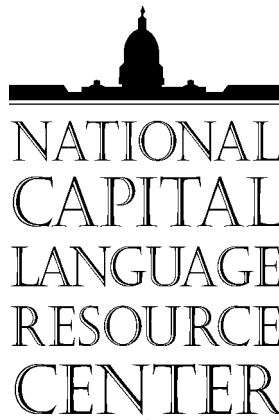


The Elementary Immersion Learning Strategies Resource Guide

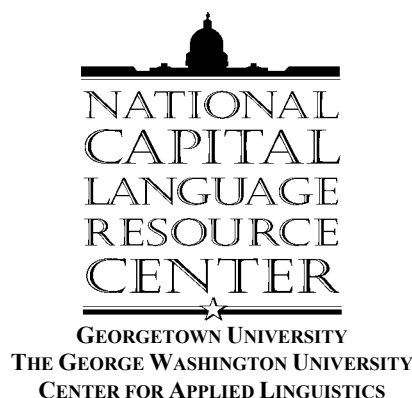


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CENTER FOR APPLIED LINGUISTICS

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The Elementary Immersion Learning Strategies Resource Guide

Second Edition



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ABOUT THE NATIONAL CAPITAL LANGUAGE RESOURCE CENTER

The National Capital Language Resource Center (NCLRC), a consortium of Georgetown University, The George Washington University, and the Center for Applied Linguistics, is one of fourteen foreign language resource centers nationwide funded by the U.S. Department of Education through Title VI of the Higher Education Act¹. Now in its thirteenth year of operation, the NCLRC works to strengthen the nation's capacity to teach and learn foreign languages through training, research, materials development, and dissemination. The Center conducts workshops, summer institutes, and presentations in the administration and interpretation of performance tests, use of effective teaching strategies, and use of new technologies. Through these teacher education opportunities and via its on-going projects, the Center promotes professional development for foreign language educators. For more information about the Center's projects, visit our web site: <http://www.nclrc.org>.

¹ The views, opinions, and findings reported are those of the authors and should not be construed as an official Department of Education position, policy or decision unless so designated by other official documentation.

INTRODUCTION

A Learning Strategies Resource Guide for Elementary Immersion Language Teachers

After reading this introduction you will be able to:

- Define foreign language immersion education
- Understand the content and the organization of this Guide.

If you are an elementary immersion teacher who believes that all students can achieve high standards by becoming more effective learners, then this guide is for you. Everything within these pages is premised on the belief that students can become more effective and efficient learners if they are provided with effective learning tools and instructed on how to use them. These tools are learning strategies, that is, the mental processes and actions that students can use to help them complete learning tasks. By becoming familiar with these learning tools, students can improve their language learning abilities. Before we begin our discussion of learning strategies instruction, we provide some general background on elementary immersion programs.

What is Foreign Language Immersion Education?

Children in elementary foreign language immersion programs learn content areas through a second language. Immersion programs typically begin in kindergarten or first grade and continue through sixth grade. In full immersion programs, students learn initial literacy skills and all content subjects through the second language. In partial immersion programs, students typically spend half the day learning selected subjects through the second language, while the other half is spent in native English language classrooms learning other required subject matter (Curtain & Pesola, 1994; Met & Galloway, 1992). According to the *Directory of Total and Partial Immersion Language Programs in U.S. Schools*, 119 elementary language immersion programs are now established in the United States (Rhodes & Seydel, 1999). The majority of programs are partial immersion programs located in urban or suburban area public schools. Most programs instruct students in grades one through six and teach the target language through math and science content areas (Fortune & Jorstad, 1996).

Although Spanish is the most commonly taught language in immersion programs, Arabic, Chinese (Cantonese and Mandarin), Dutch, English, Eskimo (Inupiaq and Yup'ik), French, German, Hawaiian, Japanese, and Russian and are also taught in the elementary immersion settings (Rhodes & Seydel, 1999). For more information about elementary immersion programs in the U.S., visit the following web sites:

- The Directory of Total and Partial Immersion Language Programs in U.S. Schools as of 1999: <http://www.cal.org/ericcll/immersion/>;
- The American Council on Immersion Education: <http://carla.acad.umn.edu/acie.html>;
- The Immersion Education Project sponsored by the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota: <http://carla.acad.umn.edu/immersion.html>.

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The Elementary Immersion Learning Strategies Resource Guide

HOW TO USE THIS GUIDE

Chapter One: “Language Learning Strategies,” defines and describes learning strategies. It includes a chart of twenty learning strategies and their definitions that is followed by more detailed descriptions and examples of the strategies

Chapter Two: “Teaching Students to Think about Learning,” explains Strategic Thinking. Chapter Two also describes how to use Strategic Thinking to organize strategies and presents ways to introduce it to elementary-school students.

Chapter Three: “Teaching Learning Strategies,” presents the principal elements and theoretical organization of learning strategies instruction using the teaching sequence identified in the Cognitive Academic Language Learning Approach (CALLA) framework (Chamot & O’Malley, 1994). It also shows teachers how to write a learning strategies lesson based on the CALLA model. This model is a language and content learning approach that incorporates learning strategies instruction.

Chapter Four: “The Scope and Sequence for Learning Strategies Instruction,” outlines the purpose and development of the scope and sequence for learning strategies instruction in the elementary immersion setting. It then suggests ways to use the scope and sequence as a guide for selecting and sequencing strategies to introduce to students at each grade level, and how they can be used to enhance learning in the different content areas.

Chapter Five: “Sample Learning Strategies Lessons,” contains lesson plans that can be adapted to fit individual classroom needs. Designed jointly by elementary immersion teachers and NCLRC staff, the lessons illustrate learning strategies instruction for a wide variety of grade levels, languages, and subject areas.

The final chapter, **Chapter Six:** “A Review of the Literature on Language Learning Strategies Instruction,” includes a short review of the literature on language learning strategies.

The **Appendices** contain further resources for teachers:

Appendix A: Development of the Elementary Immersion Learning Strategies Resource Guide: An explanation of how the Guide was developed and who was involved in the project.

Appendix B: Anansi and the Stories: Learning Strategies Version: An example of how to adapt a story to teach learning strategies.

Appendix C: Stories for Strategic Thinkers: An Annotated Bibliography: A descriptive list of other stories to help teach learning strategies.

Appendix D: Strategy Focus in Stories: A table showing the learning strategies highlighted by each story in Appendix C.

Appendix E: Examples of Play Activities: A chart of suggestions for play activities with associated learning strategies and academic applications.

Appendix F: Model for Developing a Content- and Language-Based Learning Strategies Lesson: A template to help you develop your own learning strategies lessons.

- Appendix G: Learning Strategies Lesson Planning Form:** A worksheet to help you plan how you will introduce learning strategies into a lesson.
- Appendix H: Excerpts from Student Think-Alouds and Sample Think-Aloud Questions:** Insights into how students express their use of learning strategies, and questions to encourage your students to talk about their own strategic thinking.
- Appendix I: Learning Strategies Lists and Definitions in Foreign Languages:** The learning strategies chart from Chapter 1 in Arabic, Chinese, French, German, Japanese, and Russian for immersion classrooms.
- Appendix J: Worksheets for Learning Strategies Instruction:** Blank and sample worksheets that may be helpful in creating a learner-centered, strategic thinking classroom.

Chapter 1:

LANGUAGE LEARNING STRATEGIES

After reading this chapter you will be able to:

- Identify effective strategies for learning language and content
- Answer basic questions related to learning strategy instruction

Extensive research into learning strategies reveals the importance and relevance of this instruction for elementary immersion students. (For a review of the research, see Chapter 6.) However, as experienced teachers, we know that incorporating a new approach into our instruction is not an easy task. Chapter 1 focuses on describing language learning strategies. We begin by answering some of the most commonly asked questions about learning strategies.



Answers to some of the Most Commonly Asked Questions about Learning Strategies Instruction

At this point, you may be thinking, “Where do I begin? What learning strategies should I teach my students?” You might also be wondering, “How do I find the time to fit learning strategies instruction into my already full schedule of teaching grade-level content and language skills?” And even more importantly, you may be thinking about your students: “How receptive will they be to learning strategies? How do I prepare them for learning strategies instruction?” These are some of the questions most frequently asked by immersion teachers. They underscore the likelihood that explicit strategy instruction entails not only a new experience for you and your students, but also new roles in the learning process.

• What are Learning Strategies?

Learning strategies are the thoughts and/or actions that students use to complete learning tasks. All consciously used language learning strategies are used for problem-solving during language learning. This means that the learner, no matter how young, uses strategies when a task is challenging, or becomes challenging, and cannot simply be accomplished “without thinking,” i.e. automatically. Learning strategies take different forms. Strategies like *Make Inferences*, in which students derive meaning from context, are mental processes that are difficult to observe. Other strategies, like *Use Graphic Organizers/Take Notes*, can be easily observed and measured.

We all know that good teachers use numerous teaching strategies to help students learn. We use visuals to introduce new ideas, we direct students’ attention to important elements, and we activate students’ background knowledge before introducing a new concept. Learning strategies, however, are the tools that *students themselves* can employ independently to complete a language task. For instance, a student who needs to learn a list of vocabulary words might decide, on his own, to draw a picture to

remember each word, because he knows that this helps him remember. What is important for the purpose of this guide is that strategies can be learned (Weinstein & Mayer, 1986), and there is increasing evidence that using learning strategies improves language learning (see Chapter 6).

• **Why Teach Learning Strategies?**

Students who analyze and reflect on their learning are more effective learners; that is, they are better able to acquire, retain, and apply new information and skills. Yet students often use learning strategies in a sporadic manner, applying them inappropriately or overusing the limited number they know.

Learning strategies instruction is one means of improving students' acquisition of a foreign language. It gives them an explicit vocabulary to use in talking about their learning experiences so that they can build a repertoire of strategies. Students do not just acquire new strategies; they discover how and when to apply them. Their ability to use strategies effectively and to match them appropriately with tasks has broad implications for learning both content and language.

The goal of learning strategies instruction is for students to become independent learners with the ability to use strategies aptly in a variety of contexts. In the beginning, however, learning when and in what contexts to use particular strategies or groups of strategies requires direction and guidance from the teacher. Foreign language teachers may find it helpful to draw on the Cognitive Academic Language Learning Approach (CALLA) as a framework to explicitly teach learning strategies. CALLA is a language learning approach that applies to the elementary immersion setting and specifically incorporates learning strategies instruction. It is discussed in depth in Chapter Three: "Teaching Learning Strategies."

• **How Do We Name and Organize Language Learning Strategies for Instruction?**

There are a number of different names and classification systems for learning strategies (for a detailed review see Hsiao & Oxford, 2002). There are few "rights" and "wrongs" in learning strategies taxonomies, but specific ways of organizing the strategies can be useful for different teaching situations. Below, we have provided you a with list of 20 commonly used and effective language learning strategies that will help you seamlessly integrate strategies instruction into your FL classroom teaching. Students can use these strategies for reading, writing, speaking, listening, vocabulary retention, and content learning. In other words, the strategies are relevant to the immersion teacher's equal emphasis on content and language learning. In face, they facilitate the integration of content and language objectives.

Of the twenty learning strategies on our list, four are "Metacognitive" learning strategies and the rest are "Task-Based" learning strategies. The main difference between the two groups is that the metacognitive strategies are used for any task and are based on reflection on one's own thinking and learning. The use of task-based strategies is determined by the task, the student's metacognitive strategies, and the student's resources.

Summary of Foreign Language Learning Strategies

Metacognitive Strategies	
	Plan/Organize
	Manage
	Monitor
	Evaluate
Task-Based Strategies	
	Use What You Know
	Use Background Knowledge
	Make Inferences
	Make Predictions
	Personalize
	Transfer/Use Cognates
	Substitute/Paraphrase
	Use Your Imagination
	Use Imagery
	Use Real Objects/Role Play
	Use Your Organizational Skills
	Find/Apply Patterns
	Group/Classify
	Use Graphic Organizers/Take Notes
	Summarize
	Use Selective Attention
	Use A Variety of Resources
	Access Information Sources
	Cooperate
	Talk Yourself Through It

Metacognitive Learning Strategies

Metacognitive strategies are general learning strategies. Reflecting upon your own thinking and learning is metacognitive thinking. Once students begin to actively, consciously think about their own learning, they can then begin to notice *how* they learn, how others learn, and how they might adjust their behavior to learn more efficiently. We list four general metacognitive strategies:

- Organize/Plan** Your Own Learning
- Manage** Your Own Learning
- Monitor** Your Own Learning
- Evaluate** Your Own Learning



If you look at the definitions of these metacognitive strategies on page thirteen, you will see that they generally follow the sequential order of the processes a learner goes through in accomplishing any task, from setting goals and planning content, through evaluating how well the task was accomplished and how much was learned.

How am I going to accomplish this task? (*Organize/Plan.*)

How do I learn best, and how can I arrange conditions to learn most effectively? (*Manage.*)

Am I doing this task correctly as I work? (*Monitor.*)

How well have I done this task? (*Evaluate.*)

It is important to remember, however, that learners are not as linear as our models suggest. In reality, we go back and forth: planning, then monitoring, then planning again, managing, organizing, etc.

Task-Based Learning Strategies

The “Task-Based Learning Strategies” focus on how students can use their own resources to learn most effectively. There are 16 task-based strategies in the list. We have divided them into four categories that are grouped by the kinds of resources students already have, or can get, to help them complete specific tasks. By focusing students’ attention on their resources, we emphasize their ability to take responsibility for their own learning.

-Strategies That **Use What You Know**

-Strategies That **Use Your Imagination**

-Strategies That **Use Your Organizational Skills**

-Strategies That **Use a Variety of Resources**

Within each of these four groups, you will find specific strategies that are examples of what the students can do with these resources to help them learn. So, in the group “Use What You Know” we included *Use Background Knowledge, Make Inferences, Make Predictions, Transfer/Use Cognates.*

Looking through this list, you might think that people use learning strategies one at a time, and that learning strategies are clearly delimited in function and in use. Reality, of course, is never that simple. Many learning tasks are accomplished using a number of different learning strategies, sometimes in sequence and sometimes at the same time. However, teaching learning strategies one-by-one, giving each one a name and a definition, and using examples, gives you a way to talk to your students about thinking and learning. It gives them a way to talk to themselves about their own thinking. You develop a common vocabulary that will allow you to talk about how to choose and integrate strategies for different kinds of language learning tasks.

Figure 1: Applying Language Learning Strategies

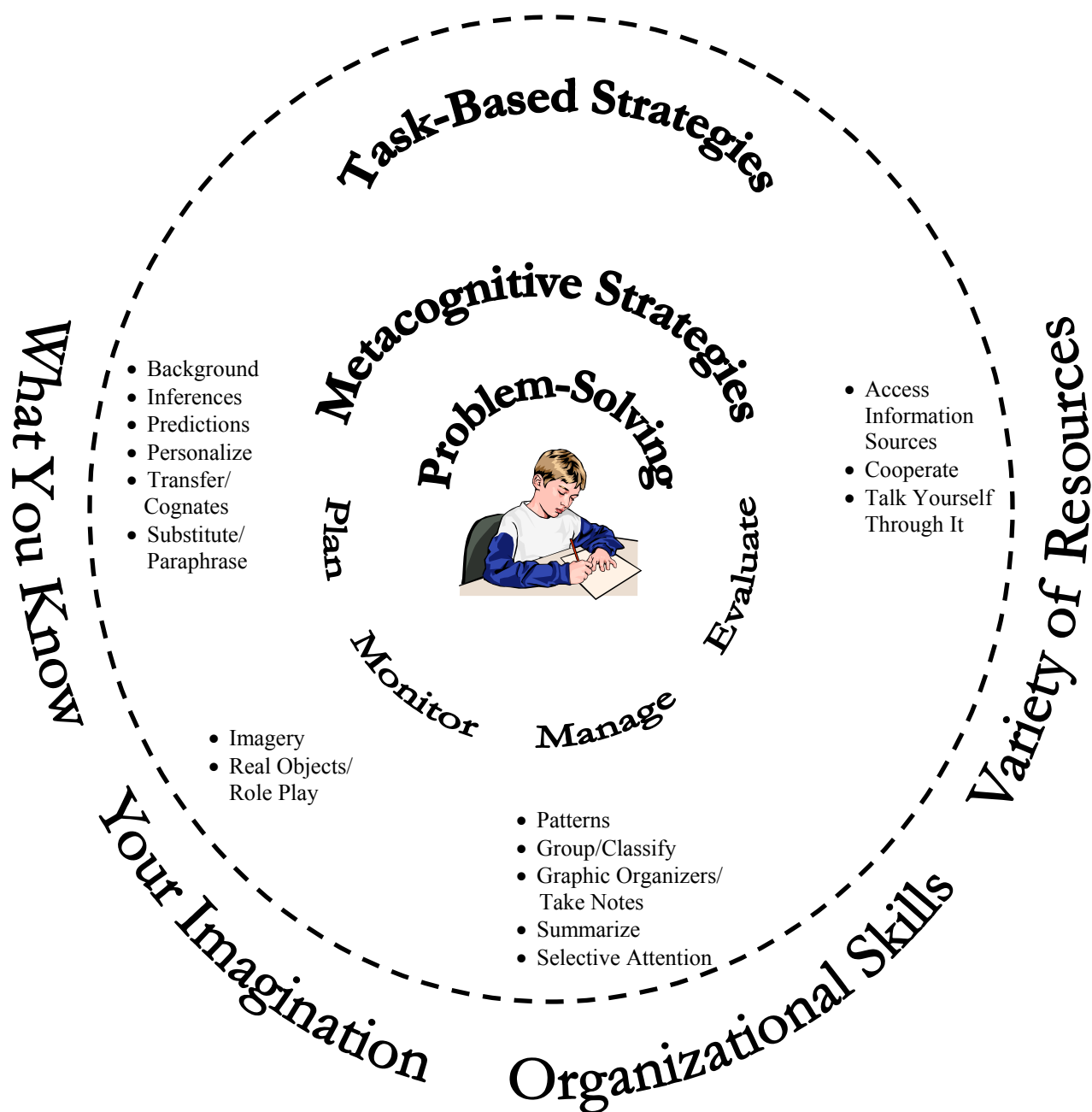






Figure 1 demonstrates the relationship between problem solving and using learning strategies. Imagine that the student in the inner circle of Figure 1, George, is a fourth grader in a French immersion program. George has grown a bean plant from a seed in his science class. His task is to write a paragraph (in French) about the effects of sun and water on plant growth. George considers the task, his skills, his resources and how he can use them to problem-solve, i.e. to complete the assignment. This is metacognitive thinking. He plans to write an outline before he writes the paragraph (*Plan*). He writes the outline (*Use Graphic Organizer*). George focuses on the task (*Manage*). He reads over his outline to see if it makes sense (*Monitor*). He finds that he needs more vocabulary words to express his ideas and looks up words in a dictionary (*Use Resources*). After using a variety of metacognitive and task-based strategies to accomplish the task, George evaluates his work (*Evaluate*). He either decides that the paragraph is not good enough, and continues to work – initiating another series of metacognitive and task-based strategies, or he decides that he is satisfied with his work, it meets his goals, and he stops.









On the following pages you will find a chart, “Learning Strategies for Elementary Immersion Students.” This chart outlines the language learning strategies discussed above: it provides names for the strategies, descriptions of strategies appropriate to share with most elementary immersion students, a picture of a key concept related to the meaning of each learning strategy, and a keyword that might be used with students to help them remember the strategy. When discussing strategies with your students, you may decide to change the names or explanations to meet their specific needs. You will probably want to teach the names of the strategies in the target language. See Appendix I for Learning Strategies Inventories in Arabic, Chinese, French, German, Japanese, Russian, and Spanish.


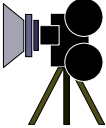
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LEARNING STRATEGIES




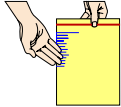

METACOGNITIVE STRATEGIES		
Strategy	Description	
Organize / Plan	 Calendar	<ul style="list-style-type: none"> -Plan the task or content sequence. -Set goals. -Plan how to accomplish the task.
Manage Your Own Learning	 Pace Yourself	<ul style="list-style-type: none"> -Determine how you learn best. -Arrange conditions that help you learn. -Seek opportunities for practice. -Focus your attention on the task.
Monitor	 Check	While working on a task: <ul style="list-style-type: none"> -Check your progress on the task. -Check your comprehension as you use the language. Are you understanding? -Check your production as you use the language. Are you making sense?
Evaluate	 I did it!	After completing a task: <ul style="list-style-type: none"> -Assess how well you have accomplished the learning task. -Assess how well you have applied the strategies. -Decide how effective the strategies were in helping you accomplish the task.

TASK BASED STRATEGIES: USE WHAT YOU KNOW




Strategy	Description	
Use Background Knowledge	 I know.	-Think about and use what you already know to help you do the task. - Make associations.
Make Inferences	 Use Clues	-Use context and what you know to figure out meaning. -Read and listen between the lines.
Make Predictions	 Crystal Ball	-Anticipate information to come. -Make logical guesses about what will happen.
Personalize	 Me	-Relate new concepts to your own life, that is, to your experiences, knowledge, beliefs and feelings.
Transfer / Use Cognates	 telephone/teléfono/ Telefon/téléfon	-Apply your linguistic knowledge of other languages (including your native language) to the target language. -Recognize cognates.
Substitute / Paraphrase	 Spare Tire	-Think of a similar word or descriptive phrase for words you do not know in the target language.

TASK-BASED STRATEGIES: USE YOUR IMAGINATION		
Strategy	Description	
Use Imagery	 Mirror, Mirror	-Use or create an image to understand and/or represent information.
Use Real Objects / Role Play	 Lights, Camera, Action!	-Act out and/or imagine yourself in different roles in the target language. -Manipulate real objects as you use the target language.

TASK-BASED STRATEGIES: USE YOUR ORGANIZATIONAL SKILLS

Strategy	Description	
Find/Apply Patterns	 Pattern	<ul style="list-style-type: none"> -Apply a rule. -Make a rule. -Sound out and apply letter/sound rules.
Group/Classify	 Sort Suits	<ul style="list-style-type: none"> -Relate or categorize words or ideas according to attributes.
Use Graphic Organizers/ Take Notes	 Notepad	<ul style="list-style-type: none"> -Use or create visual representations (such as Venn diagrams, timelines, and charts) of important relationships between concepts. -Write down important words and ideas.
Summarize	 Main Idea	<ul style="list-style-type: none"> -Create a mental, oral, or written summary of information.
Use Selective Attention	 Look for It	<ul style="list-style-type: none"> -Focus on specific information, structures, key words, phrases, or ideas.

TASK-BASED STRATEGIES: USE A VARIETY OF RESOURCES

Strategy	Description	
Access Information Sources	 Read all about it!	-Use the dictionary, the internet, and other reference materials. -Seek out and use sources of information. -Follow a model -Ask questions
Cooperate	 Together	-Work with others to complete tasks, build confidence, and give and receive feedback.
Talk Yourself Through It (Self-Talk)	 I can do it!	- Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.

INTRODUCTION:

LEARNING STRATEGIES – DEFINITIONS AND EXAMPLES

The “Learning Strategies for Elementary Immersion Students” chart gave you an outline of language learning strategies for children. Now you have a general idea of what learning strategies are and how they are organized. It is still difficult, however, to imagine how learning strategies fit into the context of teaching content in a language immersion program.

On the next few pages, you will find more detailed descriptions of each strategy. They include a definition of the purpose of each strategy, a more in-depth description of the contexts in which they can be used, and an example of how an elementary immersion student might use the learning strategy to complete an academic task.

These descriptions will be particularly useful as you prepare to teach your students how to use a specific learning strategy, or when you seek strategies to help them with a particular task.

LEARNING STRATEGIES: DEFINITIONS AND EXAMPLES

METACOGNITIVE STRATEGIES

1. ORGANIZE / PLAN

Purpose: Students make a plan of what they need to do and organize their thoughts and activities in order to tackle a complex task step-by-step. This preparation helps them complete more intricate tasks than would otherwise be possible.

Context: *Organize/Plan* is used before starting any task. It is an especially important strategy for target language writing tasks.

Example: A student wants to write a thank you letter to his teacher for tutoring him after school. He has lots of ideas about what to write, but he is not sure how to put them in order. He jots the ideas down on some index cards and organizes them (trying out different orders, eliminating less important ideas, etc.) before copying them onto clean paper.



2. MANAGE YOUR OWN LEARNING

Purpose: This strategy is central to problem solving. Students reflect on their own learning styles and strategies. They regulate their own learning conditions to maximize achieving their goals. Students determine how they learn best, they arrange conditions to help themselves learn, they focus attention on the task, and they seek opportunities for practice in the target language. *Manage* also refers to the self-regulation of feelings and motivation. Independent learners must have a sense of how to manage their own learning.

Context: *Manage Your Own Learning* is an important part of problem solving on any task.

Example: A Grade Six immersion French student is writing a science report for homework on the effects of pollution in the U.S. She decides that she will do her paper in her room where it is quiet because otherwise she could be distracted. She is not very interested in the topic, but her goal is to do well in science this year, so she motivates herself to do the task by reminding herself that she has done well so far, and that this topic is really very important. She does her research on the Web, and makes sure to do a search in French as well as English so that she will have exposure to the vocabulary and concepts she needs to write her paper in the target language. After working hard on the paper and doing a good job, she rewards herself with a break to call friends.



3. MONITOR

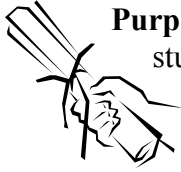
Purpose: Students question whether an idea makes sense in order to check the clarity of their understanding or expression in the target language. Students are aware of how well a task is progressing and notice when comprehension breaks down.

Context: *Monitor* is important for any task.

Example: If a student asks how to divide three in half and the teacher tells her, “Yes, you may get a drink from the water fountain,” the student who is monitoring would realize that her question did not communicate her intended meaning!



4. EVALUATE



Purpose: Judging for themselves how well they learned material or performed on a task helps students identify their strengths and weaknesses so they can do even better the next time.

Assessing how well a strategy works for them helps students decide which strategies they prefer to use on particular tasks.

Context: *Evaluate* can help students after completing a task.

Example: A student who finds writing in the target language difficult thinks about what makes it hard for her. She knows she is good at communication but makes a lot of mistakes in grammar. She decides to pay more attention to grammar in the future. In art class, a student uses *Use Selective Attention* to listen closely to directions while the teacher explains how to make a paper boat. She tries to do it herself but does not succeed. She decides to look at the teacher's book which has illustrations of the process. She tells her teacher that *Access Information Sources* worked better for her on this task than *Use Selective Attention*.

