging.
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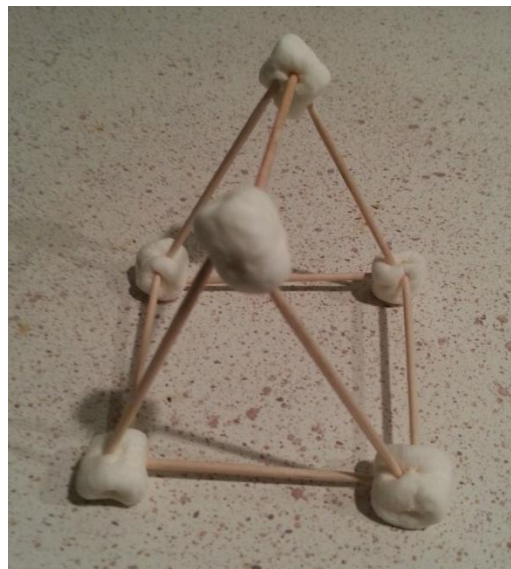
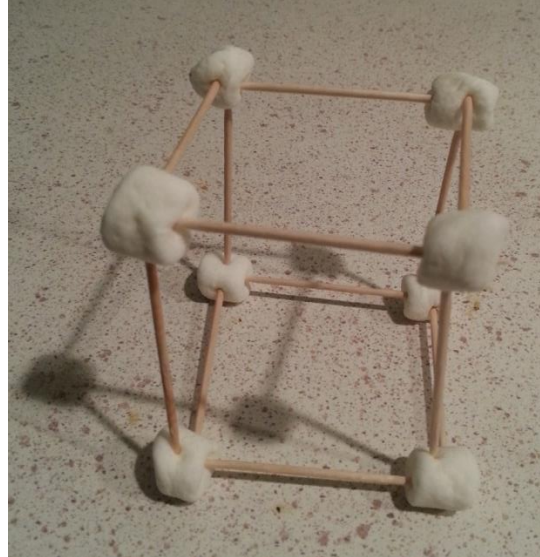
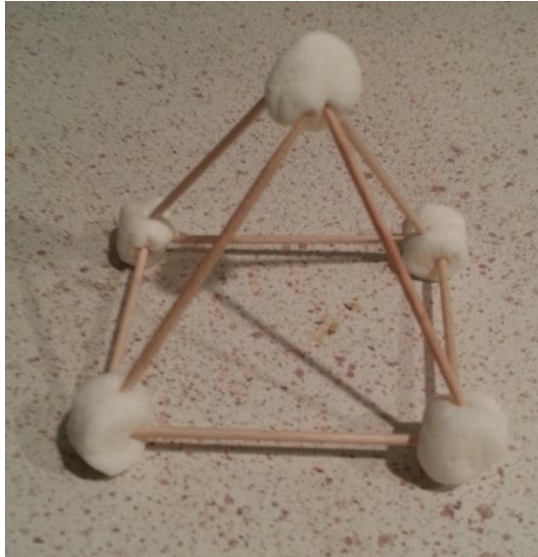
<b>Activity</b>	25 min	Have students build three different 3D structures. Have students build each structure using a different form of instructions (see below for visual instructions, written instructions, and verbal instructions).  <i>Sample student responses:</i> <ul style="list-style-type: none"> <li>• Students try to build structures using different forms of instructions.</li> </ul>	Students build three different 3D structures - each time using a different type of instructions.
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<b>Closure</b>	5 min	<p>Discuss with students which instructions they found most useful and which instructions they found difficult to follow. Discuss how everyone learns differently and therefore while everyone was doing the same activity, depending on the instructions it was easier or more difficult to complete the structure.</p> <p>For example, some students may have found it easier to build the structure when given written instructions whereas others preferred to listen to the instructions.</p> <p>Take a poll and create a graph showing each students preferred type of instruction. Discuss how not only do we have things we are good at and things that are challenging for us, we also learn in different ways.</p>	<p>Students share which type of instructions they found easiest to follow.</p> <p>Students consider which type of instruction they prefer and how everyone learns in different ways.</p>
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**Reflection:** What went well? What needs to be changed for next time? What did I observe about my students? What would better facilitate my teaching of this topic? What needs to be considered for subsequent lessons on this topic?

# Learning Differently

Pictures



## Written Instructions

### Small Prism:

- Take 8 toothpicks and 5 marshmallows
- Place one marshmallow on one end of the toothpick and one marshmallow on the other end. Do this again with another toothpick.
- Then take another toothpick and connect it between the two marshmallows. Do this again to form a square. Then stick one toothpick in each marshmallow. Bring the toothpicks together and stick all four of the ends into one marshmallow to form a triangle.

### Cube:

- Take 12 toothpicks and 8 marshmallows.
- Place one marshmallow on one end of the toothpick and one marshmallow on the other end. Do this again with another 3 toothpicks.
- Then take another toothpick and connect it between the two marshmallows. Do this again to form a square. Put this square aside. Then do the same with the rest of the toothpicks to form another square. Next take four toothpicks and use these to connect the two squares to make a cube.

### Large Prism:

- Take 9 toothpicks and 6 marshmallows.
- Place one marshmallow on one end of the toothpick and one marshmallow on the other end. Do this again with another toothpick.
- Then stick a toothpick in each marshmallow and bring the two toothpicks together and stick the two ends into a marshmallow to form a triangle. Do this again with the other toothpick and marshmallows to form another triangle.
- Next take one of the triangles and stick a toothpick in each marshmallow facing the same direction. Then connect to the second triangle by sticking the opposite end of the toothpick into those marshmallows to make a prism.

## Verbal Instructions (read aloud):

### Small Prism:

Take 8 toothpicks and 5 marshmallows

Place one marshmallow on one end of the toothpick and one marshmallow on the other end. Do this again with another toothpick.

Then take another toothpick and connect it between the two marshmallows. Do this again to form a square. Then stick one toothpick in each marshmallow. Bring the toothpicks together and stick all four of the ends into one marshmallow to form a triangle.

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