

**Grade Level(s):** Any – dive deeper or skip over as needed for your grade level.

**Time:** 1-2 hours depending how in depth on introduction & analysis, can be split up

**Objective(s):**

Students will:

- Brainstorm what personalized learning means
- Complete their personal RL Profile
- Analyze their Profile Results
- Develop skills for navigating RL
- Explore their personalized RL Enrichment Activities

**Materials:**

<ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers in same colors per group, one for each student</li> <li>• Computer per student</li> <li>• Internet Access</li> <li>• Teacher computer with projector/speakers</li> </ul>	<ul style="list-style-type: none"> <li>• As found on the “Resources” tab of the Teacher site: <ul style="list-style-type: none"> <li>○ Parent Welcome Letter (customized)</li> <li>○ Parent Quickstart Registration Directions</li> </ul> </li> <li>• Book Suggestion: Peter Reynolds, <i>Happy Dreamer</i> <a href="#">Book</a> or <a href="#">Video Read Aloud 1</a> or <a href="#">Video Read Aloud 2</a></li> </ul>
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**Prepare:**

- Suggestion: Either before this lesson or afterwards, have a theme book study on [books to inspire children to follow their dreams](#).
- On 4 pieces of large chart paper, write one per paper: Support, Challenge, Personal, Different.
- Divide students into 4 heterogeneous groups with an assigned marker color.
- Write “Personalized Learning” on the board
- Copies of Parent Welcome Letter & Parent Quickstart Registration Directions

**Directions:**

**1. Introduction: Read Aloud**

- a. Set the stage for individual strengths, needs, and interests by reading aloud *Happy Dreamer* by Peter Reynolds. Alternatively, you could play one of the video read aloud versions.

**2. Let's Think: Carousel Brainstorm**

- a. Assign one of the chart papers to each group and specify their marker color.
- b. Give them 2-3 minutes to describe each word in statements, synonyms, or pictures, then rotate groups until all groups have been to all 4 words. They will keep the same marker color for each station.
- c. Hold up and briefly discuss each term, working towards the idea that you are going to be showing them a tool that will provide different things for each individual student: support and practice when needed, enrichment & challenge whenever possible – a different, Personalized Learning experience for each child, focused on their interests and the way they learn best!

**3. Student Introduction to Renzulli Learning:** [https://youtu.be/MMUH\\_dOjXF4](https://youtu.be/MMUH_dOjXF4)  
Show on the projector – be sure your sound is on.



**4. Are you ready to try your own Profile?**

- a. Students will login to renzullilearning.com with the credentials provided.
- b. Students will be assigned the Profiler appropriate to their grade level: EZ Read for K-4, Standard for 5-12.

Note: It is recommended to use the Standard Profiler when possible.

Older/advanced students will be more thoughtful in the completion of their responses. However, you can change the setting as needed to save time with older students or if working with advanced grade 3-4 students. Teachers can change it on the Teacher Site, or students can click “Switch my Profiler.”

**Renzulli Profiler**

**DIRECTIONS**  
Click on the faces in yellow that tell how much you like or do not like each thing.

- If you really like something a lot, click the face that has a BIG smile.
- If you like something a little, click the face that smiles a LITTLE.
- If you do not like something at all, click the face that has a BIG frown.
- If you are not sure, click the face that is NOT smiling.

Think about your interests.  
Look at the pictures and words below and tell us how much you like each.

Interest Area	Really Like	Like	Not sure	Dislike	Really Dislike
Arts (Drawing, Painting, Sculpture)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics/Sports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business/Management	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computers/Technology	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Foreign Languages	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping in the Community	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science/Technology	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- c. Demonstrate how the students will respond to the questions. Show how some questions are selected on a scale, some are drop down menus. In the EZ Read, students will need to drag & drop some responses. For younger students, it is best to have the Profiler displayed via projector and walk through slowly all together or in small groups as needed.
- d. If students do not finish in one sitting, the system will retain the answers they have completed so far, and they will start back where they left off when they return. For those who finish ahead of the pack, let them move onto the analysis and exploration as time allows today.

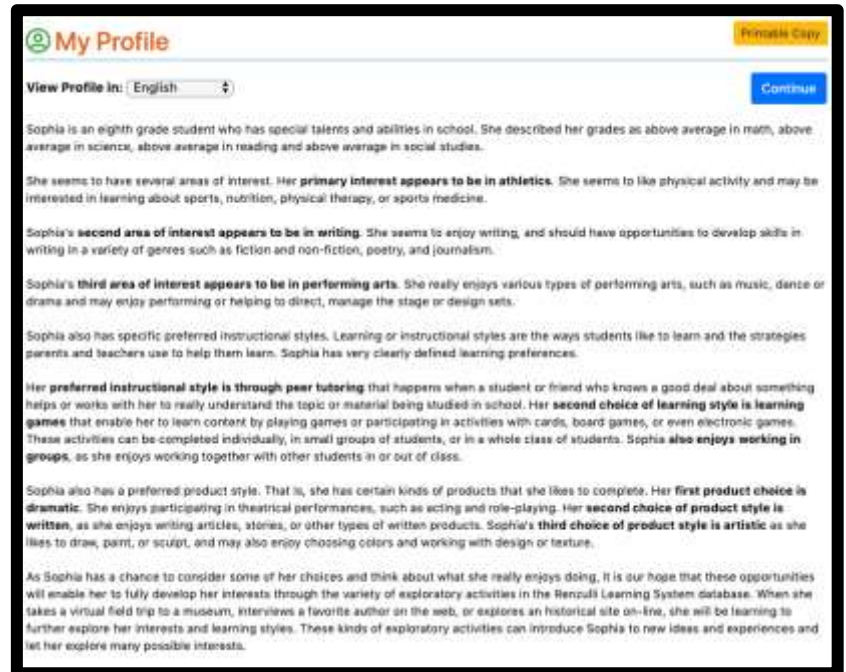
--- This is a good place to break off if needed. ---

5. **Review Profile Results:** As students complete all sections of the Profiler, they will be shown their own personal Profile results.

6. **Critical Thinking: Analyze Results**

Students should read their personal RL Profile carefully (or have it read to them.) If any students do not agree with their Profile Results, they should revisit the appropriate sections of their Profiler questions to see if there are places they may wish to change their responses.

*Suggestion: Print out Profile results to send home with parents, along with the Parent Welcome Letter, including student login information.*



*For younger students, it would help to print out the Profile results and use a highlighter to find the important phrases on the page.*

7. **Exploration:**

As time allows, students can explore their personal Enrichment Activities. You might want to assign a specific category of resource type (ie: Virtual Field Trip or Websites), or could allow students to freely explore.

8. **Closure: Sharing**

Have students share either in a journal entry, think pair share, or out loud to the class:

- a. Do you believe your Profile results reflect who you are as an individual and a learner?
- b. Which activity did you come across today that you would like to return to? Explain why you liked it with details.

**Homework:** Students will bring home their Profile results with the Parent Welcome letter & Registration Directions so that parents can create their own logins to follow their child's journey through Renzulli Learning!

*The Parent Welcome Letter and Registration Directions are located on the Teacher Site, under Resources.*