TASK-BASED STRATEGIES: Use What You Know

5. USE BACKGROUND KNOWLEDGE

Purpose: Students reflect on what they already know about a task or topic so that it is easier to learn and understand new information. The strategy helps them see the connection between what they know and what they are learning.

Context: Students can *Use Background Knowledge* whenever they know anything related to a task or topic.

Example: When beginning a Health lesson about public safety, students can tell each other what they already know about protecting themselves from strangers. They can describe how they recognize police officers and what they have been taught to do if they get lost.



6. MAKE INFERENCES

Purpose: Using context clues, students manage to decipher new vocabulary or figure out the meaning of a text or speech. They make logical guesses based on pictures, headlines, surrounding text, gestures and body language, or other information related to the task. At a more advanced level, students “read (or listen) between the lines” to infer meaning that is not stated in the text.



Context: Guess! That's right: it's a problem solving technique that works at any stage of the learning process and is useful in numerous contexts.

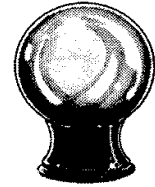
Example: To find the word for *clean* in German, a student reads the back of his German classroom soap bottle instead of looking it up in the dictionary. He figures it will probably be on the “How to use this product” part of the label. Knowing it can be a verb, he finds *clean* easily. The time-honored traditions of “figuring it out from context” and “making educated guesses” are both examples of *Make Inferences*.

7. MAKE PREDICTIONS

Purpose: Students figure out what they can expect in a task based on their background knowledge and information about the task at hand. They prepare for the rest of the task and direct their efforts to completing it based on their predictions.

Context: *Make Predictions* can be used whenever students have enough relevant background knowledge to be able to make reasonable predictions about the task. As they learn new information, they may refine or modify previous predictions.

Example: A student chooses a book to read during silent reading time. The cover of the book shows a picture of a barn and some animals. Based on this picture, the student predicts that the story will take place on a farm.



8. PERSONALIZE

Purpose: Students relate information to their feelings, opinions or personal experiences in order to remember and understand it better. They may associate it with someone or something in their personal lives.



Context: This strategy is useful whenever a word or idea can be related to something personally important to students.

Example: A student's parents take her to an Italian restaurant for dinner. Later, when she is learning vocabulary items in Italian, she remembers many of the words from the menu at the restaurant.

9. TRANSFER /USE COGNATES

Purpose: By recognizing similarities between words or grammar in the target language and their native language, students can easily and quickly increase their vocabulary and construct sentences.

Context: *Transfer / Cognates* can be used when words look or sound similar in the two languages or when knowledge of a language system, such as grammar, can aid in the understanding of the new language.

Example: A student reading a worksheet encounters the Spanish word *teléfono* for the first time. She recognizes that it looks like the English word *telephone* and thinks it probably means that same thing. In context, it makes sense. The two words sound alike, too. She decides *teléfono* and *telephone* are probably cognates.



10. SUBSTITUTE/PARAPHRASE



Purpose: Rather than stopping at a dead end, students find different ways to say the same thoughts. Beginners may use simple words or structures instead of more complex ones they do not know yet. More advanced learners may replace a term with its description or by explaining it in the target language.

Context: *Substitute/Paraphrase* helps at those otherwise awkward moments when students realize they do not know how to say exactly what they would like to say. It can also prove useful when writing as an alternative to constant reference to the dictionary.

Example: A student cannot think of the word *la dinde* (turkey) while he is speaking, so he says in French, “the big bird that Americans eat.”

TASK-BASED STRATEGIES: Use Your Imagination

11. USE IMAGERY

Purpose: Students use or create an image that helps them remember information. It can be as simple as a pencil drawing, or as complex as a “mental movie.” An image also helps students recall vocabulary without translating from their native language. Complex images can help students check their comprehension; if there are inconsistencies, then they may need to review the information.



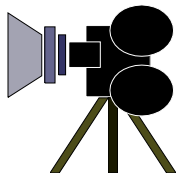
Context: *Use Imagery* is well suited to any task that involves images or where it is useful to put abstract ideas into concrete form.

Example: To remember idiomatic expressions, students create funny pictures that illustrate them.

12. USE REAL OBJECTS/ROLE PLAY

Purpose: By acting out a concept with props or role-playing with a partner, or even in their imagination, students can get a better feel for the situational uses of language. Associating words and expressions with an object, a context and/or an experience helps students recall them - what’s more, they have fun!

Context: This strategy can be used with concrete concepts or with abstract concepts to make them more concrete. It can evoke daily situations and show the practical side of language learning.



Example 1: A student has been studying environmental conservation at school and notices that his parents recycle many items, including plastic containers. He explains to his teacher how to decide what to recycle by showing her some sample containers that can be recycled.

Example 2: After learning food and restaurant vocabulary, students take turns playing the parts of customer and waiter at a restaurant in the target culture.

TASK-BASED STRATEGIES: Use Your Organizational Skills

13. FIND/APPLY PATTERNS

Purpose: Students either use a rule they already know or create a new rule that helps them learn new information.

Context: *Find/Apply Patterns* is useful in situations where students can generalize about a language structure, procedure or concept.

Example: A student who knows how to conjugate the verb *mettre* in French wants to conjugate *permettre*. Since these verbs have the same ending, she decides that they are conjugated the same way.



14. GROUP / CLASSIFY



Purpose: Grouping or classifying items according to their attributes helps students organize their thoughts and/or remember the items.

Context: *Group / Classify* applies any time that a number of items share the same attributes and can be put into meaningful groups. It can serve to organize students' thoughts as they begin a writing or speaking task.

Example: A student has a hard time remembering the names of furniture in Spanish, so she groups them according to where each item belongs in a house.

15. USE GRAPHIC ORGANIZERS/TAKE NOTES

Purpose: By writing down important words, or creating a graphic organizer such as a Venn diagram or a timeline, students can remember key concepts and note their own ideas about information in a lesson alongside its new information.

Context: *Use Graphic Organizers/Take Notes* is especially useful for tasks that involve listening since, without notes, students would not be able to keep a record of what they hear. It can also help students while they read and before they write.

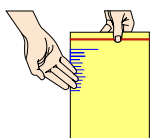
Example 1: After watching a video on the history of Germany, students take time to draw a timeline listing all the events they can remember, including pictures, people, places, and dates they associate with the events.

Example 2: An astronomer from Argentina comes to talk to a class about constellations in the Southern Hemisphere. She describes what types of stars make up the constellations and tells Argentine folktales about them. Students take notes while she speaks so that they can remember the important points after her presentation.



16. SUMMARIZE

Purpose: Making a mental, oral or written summary guarantees that students understand the gist of a task. It not only helps them judge how well they have understood and completed the task, but also helps them learn more from it.



Context: *Summarize* is helpful periodically throughout a task or upon its completion.

Example: When a student listens to a song in the target language, she pauses her CD before each chorus so she can think about and summarize in her head the main point of the stanza she just heard.

17. USE SELECTIVE ATTENTION

Purpose: Concentrating on specific aspects of language or content makes it easier for students to find the information that is important to complete their task. They may concentrate on information they already know in order to understand or communicate better, or they may concentrate on key information such as times or dates.

Context: *Use Selective Attention* proves particularly useful when the task requires students to sift through large quantities of information. It can also help when students need to give or acquire precise details to complete a task.

Example: It is a classic technique for students to underline words they do not know in a text so they can look them up or ask the teacher about them later. For a new twist on this technique, students can underline sentences in challenging documents that they are sure they understand.



TASK-BASED STRATEGIES: Use a Variety of Resources

18. ACCESS INFORMATION SOURCES

Purpose: Using reference materials such as dictionaries, textbooks, periodicals and the Internet, students can solve complex problems and complete difficult tasks independently. Students can look up words or expressions they do not know, as well as find target language cultural information.



Context: *Access Information Sources* is especially handy when crucial information does not make sense to the student. However, it can be helpful any time students encounter questions, large or small, whose answers can be found in reference materials.

Example: A fifth grade student in a Spanish immersion school loves popular music and wants to learn more about popular music in Latin America. He listens to music broadcasts on Latino radio stations in the U.S., looks up information on the Web, and, in a letter to his Mexican pen pal, asks about what music is popular with young students in Mexico.

19. COOPERATE

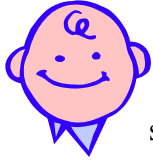
Purpose: By working together, students gain confidence, share their strengths and complete tasks more easily. Most students enjoy the chance to work with a partner or in a group, and friendly competition between groups often brings out top-notch work.

Context: *Cooperate* can be used while students work on a specific task or during part of a larger task where students work separately. It allows students to give each other feedback on their individual work and complete new tasks together.

Example: Two students decide to work together to create a poster of zoo animals. They make a joint list and decide which ones to include. They then agree on the materials to use and collaborate on the artwork. They take turns drawing the animals and writing the names.



20. TALK YOURSELF THROUGH IT



Purpose: Students tell themselves they are doing a good job and that they are capable of completing a task. This self-encouragement helps keep them motivated even when facing obstacles. While they work, students may explain to themselves, silently or out loud, exactly what steps they are taking to achieve their goals.

Context: This strategy can help throughout any tricky or daunting task. It is especially useful on tasks that can be divided into parts tackled one at a time.

Example: When reading an entire book in the target language for the first time, students can reassure themselves that they are good readers. Though a bit intimidated, they may tell themselves, “It’s just like reading three short stories in a row,” or, simply, “I know I can do it!”

Chapter 2:

TEACHING STUDENTS TO THINK ABOUT LEARNING

After reading this chapter, you will be able to:

- Use a story, personal anecdotes, or play to teach your students about strategic thinking.
- Use techniques that establish a learner-centered classroom.

How Do I Introduce My Students to Strategic Thinking?

You will need to devote some class time to telling your students about strategic thinking. Although the introduction will take time away from your usual instruction, it will allow you to begin the conversation about thinking and learning which will continue throughout the year in the context of your language and content lessons.

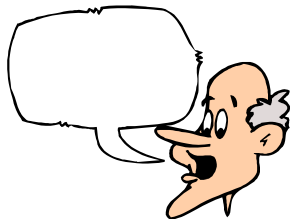
We suggest that you introduce Strategic Thinking in a concrete manner that is appropriate to the age of your students, and that you have some sort of visual aid posted in the classroom to help them remember the concept and the various learning strategies. In immersion classes, the language of learning strategies instruction should always be the target language. You might want to call the concept “How We Think” or “How We Learn” with younger students, or just “Thinking” or “Learning” with students of any age.

Through reflecting on Strategic Thinking, your students will begin to develop an awareness of how they learn in different contexts and for different tasks. Introducing self-reflection at the beginning of the year establishes a climate that encourages continual investigation into how we learn. Remember to participate in these reflective activities with your students and to share your own successful (and unsuccessful) learning strategies.

Below are three suggestions for ways that you can introduce the concept of Strategic Thinking in the elementary foreign language immersion classroom: Stories, Personal Anecdotes, and Play.

• Stories

We find that storytelling—either fictional or anecdotal—is an effective way to introduce Strategic Thinking to students. By the time they enter Kindergarten, children have been listening and responding to stories for some time. Stories engage them both emotionally and intellectually. Bettelheim (1976) claims that children sense from stories “that to be a human being in this world of ours means having to



accept difficult challenges but also encountering wonderful adventures.”

Psychologist Erica Helm Meade (1992) further suggests that “the action and images [of stories] speak more directly to the young child than abstract explanations. Stories are one of the more gratifying means of learning.”

Stories are a natural and powerful way to present children with a model of the world and of themselves. They show children how they can affect their surroundings, achieve goals, and complete tasks. In addition, many stories contain a natural and powerful potential venue for introducing learning strategies.

There are four main criteria for selecting stories that can serve students as illustrations of strategic thinking:

1. The protagonist of the story must have a goal to achieve or a task to complete.
2. The story should indicate that the protagonist uses strategic thinking to achieve the goal or complete the task.
3. Chance, fortune, magic, or the supernatural must not play a major role in contributing to the protagonist's successfully achieving the goal or completing the task.
4. The story should portray some setbacks or problems for the protagonist.

Ensuring that the story's protagonist has a specific goal or task to accomplish allows you to draw parallels between students' goals in the classroom and the protagonist's goals in the story. Goals may include winning the princess' heart, meeting the demands of the king of the jungle, or protecting one's house and siblings from an evil wolf. The protagonist's goal or task must be clear to the students so that they can relate it to their own learning goals.

The second and third criteria are as important as the first. Many children's stories may have a strong protagonist with a definite goal to reach or problem to solve, but who may not do so through strategic thinking. Instead, he or she may succeed through physical prowess, by magic, or thanks to supernatural force. These stories would be inappropriate models for strategic thinking and the learning process. An effective story shows it is the protagonist's wits that lead him or her to a successful conclusion. Strategic thinking is often alluded to in these stories by indicating that the protagonist "thought about what he or she would do" or "planned what to do." Look for clues like these when examining stories to use with your students.

Finally, the story should not create the illusion that the protagonist's road to success is effortless. Instead, the story should include serious challenges for him or her. Setbacks and problems demonstrate to students that, when trying to accomplish any challenging task, whether it is completing a classroom assignment or finding the pot of gold, difficulties may arise which can be overcome using strategic thinking.

One story that can be used to introduce Strategic Thinking is "Anansi and the Stories: A Story from Ghana." As you read this story below, keep in mind the four criteria outlined above and consider how the story meets them.

Anansi and the Stories: A Story from Ghana

Tiger was king of the jungle. When he roared, the other animals shook with fear. When Tiger spoke, the animals ran to obey him. Tiger was big and brave, proud and powerful.

Anansi the spider was little and timid, humble and weak. The animals took no notice of him at all. When he spoke, nobody listened.

So one night, when all the animals were together, Anansi said, “Tiger, you are the king of the jungle. All the animals do as you say. You own everything. You know everything. Will you give me one little thing?”

Tiger flipped the end of his tail back and forth. “What do you want, Anansi?” he asked.

“I want the stories,” Anansi said.

“The stories?” Tiger asked.

The other animals looked afraid. How dare Anansi ask for the stories? The stories were important! Whenever the animals came together, they told stories to each other. The stories helped them to understand the world. The stories told them who was wise and who was foolish. The stories told them why things happened. The stories told them how to live their lives.

Tiger looked past Anansi as if he wasn't there. He growled a little. Then he said, “What do you want with the stories, Anansi?”

“I want you to call the stories Anansi stories,” Anansi said.

The animals gasped in surprise.

Tiger decided to make a fool of Anansi and keep the stories for himself. He said, “Very well, Anansi, we will call the stories Anansi stories.”

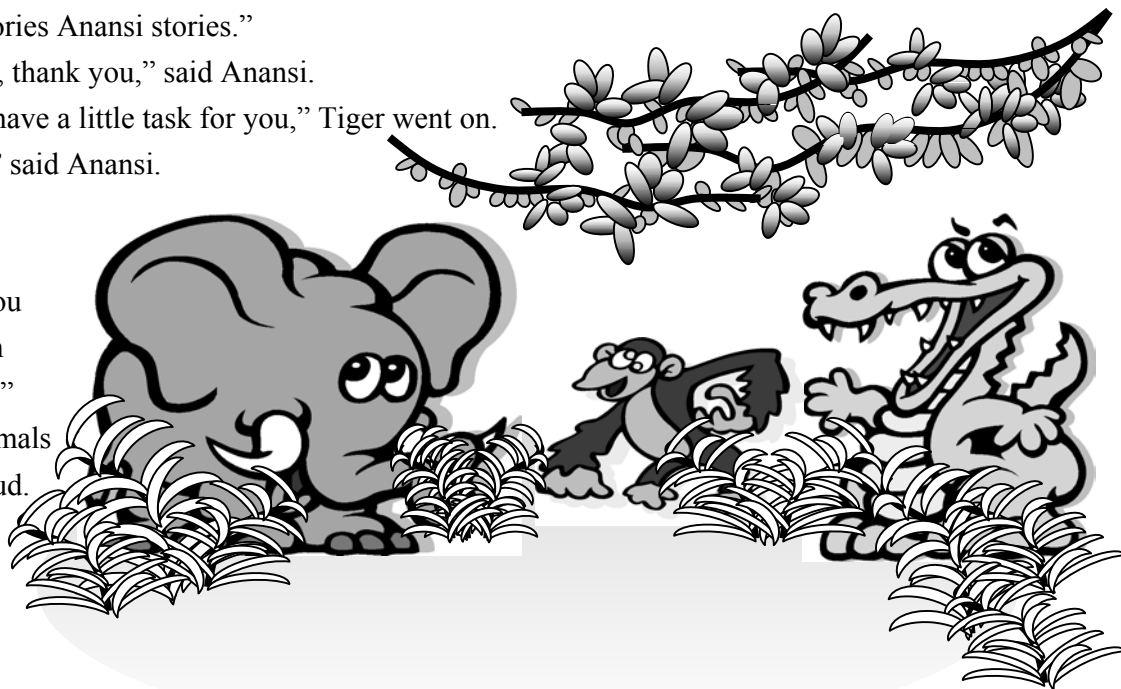
“Thank you, thank you,” said Anansi.

“But first I have a little task for you,” Tiger went on.

“Anything,” said Anansi.

“You must catch Snake,” Tiger said. “You must catch him and tie him up.”

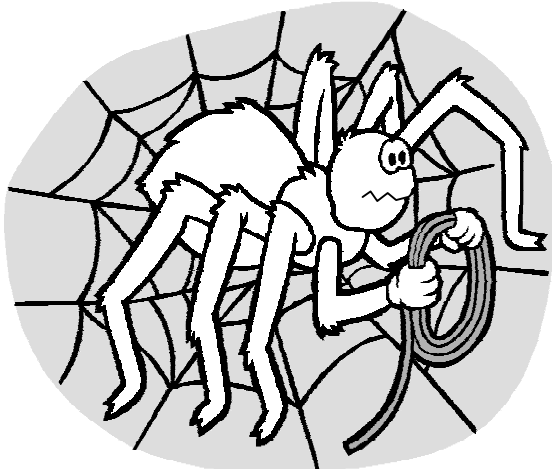
All the animals laughed out loud. That was impossible!



Anansi looked worried, but he also wanted the stories very much. He said, "I will catch Snake for you, Tiger."

The other animals laughed. Silly Anansi! Clever Tiger!

The next day Anansi tried to trap Snake, but Snake got away. The day after that, he made another trap, but Snake escaped again. Then Anansi went away and thought very hard.



That night Anansi met Snake in the bamboo grove. "Good evening, Snake," Anansi said. "I'm sorry you are not the longest thing in the forest anymore."

"What do you mean?" Snake asked.

"Tiger says the bamboo is longer," Anansi said. "See? Here is a long piece of bamboo. I'm sure it's longer than you are."

Snake sniffed. "We'll soon see about that!" he said. He wound himself around the bamboo.

Anansi ran up and down the bamboo. "I cannot see which is longer," Anansi said. "I think you are moving up the bamboo."

"I'm not moving," Snake said.

"Maybe not," Anansi said, "but I cannot say for sure that you are longer than the bamboo. Sorry." Anansi turned away.

"I know," said Snake. "Tie my tail to the bamboo. Then you know I cannot move."

Anansi came back. "All right," he said. "Perhaps that will help." So he tied Snake's tail to the bamboo. Then he ran up to Snake's head. "You're almost there!" Anansi said. "Stretch, Snake, stretch!"

Snake stretched. "I'm going around the bamboo," Snake said. "That makes me look shorter. Please tie my middle to the pole, Anansi. Then I can lie on the bamboo. I will not have to go around it."

Anansi did as he was asked, and tied Snake's middle to the pole. The other animals came to watch. They saw Snake lying on the bamboo pole. He was nearly the same length.

"Stretch, Snake, stretch!" the animals called. Snake stretched. His head didn't quite pass the top of the pole.

Anansi said, "If I tie your head to the pole, you'll be longer than the bamboo."

Snake said, "I am longer than the bamboo pole. I know it! Tie my head to the pole."

Anansi tied Snake's head to the pole. Tiger walked into the clearing. There was Snake, all tied up. The other animals watched Tiger.

Tiger smiled and said, "The stories are yours, Anansi." He did not want the other animals to see he was angry. To this very day, people tell the Anansi stories to remember how clever little Anansi captured Snake and won the stories from Tiger.

Special thanks to Dr. Kristina Anstrom for adapting this story from the traditional folktale

Does this story meet the four criteria? Anansi has an important and explicit goal he wants to achieve—he wants the stories, despite the fact that he must stand up to Tiger in order to win them. This goal is particularly well suited for the immersion classroom since having stories to call your own is similar to making a language your own. Learning a language involves learning a culture as well, and learning a culture involves learning the “stories” of that culture.

There is evidence in the story that Anansi achieves his goal through strategic thinking rather than by chance, fortune, or magic: “The next day Anansi tried to trap Snake, but Snake got away. The day after that, he made another trap, but Snake escaped again. Then Anansi went away and *thought very hard*” (italics added). It is only after he *thought very hard* that Anansi was able to come up with his *ingenious plan* to capture Snake. The same excerpt demonstrates how the story meets the fourth criterion. We understand that Anansi's first attempts to capture Snake by trying to trap him were unsuccessful. These setbacks highlight for students that through persistence, planning, and careful thinking we can usually overcome difficulties and achieve our goals.

“Anansi and the Stories” is effective for introducing the concept of Strategic Thinking; however, you can make Anansi’s strategic thinking more explicit for students by revising the story to specify examples of how Anansi engages in strategic thinking. The revisions do not change the plot; rather they add insight into Anansi’s thinking processes and provide concrete examples of Strategic Thinking. Our suggested revisions are highlighted in bold print in the “Anansi and the Stories: Learning Strategies Version” in Appendix B. Once you have selected a story, you may want to make similar modifications.

There are many excellent stories that can be used to introduce Strategic Thinking. Use the four criteria listed above to evaluate the appropriateness of stories you consider. The story should also be appropriate to the age and interest of your students. For example, a participant in one of our workshops pointed out that for her students in first grade, she might elect to adapt “The Three Little Pigs” since the students were already familiar with it. By using familiar material, she could more easily focus them on the story characters as strategic thinkers.

• Personal Anecdotes

While children’s stories have proven to be successful tools for communicating the concept of Strategic Thinking, some teachers prefer using personal anecdotes such as a narrative about beginning an exercise program or making a cake to illustrate the concept. Personal stories are effective for two main reasons. First, by sharing a personal story, the teachers become more involved and can transfer their own excitement to students. Second, students enjoy learning about their teacher and listen attentively to personal stories that involve their teacher outside of class. Personal stories, like traditional stories, are powerful means to explain strategic thinking.



As you tell your story, use guiding questions to help the class brainstorm ideas and provide cues to elicit answers that students might not otherwise come up with on their own. Following is an example of a personal anecdote.

ROLLERBLADING: A PERSONAL ANECDOTE

Begin a class discussion by explaining that you made a decision to take up rollerblading: “Last summer, I noticed the rollerbladers beside me on the sidewalk seemed to be having a great time. Many of my roller-skating friends have started to rollerblade, and they said it’s easy to figure out if you already know how to roller-skate well. So I made the decision to start rollerblading, too. I was glad I’d be able to *Use Background Knowledge* from roller-skating. Still, I wanted to be more specific in planning how I’d learn my new pastime.

Plan: First, I needed to use the strategy *Organize/Plan*. What are some goals I could have set? (Elicit examples: *To learn to go straight, turn left, and turn right. To keep control of the rollerblades, so practice is safe. To be able to rollerblade on one leg or to be able to do jumps by the end of the summer.*) I also needed to *Organize / Plan* to determine a routine. What did I need to consider before I began? (Elicit examples: *Will I buy rollerblades or borrow them from a friend? Where will I go to practice? How often will I practice? Will I ask a friend to help me learn or try to do it on my own?*)

Manage: I also needed to think about how I learn best and arrange the situation so that I could do the things that help me learn best. This is the strategy *Manage Your Own Learning*. I learn best by watching others and then trying something new. So before I started rollerblading I spent some time watching my friends. How do you learn best? (Elicit answers like, *learning by doing, by reading about a new activity, by watching videos.*) When I learn a new sport, I like to start slowly and then build up to harder things. So, with rollerblading, I started on easy paths and then gradually built up to paths with slopes. How about you? What kind of learner are you? How does this affect how you approach learning?

Monitor: Now that I rollerblade, how can I check my progress? Are there certain elements that I can pay attention to, such as my body position, speed, etc (*Use Selective Attention*)? Can I ask myself how I am doing (*Monitor*)? How can I keep track of my progress? (Elicit examples: *Keep a log that describes how comfortable I feel on rollerblades. Count the number of times I slow down, stop, or fall during each practice in order to track my progress. Decide if I feel confident rollerblading.*)

Evaluate: How can I decide if my program is successful? Have I reached my goals? (Elicit examples: *Am I comfortable rollerblading now? Am I still rollerblading or have I returned to roller-skating? Can I do various turns and jumps? Do I have as much fun as I expected?*)”

- **Play**

Another way to help young students reflect on their learning is to make them aware of the strategies they use when they play. Have you watched puppies play with a ball, or kittens with yarn or a toy? We call this "play," but if you watch closely, it looks a lot like "practice." Is the "play" of kittens and puppies chaotic, or is it strategic? Look closely. It is strategic. They stalk their prey, they wait silently, and then, when the ball of yarn has been immobile for several seconds, they pounce and attack fiercely.

Have you watched young children play? Tag? Pretend? Dolls? Cars? Puzzles? Cards? Do they use strategies? Yes, of course they do. Think of your favorite games/play and which strategies you use - and/or watch others use.

Making the jump from "play" strategies to "learning" strategies is not very hard. In reality, they are the same basic strategies. An easy way to introduce learning strategies to young children is to help them be aware of the strategic thinking they use in play, and then help them apply the same strategic thinking in a setting where they are learning in an academic task.

Make Inferences is an enjoyable strategy to teach to young children. It involves using clues from what is around you, and what you already know, to make intelligent guesses about something you don't know. Our lesson plan "**Mystery Bag**" describes how a teacher can teach students to use this strategy to improve their FL learning.

For more examples of play activities, see the chart in Appendix E.



TEACHING FL LEARNING STRATEGIES THROUGH PLAY

MYSTERY BAG

Objective: Students will be able to use inferential reasoning to comprehend text at their instructional level in the FL.

Language: All **Level:** Grades 3-5

Materials: A cloth or paper bag, small identifiable objects to put in the bag, an attractive, interesting book at students' instructional level, and a handout with 3 – 5 interesting, provocative questions about the story that require inferential reasoning to answer.

Preparation: Students work in pairs. Each pair has a bag. Each student has a selection of small objects - unknown to the other student. They take turns with one student putting an object in the bag and the other student guessing what it is, only by feeling the bag. The teacher asks students how they are able to identify the objects, and helps students articulate the idea that they are using "clues" even though they cannot see the objects.

The teacher shows students the book to be read and the page with inferential questions, and then asks students if they know all the words. (If the book is at the instructional level the answer should be "no.") The teacher then asks the students how they might read the book anyway, understand the story, and answer the questions. Lead students to make the connection that one way is related to how they identified objects in the bag - guessing from clues.

Presentation: The teacher models - or asks a student to model - using clues - picture, word, title, or text clues - to make guesses about the story and/or the meaning of vocabulary words. (*"I don't know what this word means, but I can guess from the picture that it is the word for 'elephant.'*) When students understand the process, explain that this strategy is called "Make Inferences" (you might want to call it a shorter name like "Guess") Explain that we make inferences all the time. Elicit examples of when we make inferences in normal life and in play (eg: if someone is wearing a heavy coat we assume it is cold, if your friend has a big smile, you assume he is happy.)

Practice: Ask students to work in pairs or small groups to read and answer the inferential questions about the story. You may want them to either develop the answers verbally, or to write down the answers in the target language. Move from group to group and ask them what clues are helping them understand the story and/or vocabulary. Encourage students to make inferences - and to check the inferences as they progress through the story.

Evaluation: As a group, discuss the story and the answers to the inferential questions. You will be able to determine if the students were able to comprehend the literal meaning of the story by making inferences. If students made inferences successfully, ask them to describe what clues they used and how they made their guesses. Ask the students if making inferences helped them to understand the story. If students' answered the questions on paper, collect the papers for further evaluation.

Expansion: Whenever you give students a text to read in the FL, remind them they can use the strategy Make Inferences to help their comprehension. A poster on the wall listing the learning strategies can serve as a good, time-saving reminder.

Strategic Thinking and the Learner-Centered Classroom

When you explicitly teach learning strategies, you share responsibility for the students' learning with the students themselves. The students take on greater responsibility for their own learning and gain greater independence. This is known as the learner-centered approach to instruction. It is characterized by (1) a focus on how students learn, (2) explicit instruction in learning strategies, (3) explicit goal setting by students for themselves, and (4) student self-evaluation.

As teachers, we may tend to focus more on how we teach than on how our students learn. Learning strategies instruction forces us to examine not just what we do to teach effectively, but what our students do to facilitate their own learning. When we think about curriculum, lesson design, or even how we respond to student questions, learning strategies instruction helps us focus on the **how** of learning rather than the **what**. In a classroom that incorporates learning strategies instruction, the teacher and the students attend to the learning process and consider how to improve it.

Teaching Tip

Encourage students to understand the strategies they already use and to learn to use new ones.

A good way to start planning learning strategies instruction is by examining your own beliefs and practices about language instruction.

How do you currently organize your classroom and your students' learning? Do you operate from a learner-centered perspective, or is your classroom more teacher-centered? Are you willing to spend instructional time helping students understand the strategies they currently use and guide them to learn and use new ones? Are you willing to focus on the process of learning rather than the product? In a learner-centered classroom, both the teacher and the students must share the responsibility of learning. Both must believe that by focusing on learning strategies, learning will be enhanced.

- **Goal-Setting**

Giving students the opportunity to set their own personal goals helps them invest in learning and is a step towards creating a learner-centered classroom. Defining and practicing how to set goals will also help students distinguish between long- and short-term goals. Whereas long-term goals provide motivation for learning, short-term goals help us feel a growing sense of accomplishment. One useful activity is to have students brainstorm their personal goals.

Teaching Tip

Ask students to brainstorm their personal goals. Record their goals on poster paper, and review them throughout the year.

Short-Term Goals: Help us feel a growing sense of accomplishment.

Long-Term Goals: Provide motivation for learning the language.

- **Self-Assessment**

Tied to setting personal goals is the self-assessment of progress. In traditional classrooms, students expect the teacher to evaluate them. They, therefore, tend to look outside

Teaching Tip

Share your learning strategies with your students. Show them how strategies work for you.

themselves to determine progress. With learning strategies instruction, students begin to take more control of their own learning and, with guidance from the teacher, to assess their own progress. Students can use rubrics and scales representing varying levels of achievement in order to represent their progress graphically. (See the Sample Self-Assessment Rubric below.) Unless they self-assess, learners are often unaware of the strategies they use. Learning strategies questionnaires are self-assessment tools that can help students become aware of their strategy use.

Sample Self-assessment Rubric: Cooperative Group Work

Name: _____ Date: _____

Activity: _____

How often did you do the following things in your group? Circle the word that best describes your level of participation and cooperation.

1. **I asked questions for information or clarification.**
not at all rarely sometimes often

2. **I offered my opinion.**
not at all rarely sometimes often

3. **I listened to the other group members.**
not at all rarely sometimes often

4. **I commented on the ideas of other group members.**
not at all rarely sometimes often

5. **I encouraged others to participate.**
not at all rarely sometimes often

6. **I fulfilled my role in the group as assigned by the teacher or group.**
not at all rarely sometimes often

7. **What I liked best about working with this group:**

8. **What gave me the most difficulty when working with this group:**

Questionnaires can also help teachers identify the strategies students already use and those which may need to be taught. An excerpt from the NCLRC Learning Strategies Questionnaire is below. A complete copy of the questionnaire can be downloaded from our web site:

<http://www.nclrc.org/products/index.htm>

The questionnaire should, of course, be written in the target language.

Learning Strategies Questionnaire Excerpt

Directions: Listed below are some things that you might or might not do to help you understand what you are listening to. For each one, circle whether you do it Almost Never, Sometimes, or Almost Every Time. Tell what you really do, not what you think you should do.

L1. Before you listen in class, do you try to figure out what the person will talk about?



Almost Never



Sometimes



Almost Every Time

L2. When you listen to a story in class, do you imagine pictures in your head or imagine you are part of the story?



Almost Never



Sometimes



Almost Every Time

The activities described in this chapter are only a few among many that can be used to create a learner-centered atmosphere and prepare students for learning strategies instruction. A student-centered atmosphere represents the foundation of learning strategies instruction. You and your students will work together to make the **how** of learning as important as the **what**.

In Chapter Three you will see how to teach learning strategies and in Chapter Four how you can develop your scope and sequence for learning strategies instruction.

Chapter 3:

TEACHING LEARNING STRATEGIES

After reading this chapter you should be able to:

- Write a learning strategy lesson using the CALLA framework
- Introduce and review a learning strategy with your students.

Now that you have prepared students for learning strategies instruction by helping them reflect on the learning strategies they currently use and by introducing them to strategic thinking, your students are ready for explicit instruction in learning strategies.



How Do I Begin Strategies Instruction?

Many students are not accustomed to focusing on how they learn. If they have not already experienced strategies instruction, most of their educational experience has focused on *what* they learn, not *how*. The scope and sequence in Chapter 4 can be used as a general guideline to help you determine strategies that are appropriate for students' grade and language level; yet, it should be used only as a general guideline. In determining strategies to introduce, the most important factor is your curriculum—the content and language you teach. Referring to the curriculum enables you to select strategies that will help students learn the necessary content, language concepts and skills.

The first step in strategies instruction is to draw up a plan based on the following three factors: the scope and sequence, the content, and the curriculum. Your plan may include teaching just two or three new strategies in a semester. This is sufficient, as you will want to allow time for review and practice. Although the plan may change as you progress, having an outline of the strategies that matches students' cognitive level, content tasks and language skills prepares you for the job.

What Procedure Should I Use to Teach Strategies?

The goal of learning strategies instruction is for students to become independent learners with the ability to use strategies appropriately in a variety of contexts. In the beginning, however, learning when, how, and in what contexts to use particular strategies or groups of strategies requires direction and guidance from you, the teacher. You will find it helpful to use a framework such as the Cognitive Academic Language Learning Approach (CALLA) to explicitly teach learning strategies (Chamot et al., 1999). **CALLA** is a language and content learning approach that specifically incorporates learning strategies instruction, and thus it is appropriate for immersion settings.

CALLA involves **5 phases** of instruction:

- (1) Preparation
- (2) Presentation
- (3) Practice
- (4) Self-Evaluation
- (5) Expansion

You most likely already employ these or similar steps as you teach. Below, we outline how you can use these five phases of instruction to integrate learning strategies instruction into your existing lesson plans.

(1) Preparation

When you prepare students for a lesson, you do so by activating their background knowledge of the concept you will present. In the preparation phase of a lesson that includes learning strategies, you want to activate their background knowledge of the strategies they already use to help them complete a specific task. For example, if you are introducing the strategy *Summarize* in a reading comprehension activity (a useful strategy to check comprehension), you might want to ask students what they do to make sure they understand what is happening when they read a story. Students can share their strategies with a partner or small group, then with the whole class as you make a list of all the strategies students identified. You can also share your own strategies for the task.

(2) Presentation

In the presentation phase of a lesson, you introduce the new concept or language skill. In a lesson that includes specific instruction in learning strategies, you also introduce the new strategy. The most effective learning strategies lessons introduce just one or at most two strategies. To present the strategy, you want to embed it in the context of the content you are teaching, but you also explicitly teach the strategy. To do this, you will want to:

- (a) **Name** the strategy
- (b) **Explain** how to use it
- (c) **Tell when** to use it
- (d) **Model** it
- (e) **Explain** its importance.

These steps are discussed below.

(a) Name the strategy

Give the strategy a name and encourage students to use that name when referring to it, for example, “This strategy is called *Make Inferences*.” Knowing a strategy's name enables students to carry on discussions about strategy use and to differentiate between strategies. You will want to select an age-appropriate, target language equivalent for *Make Inferences*. For example, a third grade class might use the name *Advina* in Spanish or *Deviner* in French; on the other hand, a fifth grade class might call the same strategy *Suponer que* in Spanish or *Faire hypothèses* in French. You can provide the name for the strategy or you can have students help you determine it. In Appendix I you will find Learning Strategies Inventories in several languages. By naming the strategy, and perhaps designating it with a gesture or illustration, students will have more opportunities to understand and remember the strategy.

Teaching Tip

Name each learning strategy in the target language, and explain to students when, how, and why to use each strategy.

(b) Explain how to use the strategy

Tell students what the strategy means and how to use it. For example: “This strategy is called *Make Inferences*. *Make Inferences* can help us figure out the meaning of a story by using clues such as the content, pictures or specific words in the story. If you do not know what a word means, try to read other sentences to figure it out.”

(c) Tell students when to use a particular strategy

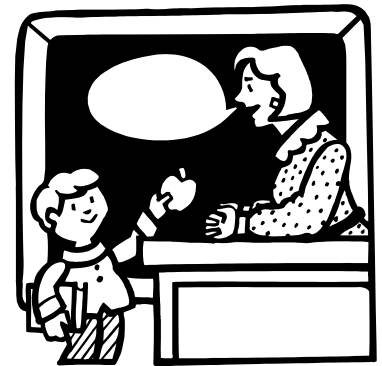
Make it clear to students what situations call for the strategy's use. For example, you can explain to students that *Make Inferences* is an appropriate strategy to use when they do not understand every word they hear or read; they can use what they do understand to help them figure out the rest. If you have emphasized in your explanations one skill, like reading, make sure to emphasize that the strategy can be used with other skills as well, such as listening or writing.

(d) Model the strategy

If students are learning to *Make Inferences* when reading a story, then you can model the strategy on a part of the story. When reading aloud, you can stop where a point is unclear and think aloud while trying to figure out the meanings of words or phrases from the context. This technique, called a “think-aloud,” serves the dual purposes of modeling the strategy and making learning strategies instruction explicit. For older students, you can ask them to model thinking aloud while doing a task. For an example of a think-aloud, see Appendix H.

(e) Explain the importance of the strategy

Point out to students how they benefit from using the strategy: “As I listen to this story, there are parts that I do not understand. I can understand better by making inferences.”



(3) Practice

Once you have explicitly taught a particular strategy, students should have the opportunity to practice using the strategy. The content and language skills you are teaching serve as the material students use to practice the strategy. For example, in their science lesson, students may read a text about the life cycle of frogs. In the practice phase, they use the strategy *Make Inferences* while studying the text to complete their assignment. When creating or selecting material for the practice phase of a lesson that includes learning strategies instruction, you must think carefully about your students' abilities. The level of the tasks and material should be slightly above what the students can do independently. If the class contains students at varied levels of ability, then you might design different types of tasks for the practice phase to accommodate these differing ability levels.

Success with learning strategies depends upon whether students find them useful. If the chosen practice material is too easy, they might not see the need for the learning strategy—they can succeed without it. If the material is too difficult, then even with the learning strategy the students might not succeed at the task and might perceive the strategy as unhelpful.

Additional components of the practice phase include coaching and teacher feedback. After introducing students to new strategies, provide them with additional opportunities to practice those they already know. While introducing new strategies, coach students with reminders to use previously learned ones. You should continue to provide practice opportunities and encourage students to use strategies over time; nonetheless, you may gradually eliminate specific reminders, since the expectation is for students to develop independence in strategy use. In the early stages, students also need feedback about how well they are applying a strategy. Feedback should be specific. It should restate the strategy the student used and how it was used. You might say: “I liked the way you used *Make Inferences* to figure out the meaning of that word. You used the words after the comma to figure out that here ‘fuego’ must mean ‘passion.’”

(4) Evaluation

The evaluation phase of the CALLA instructional framework focuses on student self-evaluation of the effectiveness of the strategies they use in accomplishing specific tasks. Students need to find out which learning strategies work best for them on certain tasks and why. Through such self-evaluation, students consciously monitor those strategies they find effective and ineffective, and by so doing refine their individual repertoire of strategies. Below is a variety of methods that you can use to encourage student self-evaluation of learning strategies:

(a) Class Discussions

Teacher-led class discussions of a particular strategy's effectiveness should come immediately after students have practiced the strategy. They may include inviting students to comment on how they used an assigned strategy, whether they used additional strategies, and which strategy or combination of strategies worked best for them.

(b) Learning Strategies Checklists

Checklists consist of a series of statements such as: "I made predictions before listening to the news report. I thought about what I already knew about mountain ranges. I used *Use Selective Attention* to focus on key vocabulary words, etc." Students indicate on the checklist whether they used the strategy. A sample checklist for fourth grade student self-assessment follows.

Sample Checklist for Fourth Grade Student Self-assessment (written in target language)

Learning Strategies Task	I used these strategies.	
	Yes	No
Organize/Plan		
Make Inferences		
Make Predictions		
Use Imagery		
Use Real Objects/Role Play		
Summarize		
Use Selective Attention		
Access Information Sources		
Cooperate		

As you and your students become more familiar with strategies, you can monitor and evaluate students' strategy use on a regular basis, not just when you are explicitly teaching a strategy. Eventually you may observe students using them in their daily activities and elicit their comments about the strategies' effectiveness.

Teachers who are serious about strategies instruction are continually looking for strategy use initiated by their students. When a student is observed using a new strategy, or using a familiar strategy in a new context, teachers can direct other students to think about and evaluate its usefulness for performing the task at hand. This spontaneous evaluation illustrates to students that strategies are a natural and useful part of language learning.

(5) Expansion

In expansion, students learn to relate and transfer strategy use to other tasks, subject areas and aspects of their lives. You may initiate a brainstorming session by sharing with your class different ways you have used a particular learning strategy. The class can continue brainstorming additional contexts in which it could be useful. You may then point out how to transfer a strategy from one context to another. If students have used *Use Imagery* to help them remember the main events of a story they have listened to, you might help them expand their use of this strategy to reading a story. If they have used *Make Predictions* before reading a story, you might model how to *Make Predictions* before watching a movie. Finally, you can assign students to use a strategy in a new context for homework. The next day, students can report how they used the strategy and how well it worked.

Teaching Tip

Help students expand their strategy use by asking them to use specific strategies at home or in other classrooms.

Learning strategies are useful not only in the classroom but also in personal lives. Brainstorm with students ways they can apply strategies to tasks like learning to play the piano or to ride a bike. Model how you use strategies to help you learn a new skill or game. Such modeling will help students transfer and apply strategies to all aspects of their lives.

Learning strategies instruction is recursive. Once you *prepare* your students for learning a new strategy, *present* it to them, give them the opportunity to *practice* it, help them *evaluate* it, and provide options for *expanding* the strategy to other areas of study or their personal lives, the strategy should be recycled in later lessons. It should be re-taught and practiced until students have an intuitive sense for when, how, and why to use it.

In addition to explicitly teaching learning strategies through an instructional sequence such as that offered above, it is important to recognize and seek out occasions when learning strategies instruction can be reviewed and reinforced. This more informal approach emphasizes to students the natural link between strategies, language, and content learning. For example, when you observe a student tackling a mathematics problem in an original way, ask her about the strategies she is using and share these with the rest of the class. Students learn to use strategies independently by talking about their learning. Immerse students in the language of strategies. Seek out opportunities at all times for mini-strategies lessons and for sharing individual students' strategy use with others. In this manner your immersion instruction will include not only content and language learning, but also strategies learning.

How Do I Write a Learning Strategies Lesson?

The five phases of CALLA detailed in the previous section of this chapter are your guideline for writing a learning strategies lesson. In this section, we will walk you step-by-step through the process with an example.

Grade 5 – French – Writing an Autobiography in Language Arts

- **Decide on your content objective:** Students will be able to write two pages in French describing the basic events in their lives.
- **What learning strategy could help them meet this objective:** Organize/Plan

To teach the students how to write their autobiographies and introduce the learning strategy Organize/Plan to help them accomplish this objective, you can use the following sequence:

1. **Preparation: Activate the students’ background knowledge about the topic and the strategy.** Ask students’ about the main events of their lives. Tell them a little about yourself. Ask them to share their life stories in pairs or groups. Include questions about what happened in which order. Elicit that it is important to organize this kind of a story in order of earliest to most recent events.
2. **Presentation: Present the content of the lesson and the strategy that will help the students learn the content and/or carry out a task. (Remember this has several stages).** Tell the students you are going to ask them to write their autobiographies. Explain what an “autobiography” is and the elements of the task. You might want to include reading an autobiography or watching an autobiographical film. Then tell the students that there are strategies that can help them write their autobiographies and present the strategy. The presentation of the strategy should take a minimum of time and should always be integrated into the task and the content objectives. (This lesson plan will focus on describing teaching the strategy. During an actual lesson you focus on the content and seamlessly slip in the explicit instruction on using learning strategies and reflection on their usefulness).
 - a. **Name the strategy:** Once it is understood that it is important to organize the information, tell the students that you are teaching them a learning strategy and name it – “Organize/Plan” (in the target language) or devise a different name appropriate for your students. Write down the strategy name on your “Learning Strategies List” poster kept on the wall to refer to in later lessons.
 - b. **Explain how and when to use the strategy:** “You can use Organize/Plan to help you organize stories or anything else with a lot of parts that need to be in order.”

- c. **Model the strategy:** Retell some main events in your life and write them down in order on the board. Tell the students you are using Organize/Plan to organize your autobiography.
 - d. **Point out the importance of the strategy:** Start to tell your autobiography out of order, ask if it makes sense, ask students what this tells us. The answer: that planning and organizing are important.
3. **Practice: During the Practice phase, the students have the opportunity to carry out the content-based task using the learning strategy to help them accomplish it.** Ask the students to start working on their autobiographies. Ask them what they will do first. Elicit that they should plan/organize their information. You can ask how they can do this. Elicit writing down an outline before starting (or any other method that is appropriate). Continue helping students to write out outlines/plans for their autobiographies and by helping them write the autobiographies.
4. **Evaluation: Evaluate the students' learning of the content and the effectiveness of the strategy. During this phase, the teacher and the students evaluate how well they accomplished the objective and also how useful (or not) they found the learning strategy.** To evaluate the autobiographies you may ask students to evaluate their own work using a rubric. You will probably want to read the papers and evaluate them yourself. Perhaps using the same rubric, you may ask students to share autobiographies and give each other feedback. Part of the evaluation would focus on the organization of the autobiography and whether it leads to clarity. As with all writing tasks, it is a good idea to allow students to rewrite after receiving feedback. To evaluate the strategy use, you can ask students how useful it was to organize their ideas before writing, and whether their method of organization was efficient (writing a list, a summary, etc.). Would they use it again?
5. **Expansion: In this phase the teacher helps students identify other situations and tasks where they could use the learning strategy.** Give examples and ask students for examples of other situations (in and out of the classroom) where planning and organizing could help them.

Chapter 4:

SCOPE & SEQUENCE FOR LEARNING STRATEGIES INSTRUCTION

After reading this chapter you will be able to:

- Use the scope and sequence to develop a plan for strategies instruction.



This chapter introduces you to *The Scope and Sequence for Learning Strategies Instruction in the Elementary Immersion Setting*. The scope and sequence is the direct result of our six-year study with elementary immersion students and is therefore specifically designed for elementary immersion teachers. It is a useful tool for selecting strategies appropriate for your students' grade and language level.

What is the scope and sequence?

The main purpose of the scope and sequence is to serve as a guideline for elementary immersion teachers who want to integrate learning strategies instruction into their language and content curriculum. It organizes strategies by grade level and indicates which strategies may be introduced, reviewed, and expanded on at each grade. In addition, it shows how some students' use of strategies develops through the grades. You can use the scope and sequence to identify strategies to teach your students and to check your students' progress in using them.

How was the scope and sequence developed?

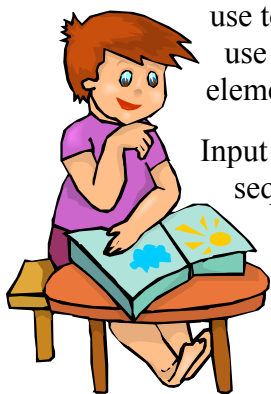
The scope and sequence was shaped partly by the NCLRC study of elementary immersion children, but also includes input from our team of elementary immersion teachers. Several key research findings from the immersion study led to the development of the scope and sequence. They are summarized in the chart below.

Research Finding	Importance to Development of Scope and Sequence
All students, regardless of age or ability, use learning strategies to complete language tasks.	This finding influenced the choice to begin strategies instruction in first grade.
Younger and older students use some different strategies.	This finding guided decisions about which strategies to introduce at the earlier grades and which strategies to present at the upper grades.
Younger and older students use the same strategies in different ways.	This finding led to the integration of a developmental scale that showed the progression from local use to more global use of each strategy.

First, researchers found that *all* immersion students, regardless of age or ability, used learning strategies to complete tasks. This conclusion influenced the choice to begin strategies instruction in first grade. No research was conducted with kindergarten students, although it is quite possible that these students also use strategies and may be receptive to strategies instruction.

Second, researchers found that younger and older students employed some different types of strategies. Younger students tended to focus locally, using strategies such as *Find/Apply Patterns*, whereas older students emphasized more global strategies such as *Make Inferences*, *Make Predictions*, and *Monitor*. This finding, and its supporting data, guided our decisions about which strategies to introduce at the lower grades and which strategies to present at the upper grades.

Finally, researchers discovered that younger and older students used the same strategies in different ways. For example, both younger and older students used the strategy *Use Background Knowledge* when preparing to read a text; however, younger students tended to activate personal background knowledge whereas older students tended to activate knowledge of texts, literature, and media as well. Furthermore, younger students relied more heavily on pictures, whereas older students used both pictures and the text. These data suggest that younger students tend to focus locally and attend to what is concrete and familiar. Older students, on the other hand, generally have a more global perspective. They spend less time deciphering word by word and more time considering the text as a whole. This finding led us to integrate a developmental scale of strategy use to the scope and sequence that shows the progression from local to more global use of each strategy (For additional information on the NCLRC study of elementary immersion students, see Chamot, 1996; Chamot, Keatley, et al., 1996).



Input from teachers in elementary immersion classrooms also shaped the scope and sequence. Teachers reviewed it and addressed the appropriateness of strategies for each grade level. They focused specifically on determining whether students would be able to comprehend the language of strategies instruction. This review was relevant mainly at the lower grades. For, although it is

certain that students as young as first grade use strategies, their ability to understand more abstract concepts and discuss them is less certain. Teachers' comments were invaluable, as they provided a practical viewpoint of the scope and sequence.

How do I use the scope and sequence?

The scope and sequence is designed to assist you in deciding which strategies to integrate into your language and content instruction. At each grade level there is a selection of strategies that are appropriate for your students' developmental level and compatible with their content and language tasks. The strategies listed are of three types: *new*, *review*, or *expand*.

A *New Strategy* is one being introduced into the curriculum for the first time. It later becomes a *Review Strategy* when recycled through different content and language tasks so that students get ample practice learning to use it independently. For example, if in first grade you introduce *Cooperate* to learn new vocabulary words, you can later review the same strategy to conduct a science experiment, to complete math word problems, or to read a folk tale.

An *Expand Strategy* is the third and final type. To expand a *New* or *Review Strategy*, have students put it to a more sophisticated use. For example, the strategy *Make Predictions Using a Picture* may be introduced in first grade for preparing students to listen to a story. In second grade, it may be expanded: the students can *Make Predictions Using a Text* to figure out, based on the title, what a story is about. In third grade, the students may *Make Predictions Using a Text* not only at the beginning of the story, but throughout. Once students become familiar with a strategy, reviewing and expanding it prove essential to ensure that they learn to use it independently, in more sophisticated ways, as learning tasks become more challenging.

Please refer to the charts below for a summary of these types.

Type of strategy	Description
New	Introducing a strategy into the curriculum for the first time.
Review	Applying a known strategy to a different content or language task.
Expand	Introducing a more sophisticated use of a known strategy

A school district, a school, or an individual teacher can use the scope and sequence to plan and implement learning strategies instruction. Districts or institutions may find it helpful for integrating learning strategies instruction into the curriculum. The scope and sequence is an effective tool for selecting strategies to introduce to your students. Teachers can benefit from it on a day-

Teaching Tip

Limit the number of strategies you introduce in any one grade. Practice and review strategies often.

to-day basis as they actively introduce strategies to their students. The scope and sequence should be integrated into your pre-existing language and content curriculum while taking into account the strategies your students already employ. Using all three sources will guarantee that your learning strategies instruction is appropriate for your students.

It is important to remember that the scope and sequence is based on the average child's progress with strategy use. During the NCLRC study with students in immersion programs, a small number of students in first grade demonstrated more sophisticated use of strategies. Likewise, a handful at the upper grades demonstrated less successful strategy use (Chamot, 1996). Students develop at different rates; some may use advanced strategies earlier than others. In a similar way, the strategies a student favors may depend on her preferred learning style(s). For example, she may gravitate towards strategies such as *Use Imagery* and *Use Real Objects / Role Play* if she prefers to learn visually and kinesthetically.

Although learning styles can indicate an individual's preference for particular learning strategies, every student can profit from experience and practice with a wide variety. Two main reasons justify this call for widespread exposure to learning strategies. First, to succeed in school, all students need to learn certain strategies—for instance, *Use Graphic Organizers/Take Notes* and *Organize/Plan*. Second, some students may be unaware of specific strategies until you introduce them. As the teacher, you can observe students and tailor learning strategies instruction to meet their individual needs, as you do with content or language instruction.

The organization of learning strategies instruction is facilitated by teachers working together to construct a coherent strategy curriculum across grade levels. Students learn strategies in a consistent and systematic way when we implement instruction program-wide. Teachers know what students have learned in the previous years and can build on this instruction. In turn, students already familiar with learning strategies instruction from the early grades can expand their knowledge as they progress through the grades. Fairfax County in Virginia, for example, has begun to blend learning strategies into its existing curriculum guide. This blending ensures that strategies are taught as an integral part of the instructional program.

On the following pages you will find five charts that illustrate the scope and sequence by grade level. The names of the strategies appear in bold print. The strategies in the scope and sequence are considered appropriate for most students. Although many are listed for each grade, you should choose strategies that match your students' needs as well as the content and language you are teaching. It is common to introduce as few as three or four strategies in a year for first or second grade and no more than six or seven for the upper elementary grades. (For each level, examples of strategies are divided into the following categories: Introduce, Review and Expand.)

By limiting the number you introduce, you leave more time for practice and review which helps teach students to use strategies independently. This independence is the ultimate goal of strategies instruction.

First Grade		
Introduce	Review	Expand
Evaluate <i>“Did I understand? Did the strategy help me understand?”</i>		
Use Background Knowledge <i>Use a picture and/or personal information to prepare for a task.</i>		
Make Inferences <i>Use pictures to understand a story.</i>		
Make Predictions <i>Use a picture or what you know to predict the main idea of a text or what you will learn.</i>		
Use Real Objects / Role Play <i>Use pantomime to remember new words or ideas.</i>		
Group / Classify <i>Group objects by attribute.</i>		
Use Selective Attention <i>Attend to attributes to classify objects.</i>		
Access Information Sources <i>Ask a teacher or friend for help.</i>		
Cooperate <i>Work with a classmate to complete a task. Work with a classmate to solve a problem.</i>		
Find/Apply Patterns <i>Apply a rule or make a rule. Match sounds to letters to read a word.</i>		

Second Grade		
New	Review	Expand
<p>Organize / Plan Use a graphic organizer to plan the beginning, middle and end of a task such as writing a story, conducting an experiment, or solving a math problem.</p>	<p>Evaluate "Did I understand? Did the strategy help me understand?"</p>	<p>Use Background Knowledge Use knowledge of literature and media to plan to listen, read, or speak. Use knowledge of literature and media to check understanding.</p>
<p>Manage Your Own Learning Figure out how you learn best. Focus your attention on your work.</p>	<p>Use Background Knowledge Use a picture and/or personal information to prepare for a task. Use pictures and/or personal information to monitor understanding.</p>	<p>Make Inferences Use personal knowledge to figure out the meaning of unknown words.</p>
<p>Monitor Ask, "Does this make sense?" to check comprehension and identify problems.</p>	<p>Make Inferences Use pictures to understand a story.</p>	<p>Use Real Objects / Role Play Use manipulatives to retell and remember a story.</p>
<p>Evaluate Was my prediction of the genre/main idea correct?</p>	<p>Use Real Objects / Role Play Use pantomime to remember new words or ideas.</p>	<p>Group / Classify Group words in a meaningful way or by attributes.</p>
<p>Summarize Retell a story with pictures to evaluate understanding. Retell steps in a math problem.</p>	<p>Find/Apply Patterns Apply a rule. Make a rule. Match letters to sounds to read new words.</p>	<p>Use Selective Attention Focus on words you know to figure out the meaning of a text.</p>
	<p>Use Selective Attention Attend to attributes to classify objects.</p>	<p>Access Information Sources Use charts, posters, dictionaries and other reference books.</p>
	<p>Access Information Sources Ask a teacher or friend for help.</p>	
	<p>Cooperate Work with a classmate to complete a task. Work with a classmate to solve a problem.</p>	

Third Grade		
New	Review	Expand
<p>Transfer/ Use Cognates Use previously acquired linguistic knowledge. Recognize words that are similar in other known languages.</p> <p>Use Graphic Organizers/Take Notes Use outlines or webs to write down important words or contents that will help you understand and remember.</p>	<p>Evaluate Ask, “Does this make sense?” to check understanding and identify problems. “Did I understand? Did the strategy help me understand?”</p>	<p>Organize / Plan Use a graphic organizer to plan main ideas, details, setting, character, and plot in writing.</p>
	<p>Use Background Knowledge Use a picture and/or personal information to prepare for a task. Use pictures and/or personal information to monitor understanding.</p>	<p>Evaluate “Was my prediction correct?”</p> <p>Use Background Knowledge Use text, school and world knowledge to plan to listen, read, write or speak.</p>
	<p>Make Inferences Use personal knowledge to figure out the meaning of unknown words</p>	<p>Make Predictions Use personal knowledge, subject knowledge and text to predict the main idea of a story or hypothesize in an experiment.</p>
	<p>Use Selective Attention Focus on words you know to figure out the meaning of a text.</p>	<p>Use Real Objects / Role Play Act out a story or concept to remember it.</p>
	<p>Access Information Sources Use charts, posters, dictionaries and other reference books.</p>	<p>Find/Apply Patterns Match sounds to letters to read and write new words.</p>
	<p>Cooperate Work with a classmate to do a task. Work with a classmate to solve a problem.</p>	<p>Summarize Retell story/passage, focusing on the main idea.</p>
	<p>Manage Your Own Learning Figure out how you learn best. Focus your attention on your work.</p>	<p>Access Information Sources Use encyclopedias to access information.</p>

Fourth Grade	
New	Review
Use Imagery <i>Use mental images to help write down the steps in a science experiment.</i>	Monitor <i>Ask, "Does this make sense?" to check understanding and identify problems.</i>
Find/Apply Patterns <i>Use linguistic rules to help you determine the meaning of a word. Use rules to help you solve a math problem.</i>	Evaluate <i>Did the strategy help me understand?"</i>
	Make Inferences <i>Look back, reread, and use context clues to figure out the meaning of unknown words.</i>
	Transfer/Use Cognates <i>Use previously acquired linguistic knowledge. Recognize words that are similar in other known languages.</i>
	Find/Apply Patterns <i>Apply a rule. Make a rule. Match sounds to letters to read and write new words.</i>
	Use Graphic Organizers/Take Notes <i>Use outlines or webs to write down important words or contents that will help you understand and remember.</i>
	Summarize <i>Retell story/passage/text focusing on the main idea.</i>
	Use Selective Attention <i>Focus on words you know to figure out the meaning of the text.</i>
	Access Information Sources <i>Use reference books.</i>
	Cooperate <i>Work with a classmate to complete a task. Work with a classmate to solve a problem.</i>
	Expand
	Organize / Plan <i>Use a graphic organizer to plan text structure and sequence of events in writing.</i>
	Make Predictions <i>Predict style, voice and person in the text.</i>
	Use Background Knowledge <i>Use background knowledge of genre (ex. Fiction, non-fiction, letters, biography) to facilitate understanding. Use knowledge of text structure to check understanding.</i>
	Access Information Sources <i>Use the internet to access information on the target language.</i>
	Manage Your Own Learning <i>Think about how you learn best and arrange conditions to help you do your best.</i>

Fifth Grade		
New	Review	Expand
<p>Talk Yourself Through It (Self-Talk) Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.</p>	<p>Organize / Plan Use a graphic organizer to plan text structure and sequence of events in writing.</p>	<p>Organize/Plan Make short- and long-term goals for the year. “How am I doing?” “Did I meet my goals for the semester?”</p>
	<p>Evaluate Ask, “Did the strategy help me understand?”</p>	<p>Use Imagery Use mental images to elaborate on a text and assist comprehension.</p>
	<p>Make Inferences Look back, reread, and use context clues to figure out the meaning of unknown words.</p>	<p>Manage Your Own Learning Seek out opportunities to practice your language, for example, television or radio programs, the Internet, native speakers, or other students..</p>
	<p>Transfer/ Use Cognates Use previously acquired linguistic knowledge. Recognize words that are similar in other known languages.</p>	
	<p>Summarize Retell the story/passage/text focusing on the main idea.</p>	
	<p>Use Selective Attention Focus on words you know to figure out the meaning in a text.</p>	
	<p>Find/Apply Patterns Use linguistic rules to help you determine the meaning of a word. Use rules to help you solve a math problem. Match sounds to letters to read and write new words.</p>	
	<p>Access Information Sources Use the internet to access information in the target language.</p>	

Strategies in the Content Areas

As an immersion teacher, you teach several different content area subjects. To integrate strategies across the curriculum, make sure that you expand strategy use from one subject to another. Conducting learning strategies instruction and practice in varying contexts will encourage students to transfer strategy use across subjects independently. *Make Predictions* in language arts, *Forecast* in social studies, *Hypothesize* in science and *Estimate* in mathematics are all similar strategies. By seeing connections, students will more readily transfer strategies to new situations.

You can help build learner confidence and continued learning strategy expansion by identifying, then praising students' use of a strategy in new contexts. If the class learned to use *Use Graphic Organizers/Take Notes* on a Health reading assignment, you can praise a student who transfers it to a writing assignment. Likewise, you can praise a student who transfers it to a Science reading assignment.

The following chart lists each learning strategy, states its purpose, and illustrates its use in four content areas – Science, Social Studies, Language Arts, and Math.



How Strategies Are Used in Various Content Areas

Learning Strategy	Purpose	Science	Social Studies	Language Arts	Math
Metacognitive Strategies					
Organize/Plan	To develop personal objectives, identify the purpose of a task, and plan how to accomplish it.	Before a lesson about soil, a third grader identifies three questions he wants to answer during the activity.	A third grader sets the goal of being able to list five personal rights and responsibilities before a lesson on citizenship.	A fifth grader identifies her specific purposes for reading a story in the target language-- to gain information, for pleasure.	A fourth grader sets the objective to remember to check her work on a math test.
Manage Your Own Learning	To determine how one learns best; to arrange conditions to learn better.	A third grader needs to learn the water cycle and decides to draw pictures to help him learn it well.	A fourth grader learns best by writing information down so he makes cards with the names of the geographic terminology.	A sixth grader wants to improve her reading comprehension, so she orders a subscription to a magazine in the target language.	A fifth grader chooses a quiet place in his house to work on his math homework so he can concentrate better.
Monitor	To check one's progress on a task while working on it.	A third grader checks to see if he remembers all the forms of precipitation while studying the weather.	A sixth grader checks how well he is learning the facts about the culture of China.	A fourth grader asks herself if she is making sense as she writes sentences in the target language.	A third grader stops and checks his math problems by estimating the answers in his head.

Learning Strategy	Purpose	Science	Social Studies	Language Arts	Math
Evaluate	To judge how well one accomplished a task; to decide how effective strategies were in accomplishing the task.	A second grader checks whether she has accurately measured a plant.	A third grader asks and answers questions in small groups to check that he understands the purpose and procedure for the election of the President of the United States.	A fourth grader uses a rubric to evaluate his performance on understanding the lyrics of a song in the target language.	A fifth grader solves a problem backward to make sure he has done it correctly.
Task-Based Strategies: Use What You Know					
Use Background Knowledge	To think about what one already knows; to make associations.	A second grader remembers the life cycle of the frog as he begins to learn the life cycle of a butterfly.	A student remembers what he knows about the Pilgrims when beginning to study the history of the Thanksgiving holiday.	When reading aloud, a second grader remembers learning that the “e” at the end of a word is normally silent.	A third grader applies her knowledge of simple multiplication to more complex multiplication problems.
Make Inferences	To use context to figure out meaning.	A first grader looks at the clothing of children in a book and guesses that it is winter.	During an economics-centered lesson, a third grader infers that if a consumer needs to buy a product, there must be a producer of that product.	A second grader sees a period at the end of a sentence and infers that the sentence is declarative.	After learning that a fourth is smaller than a half, a second grader infers that an eighth is smaller than a fourth.
Make Predictions	To anticipate information; to prepare and give directions for the task.	A fourth grader learning about reasoning and logic makes predictions using patterns.	Before a lesson in which a second grader needs to describe how workers depend on one another, she predicts ways she believes people can help each other at work.	A first grader predicts how the outcome of a story could be different if characters or events changed.	A fifth grader studying probability makes predictions based on results of simple experiments.

Learning Strategy	Purpose	Science	Social Studies	Language Arts	Math
Personalize	To relate information to personal experience.	A fourth grader identifies uses of metric measurement in his daily activities.	A fifth grader links natural resources to aspects of his life (food, shelter, medicine, technology) to demonstrate that human survival depends on Earth's resources.	A second grader compares himself to a character in a story.	A third grader talks about his experiences with weather and sports in order to conceptualize degrees of probability.
Task-Based Strategies: Use Your Imagination					
Use Imagery	To create an image to represent information.	A fourth grader draws pictures to compare and contrast the characteristics of a plant cell and an animal cell.	A fifth grader creates a complex mental image to remember the various parts of the U.S. political system.	A fourth grader visualizes a selected passage in his mind to interpret a story.	A fifth grader draws a picture to help write a two-step equation based on a story.
Use Real Objects/Role Play	To manipulate real objects as one uses the language of instruction; to act out or imagine oneself in different roles.	A second grader manipulates simple machines to see how they work.	First graders use a globe to understand that the earth is round.	Third graders use puppets to act out a story the teacher reads to them.	A kindergartener uses counters to see how to divide the number 10 in different ways.
Task-Based Strategies: Use Your Organizational Skills					
Find/Apply Patterns	To apply a rule; to make a rule; to recognize a word by matching written letters and spoken sounds.	A fifth grader breaks the term for "tectonics" in the target language into syllables in order to pronounce it.	On a worksheet, a first grader circles pictures of the dinosaurs whose names start with the letter "T" in the target language.	A third grader knows how to conjugate "mettre" in French and applies the pattern to a new verb, "permettre."	A first grader makes piles of five marbles, five blocks, and five crayons and discovers that each pile contains the same number of objects.

Learning Strategy	Purpose	Science	Social Studies	Language Arts	Math
Group/Classify	To relate or classify items according to attributes.	A first grader classifies objects by comparing their similarities and differences.	A fourth grader makes charts to organize information.	A fifth grader organizes vocabulary words according to topic.	A third grader recognizes and sorts shapes.
Use Graphic Organizers/Take Notes	To take notes or to use or create an image to understand and/or represent information.	A second grader creates a chart showing the various stages of water (solid, liquid, gas)	A fifth grader creates a timeline to represent the order of events in the American Civil War.	A fourth grader creates a chart showing the time, place, and main characters in a group of stories.	A third grader creates a multiplication table to use while completing an assignment.
Summarize	To create a mental, oral, or written summary of information.	A sixth grader orally summarizes the respiratory process for the class.	A third grader writes a summary of a book about different cultures.	A sixth grader stops to summarize each paragraph as she reads a text in the target language.	After the teacher's presentation on long division, a fourth grader summarizes the steps in her head.
Use Selective Attention	To focus on specific information or ideas.	A second grader looks around the classroom to identify products made from plants.	A fourth grader listens for clues about the causes of the American Revolution as the teacher gives a presentation.	A third grader looks for information about setting as he reads a story.	A sixth grader doing a story problem focuses on the relevant information in the problem rather than the "extra" information.

Learning Strategy	Purpose	Science	Social Studies	Language Arts	Math
Task-Based Strategies: Use A Variety of Resources					
Access Information Sources	To use reference materials about the language and content matter; to ask for explanation, verification and examples.	A second grader studying the solar day asks the teacher questions to clarify the concept that when it is daytime where we live, it is nighttime on the other side of the earth.	A third grader uses a map to locate places.	A fourth grader asks the teacher, classmates, and himself questions about a story to make sure he understands the author's message.	A fourth grader checks his work on multiplication problems by referring to a multiplication table.
Cooperate	To work with others to complete tasks, build confidence, and give and receive feedback.	A group of second graders work together to examine and describe plants, animals, and humans.	Two first graders draw a map of a town to identify resources in the community.	A third grader shares ideas, reactions, and opinions about literature and content with a group of peers.	A group of fourth graders play a concentration-type card game to distinguish between different kinds of triangles.

Learning Strategy	Purpose	Science	Social Studies	Language Arts	Math
Talk Yourself Through It (Self-Talk)	To use one's inner resources; to reduce one's anxiety by reminding self of progress, resources available, and goals.	A second grader is worried about classifying vertebrates so she tells herself that if she gets stuck, she can always check in her textbook.	During an oral presentation, a fifth grader remains calm by reminding herself that she has done a lot of research and knows her presentation well.	A fourth grader reading a text comes across a word she doesn't understand. She remembers that she can usually figure out the meaning of the word by looking at context.	A fourth grader is not sure of the next step in a long division problem and is worried about finishing the assignment on time. He reminds himself that he can always ask the teacher for help.

Chapter 5:

SAMPLE LEARNING STRATEGIES LESSONS

This chapter contains sample lessons for a variety of tasks in the content areas. We hope that you will find them useful as examples of how to integrate learning strategies into your existing curriculum. They are written for a specific target language, but each can be adapted to suit almost any language. The lessons follow the CALLA framework outlined in Chapter Three. Their procedures outline what the teacher and students do to work through the five phases of the framework: prepare, present, practice, evaluate, and expand in each sample lesson. In theory, they present a clean sequence; in practice, teachers use the phases recursively during a single lesson. They revisit each phase of the CALLA model several times.

All of the lessons identify their grade level, content area, and content strategy as well as their language, content, and learning strategies objectives. Many include both a new and a review strategy appropriate for the grade level in order to illustrate how you can integrate more than one strategy at once. These lessons provide examples of how strategies may be recycled and transferred to different subject areas and tasks. It is assumed that students have been explicitly taught strategies and had at least several opportunities to use them with different learning tasks before the strategies become review. All strategies in the lessons were chosen based on scope and sequence.

When possible, worksheets, self-assessment forms, and other supplementary materials unique to the lessons are provided. Otherwise, the materials are clearly described so that teachers can recreate them. The lessons are meant to be examples that show teachers how to make learning strategies instruction explicit for their students. While reading them, teachers should focus on how the strategy matches the language and content objectives. Teachers may also think about how they could adapt the lessons for their own purposes.



The majority are authentic lessons that have been used in immersion classrooms. Teachers from the Fairfax County Public School System developed many of the lessons in this chapter with ideas based on the county's current elementary immersion curriculum. We would like to thank Fairfax County Public Schools as well as the teachers and translators who generously contributed their time, skills, and lessons to this project.

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Classification of Objects

Level: First Grade

Content Area: Math

Content Objective: Students will count and sort by color.

Language: French

Language Objective: Students will use the names of colors and numbers.

New Strategy: *Group / Classify (Groupez / Classifiez)*

Strategy Rationale: *Group / Classify* helps us put things in order so that we can learn and remember them.

Strategy Objective: Students will group objects by color.

Materials: Journals, markers or crayons, paper, manipulatives

Vocabulary:

le type	type	rouge	red
le genre	kind, type	bleu(e)	blue
classifier	classify	vert(e)	green
grouper	group	jaune	yellow
le groupe	the group	violet(te)	purple
		orange	orange
		noir(e)	black
		brun(e)	brown

Language Structures:

Combien d'ours jaunes as-tu?

How many yellow bears do you have?

J'ai ___ ours jaunes dans un groupe.

I have ___yellow bears in a group.

Procedures

Preparation:

1. Tell the students that you are going to do an activity with groups. Have the students divide themselves by gender: Ask the boys to go to one side of the room and girls to go to the other. Pause and let students do this.
2. Tell students that now you want them to make groups by the colors that they are wearing. Ask them to move to different parts of the room according to what color shoes they are

wearing (if students have multi colored shoes, have them choose a color from the shoes and join that group).

3. Ask students how else they could group themselves. Have students choose one or two more attributes and group themselves.
4. Ask students questions to check the concept, using the target vocabulary. Make sure each group answers "yes" to some questions and "no" to others.

For example: *Faites-vous partie de ce groupe parce que vous avez tous la même couleur de cheveux? de pantalon? de chemise? Est-ce que les élèves dans votre groupe portent des chemises jaunes? Non. Portez-vous des chemises blanches? Non. Portez-vous des chemises bleues? Oui.*

Are you in that group because you have the same color hair? pants? shirts? Do the people in your group have yellow shirts? No. Do you have white shirts? No. Do you have blue shirts? Yes.

Presentation:

1. Introduce the strategy *Group / Classify* to students. Tell students: *Aujourd'hui nous allons grouper ensemble les choses qui sont de la même couleur. (Today we are going to make groups of things of the same color.)*

Groupez / Classifiez est un autre terme pour décrire l'acte de mettre ensemble des choses qui se ressemblent ou partagent les mêmes caractéristiques. Si vous faites ceci, vous trouverez plus facile de vous souvenir de nouvelles idées. Par exemple, si je vous groupe par la première lettre de vos prénoms, je me souviendrai de vos prénoms plus facilement.

Group / Classify is another word for putting things together that are like each other. Doing this will help you remember new ideas. For example, if I put you into groups by the first letter in your names, I can remember your names better.

2. Model the strategy: Grab a handful of counting bears (or other manipulative of varying colors). Put the bears into groups by color.

Think aloud. Say, for example: *Voyons, Je vais faire un tas d'ours jaunes, un tas d'ours bleus et un tas d'ours rouges. Cet ours sera dans le groupe de jaunes... (Let's see, I will make one pile of yellow bears, one of blue bears, and one of red bears. This bear goes in the yellow group...)*

3. With students' help, count the number of bears of each color and tell a story: *J'ai ___ ours jaunes dans un groupe. J'ai ___ ours bleus dans un groupe. (I have ___ yellow bears in a group. I have ___ blue bears in a group.)*

Practice 1:

If necessary, engage in extra practice of vocabulary.

Practice 2:

1. Review concept with the class: *Aujourd'hui nous groupons les ours selon leur couleur. (Today we are grouping bears by color)*. Give each student a handful of bears. Working individually, students group bears by color.
2. Students record the number of bears they have in each group on their worksheet by drawing the number of bears and writing the correct number.

Evaluation:

1. Monitor students while practicing the strategy *Group / Classify*. Evaluate students' counting and sorting skills.
2. Monitor pair activity to evaluate students' ability to ask and answer questions about the groups.
3. Provide a set of cards or pictures with different fruits (or other type of manipulative). Divide the fruits by color and ask if you are grouping. Divide the pictures randomly and ask the students if you are grouping similar things.
4. Ask students to raise their hands if they think *Group / Classify* will help them remember things. Have students raise their hands if they think they will use *Group / Classify* again.

Expansion:

1. Ask students if they could group other things. Provide other manipulatives or pictures. M&M candies are a favorite manipulative to group by color. Put students in pairs or small groups and have them group items by attributes. If they have difficulties finding similarities, suggest color, shape, type, flavor, texture or first letter of the word.
2. Ask students to find examples of things at home or outside that can be grouped together. Have students record their groups by drawing pictures of items, counting and recording the number in each group, and, when possible, writing the names of items in French.
3. Tell students that they can use grouping in math, but also in other subjects such as science and geography.

This lesson was adapted from the original written by a Fairfax County Public Schools teacher. Translated by Alisa Belanger.

Characteristics of Shapes

Level: First Grade

Content Area: Science

Content Objective: Students will identify different shapes and the number of sides and corners they have.

Language: Spanish

Language Objective: Students will ask and answer questions about the shapes.

New Strategy: *Cooperate (Cooperación)*

Strategy Rationale: *Cooperate* helps students complete certain learning tasks better. Sharing knowledge about a task with a classmate and working together to complete a task provides different perspectives and increases knowledge; it therefore increases success with the task.

Strategy Objective: Students will work together to identify shapes and to practice target language structures and vocabulary.

Materials: plastic shapes, student copies of pictures with many common objects that contain the shapes listed below, student copies of pictures of the shapes, poster with pictures and names of shapes.

Vocabulary:

el cuadrado	square
el triángulo	triangle
el rectángulo	rectangle
el círculo	circle
el rombo	rhombus
el óvalo	oval
lados	sides
esquinas	corners

Language Structures:

Third person singular of *tener* (to have).

The indefinite article *un* (a).

¿Qué forma es? (What form is it?)

Un _____ tiene _____ lados. (A _____ has _____ sides.)

Un _____ tiene _____ esquinas. (A _____ has _____ corners.)

Un _____ no tiene ni lados ni esquinas. (A _____ has no sides or corners.)

Procedures

Preparation 1:

1. Show students a picture or drawing of two children on a seesaw. Ask the students what would happen if one of the two children had to leave and only one child were left. Elicit from students that two children are needed to play on a seesaw and that they must help each other in order to make the seesaw work.

2. Ask the students to think about other times when they needed someone else in order to do something. Conclude by stating that just as there are many ways we can play together on the playground and many ways to help each other at home, there are many ways we can work together and help each other at school.

Presentation 1:

1. Using plastic shapes of a circle and rectangle, ask students if they remember the names of these shapes. Elicit “*un círculo*” (circle) and “*un rectángulo*” (rectangle). Identify for students one or two examples of classroom objects, furniture or materials, etc. that are shaped like a circle or a rectangle. Point out these objects to children, by saying, for example, “*Ah, la ventana es un rectángulo*” (*Ah, the window is a rectangle*) etc.
2. Next give students copies of pictures that have many different examples of objects that are circles and rectangles. Ask students to identify by name some of the objects they see in the picture. Point out that some of the objects are shaped like circles and others like rectangles. Then explain that you want them to find as many rectangles as possible in the picture. Ask them to underline with a red crayon these examples of rectangles. Give them three minutes to identify all the rectangles they see in the picture by themselves.
3. Ask one student to give his or her examples of rectangles and to either name the object or point to it in the picture. Write the total number of objects on the board. Then ask another student to do the same thing. Point out instances when the second student comes up with a different example than the first student, and keep track of these additional examples on the board. Write the number of objects the second student found that were different from those the first student found. Point out that by putting together the number of objects the first and second students identified, this number is more than either the first student or second student identified on his/her own.
4. Explain the strategy to students:

When we work together to help each other do something, like finding as many rectangles in the picture as possible, we are using a learning strategy called Cooperate or Working Together. We use Cooperate when we know that two or three people can do something better than one person working alone.

5. Remind them of all the examples they gave about when they need someone else to help them do something. Explain that these are all examples of *Cooperate*.

Practice 1:

Tell students that they are going to practice using *Cooperate*. Explain that they will work with a partner to identify as many objects as possible in the picture that are circles. This time students should circle the examples of circles with a blue crayon. Give partners 3 minutes to find as many examples as possible. Praise students who are cooperating well with each other. At the

end of 3 minutes ask several pairs to tally and identify their examples and to report these to the class. Again, remind students of the importance of using *Cooperate* to help each other complete tasks.

Presentation 2:

Next point to a different shape, such as a square, and ask the students to identify it in Spanish (“*un cuadrado*”). Next ask students to describe the shape. Guide the students into identifying that a square, for example, has four sides (*lados*) and four corners (*esquinas*) and that they can answer “*Un cuadrado tiene cuatro lados y cuatro esquinas.*” (*A square has four sides and four corners.*) Follow these same steps for the other shapes.

Practice 2:

1. Explain to students that they are again going to use the strategy *Cooperate* to help each other practice asking and answering questions about the shapes. Model how the pair work will proceed by asking two students to come to the front of the class. Give one student a set of pictures with the shapes on them. Guide that student into asking the questions, “*¿Qué forma es?*” Guide the other student into responding using the names of the shapes and the response “*Es un _____. Un _____ tiene ____ lados.*” or “*Un _____ no tiene lados.*” (i.e., the circle and the oval).
2. Put students into pairs, giving one student in each pair the set of pictures. After a short time, have the students exchange roles so that all students have the opportunity to both ask and answer questions.

Evaluation:

1. Evaluate students’ understanding of the strategy *Cooperate* by giving students some examples and non-examples of *Cooperate*. You may wish to use some of the examples students provided during the preparation phase of the lesson. Ask students to raise their hands when they think the strategy *Cooperate* is being used.
2. Evaluate students’ ability to identify the shapes by giving them the names of various shapes and having them draw the shapes you name on a piece of paper. You can also ask them to draw the shape by listening to a description of it. For example: “This shape has four sides and four corners.” Students could draw either a rectangle or a square in response to this description.

Expansion:

Ask students to find as many examples as possible of the shapes at home. Give them some items to check out (e.g., the dining room or kitchen table, their bed, the television set, etc.). Tell them they may use the strategy of *Cooperate* to ask a parent or older sibling to help them identify common household items that are circles, rectangles, squares, etc. Explain that the next day they will be asked to tell about the items they found at home and the shapes of these items.

This lesson was adapted from the Spanish original created by Christine Pegorraro, Elementary Immersion Teacher, Fairfax County, VA. Translated by Aristides Diaz.

Clothing and Weather

Level: First Grade

Content Area: Language Arts

Content Objective: Students will identify weather conditions and the different seasons based on clues in pictures in order to make inferences to improve reading comprehension.

Language: Spanish

Language Objective: Students will use weather, season, and clothing vocabulary.

New Strategy: *Make Inferences (Inferir que)*

Review Strategy: *Use Real Objects / Role Play (Improvisar)*

Strategy Rationale: *Make Inferences* helps us make guesses based on contextual clues using previous knowledge.

Strategy Objective: Students will use pictures and prior knowledge of weather and seasons to *Make Inferences* about the story.

Materials: *El Ratón de Colores*, selection from “*Quieres que te cuente?*”, by Alma Flor Ada, or *Froggy Se Viste (Froggy gets Dressed)*, by Jonathan London and Frank Remkiewicz, outdoor dress up clothes, manipulatives or posters of children dressed in various types of clothing, paper, and crayons or markers.

Vocabulary:

inferir que	infer that
poner se	putting on
usando	wearing
tengo puesto	I am wearing/I have put on
quitar	take off
preparar	prepare

Review of weather, season, and clothing vocabulary.

Procedures

Preparation 1:

1. Ask the students to tell you about the weather today. Ask them to describe the weather in the summertime, the wintertime, etc.
2. Explain that sometimes we understand things in a story because of what we know already. Show the students a picture from the story *Él Ratón de Colores* and ask them: *¿Para qué tipo de clima se está preparando Él Ratón? (What kind of weather is the mouse preparing for?)* Write their responses on the board.

Presentation 1:

1. Read the book *Él Ratón de Colores* or *Froggy Se Viste* to students. The premise of both books is that Mouse is putting on different articles of clothing to prepare for the weather outside.
2. Ask students again: *¿Para qué tipo de clima se está preparando Él Ratón? (What kind of weather is Mouse preparing for?)* Ask students if they were right before, when they guessed what weather Mouse was preparing for by looking at the picture.
3. Tell students that they are learning to guess what a story is about using a picture and information that they already know.

Using the pictures to guess what a story is about is a strategy called Make Inferences. In Spanish, we can call it Inferir que. Using this strategy can help you understand a story that you are reading or listening to in Spanish.

4. Model the strategy by thinking aloud. Say, for example, “I can see Matthew rubbing his eyes today. I guess that he is tired. Or say, “In this picture the girl has an umbrella. I think it is raining.”

Practice 1:

1. Have the children dress up and act out/ retell the story. Remind them that acting out a story helps them to understand and remember the story better. Encourage use of review vocabulary and target language structures.
2. Show picture cue cards that depict different children modeling several different types of clothing. Ask them which picture would be appropriate for them or any friend of Mouse accompanying him on his walk.
3. Have the students draw an animal friend to go with Mouse. Have them draw the appropriate clothing for the animals’ walk. Have them describe the articles of clothing in their pictures.

Preparation 2:

1. Ask students what season it is now. Ask them to name the four seasons.
2. Ask them what month it is now. Ask them to name some of the months in a year. For example, *¿Cuál es el mes de tu cumpleaños? (What is the month of your birthday?)*

Presentation 2:

1. Reintroduce the strategy:

You can use what you know about weather and seasons to figure out what month of the year the story takes place in even though the book does not say. This is another way to use the strategy Inferir que.

2. Show the students the picture again, and have them guess which season and month it might be. Ask them how they know. Remind students that they are using the strategy *Make Inferences*.

Practice 2:

1. Show pictures of children dressed for various weather conditions. Have the students guess what season and month it is.
2. Remind them that they are using the picture to help them understand.

Evaluation:

1. Ask students to raise their hands if they guessed what kind of weather Mouse was preparing for. Ask them to raise their hands if they guessed what season the children in the pictures were dressed for.
2. Ask the students to raise their hands if making guesses before reading a story helps them understand it more easily. Ask them if they are going to make guesses about other stories from pictures.
3. Students retell the story using pictures and short sentences.

Expansion:

1. *Make Inferences* to talk about the temperature. Using the same pictures, have the children guess if it is cold, cool, warm or hot outside.
2. Tell students that *Make Inferences* is also a helpful strategy to use while reading. Have students make guesses from cover pictures about stories they are going to read.

This lesson was adapted from the original created by Christine Pegoraro, Elementary Immersion Teacher, Fairfax County, VA. Translated by Aristides Diaz.

Telling Time by the Hour

Level: First Grade

Content Area: Math

Content Objective: Students will tell time to the hour.

Language: Spanish

New Strategy: *Use Real Objects / Role Play (Improvisar)*

Review Strategy: *Use Selective Attention (Prestar Atención Enfocada)*

Strategy Rationale: *Use Real Objects / Role Play* helps students understand and remember important information. *Use Selective Attention* helps students focus on important information.

Strategy Objective: Students use *Use Real Objects* by moving hands on the clock to help them learn to tell time. Students use *Use Selective Attention* by paying specific attention to the hour hand to help them learn to tell time.

Materials: floor clock; sentence strips: *¿Qué hora es?, Es la una en punto, Son las ___ en punto. (What time is it? It is exactly _____.);* book: *Rene El Reloj*; samples of different types of clocks.

Vocabulary:

reloj de pared	clock
agujas o manecillas	hands
el horario	hour hand
el minutero	minute hand
carátula	face
reloj de pulcera	wrist watch
de/ por la mañana	in the morning/a.m.
de / por la tarde	in the afternoon/p.m.
de / por la noche	at night/p.m.
reloj digital	digital clock

Language Structure:

<i>¿Qué hora es?</i>	What time is it?
<i>Es la una en punto.</i>	It is exactly one o'clock.
<i>Son las ___ en punto.</i>	It is exactly ___ o'clock.

Procedures

Preparation:

1. Have children sit in a circle and display different kinds of clocks. Ask students: *¿Qué ves? ¿Se parecen o se diferencian? ¿Para qué se usa un reloj de pared? ¿Por qué son importantes los relojes? What do you see? Are they alike or different? What do we use a clock for? Why are clocks important?*
2. Read a story about clocks, such as *Rene El Reloj*. Discuss the book.

3. Elicit from the students some examples of what they do at different times during the day:

Write/Say:

7:00 am

8:00 am

12:00 pm

3:00 pm

Student example:

Desayuno. I eat breakfast

Voy a la escuela. I go to school

Almuerzo. I eat lunch

Voy a casa. I go home

4. After this exercise, ask again why clocks are important. Elicit from students that clocks are important to help us know what time it is and when to do certain things.
5. Ask students to look at the strategy posters around the room. Ask them what strategies they could use to help them learn to tell time and report time in Spanish. Write their ideas on the board.

Presentation 1:

1. Guide students to place large numbers on the floor to make the clock: Encourage them to use the sample clocks to place numbers correctly—12 opposite 6, 9 opposite 3, etc.
2. Introduce the two hands of the clock and their names. *Hay dos manecillas: El horario y el minuterero (There are two hands: the hour hand and the minute hand).* Put the hands in place to read 3:00, for example, and model telling time. Say: *Son las tres en punto (It is three o'clock).* Continue giving examples until all students begin to participate. Display model language on the board or on sentence strips.
3. As you give examples, talk aloud to explain where the hands are and then read the time. Ask students what they notice about the hands—encourage students to observe that the minute hand in each example was always on the 12. The hour hand changed each time to indicate a new time. Give a few more examples to illustrate the point. Have students tell you where the hour and minute hand are each time. Encourage students to use their new vocabulary words, such as hour hand and minute hand.
4. Ask students what strategy that they are using by paying attention to the hour hand. Elicit the strategy *Use Selective Attention*. Refer students to the strategy poster for *Use Selective Attention* and remind them that *Use Selective Attention* means focusing on what is important or interesting to help them learn. Ask students to remember other times that they used *Use Selective Attention*. Model the strategy:

Put the hands on the clock to represent three o'clock and say, *Yo sé que tengo que fijarme en las manecillas del reloj para saber qué hora es. Las manecillas apuntan a las tres, así que, debe ser las tres. (I know that I need to focus on the hour hand to tell me what time it is. The hour hand is on the three, so it must be three o'clock.)*

Practice 1:

1. Students use *Use Selective Attention* to focus on the hour hand—the one that will tell them the time. Ask students: *¿Qué hora es?* Students take turns answering: *Son las ___ en punto.* Students can refer to the model on the chalkboard.

2. Remind students to *Use Selective Attention* and focus on the hour hand.

Preparation 2:

Ask students to recall some occasions when they used objects or acted out ideas to learn. Ask them how they could do this to learn to tell time. Put their ideas on the board.

Presentation 2:

1. Tell students that you want to share another strategy with them that will help them learn to tell time.

Say, for example, *I know another strategy that will help us. It is called Use Real Objects. Use Real Objects means use your hands or body to act out a new idea. It is a good strategy to help you remember new things.*

2. Tell students that they have been using this strategy already today every time they moved the hands on the clock to read the correct time.
3. Model the strategy: Show a time on the analog clock, for example 1:00. Place the hands on the floor clock to match the hour.

Say, *Moving the hands on the clock to the correct time is an example of the strategy Use Real Objects. Manipulating the hands on the clock helps us learn more easily.*

Practice 2:

1. Show different time on the analog clock. Students take turns placing the hands on the floor clock to match the hour. Have students explain why they placed the hands on the clock the way they did. Have the students ask: *¿Qué hora es? (What time is it?)*. Another student responds with the correct time. Repeat until all students have had a chance. Students refer to model language if necessary.
2. Students continue to practice in pairs with small clocks. Students ask each other what time it is and respond with the correct time.

Evaluation:

1. To evaluate students' ability to tell time to the hour, write a variety of times on the board and have students draw the correct hand position. Then, show different times on the clock and have students write the time.
2. To evaluate their use of the strategies, ask students to name the two strategies they used today: *Use Selective Attention* and *Use Real Objects*. Discuss the use of both strategies. Have students complete a simple questionnaire to evaluate their strategy use.

Expansion:

1. Expand use of *Use Selective Attention* to listening skills: say a time aloud to students without showing it on the clock and have students draw the clock. Students *Use Selective Attention* to focus on the number that you say.









2. Expand *Use Real Objects* by having students physically represent different times with their bodies. One student represents the hour hand and another represents the minute hand.
3. Ask students to make a list of other situations where they can *Use Real Objects*. Make a poster for *Use Real Objects* and include their ideas.









This lesson was adapted from the original created by Evelyn Alfaro and Dione Avalos, Elementary Immersion Teachers, Fairfax County, VA. Translated by Aristides Diaz.

Telling Time Lesson Questionnaire

Name: _____

Date _____

Strategy	I used it	Did it help me?
<p><i>Use Real Objects</i></p> 		  
<p><i>Use Selective Attention</i></p> 		  

<hr/>		
		  
		  

The Shape of Teeth

Level: Second Grade

Content Area: Health

Content Objective: Students will understand and explain the concept of form and function of animal and human teeth.

Language: Spanish

Language Objective: Students will label human and animal teeth with the appropriate names, name foods in different animal diets and classify animals according to diet.

New Strategy: *Make Predictions (Predecir)*

Strategy Rationale: *Make Predictions* helps students prepare for the task by anticipating information they may encounter based on what they already know.

Strategy Objective: Students will Make Predictions about the type of animal diet based on their knowledge of teeth.

Materials: poster of dentistry, diagram of baby and adult teeth, cards with animal pictures and names, sorting mats

Vocabulary:

Animales/ Animals

la cabra	goat
el caballo	horse
la marmota	groundhog
el conejo	rabbit
el tigre	tiger
el cocodrilo	crocodile
el gato	cat
el perro	dog
el oso	bear
el mono	monkey
la zarigüeya	opossum

Tipos de Dientes/ Type of Teeth

dientes de leche/niños	baby teeth
dientes permanentes/adultos	adult teeth
incisivos	incisors
caninos	canines
molares	molars

Tipos de Dietas/ Types of Diets

carnívoros	meat eaters/carnivores
herbívoros	plant eaters/herbivores
omnívoros	plant and meat eaters/omnivores

Procedures

Preparation:

1. Introduce the topic of teeth by activating students' background knowledge: discuss their experiences of going to the dentist, of losing a tooth, of getting an adult tooth, and of difficulty in chewing and eating food after losing a tooth. Allow children to share experiences regarding their teeth. Write their ideas on the board. Show students the poster of elements of dentistry.

2. Show a short video or read a book about the dentist. Allow students to *Make Predictions* about what will happen before and during the video/book. Discuss it as a class.

Presentation:

Explain to students the three main types of teeth (incisors, canines and molars) and their function. Use your teeth or a diagram as a model. Guide students in finding different teeth in their own mouths.

Practice 1:

Give students a chart of baby teeth and adult teeth. Students identify and label teeth using your poster as a model.

Preparation 2:

Distribute to each child a set of drawings, illustrating the heads and teeth of eleven animals and one human, along with a sheet of animal names. Students name the animals aloud and then match names to animals. Ask students to pay attention to the teeth of the different animals. Ask how they are different. Focus on the shapes of the teeth.

Encourage students to use the correct names for the different types of teeth.

Presentation 2:

1. Introduce to students the concepts of carnivores (meat eaters), herbivores (plant eaters) and omnivores (meat and plant eaters).
2. Remind students of the video or book. Remind students that they made predictions about what would happen during each scene. Tell students that they were guessing what was going to happen based on what they already know about the dentist. Tell students that they are going to use a new strategy today, called *Make Predictions* to categorize animals into carnivores, herbivores, and omnivores.

Esta estrategia se llama Predecir. Va a divinar de acuerdo a lo que ya conoce sobre otros animales, cómo son, dónde viven, y qué comen, y sobre lo que acabamos de aprender con respeto al uso de los diferentes tipos de dientes. Esta estrategia le ayudará a aprender nueva información usando conceptos que usted ya sabe.

This strategy is called Make Predictions. You will make guesses based on what you know about different animals, what they look like, where they live, and what they eat and also on what we just learned about the uses of different teeth. Make Predictions helps you learn new information by using what you already know.

Practice 2:

Based on what they know about the animals, and what they just learned about teeth, ask students to guess the type of diet for each animal. To complete the task, distribute to students a sorting mat with areas for carnivores, herbivores, and omnivores.

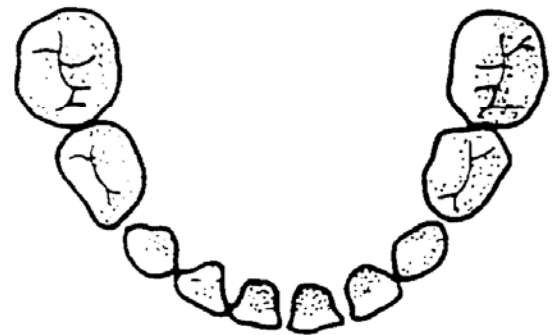
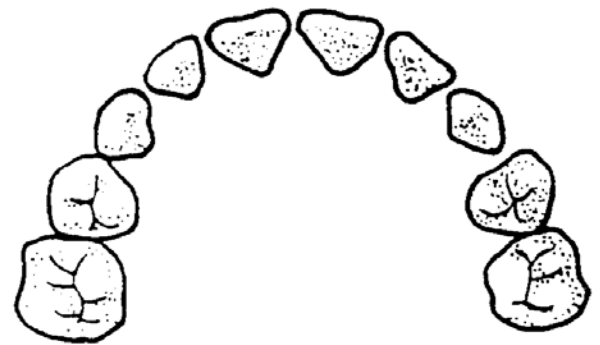
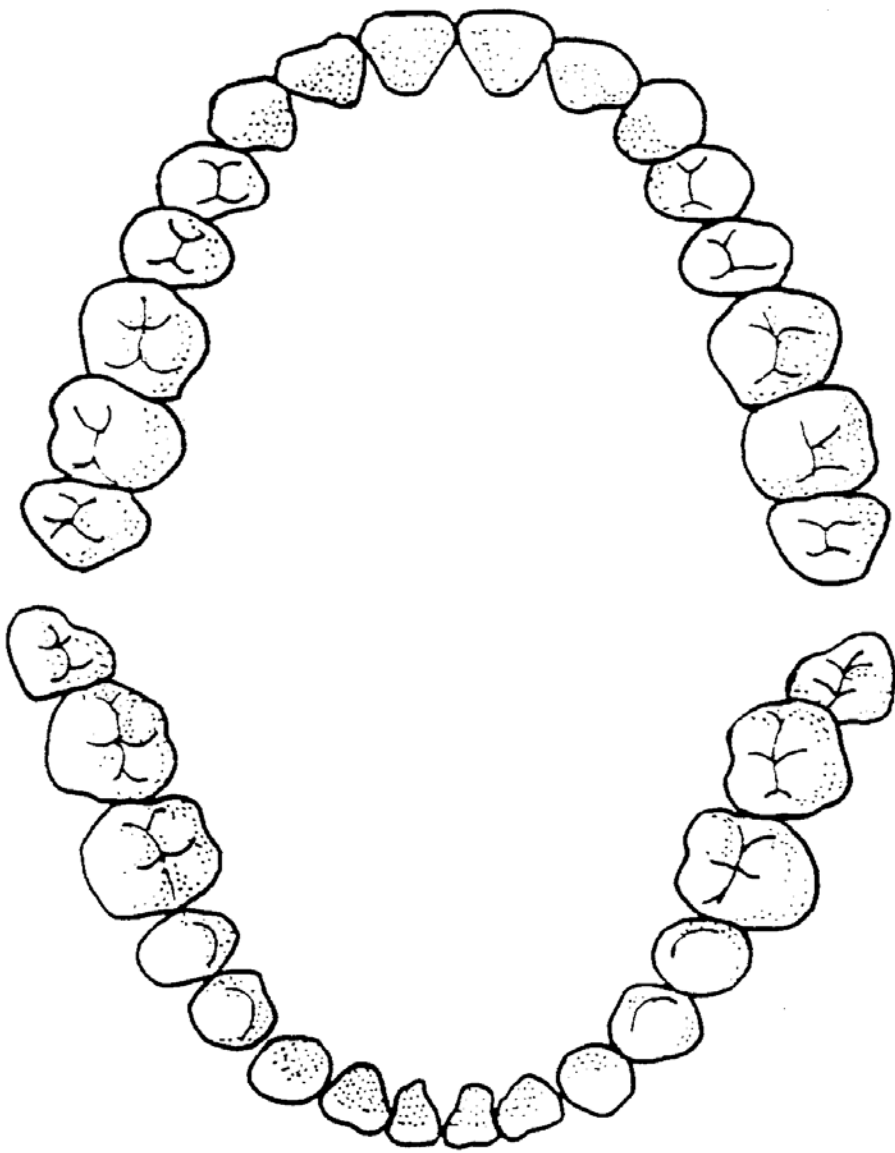
Evaluation:

1. Students share results with the entire class and discuss. Allow students time to self-assess their ability to *Make Predictions* and whether their predictions were correct.
2. To further assess students' grasp of the concept, ask students to write the animal names in categories. Then, show a picture of a new animal and its teeth. Ask students to add the animal to the correct category.

Expansion:

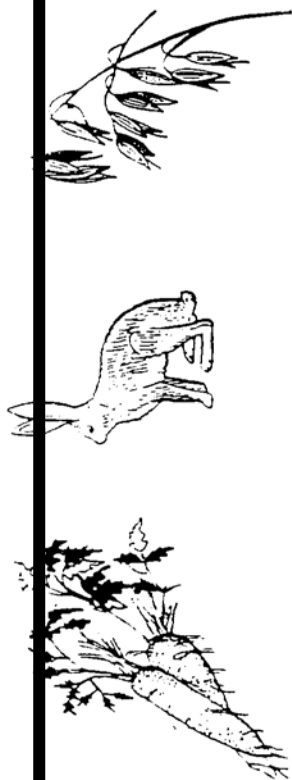
For homework, have students use *Make Predictions* with another science task. For example, if the next lesson is about weather, ask students what the weather will be tomorrow based on what they know. They can check their predictions by listening to the news/weather in Spanish.

This lesson was adapted from the original created by Pier McGrath and Rosa Pezol, Elementary Immersion Teachers, Fairfax County, VA. Translated by Aristides Diaz.



CARNIVOROS

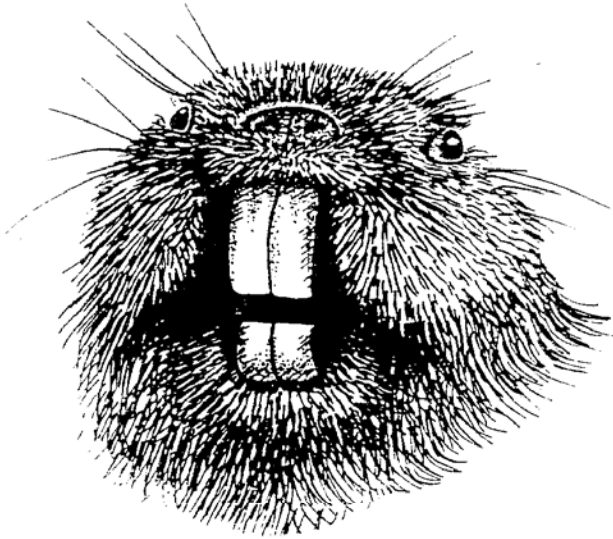
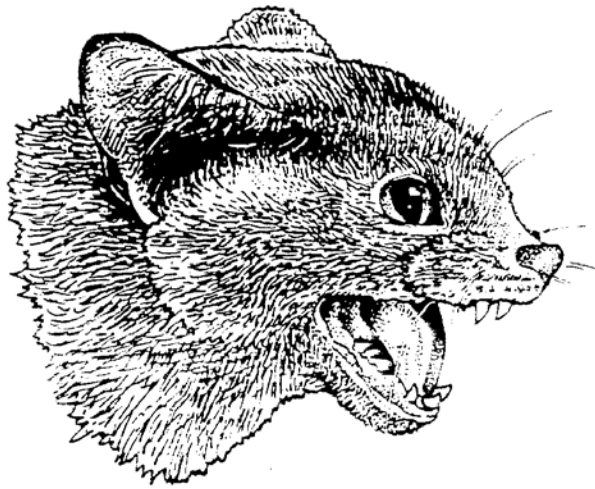
OMNIVOROS

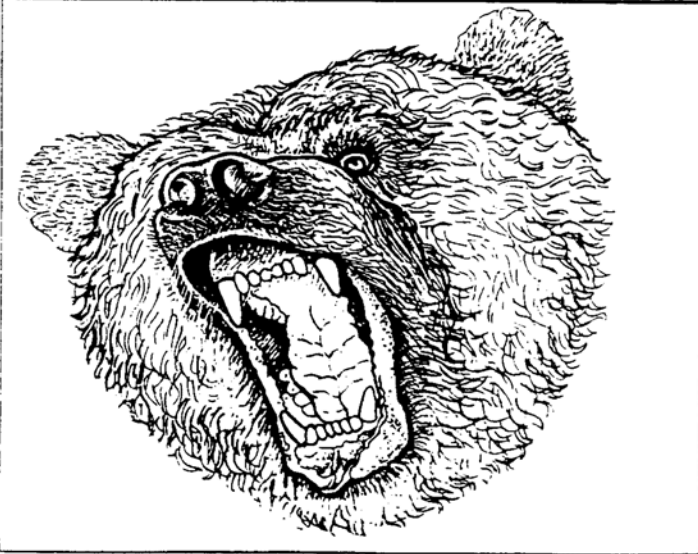
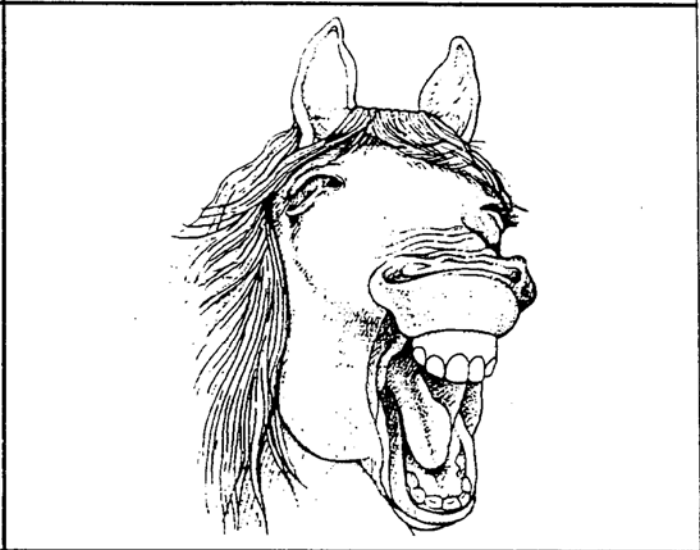
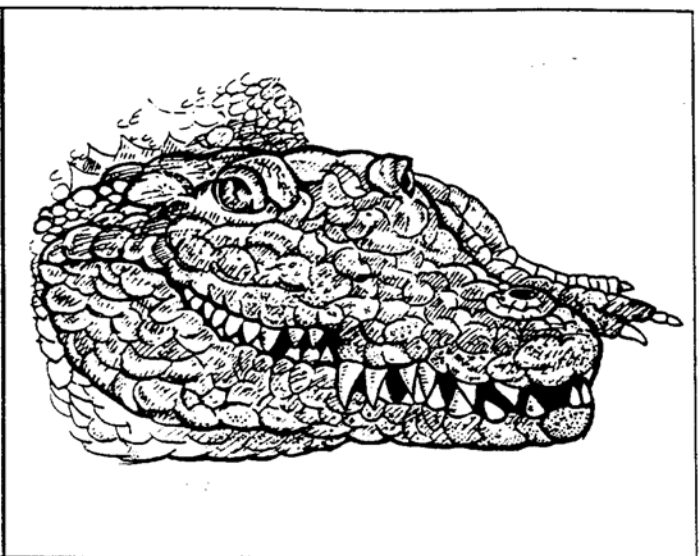
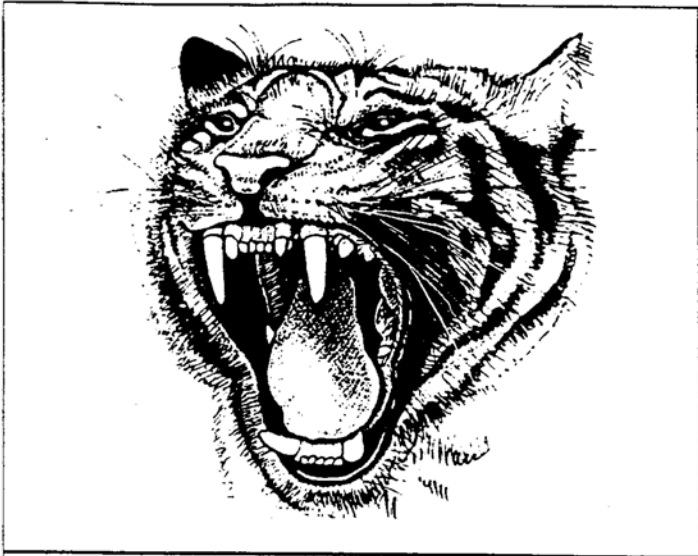


LOS DIENTES DE LOS ANIMALES



HERBIVOROS





Fantastic Frogs

Level: Second Grade

Content Area: Science

Content Objective: Students will identify the series of changes that a frog goes through in its life cycle. Students will review that frogs camouflage themselves for protection and hibernate in the winter.

Language: Spanish

Language Objective: Use sequence in narration *primero, luego, después, más luego, finalmente* (*first, then, after, finally*) to explain the life cycle of a frog.

Review Strategy: *Use Background Knowledge (Activar El Conocimiento Previo)*

Strategy Rationale: *Use Background Knowledge* helps bring to mind information you already know about a topic that will be helpful in learning new information.

Strategy Objective: Students will activate their background knowledge of life cycles to prepare to learn about the life cycle of the frog.

Materials: chart showing the life cycle of a frog, short reading that describes the frog's life cycle and that uses sequence words such as those below, picture of the frog's life cycle stages that are not in the correct order, scissors, glue, pencils and crayons.

Vocabulary:

el huevo egg
el renacuajo tadpole

Language Structure:

Sequence in narration	
<i>primero</i>	first
<i>después</i>	after
<i>luego, más luego</i>	then
<i>finalmente</i>	finally

Procedures

Preparation:

Remind students of the strategy *Use Background Knowledge* that they have learned and used previously by asking them to brainstorm other times they have used this strategy. Write these other instances on the board. Remind students that this strategy is important in many different subjects because it helps us understand new information better by connecting what we already know to what is new in that subject. Explain that they are going to use the strategy *Use Background Knowledge* to help them learn about the life cycle of frogs.

Presentation 1:

1. Ask students to *Use Background Knowledge* to tell what they already know about frogs. Elicit from students that frogs usually live in or around water.

Model *Use Background Knowledge* to get them started: “Let’s see...what do I already know about frogs? Frogs jump, they can be green, they are hard to catch, they swim...”

2. Relate students’ background knowledge to the term “habitat,” and ask them: *¿Cuál es el hábitat de las ranas? (What is the habitat of frogs?)* Tell them that frogs live in wetlands. Explain to students that frogs have life cycles just like crickets, butterflies, etc. Tell students that they can help themselves learn about the life cycle of a frog by using what they already know about the life cycle of the cricket, butterfly, or whatever previous life cycle they have studied.

Practice 1:

1. Ask students to practice using *Use Background Knowledge* to remember what they know about the life cycle of crickets, butterflies, etc. Ask students to draw a picture of the previous life cycle studied. Students should number the stages of the life cycle on their drawings.
2. Review the life cycles of the creatures chosen.

Presentation 2:

1. Elicit the stages of the life cycle of a frog by asking students to refer to their drawings of the other creatures. Emphasize the sequence of events by using appropriate sequence words *primero, después, luego, finalmente (first, then, after, finally)*. Elicit from students that there is an egg and that a baby frog will have a very different form than the adult frog (there will not just be a change in size).
2. Using a chart of the life cycle of frogs, explain/read a description of the life cycle. Emphasize the sequence of events.

Las ranas viven en lugares húmedos, charcas. Tienen pies fuertes y pueden saltar grandes distancias. Pueden nadar rápido. Las ranas tienen una lengua larga y pegajosa con la que pueden atrapar a los insectos.

Primero, las ranas nacen de huevos gelatinosos. Luego, estos huevos se convierten en renacuajos. Después, les crecen las patas traseras. Más luego, les crecen los pies delanteras. La cola se hace más corta a medida que crecen las patas y los pulmones. Cuando la cola termina de encogerse, ya es una rana joven. Finalmente, la rana crece y se convierte en una rana adulta. El ciclo de la vida de las ranas hasta la adultez tarda aproximadamente dieciséis semanas.

Frogs live in wet places called wetlands. They have strong legs and can jump far. They can swim quickly. Frogs have long, sticky tongues that they use to catch insects.

First, all frogs start as eggs. Then, these eggs become tadpoles. Next, the tadpoles grow two back legs. Later, they grow two front legs. The tail shrinks while the legs grow. When the tail is done shrinking, then they are young frogs. Finally, they grow more and become adult frogs. The life cycle of a frog takes approximately sixteen weeks.

Practice 2:

Give students copies of the picture of the frog's life cycle stages out of order. Ask them to cut apart the pictures and rearrange them in the correct order by gluing them on another blank sheet of paper. Ask students to write a sentence for each stage and to use the appropriate sequence words.

Evaluation:

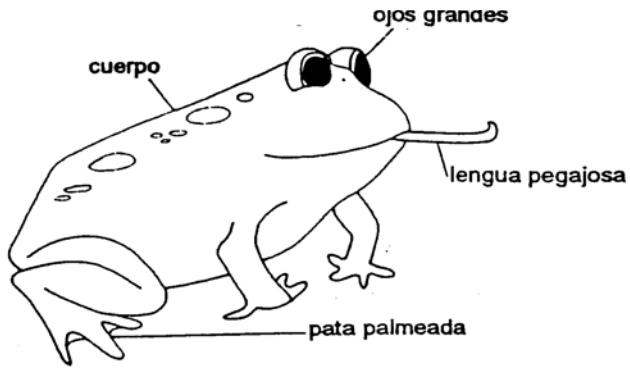
1. Using a checklist, evaluate students on how well they were able to both correctly order the stages in a frog's life cycle and how well they used the sequence words. Discuss your evaluations with students, indicating when necessary whether they need to reconsider their ordering or the sequence words they chose. Allow students time to self-correct, then check back with them again.
2. Have a short discussion with students asking them how the strategy *Use Background Knowledge* helped them to learn about the life cycle of frogs. Ask them if they will use this strategy again and when they might use it to help them learn new information.
3. You can have students keep a learning log of strategy use over the next several weeks (this log can contain all the strategies they have been taught, including *Use Background Knowledge*, listed down the left-hand side and the days of the week listed across the top). Students can keep track of their use of this strategy by making a check mark next to *Use Background Knowledge* each time they use it. They can also write a short sentence telling when they used the strategy.

Expansion:

After several weeks of learning log use, ask students to review their learning log and to give examples for the rest of the class of times when they used the strategy *Use Background Knowledge*. Make a chart for this strategy listing examples of student strategy use.

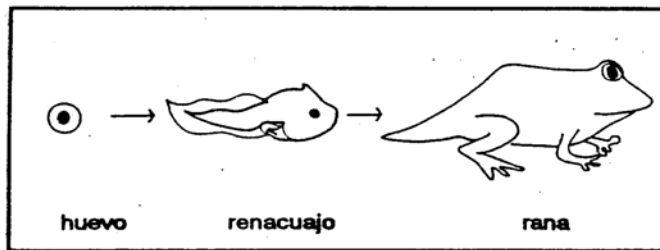
This lesson was adapted from the original created by Monica Urtecho, Elementary Immersion Teacher, Fairfax County, VA. Translated by Arstides Diaz.

Las Ranas



Primero, las ranas nacen de huevos gelatinosos. Luego, estos huevos se convierten en renacuajos. Después, les crecen las patas traseras. Más luego, les crecen las patas delanteras. La cola se hace más corta a medida que crecen las patas y los pulmones. Cuando la cola termina por encogerse ya es una rana joven. Finalmente, la rana crece y se convierte en una rana adulta. El ciclo de vida de las ranas hasta la adultez tarda aproximadamente 16 semanas.

Las ranas viven en lugares húmedos, charcas. Tienen patas fuertes y pueden saltar grandes distancias. Pueden nadar rápido. Las ranas tienen una lengua larga y pegajosa con la que pueden atrapar a los insectos.



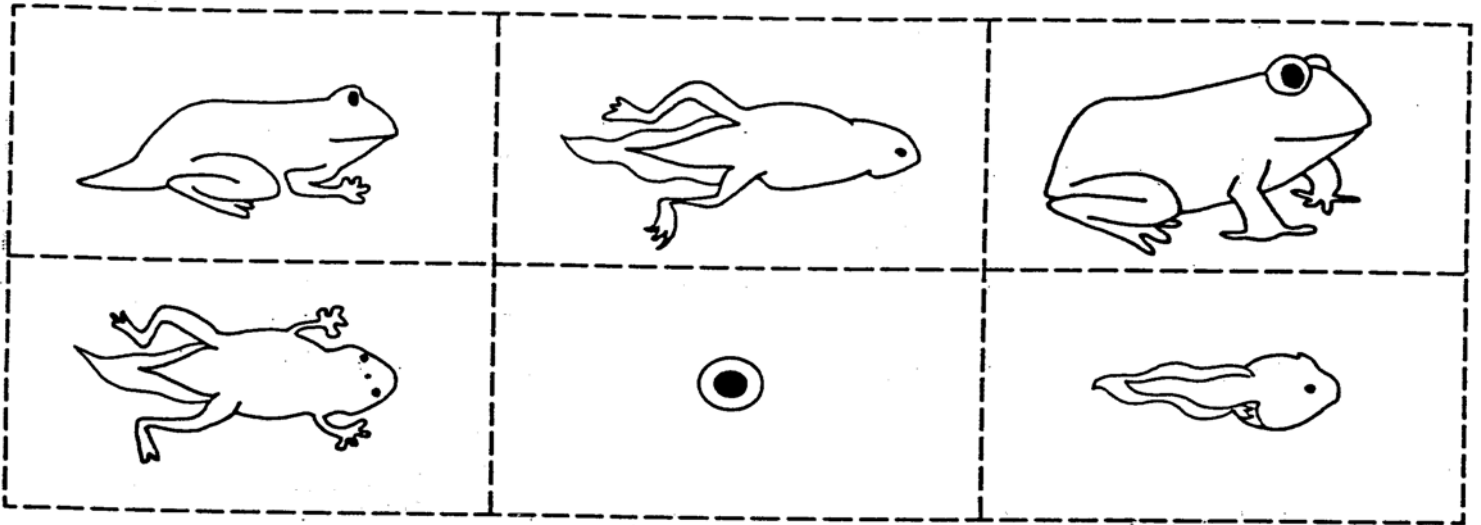
¿Sí o No?

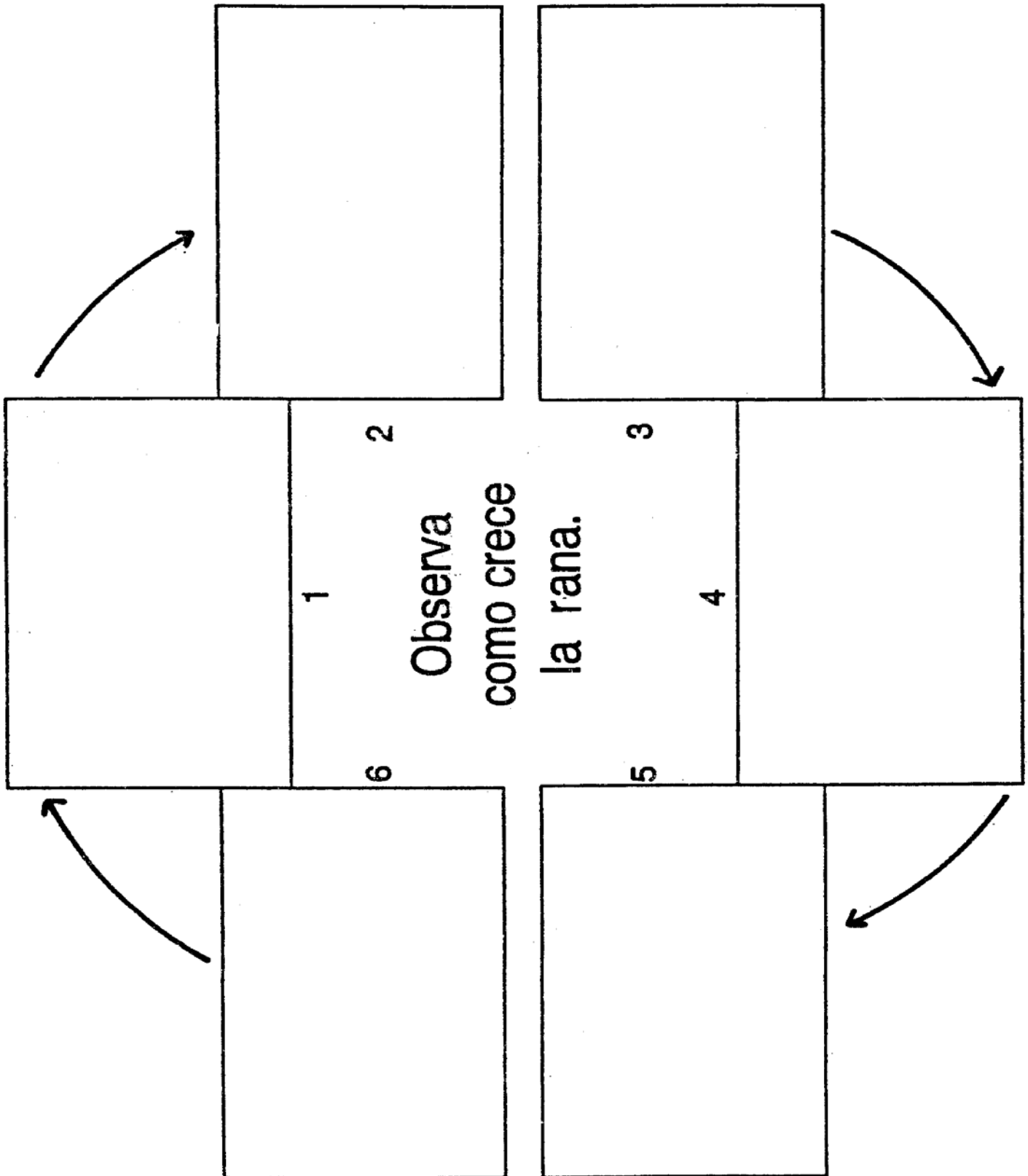
1. Las ranas ponen huevos.
2. Las ranas comen flores.
3. Las ranas tienen ojos grandes.
4. Los renacuajos no tienen cola.
5. Las ranas tienen una cola larga.
6. El ciclo de las ranas, de huevo a rana adulta tarda unas pocas semanas.

Colorea, corta y pega los dibujos en el lugar correcto. Después, escribe en forma ordenada el ciclo de vida de las ranas. Utiliza las palabras de abajo.

primero después más adelante finalmente más luego

**rana joven huevo rana adulta renacuajo con patas delanteras
renacuajo sin patas renacuajo con patas traseras y delanteras**





































Worksheet courtesy of Fairfax County Public Schools

LEARNING LOG

Name: _____

Week: _____

Strategy	Monday	Tuesday	Wednesday	Thursday	Friday	Help?
<i>Use Background Knowledge</i> 						  
<i>Group / Classify</i>  						  
<i>Cooperate</i> 						  
<i>Use Selective Attention</i> 						  
<i>Make Predictions</i> 						  

_____			_____			
_____	_____	_____	_____	_____	_____	_____
_____						  
_____						  
_____						  
_____						  
_____						  

Ancient Egypt

Level: Third Grade

Content Area: Social Studies

Content Objective: Students will write a brief report about life in ancient Egyptian society. Students will compare and contrast lifestyles of people in ancient Egypt with their own lifestyles.

Language: Spanish

Language Objective: Students will use target vocabulary to describe elements of a society and compare two societies.

New Strategy: *Use Graphic Organizers/Take Notes (Apuntar)*

Review Strategies: *Use Background Knowledge, Make Predictions (Activar El Conocimiento Previo, Predecir)*

Strategy rationale: *Use Background Knowledge* allows students to use what they already know to help complete a task. *Make Predictions* helps students create interest in, prepare for, and give direction for the task. *Use Graphic Organizers/Take Notes* helps students identify important words and concepts and retain information for future use.

Materials: supplementary Egypt materials such as pictures, music, video, web site, flash cards, books, etc, worksheet identifying categories of society, Venn diagram.

Vocabulary:

la arquitectura	architecture
el arte y el entretenimiento	art and entertainment
los comercios	commerce and trade
la agricultura	agriculture
los comestibles/la comida	food
la religión	religion
la escritura	writing
la ropa	clothing
comparar	compare
contrastar	contrast
las similitudes	similarities
las diferencias	differences
parecerse a	be similar to
diferir	differ

Procedures

Preparation:

1. Write the word EGYPT on the front board.
2. Have students work in groups and brainstorm what they know about the ancient Egyptian civilization. If possible, provide Egyptian music and pictures of pyramids, mummies, etc, to help them generate ideas.
3. Record their comments on the board in a diagram or chart.
4. Tell students that in this lesson you are going to talk about ancient Egyptian society and our society. Have them work with a partner and make a list of the parts of a community that you may talk about in class. Give an example from the list, like commerce and trade.

Presentation 1:

1. Ask students what strategies they used to complete the brainstorming task. If they have trouble coming up with strategies, elicit the information using clues. Review importance and uses of the strategies; for example, remind students that *Use Background Knowledge* means thinking about what they already know about a topic. This will help them learn more information about the topic. Remind students that *Make Predictions* helps them prepare to hear or read new information by guessing what they might learn.

2. Introduce the new strategy:

You are going to learn about a new strategy today. The strategy, called Use Graphic Organizers/Take Notes, means writing important things down in an organized way, for example in an outline or diagram. Writing things down helps us organize our thoughts and remember things better.

3. Refer back to their ideas about Egypt. Think aloud to organize the list into an outline or diagram. Explain that you just wrote key words or phrases and not entire sentences. Then, use this information to write a brief report about what the class knows about Egypt. Point out to students the importance of and purpose of having these notes in writing the report about Egypt.
4. Present a worksheet divided into the different categories of society that you want to target (these are listed above in target vocabulary). Put the list of words that the students have brainstormed into these categories. With students' help, identify which categories need more information in them. Tell them that these are areas that they will investigate further. Tell students that this is a form of *Use Graphic Organizers/Take Notes* that they will practice.
5. During this activity, present target language vocabulary.

Practice 1:

1. Provide a (language level appropriate) video, history book, web site, or flash cards about Egypt. Working in pairs, have students extract information from the source to fill in the categories. Ask the students what strategy they are using.
2. Discuss the material in order to share information and verify.
3. Students use these notes to write a report about ancient Egypt. Students share finished reports with the class.

Presentation 2:

1. Explain to the students that since they have learned more about ancient Egypt, they can now compare and contrast different aspects of that culture with their own culture. To facilitate understanding of this comparison, they can use a Venn Diagram. Provide an example of this type of diagram and explain that this is another form of *Use Graphic Organizers/Take Notes*.
2. Choose one of the categories such as food and model how to make a Venn Diagram comparing and contrasting foods common in ancient Egypt with foods we have in our own daily diets. Then, write two or three sentences to summarize the comparisons:

Hay algunas similitudes entre los comestibles/la comida. Por ejemplo, ambas dietas de los egipcios y los americanos incluyen la carne, el pescado, el pan, y la verdura. Los dos incluyen bebidas como el vino, la cerveza, y el agua. La diferencia es que nuestra dieta tiene bastante más comidas y bebidas.

There are some similarities between foods. For example, both ancient Egyptian and American diets include meat, fish, bread, and vegetables. Both diets include drinks such as wine, beer, and water. The difference is that our diet has many more foods and drinks.

Practice 2:

Have students work in groups, choose one of the categories, and construct a Venn Diagram. Then have students write three sentences to summarize their diagram.

Evaluation:

1. Using a checklist, observe and evaluate students' use of the strategy *Use Graphic Organizers/Take Notes*. Share general comments with the class to strengthen students' use of this strategy.
2. Have students present their Venn Diagrams to the class. During the presentations, use concept-checking questions to assess whether students understood all elements of the lesson: *¿Cómo les han ayudado sus apuntes para organizar su presentación? ¿La comida de los egipcios antiguos es igual o diferente a nuestra comida hoy en día?*

(How did your notes help you organize your presentation? Is Ancient Egyptian food the same or different from our food?)

3. Ask students to name the different types of *Use Graphic Organizers/Take Notes* they used. Lead an evaluation of the strategy *Use Graphic Organizers/Take Notes*. For example, have students raise their hands if *Use Graphic Organizers/Take Notes* made writing easier and more organized. Ask them to raise their hands if they will use that strategy again.
4. Post Venn diagrams and Egypt reports around the room and allow students to walk around to collect ideas and give feedback.

Expansion:

1. Ask students to brainstorm other ways they could *Use Graphic Organizers/Take Notes* in social studies. What about other subjects? Provide examples to help them come up with ideas. For example, students can apply *Use Graphic Organizers/Take Notes* in science to record observations of experiments in chart form; in language arts to write notes to share ideas, reactions, and opinions about different literature in oral presentations; and in math to extract necessary information to solve a story problem.

NOTE: This lesson would be conducted over the course of several days.

This lesson was adapted from the original created by Evelyn Alfaro, Margie Koller, and Isabel Gonzalez, Elementary Immersion Teachers, Fairfax County, VA. Translated by Vanessa A. Karwan.

Sunny Day

Level: Third Grade

Content Area: Science

Content Objective: Students will conduct a simple scientific investigation to test a hypothesis about the light and heat that the sun emits.

Language: Russian

Language Objective: Students will be able to describe solar energy and to express directions using appropriate vocabulary and language structures.

Review Strategies: *Make Predictions (Предсказывание), Organize / Plan (Организационное Планирование), Evaluate (Проверка Предсказаний)*

Strategy Rationale: *Make Predictions* helps learners to prepare for a task by guessing its possible outcomes. *Organize / Plan* helps them determine and follow the steps required to accomplish a task. *Evaluate* allows them to evaluate their work and progress.

Strategy Objectives: Students will use *Organize / Plan* to devise and carry out a simple science investigation. They will use *Make Predictions* to formulate their hypothesis and *Evaluate* to make their conclusions.

Materials: one plastic bottle painted black, one plastic bottle painted white, one small black balloon, one small white balloon, aluminum cans painted black, aluminum cans painted white (one can of each color for every pair of students), water, thermometers, plastic wrap, worksheets

Vocabulary:

тепло
свет
солнечный
энергия
поглощать
отражать
гипотеза
надуваться
промежуток
повышаться/ увеличиваться
понижаться/ уменьшаться
схема

heat
light
solar
energy
absorb
reflect
hypothesis
inflate
interval
rise/ increase
diminish/ decrease
chart

Language Structure:

обязан one must
нужно one needs
должен one has to

Procedures

Preparation:

1. On a sunny morning, invite students to describe the weather and guess how the weather will be in the afternoon. Ask them if they Made Predictions about whether it would be a sunny day and why or why not. Observe that a forecast is a type of scientific prediction, and then have them briefly discuss how they have used the learning strategy *Make Predictions (Предсказывание)* in science class. Tell students that today they will Make Predictions in an investigation on solar energy.
2. Ask them: *Зачем люди должны изучать солнце? Почему это так важно? (Why must people learn about the sun? Why is it so important?)* Using their responses, review the concept of solar energy and define its terms:

Солнце – это природный источник энергии дающий нам свет и тепло. Свет – это одна из форм солнечной энергии. Это солнечное излучение, достигшее Земли. Солнечная энергия поглощается земной поверхностью и, распространяясь по ней, вызывает погодные изменения.

The sun is a natural source of energy that we depend on for heat and light. Sunlight is one form of solar energy. It is solar radiation that reaches Earth. Solar energy is absorbed and distributed on Earth's surface and causes weather systems, etc.

3. Activate students' background knowledge about colors that absorb and reflect light. For example, ask whether on hot, sunny days they prefer to wear black or white. Why do they prefer white? Do they prefer to sit on light sidewalks or black pavement? Why?
4. Think-aloud:

Я решила провести этот опыт, потому что сегодня предсказали солнечную погоду, и этот прогноз сбывается. А солнечная погода нам нужна потому, что без солнца наш эксперимент работать не будет. Также я покрасила эти бутылки и алюминиевые консервные банки. Я сделала это заранее, чтобы они высохли к нашему уроку. Я приготовила еще кое-какие предметы, которые вам понадобятся, и разложила так, чтобы вы легко могли их найти.

I planned to do this activity with you today because the weather forecaster Made Predictions that it would be sunny, and this morning it checked out. That was my plan because we must conduct this investigation on a sunny day for it to work. I painted these bottles and aluminum cans. I planned ahead so they would be dry and ready to use now. Then I gathered the other materials you need and organized them all so they'll be easy for you to find.

Ask them to name what strategy your think-aloud describes. Solicit the response *Organize / Plan*. Have them *Make Predictions* about why you prompted them to bring this strategy to mind: *Организационное планирование мы тоже будем сегодня использовать. (We will use Organize / Plan in the investigation, too.)*

Presentation 1:

1. Explain that the bottles are materials for a class investigation and they will use its results later to help them plan their own. Tightly wrap each balloon (so no air can escape) around the opening of the bottle that matches its color. Place both bottles under intense sunlight.
2. While students wait to see a change in the balloons, help them use *Make Predictions* to formulate a hypothesis. For example, ask them: *Что происходит с поверхностью, когда она поглощает энергию? Она нагревается. Что происходит с газами, когда они нагреваются? Они расширяются. Значит, какое предсказание мы можем сделать?... И т.д. (What happens to matter that absorbs energy? It gets warmer. What happens to gases that get warmer? They expand. And so what can we Make Predictions about...? Etc.)* Students may vote to decide which students' predictions will be the class hypothesis.

Practice 1:

1. Have students take turns touching the bottles and comparing their warmth while the black balloon gradually inflates. Students should notice that the white balloon remains flat.
2. Ask the students to suggest ways to wrap up the investigation. Emphasize the importance of checking the class hypothesis. Encourage them to think aloud as they check, and point out that *Evaluate* can be effective to help structure a scientific conclusion.
3. Pass out Worksheet 1. Have students use the class discussion and the predictions recorded on the board to fill it out.

Presentation 2:

Ask students to compare what they know about plastic and aluminum. Tell them: *Некоторые материалы, и особенно металлы, такие как алюминий, легко поглощают и проводят тепло. Они могут очень сильно нагреваться. Для нашего эксперимента вам надо решить, как вы будете измерять повышение температуры. (Certain materials, especially metals like aluminum, absorb and conduct heat easily. They can reach very high temperatures. In your investigation, you must decide how to measure the increase in temperature.)*

Practice 2:

1. Have students divide into pairs and designate one student from each pair to retrieve their materials, which should include two thermometers and two sheets of plastic wrap.
2. Illustrate that thermometers will not easily read the temperature of solid aluminum. Encourage the idea of filling the cups with water and measuring its temperature instead. Use the language structures *обязан/ нужно/ должен* (*have to/ need/ must*) to express directions as the students formulate them:

Значит, вы считаете, что мы не можем измерить температуру твердого тела с помощью термометра. Зато мы можем налить в банки воду, и измерить температуру воды. Вы правы, нам надо налить одинаковое количество воды в банки, тогда они будут нагреваться одинаково. Мы должны следить, чтобы термометры были одинаково глубоко погружены в воду.

So you're saying we can't measure the temperature of a solid with these thermometers. Instead, we must fill the cups with water and measure the liquid's temperature. You're right that we have to fill the cups with the same amount of water; the amount of energy needed to heat it has to be equal. We must be careful to submerge both thermometers equally deep in the water.

3. Model the language structures while you announce basic directions: *Каждый из вас должен до конца урока. (You must each take at least three temperature readings for your group. You need to finish your investigation before the end of the class period.)* Tell students to write down their individual responsibilities and directions, using the same language structures, in spaces given on Worksheet 2.
4. Ask each group to use *Make Predictions* to create a hypothesis about what the temperatures of the water in the cups will be over time: Which cup will have warmer water? Advise students to remember the Plastic Bottle Investigation and refer to Worksheet 1 while they formulate their hypotheses.
5. While they decide when and how many times to check the temperatures, mention how long it took to see results in the balloon investigation. Suggest they use that information to help *Make Predictions* (*Предсказывать*) and *Organize/Plan* (*Планировать*) the intervals between their temperature readings. Remind them to plan at least six measurements to ensure accuracy in their findings.
6. Require that they record a start time and calculate at what times they need to read the thermometers. Have them choose a student to conduct each reading, taking turns and recording the observer's name and observations on the chart. Point out that these steps are all examples of *Organize / Plan*.

7. Have students conduct the investigation throughout the class period. Then ask students to look over their data, find the average temperature of each cup's water, and identify trends in the temperature changes.

Evaluation:

1. Have students continue working in pairs to write a short summary about the plan and process they used to conduct their investigation. Tell them to think aloud as they are writing. Ask them also to use *Evaluate* to evaluate the accuracy of their hypothesis.
2. Match pairs of students together to form groups of four so they can compare their hypotheses, their plan, and their results.
3. Hand out a questionnaire about strategies' use in the Aluminum Cups Investigation. Questions may include: How did the Plastic Bottle Investigation help you *Make Predictions* (*Предсказание*)? How did *Organize / Plan* (*Организационное Планирование*) help you determine your procedure? How often did you *Evaluate* (*Проверка Предсказаний*) and did it make drawing a conclusion easier? How might your investigation have been different if you hadn't used these strategies?

Expansion:

1. In a social studies lesson, have students investigate ways in which people throughout the world use solar energy. Ask them to *Make Predictions on the areas of the world where people rely on it most*. Have them *Evaluate* as they research the topic and learn more about it. They can use *Organize / Plan* either to determine how they will conduct their research (i.e. first using a text book for general ideas and later looking up specifics online) or how they will organize a summary of what they learn.
2. Explain to students that in the 1830's British astronomer John Herschel invented something called a solar collector that he used to cook food during an expedition to Africa. Divide students into groups of four or five to research different types of solar collectors they can make. Have them use *Make Predictions*, *Organize / Plan*, and *Evaluate* to conduct their own investigations on solar collectors and share the results with the class.

This lesson was adapted from the Fairfax County Public School System curriculum by Alisa Belanger. Translated by Natalia Bessergeneva.

Sunny Day Worksheet 1

Plastic Bottle Investigation

Name _____ Date _____

What I know about heat: _____ colors absorb heat. _____ colors reflect heat.

Class Predictions:

1) _____

2) _____

3) _____

Class Hypothesis:

What happened to the black balloon?

What happened to the white balloon?

Why? _____

Conclusion

Check Prediction: How accurate was the class hypothesis? What did I learn?

Sunny Day Aluminum Cup Investigation Chart

Time	Water Temperature (Black Cup)	Water Temperature (White Cup)	Observer	Observation
Start:				

Sunny Day Worksheet 2 Aluminum Cups Investigation

Name: _____ Date: _____

Materials: two aluminum cups _____
two _____

Hypothesis: _____

Organize / Plan: Responsibilities

- _____ must retrieve the materials.
- _____ must put the materials away.
- We must each read the thermometers _____ times.
- _____
- _____

Organize / Plan: Directions

1. We need to place _____ and _____ inside each aluminum cup.
2. Then we have to _____

3. Next we _____

Sunny Day Investigation Learning Strategies Questionnaire

How did the Plastic Bottle Investigation help you *Make Predictions*?

How did *Organize / Plan* help you determine your procedure?

How often did you *Evaluate* and did it make drawing a conclusion easier?

How might your investigation have been different if you hadn't used these strategies?

How often do these learning strategies help you?

<i>Make Predictions</i>	Almost Never	Sometimes	Almost Every Time
	1 2	3 4	5

<i>Organize / Plan</i>	Almost Never	Sometimes	Almost Every Time
	1 2	3 4	5

<i>Evaluate</i>	Almost Never	Sometimes	Almost Every Time
	1 2	3 4	5

Mystery Ending

Level: Third Grade

Content Area: Language Arts

Content Objective: Students will become aware of adjective declension, work with literary interpretation, and practice presentation skills.

Language: German

Language Objectives: Students will recognize adjective endings and why they exist.

Review Strategy: *Cooperate (Zusammenarbeit), Monitor (Überwachen)*

Strategy Rationale: *Cooperate* helps students complete certain learning tasks better by combining their strengths and making the task more interesting for them. *Monitor* helps students figure out solutions to problems by eliminating illogical ideas.

Strategy Objectives: Students will work in pairs to identify adjectives in a poem and use them to interpret the poem's ending. Students will need to see if their interpretations are logical and defensible.

Materials: large sheets of paper, thin red markers, crayons or colored pencils, "Der Hahn" poem by Robert Reinicks, "Was wird hier beschrieben?" worksheet, a poster (drawn by the instructor) of the object being described.

Vocabulary:

die Beschreibung	description
die Interpretierung	interpretation
die Vermutung	guess
logisch	logical
erklären	to explain
beschreiben	to describe
verteidigen	to defend
erraten/vermuten	to guess

Language Structures:

Adjektivendungen
Adjective endings

unfamiliar words in the poem

Procedures

Preparation:

1. This lesson is intended to help students become comfortable with the multiple possibilities of literary interpretation, along with the need to support and validate their interpretations. The language objective of this lesson helps students to think metacognitively about the importance of gender in language and how adjectives reflect the gender of the noun they modify. Students will learn that adjective declensions do not form new words, but create variations of one adjective that maintains the same meaning.

2. If you do not wish to use the poem provided, find a poem or a part of a poem that describes an object with many varying adjectives but without a large number of case variances. You might also choose a long riddle.
3. Since there is no presentation of a strategy in this lesson, use the *Monitor* worksheet as a warm-up activity to reintroduce and to review the strategies with students. Have them work in small groups to see who can finish the worksheet first. Emphasize that, in addition to using *Monitor*, they are working together through *Cooperate* to complete the task. Discuss the worksheet as a class and tell students that they will use both strategies in this lesson.

Presentation:

1. Write the word *blau* and one of its variations on the board e.g. *blau, blauen*. Ask students: *Meint ihr, dass die zwei Wörter auf der Tafel verschieden sind? Do you think that these two are different words?* Then write *rot (red)* and *der rote Hut (the red hat)* on the board, underlining the adjective.

Point to the words as you tell students: *Beide Wörter sind hier Adjektiven, und sie sind dieselbe Adjektiven. Adjektiven sind vom Genus des Substantives, die sie modifizieren, abhängig. Adjektiven, wenn sie Substantive beschreiben, haben Endungen, die auf den Genus des Substantives hinweisen.*

These are both adjectives. These two words are in fact the same. Depending on the gender of the noun the adjective modifies, the ending of the adjective changes.

2. Point to the example on the board. *Wenn ihr schon wisst, dass das Wort ein Adjektiv ist, bleibt es immer so ohne Rücksicht auf die Endung. (The adjective itself never changes.)* Point to the root on the board. *Die Adjektivendungen sind –e, –es, –en, –em und –er. Ihr hört die Adjektivendungen beim Sprechen. ZB. The ending on the adjective does not change its meaning, but lets us know what noun the adjective modifies. Common adjective endings are –e, –es, –em, –er, and –en. You can hear the ending when you speak.*
3. Give examples:

<i>die grüne Pflanze</i>	<i>the green plants</i>
<i>der alte Mann</i>	<i>the old man</i>
<i>eine junge Frau</i>	<i>a young woman</i>
<i>eine glückliche Schildkröte</i>	<i>a happy turtle</i>
<i>ein furchterregendes altes Haus</i>	<i>the scary old house</i>
<i>eine schwarze Kuli</i>	<i>a black pen</i>
<i>ein gestreiftes Kleid</i>	<i>a striped dress</i>
<i>unter dem großen Bett</i>	<i>under the big bed</i>
<i>mit einer goldenen Blume</i>	<i>with the golden flower</i>

Write these on the board and ask students to identify the adjective and the ending.

4. Tell Students: *Jetzt lesen wir ein sehr altes Gedicht mit vielen Adjektiven darin. Dieses Gedicht ist ganz besonders, weil ein Teil davon nicht auf euerem Arbeitsblatt steht. Ihr müsst vermuten, was in diesem Gedicht beschrieben wird. (Now we are going to read a poem with many adjectives in it, but there is a catch—part of the poem is missing.)* Distribute the “Was wird hier beschrieben?” worksheet which includes the incomplete poem. Read that version of the poem to the class. Have them listen carefully for the adjectives. Then have some students read verses or couplets a second time aloud.

Practice:

1. Tell students: *Habt ihr jetzt Ideen, wovon der Dichter redet? Was wird hier beschrieben? Ihr habt das Gedicht schon zweimal gehört und eure Aufgabe ist zu erraten, was in diesem Gedicht beschrieben wird. Diese Aufgabe ist eine Partnerarbeit. Also macht ihr Paaren mit dem Schuler/der Schulerin neben euch und verwendet das Lernstrategie Zusammenarbeit, um einander mit der Vermutung zu helfen. Nachdem ihr das Gedicht gelesen habt und euere Vermutung gemacht habt, zeichnet ein Poster von eurer Vermutung.*

Now that you have heard the poem, you are probably wondering what object it describes. You have to figure it out. Get in pairs with the person next to you and work with him or her using the learning strategy Cooperate to figure out what is being described in the poem. Once you have made your guess, you will draw a large poster of it.

2. Distribute paper, crayons or colored pencils, and thin red markers.
3. Ask students to pay close attention to the adjectives in the poem that help them solve the mystery and underline each adjective they find with red marker. Remind them: *Use the learning strategy Monitor to make sure that your guess is logical, because after you illustrate your guess you will present your poster to the class and defend your reasons for making your guess.*

Tell students: Während ihr lest, achtet auf die Adjektiven, um mehr genau zu wissen, was beschrieben wird. Unterstreicht die Adjektiven mit dem roten Kuli. Nachdem ihr euere Vermutung gezeichnet habt, verwendet die Lernstrategie Überwachen? Ihr müsst ganz klar verstehen, was ihr gezeichnet habt. Er muss sehr logisch sein, damit Sie euer Poster der Klasse vorstellen können. Während ihr euere Posters vorstellt, müsst ihr der Klasse erklären, warum ihr diese Vermutung gemacht habt und welche Adjektiven euch geholfen haben.

4. Once students have interpreted the poem and illustrated their guesses, have them present their posters to the class. Ask them to answer the following questions: *What is it that you drew? Why did you choose it? Which adjectives helped you make your guess?* After each pair presents its poster, hang it up.

Tell students: *Also gut. Ihr habt erratet und interpretiert das Gedicht von allen ausser einem Paar Zeilen. Wenn ihr euer Poster vorstellt, erzählt der Klasse das Poster, und welche Adjektiven des Gedichts haben euch geholfen.*

Ok good. You have worked with and interpreted almost all of the poem except for a few lines. When you present your poster to the class make sure to explain what you drew and what adjectives you used to help you.

5. After all the presentations, tell students: *Jetzt lese ich euch das ganze Gedicht. I am now going to read you the end of the poem.* Read the whole poem and show them your poster of what the poet is describing. Ask students: *Seht ihr die Adjektive des Gedichts im Poster? Welche seht ihr? (Do you see the adjectives in the Posters? Which ones do you see?)*
6. Pass out copies of the completed poem, with title, for students to read in their free time.

Evaluation:

1. While students work in pairs, circulate around the room. Listen to make sure students are cooperating and assessing whether their decisions are logical. During the presentations, check that the students answer their three questions. Collect the students' poems with the underlined adjectives to evaluate their understanding.
2. After students answer the final questions about your poster, tell them: *Jetzt habt ihr literarische Interpretierung geübt. Ohne Rücksicht auf die echte Beschreibung seid ihr alle richtig, weil ihr euere Meinung/Vermutung verteidigt habt. Ihr habt euere Posters logischerweise erklärt. Die Logik bei der Interpretierung ist sehr wichtig.*

You have all done an excellent job interpreting the poem. Regardless of what the author meant to describe, all of you are correct. You could defend your interpretations because you explained them logically and checked to be sure they made sense. That is the key to interpreting literature.

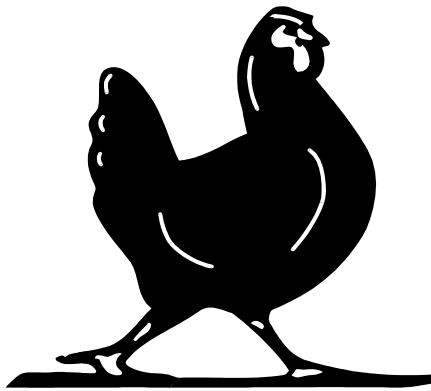
Expansion:

1. Have students play "Guess Who" as a class, giving several of them the opportunity to pick another person in the room to describe using adjectives. Record lists of these adjectives on the board, complete with their various endings, while the rest of the class guesses the person being described. Then designate students to draw a line on the board between different adjectives with the same ending.
2. Ask students to brainstorm ways they can use the learning strategy *Monitor* in other subject areas, such as math or science.

This lesson was written and translated by Shana Semler, Georgetown University.

Der Hahn

In der Sonne steht der Hahn,
Redet seine Hennen an:
“Seht mich an! Wo ist der Mann,
Der mit mir sich messen kann?
Seht dies Auge groß und mächtig,
Meine Federn golden, prächtig,
Meines Kammes Majestät,
Diese rote Krone, seht!—
Meine Haltung stolz und schlank,
Meines Rufs Trompetenklang,
Und mein königlicher Gang,
An den Füßen diese sporen,
Alles zeigt euch einen Mann,
Der wahrhaftig sage kann:
Dass zum Helden er geboren!”



- *sich messen mit – to match me
- *prächtig – splendid, glorious
- *die Haltung – stance
- *schlank – slender
- *der Gang – gait, the way a person walks
- *die Sporen – spurs

Reinicks, R. (1886) *Märchen,- Lieder- under Geschichtenbuch*. Leipzig: Belhagen & Klasing. P. 166 (first verse).

Was wird hier beschreiben?

“Seht mich an! Wo ist der Mann,
Der mit mir sich messen* kann?
Seht dies Auge groß und mächtig,
Meine Federn golden, prächtig*,
Meines Kammes* Majestät,
Diese rote Krone, seht!—
Meine Haltung* stolz und schlank*,
Meines Rufs Trompetenklang,
Und mein königlicher Gang*,
An den Füßen diese Sporen*,
Alles zeigt euch einen Mann,
Der wahrhaftig sage kann:
Dass zum Helden er geboren!”

*sich messen mit – to match me

*prächtig – splendid, glorious

*die Haltung – stance

*schlank – slender

*der Gang – gait, the way a person walks

*die Sporen – spurs

Was wird hier beschreiben? (Answer Key)

“Seht mich an! Wo ist der Mann,
Der mit mir sich messen kann?
Seht dies Auge groß und mächtig,
Meine Federn golden, prächtig,
Meines Kammes Majestät,
Diese rote Krone, seht!—
Meine Haltung stolz und schlank,
Meines Rufs Trompetenklang,
Und mein königlicher Gang,
An den Füßen diese Sporen,
Alles zeigt euch einen Mann,
Der wahrhaftig sage kann:
Dass zum Helden er geboren!”

*sich messen mit – to match me

*prächtig – splendid, glorious

*die Haltung – stance

*schlank – slender

*der Gang – gait, the way a person walks

*die Sporen - spurs

Monitor Worksheet

Name _____

Date _____

Instructions: use the learning strategy *Monitor* to complete this worksheet.

1. Would Makram pay three dollars for one apple at the grocery store?

Yes No

Why? _____

2. Would Sylvia measure the temperature of the sun with a thermometer?

Yes No

Why? _____

3. Would you search the Internet to find the definition of a word you don't know?

Yes No

Why? _____

4. Would a mathematician say that a square is a rectangle?

Yes No

Why? _____

5. Would Jake multiply by two to find half of a number?

Yes No

Why? _____

6. Would Vanessa use a pair of binoculars to observe an insect?

Yes No

Why? _____

7. Would a train travel 300 kilometers per hour?

Yes No

Why? _____

8. Would Chris drive a car from Australia to New Zealand?

Yes No

Why? _____

9. Would a geographer say that Eskimos live in a desert?

Yes No

Why? _____

10. Would you build a tree house out of Styrofoam?

Yes No

Why? _____

pH: Don't Forget the Cabbage

Level: Fourth Grade

Content Area: Science

Content Objective: Students will distinguish between acids and bases using litmus tests and cabbage juice tests.

Language: German

Language Objective: Students will practice creating sentences with the conjunction *whereas*. They will use the subjunctive tense to formulate *If... then* statements.

New Strategy: *Find/Apply Patterns (Schlußfolgerung ziehen)*

Strategy Rationale: The learning strategy *Find/Apply Patterns* helps students use a rule that they know to help them learn new things.

Strategy Objective: Students will *Find/Apply Patterns* to detect the presence of an acid or a base using scientific evidence.

Materials: several household acids and bases such as soda pop, citrus juice, white vinegar, baking soda, cornstarch, or aspirin dissolved in water, buttermilk, ammonia, rubbing alcohol, hydrogen peroxide, window cleaner, and various soaps (diluted if necessary), containers labeled with the liquids' names; containers labeled with letters; litmus paper; cabbage juice¹; distilled water; worksheets

Vocabulary:

die Flüssigkeit	liquid
der Stoff	solid
die Lösung	solution
destilliertes Wasser	distilled water
die Säure	acid
acidic	sauer
die Base	base
die Lauge/basisch	alkali / alkaline / basic
die Schärfe	acidity
das Lackmuspapier	litmus paper
der Indikator	indicator
das Augtropfglas	eye dropper

Language Structures:

<i>während</i>	whereas
<i>wenn</i>	If ... then ...

¹ Boil a red cabbage in water until the vegetable is tender and the liquid becomes bright purple. Remove the cabbage and allow the cabbage juice to cool. Blackberries, red onions and hibiscus flowers also work.

Procedures

Preparation 1:

1. To best participate in this lesson, students will need a preliminary understanding of acids and bases. Ask students to read the section of their textbook that discusses acids and bases or show them a video to familiarize them with the material.
2. Introduce the topic in class by discussing the taste of orange juice, milk, vinegar, baking soda, etc. Explain to students that these are some examples of weak acids and bases. Review the definitions of “acid” and “base.”
3. Have students describe the different properties of acids and bases. Model a description of the properties using the target language. For example: *Säure schmecken sauer, während Base bitter schmecken. Säure wandeln blaues Lackmuspapier rot, während Base wandeln rotes Lackmuspapier blau. (Acids taste sour whereas bases taste bitter. Bases feel slippery to the touch, whereas acids feel watery. Acids turn blue litmus paper red, whereas bases turn red litmus paper blue.)* Encourage them to use the conjunction “whereas” in their descriptions.
4. Record the sentences on the board where students will be able to see them and refer to them throughout the course of the lesson.
5. To elicit students’ prior knowledge of learning strategies, have students explain which strategies they have used to conduct science experiments. Tell them that for this experiment they will be using a new strategy called *Find/Apply Patterns*.

Presentation 1:

1. Point out that the recorded statements express rules. Activate students’ background knowledge about rules by having them come up with examples of other rules they already know and apply on a regular basis. For instance, classroom rules guide their behavior at school and grammar rules tell them how to construct sentences or conjugate verbs in German.
2. Introduce the learning strategy *Find/Apply Patterns*. Tell students: *Wenn wir die Regeln anwenden, die wir schon wissen, können die uns zusätzliche Information lernen. Heute verwenden wir den Lernstrategie “Schlußfolgerung ziehen,” um unsere Experiment mit Säuren und Basen anzustellen.*

When we apply rules we already know to new situations, they can help us learn additional information. Using rules in this way is a learning strategy we call Find/Apply Patterns. Today we will use the learning strategy Find/Apply Patterns to conduct our experiment with acids and bases.

3. Explain to them how the pH scale is used to express the strength of acidic and basic solutions on a scale from 0 to 14 using the conjunction “whereas.” *Säure haben ein pH Wert unter 7, während Base ein pH Wert über 7 haben. Säure verstärkern, wenn ihr pH schwächer werden, während Base verstärkern, wenn ihr pH stärker werden.*

(Acids have pH values under 7 whereas bases have pH values over 7. Acids get stronger as their pH decreases, whereas bases get stronger as their pH increases.) Record these rules alongside the others already in prominent view.

Practice 1:

1. Separate students into pairs or small groups. Give each set of students four to five samples of household liquids labeled by name, red and blue litmus paper, and a worksheet to record their results.
2. Before students begin to conduct the experiment, have them fill in the first blanks on Part I of the worksheet. Once its blanks are full, this section of the worksheet will provide them with the rules they need to keep in mind during the experiment:
 - Wenn die Lösung eine Säure ist, wandelt das Lackmuspapier von blau nach rot.
 - Wenn die Lösung eine Base ist, wandelt das Lackmuspapier von rot nach blau.
 - Wenn blaues Lackmuspapier kommt in Berührung mit einer Base, wird die Farbe nicht geändert.
 - Wenn rotes Lackmuspapier kommt in Berührung mit einer Säure, wird die Farbe nicht geändert.

 - If a solution is an acid, then it turns blue litmus paper red.
 - If a solution is a base, then it turns red litmus paper blue.
 - If blue litmus paper touches a base, then it does not change color.
 - If red litmus paper touches an acid, then it does not change color.
3. Point out to students that there are multiple ways of formulating rules. Today they are using two different language structures to express the same rules: the conjunction “während” and “wenn” statements.
4. As they dip the litmus paper into the samples, have students record their findings on the Chart I of their worksheet. After they gather all of the findings, have groups report their results in front of the class. Remind the students that the rules on the board and on their worksheet will help them *Find/Apply Patterns* whether each liquid is an acid or a base.
5. After the appropriate groups report on each specific sample, invite students to vote as a class to decide whether the sample is an acid or a base. Students will record class responses under the column labeled *Find/Apply Patterns* on Chart I of their worksheet.

Presentation 2:

1. Collect all of the samples labeled by name from the groups, replacing them with others labeled only by letter. Distribute one eyedropper to each group.

2. Emphasize to students that unlike weak acids and bases found at home, strong ones are dangerous and can hurt people:

Während wird schwache Säure und Base anfassen können, schaden starke Säure und Base unserer Haut, unseren Augen und dem Rest unseres Körpers. Die wichtigste Regel der unbekanntes Flüssigkeiten ist, die Flüssigkeit nicht anzufassen oder zuschmecken.

Whereas we can touch weak acids or bases, strong acids and bases are harmful to our skin, our eyes, and the rest of our bodies. The most important rule about unknown liquids is not to touch or taste them. It is safer and more reliable to Find/Apply Patterns from pH tests to determine what they are.

3. Give each group a sample of cabbage juice and explain that it is a natural pH indicator: *Während Lackmuspapier kann nur von blau nach rot oder von rot nach blau wandeln, wird Kohlsaft entweder blau oder rot gewandelt. Wenn ihr den Kohlsaft mit einer Säure kombiniert, wird die Lösung rot. Wenn ihr den Kohlsaft mit einer Base kombiniert, wird die Lösung blau. Starke Säure und Base stellen stärkere Farbänderungen als Schwächere her.*

Whereas litmus paper can only change from blue to red or red to blue, cabbage juice can turn either green or red. If you put cabbage juice into an acid, then the solution turns red. If you put cabbage juice into a base, then it turns green. Strong acids and bases produce stronger color changes than weak ones do.

Practice 2:

1. Have students add cabbage juice one dropper at a time to the unidentified acids and bases. They should record on their worksheet the number of drops they added before seeing a change in color. They will also record whether the solution turned red or green.
2. Based on this data, students will decide within their groups whether each solution is a weak acid, a strong acid, a weak base or a strong base. They will record their conclusion under the column labeled *Find/Apply Patterns* on Part II of their worksheet.
3. Students may also try to combine this information with background knowledge about the way their solutions look and smell in order to *Find/Apply Patterns* which household liquid it is. (In this case, demonstrate wafting.) Have them write out the rules they used to *Find/Apply Patterns*.

For instance: Sowohl der Zitronensaft als auch der Pampelmussaft sind sauer und riechen nach Zitrusgewächs. Aber der Zitronensaft ist gelb, während der Pampelmussaft rosarot ist. Wenn eine unserer Probe gelb und sauer ist, und sie riecht nach Zitrusgewächs, ist unsere Probe Zitronensaft.

Both the sample of lemon juice and the sample of grapefruit juice are acidic and smell like citrus. But lemon juice is yellow whereas grapefruit juice is pink. If one of our samples is yellow, acidic and smells like citrus, then the sample is lemon juice.

Evaluation:

Have the pairs write a paragraph to summarize their findings in the experiment. Then have them evaluate their use of the learning strategy *Find/Apply Patterns*. For example, they might answer a couple of the following questions: How did you use *Find/Apply Patterns* in this experiment? How was *Find/Apply Patterns* important? Would you have been able to conduct the experiment without the learning strategy? Why or why not? How helpful was it to you? Would you use *Find/Apply Patterns* again? If so, when?

Expansion:

1. Add cabbage juice indicator to a sample of distilled water. Ask students why it is not changing color. Dip both red and blue litmus paper into the sample. Elicit students to *Find/Apply Patterns* that distilled water is neither an acid nor a base. Define and discuss the term “neutral” with students. Help them to *Find/Apply Patterns* to understand that a neutral’s pH value is neither above nor below 7. A neutral’s pH value must therefore be exactly 7. This discussion can introduce a math lesson about the concepts “greater than,” “less than” and “equal to” that involves *Find/Apply Patterns*.
2. Tell students that people also have acids and bases in their bodies. Allow them each to put one piece of litmus paper in their mouths for five seconds to determine whether their saliva is acidic or basic. Have the students compile their results as a class, according to gender. Ask them to *Find/Apply Patterns* to come to a limited conclusion about gender and the acidity of a person’s saliva.
3. Discuss with students ways that they can use the learning strategy *Find/Apply Patterns* to help them learn German. For example, all nouns ending in -ung, -keit, -heit, and -schaft are feminine, e.g. die Berührung, die Flüssigkeit, die Lösung, die Gesellschaft, die Mehrheit. All nouns ending in -lein or -chen are neutral, e.g. das Buchlein, das Mädchen. All verbs of motion take *sein* as their auxiliary (helping) verb, e.g. laufen, gehen, springen, rennen, einschlafen, sich abbiegen, kommen, sterben, wachsen, umziehen, etc.
4. Have students brainstorm other content areas where *Find/Apply Patterns* could be helpful to them. Ask them to explain how they plan to use *Find/Apply Patterns* to accomplish tasks in language arts or social studies.

This lesson was written by Alisa Belanger. Translated by Shana Semler.

pH: Don't Forget the Cabbage Experiment Worksheet

Name _____

Date _____

Part I

- If a solution is _____, then it turns blue litmus paper red.
- If a solution is _____, then it _____ red litmus paper blue.
- If _____ litmus paper touches a base, then it does not change color.
- If red litmus paper touches an acid, then it _____ change color.

Chart I

Instructions: In the left-hand column of this chart, write the names of the liquids you test. Then circle *Change* or *Same* to record the findings of your litmus tests. Finally, work with your class to *Find/Apply Patterns* to decide whether each liquid is an acid or a base. Enter this information in the Deduction column.

Litmus Paper pH Tests

Household Liquid	Red Litmus Paper		Blue Litmus Paper		<i>Deduction</i>
	Change	Same	Change	Same	
Soda pop	Change	Same	Change	Same	This solution is
Lemon juice	Change	Same	Change	Same	This solution is
	Change	Same	Change	Same	This solution is
	Change	Same	Change	Same	

Chart II

Instructions: Next to the appropriate letter, record the number of droppers of cabbage juice you add to the unidentified liquid before it changes color. Then circle the appropriate color in the next column and *Find/Apply Patterns* with your group whether the liquid is a strong or weak acid or base. In the row underneath, use *Find/Apply Patterns* to find the identity of the liquid. Write the rules you applied, using the language structures *whereas* or *If... then*

Cabbage Juice pH Tests

Liquid	Number of Droppers of Cabbage Juice	Resulting Color of Solution		Deduction
A		Red	Green	Weak Acid Strong Acid Weak Base Strong Base
Name of Liquid:				
Rules:				
B		Red	Green	Weak Acid Strong Acid Weak Base Strong Base
Name of Liquid:				
Rules:				
C		Red	Green	Weak Acid Strong Acid Weak Base Strong Base
Name of Liquid:				
Rules:				

Summary

What I learned from this experiment:

How I used the learning strategy *Find/Apply Patterns*:

Comic Strips

Level: Fourth Grade

Content Area: Technology

Content Objective: Students will use technology to make a comic strip or political cartoon that presents a story or a leader from Native American history and culture.

Language: French

Language Objective: Students will be able to create a short dialogue between two characters that tells a humorous anecdote or a story.

New Strategy: *Organize / Plan (Organiser / Plannifier)*

Strategy Rationale: *Organize / Plan* helps us coordinate how we accomplish multiple parts of one task.

Strategy Objectives: Students will use *Organize / Plan* to figure out how they will illustrate their dialogues and adapt them to fit a comic strip layout.

Materials: sample comic strips and political cartoons, computers, word processing software, graphics software, Internet access.

Vocabulary:

un indigène	Native American
un dialogue	dialogue
des guillemets	quotation marks
une band dessin�	comic strip
un dessin politique	political cartoon
une bulle du band dessin�	comic strip bubble
une l�gende	caption
un personnage	character
une illustration	illustration
copier	copy
coller	paste
une disposition	layout
des caract�res	font

Language Structure:

Dialogue between two characters

Procedures

Preparation:

1. To do this lesson, students should already be familiar with Native American history and culture. You may introduce them to important Native American stories and leaders through oral literature, books, crafts, cooking, fieldtrips, or other resources and activities. You can focus on Native Americans of one geographic region or ask

groups of students to learn about a variety of tribes. Students will also need to have basic word processing and computer drawing skills.

2. Activate students' background knowledge about Native American stories and leaders. Ask students to name their favorites, i.e. *How Coyote Stole Fire*, *Why Mole Lives Underground*, Sacajewea, Red Cloud, or Chief Joseph. Discuss stereotypes about Native Americans and how the students' examples differ from the stereotypes.
3. Show the students a comic strip or political cartoon that includes Native Americans. Ask them to talk about the way the cartoonist uses stereotypes. Discuss whether the comic strip or political cartoon is funny and why. Point out that not all comic strips and political cartoons are funny.
4. Ask students to think about how the cartoonist designed the comic strip or political cartoon. Talk about what might have inspired it and what point the cartoonist makes.

Ask students: *Quelles images a-t-il utilisées? Quels mots a-t-il utilisés? Pensez-vous que le dessinateur a fait cette bande dessinée en une seule fois? Ou pensez-vous qu'il a dessiné des croquis d'abord? Aurait-il pu écrire les mots d'abord?*

What images did he use? What words did he use? Do you think the cartoonist made this comic strip all at once? Or do you think he drew sketches of it first? Could he have written the words first?

5. Introduce the strategy.

Tell students: *Faire une bande dessinée ou un dessin politique exige beaucoup d'étapes. Les dessinateurs réfléchissent longtemps, ils choisissent un sujet, créent un dialogue, dessinent les croquis, et révisent plusieurs fois avant d'obtenir le produit fini. Ils ont besoin de faire un plan pour s'organiser. L'emploi de la stratégie Organiser / Plannifier, comme ici, nous aide à diviser une tâche compliquée en parties, à les mettre en ordre, et à les faire une par une pour faciliter la tâche.*

Making a comic strip or political cartoon takes many steps. Cartoonists think very hard, choose a topic, create a dialogue, draw sketches, and revise several times before they create the finished product. They need to organize their work and make a plan for it. They use Organize / Plan. It is a learning strategy that helps us break a complicated task into parts, put them in order, and do them one at a time to make the task easier.

Presentation 1:

1. Have students divide themselves into pairs. Tell them that they are going to use *Organize / Plan* to make their own comic strips inspired by their favorite Native American stories and leaders. Explain to students that the leaders or the animals and people in the stories will become the characters in their comic strips.

2. Give partners time to discuss how they will combine their favorites into one comic strip. For instance, one student's favorite leader may play a role in the other student's favorite story, the students' favorite leaders may meet, or the students may combine their favorite stories. Have students brainstorm a couple of things their characters might say to each other.
3. Ask students how they usually know that a character is talking in a story. Elicit "quotation marks" as a response. Explain to students that there are no quotation marks in comic strips or political cartoons. Show them different size and shape examples of comic strip bubbles, emphasizing how they fit as part of the illustrations.
4. Ask students: *Est-ce que vous seriez prêts maintenant à mettre vos dialogues dans les bulles de la bande dessinée? Non. Pourquoi pas? Nous n'avons ni écrit le dialogue, ni fait nos illustrations. Ah...je vois. Vous utilisez la stratégie Organiser / Plannifier. Ainsi, maintenant que vous avez choisi vos sujets, la prochaine étape est pour vous d'écrire le dialogue.*

Would you be ready yet to put your dialogue into comic strip bubbles? No. Why not? We haven't written the dialogue or made our illustrations yet. Ah... I see. You are using Organize / Plan. So now that you've chosen your topics, the next step is for you to write the dialogue.

Practice 1:

1. Have students go to a computer with their partners. (If there are not enough computers for each pair of students, the class can gather around one computer while you demonstrate, then take turns.) Ask them to open a word processing program.
2. Tell them that instead of typing quotation marks, they will use the characters' names and a colon at the beginning of a line to indicate who is speaking. Ask one pair of students to illustrate this technique with an example they brainstormed of something their characters might say to each other.
3. Allow students the rest of the class period to work together writing ten to fifteen lines of dialogue. Each student should type the half of the dialogue that belongs to her story or favorite character.
4. If students would like to review their stories or look for more information on their leaders, have them use the Internet to research. For this purpose, you may bookmark helpful web sites on their computers beforehand. Keep sample comic strips and political cartoons available to reference.
5. Remind students that each line of dialogue needs to be short enough to fit into comic strip bubbles, and the entire dialogue needs to fit in one comic strip. Also remind them to be careful of stereotypes and to use good judgment in choosing the content.

6. Have students save their dialogues and print two copies at the end of class, one for each partner.

Presentation 2:

1. The next day, have students take out their copies of the dialogue and hold them up. Ask students: *De quelles autres choses avez-vous besoin pour faire une band dessiné avec vos dialogues? Les illustrations. (What else do you need to make a comic strip from your dialogues? Illustrations.)* Have students bring the paper copies of their dialogues to the computers where they worked the day before. Have them open the saved computer version. Ask them to minimize it and open the graphics program.
2. Draw a simple picture of an authentic Native American object or your favorite Native American leader to demonstrate and review graphics program's functions. Create a comic strip bubble and text box. Copy one line from the open word processing document and paste it into the text box.
3. Ask students: *À quel point le texte apparie-t-il mon illustration? (How well does the text match my illustration?)* Discuss why they do not match well. Tell students that they will need to divide their dialogue into three or four parts, then make an illustration to correspond to each part. Ask students the name of the learning strategy they will use to help them: *Organize / Plan*.
4. Put a box around your illustration and show students how to add a caption at the bottom, i.e. *Nos vies sont entre les mains du Grand Esprit (Tecumseh, 1813)* or *Les Iroquois étaient un peuple d'agriculteurs*.

Practice 2:

Have students draw lines on the paper copies of their dialogues to indicate the divisions. Then give them time to work together to draw their illustrations with comic strip bubbles. Ask them to draw a box around each illustration and to put the illustrations in the layout of a comic strip. Have them copy and paste their dialogues from the word processing program into the text boxes.² This process may take a couple class periods.

Evaluation:

1. Have students print and publish their comic strips in a class book, or post them on the Internet. Give students time to read each other's comic strips and discuss their different styles as a class. Ask them to talk about the structural choices they made in dividing and illustrating the dialogue.
2. Write a randomly ordered list of the steps that students took to make their comic strips on the board and ask them to record these steps in sequence. Have them make a "How to" entry in their learning logs or journals about making comic strips and using *Organize / Plan*. Ask them to explain the purpose of the learning strategy, how it helped them, and one other way they can use it.

² Advanced student technology users may also copy pictures from the Internet to use in their illustrations.

Expansion:

1. Have students working in small groups use *Organize / Plan* to build models different types of Native American homes or villages.
2. Have students use *Organize / Plan* together as a class to design a sign-up chart for the computers. Have them brainstorm the information it should include and agree on its layout by drawing and revising it on the board.

This lesson was written and translated by Alisa Belanger.

Reading and Summarizing a Story

Level: Fourth Grade

Content Area: Language Arts

Content Objective: Students will identify the main ideas in a story and write a short summary.

Language: Spanish

Language Objective: Read a text for the gist, avoid focusing on specific words; understand vocabulary from context.

New Strategy: *Organize/Plan*

Review Strategy: *Make Predictions*

Strategy Rationale: Use the strategy *Organize/Plan* to develop personal objectives and identify the aims of the activity.

Strategy Objective: Students will use *Organize/Plan* to set specific, personal objectives for reading a text.

Materials: Story (poem, article or essay) with an interesting title.

Vocabulary: Based on the text.

Procedures

Preparation:

1. Ask students what type of goals they have in their personal lives. For example:

Hoy voy a leer otro capítulo en el libro de Harry Potter.

Este año, me voy a meter un gol en un partido de fútbol.

Voy a ser más lindo y dulce con mi hermano chiquito.

Today I am going to read another chapter in my Harry Potter book.

This year, I am going to get a goal in soccer.

I am going to be nicer to my baby brother.

Write their ideas on the board.

Tell students that you Organize/Plan for yourself every morning when you wake up. For example: *Hoy voy a aprender diez palabras nuevas en el japonés. No voy a comer tantos dulces. (Today I am going to learn 10 new words in Japanese. I am going to stop eating too many sweets.)* Explain that setting long- and short-term goals helps us organize what we want to learn and do.

2. Have students work in pairs or small groups, and talk about their personal goals. Tell them to think of some big goals for their future:

*Quiero ser artista.
Quiero jugar el básquetbol en los olímpicos.
Quiero ayudar a la gente.*

*I want to be an artist.
I want to play basketball in the Olympics.
I want to help people.*

And some little goals for their lives now:

*Quiero jugar más deportes y mirar menos televisión.
Quiero escribir un poema en el español.
Quiero aprender más de los americanos nativos, los indígenas.*

*I want to play more sports and watch less television.
I want to write a poem in Spanish.
I want to learn about more about Native Americans.*

3. Ask students what little goals they could set for reading a story. Put their ideas on the board and elicit any points you think they may have missed.

Presentation:

1. Put the title of your story on the board. Have students work in pairs or small groups and talk about what they think the story is going to be about (where and when it might take place, what type of characters there will be, what will happen). Remind them that they are using *Make Predictions*. Ask them to recall when they have used this strategy before. Write their ideas on the board.
2. Introduce the term *Organize/Plan*.

*Organize/Plan is a strategy that is useful when you are preparing for a task.
Organize/Plan means making a plan about what you want to do during a day or a lesson. You can have a class goal or a personal goal.*

3. Tell students that they are going to practice setting goals before doing an activity:.

Organize/Plan will help you understand an activity better and it will help you decide what you want to learn from that activity.

4. Introduce the story that they will read. Explain that you want students to read the story so they can understand the main ideas. Tell them that if they do not understand a word, they should try to understand it from the context, i.e. they should use the other words in the sentence to help them.

Practice 1:

1. Have students write down some goals for this activity. For example:

*Quiero ver si mis predicciones fueron ciertos.
Quiero entender los temas centrales del cuento.*

Si no entiendo una palabra, intentaré comprender el significado de la palabra porque del contexto del párrafo y de las palabras que la rodean. No uso un diccionario.

I want to see if my predictions were right.

I want to understand the main ideas of the story.

If I don't understand a word, I am going to try to figure out what it means from the other words around it and not use a dictionary.

2. Let students share their personal goals in small groups and then as a class. Write down some of their goals. Emphasize that these are personal goals, and can be unique to each student.

Practice 2:

1. Have the students read the story and check if any of their predictions were right. Remind students that right or wrong, making predictions helps them focus in on the reading and aids their comprehension.
2. Ask the students to reread or review the story, and with a partner or in a small group, identify the main ideas of the story. As a class, go over the difference between the main ideas and specific information.
3. Have students tell the story using the main ideas. Explain that this is a summary of the story. Students can use a T-list or other graphic organizer for this task.

Evaluation:

1. Have the students write a brief summary of the story individually.
2. Ask students if they reached the goals they set at the beginning, (i.e. did they do and learn what they said they wanted to?).
3. Have a class discussion about *Organize/Plan*. Elicit a general definition for the strategy and have students provide some personal and class examples. Have them provide some family or community goals to re-evaluate.

Expansion:

1. Ask students to think of some goals for future activities in language arts. Give examples of activities you have planned in the near future and have the students brainstorm goals.
2. Ask students how they can *Organize/Plan* for other school subjects or life situations. Students could design goals worksheets for themselves and use them for various activities to help get into the habit. They could also make some posters for the classroom with class goals for the year.

This lesson was created by Abigail Bartoshesky, National Capital Language Resource Center Research Associate. Translated by Vanessa A. Karwan.

Circumferences

Level: Fourth Grade

Content Area: Math

Content Objective: Students will be able to calculate the circumference of circles.

Language Objective: Students will be able to use target vocabulary about geometry to describe calculating the circumference of circles.

Strategy: *Induction* (きのうほう) (帰納法)

Strategy Rationale: *Induction* (きのうほう) (帰納法) helps us learn and remember information by creating rules and formulas to describe patterns we observe.

Strategy Objective: Students will use *Induction* (きのうほう) (帰納法) to estimate the value of π based on the relationship between circular objects' circumference and diameter.

Materials: circular objects, measuring tools, piece of string or yarn, worksheet

Vocabulary:

circumference	えんしゅう (円周)
diameter	ちよっけい (直径)
radius	はんけい (半径)
cord (chord)	げん (弦)
sphere	きゅう (球)
perimeter	しゅうい (のながさ) (周囲 (の長さ))

Procedures

Preparation:

1. Draw a big circle on the board. Ask the students to name some circular objects around them or to put on their desks circular objects they brought from home. Elicit coins as examples of circles.
2. Elicit and introduce the names of the parts of a circle (center, radius, diameter, cord, etc) and distinguish a circle from a sphere. Have students identify these parts of several different types of circles using the examples they came up with in step one.
3. Ask students to brainstorm the definition of a circle, including the names of the parts you identified in step two, and put your class definition on the board.
4. Show students a number of objects (some circular, some not) and ask them to identify which ones are circles. Using two lists, "Yes" and "No," classify the shapes on the board. Make sure students use the traits identified in your definition while choosing which list to put the shapes on.

5. Explain that students used *Induction* (きのうほう) (帰納法) to make the definition of a circle, to identify examples of circles and to group them together. Tell them: *Induction means making a rule (or formula) to describe a pattern.* (きのうほうとは、あるじしゅうをせつめいするためのほうそく (またはこうしき) をみちびきだすことです。) (帰納法とは、ある事象を説明するための法則 (または公式) を導き出すことです。)

Presentation:

1. Explain that you are going to focus on the circumference for today's lesson. Tell students: *The circumference is the perimeter of a circle.* (えんしゅうとは、えんのしゅういのことです。) (円周とは、円の周囲のことです。)
2. Measure the circumference and diameter of a circular object. Wrap a piece of string or yarn around the object to match its circumference. Cut the string or yarn, then lay it flat to measure its exact length with a ruler. Use another piece of string or yarn to find the object's diameter.
3. Have students divide the circumference by the diameter using their estimation skills. Ask if students expect to find a similar relationship in other circular objects.

Practice:

1. Have each student make a table containing the information for the activity. Divide the class into groups of four or five. Have them complete the table together to find out about the uniform relationship between the diameter and circumference of different objects.
2. Have the groups report on what they have discovered. Ask if the results are similar for each experiment (that is, about 3 times the diameter equals the circumference). Have them state the relationship and call it a rule.
3. Ask the students how they discovered the concept. Have them discuss their use of the learning strategy *Induction* as a class, then individually fill out a questionnaire that asks them to assess how well it worked for them in this lesson.
4. Introduce the math sign " π (pi)." ($C \approx 3D$ or $C = \pi D$). Knowing that about 3 times the diameter is the circumference, introduce the word "pi," which mathematicians created to show the circumference of circles. Then tell them that we can use ~~the same~~ concept (pi) to find the area of circles: $R \times R\pi = \pi R^2$.

Evaluation:

1. In their math journals, have them write what they have learned: parts of circles, definition of circles, relationship between diameter and circumference.

2. Have them work in pairs to complete a true/false worksheet on what *Induction* (きのうほう) (帰納法) involves. Check it as a class to make sure the concept is clear.

Expansion:

1. Create a similar lesson in which students use *Induction* (きのうほう) (帰納法) to determine the formula for the area of a circle or the perimeter of some other shapes.
2. In a lesson with a language focus, divide the class into small groups and have them analyze a list of sentences that illustrate a *language* (ことば or げんご) (言葉 or 言語) function or structure. Have them use *Induction* (きのうほう) (帰納法) to come up with a rule and then explain what they discovered to the class.

Physical Geography of China

Level: Fifth Grade

Content Area: Social Studies

Content Objective: Students will learn about the physical features distinct to China, be able to identify them on a map, and write about them.

Language Objective: Students will develop their expository writing skills by composing a short paragraph from notes.

Review Strategies: 利用資源，寫下筆記，記摘要

Strategy Objectives: Students will use external classroom resources to learn about China's geographic features, take notes on them, and summarize them into an expository paragraph on a specific geographical feature.

Materials: various geography books about China, transparency of a physical map of China, transparency of the labeled "China and its Neighbors" worksheet, transparency of the "Physical Geography of China" worksheet, the "Physical Geography of China" worksheet answer key, overhead projector, colored overhead projector markers, colored pencils, and a globe or classroom world map.

Vocabulary:

border
landscape
plateau
flood
delta
desert
erosion
loss
to border on
to flow
to share a border with
to erode

Language Structures:

Paragraph development

Procedures

Preparation:

In order for students to effectively participate in this lesson, they need to already have a preliminary understanding of the basic physical features to be discussed: rivers, plateaus, mountain ranges, deserts, delta, etc. They should be able to locate these features on a map.

Tell students that their next geography lesson is going to be about China and that they are going to learn about China's physical geography or landscape. 今天我們要看看中國的地理位置、地形和風景。

Begin this geography lesson by asking a student to locate China on the classroom map of the world or class globe.

After China has been identified, ask students what they already know about China. Ask them where it is, if they have heard anything about China in the news, etc. Write their answers on the board. Give the students some basic facts about the country: 中國位於亞洲，是全世界第三大，也是人口最多的國家。中國的南方有很多的小島。海南島是最大的一個。 Point to Hainan.

Presentation:

Distribute the “China and Its Neighbors” worksheet to the students and place the labeled copy on the overhead projector.

Point to each bordering country as you talk about it. Begin with in the North of China. Tell students: 位於蘇聯之後，中國是亞洲第二大的國家。北邊有蘇聯和蒙古為邊界國家。 Using the same technique, list countries that neighbor China to the south, east, and west. This segment of the lesson will help the students to better understand China’s political borders and its relationship to other countries in Asia.

Change the transparency to the unlabeled “Physical Geography of China” transparency and distribute the corresponding worksheet to the students.

Describe the important features of China’s four major rivers and have students write the name of the rivers on their worksheet in blue. Point to each geographical feature as you explain it. (Write both the Chinese and English names on your map but refer only to the Chinese ones during the lesson.) Tell students, for instance: 長江是中國，也是亞洲最長的河。它是全世界第三長，排名在尼羅河和亞馬遜河之後。總共有三千多條支流流進長江。它的上游位於西藏高原，然後慢慢地流進東海。長江的水患常造成無數的死傷和破壞大片的農村。

Now present the mountainous features of China in the same fashion and have the students write the names of the plateaus and mountain ranges in brown. Explain: 丘陵、高原和山脈佔了中國三分之二的面積。地理學家形容中國是一個樓梯間，樓梯的上方位於高山特別多的西部，樓梯的高度慢慢的往西邊減低。喜馬拉雅山是全世界最高、面積最大的山脈。中國和尼泊爾共同是最高峰-聖母峰的邊界。喜馬拉雅山是中國西南方自然的邊界，鄰國有尼泊爾、不丹和印度。 Show pictures of the plateaus and the Himalayas.

Now present China’s deserts to the students and have them label them in orange. Tell them: 戈壁沙漠是亞洲最大的沙漠，它界於中國和蒙古之間。塔克拉馬汗沙漠位於中國和許多西邊的鄰國之間。 Show pictures of the Gobi desert.

Practice:

Have students break up into groups of four and distribute two geography books per group. Ask the groups to select one of the following geographical regions that they labeled on their map: Gobi Desert, Himalayas, Tibetan Plateau, Huang He or Chang Jiang. Write these on the board.

Tell Students: 現在，讓我們來復習 Use Resources 和 Take Notes. 請每一組從黑板上選一個中國的地理特徵，然後利用桌子上那本額外的書、寫下筆記。當形容地理特徵時，請務必回答兩個很重要的問題：此特徵為何特別？此特徵對中國的農業和人民有何

影響？

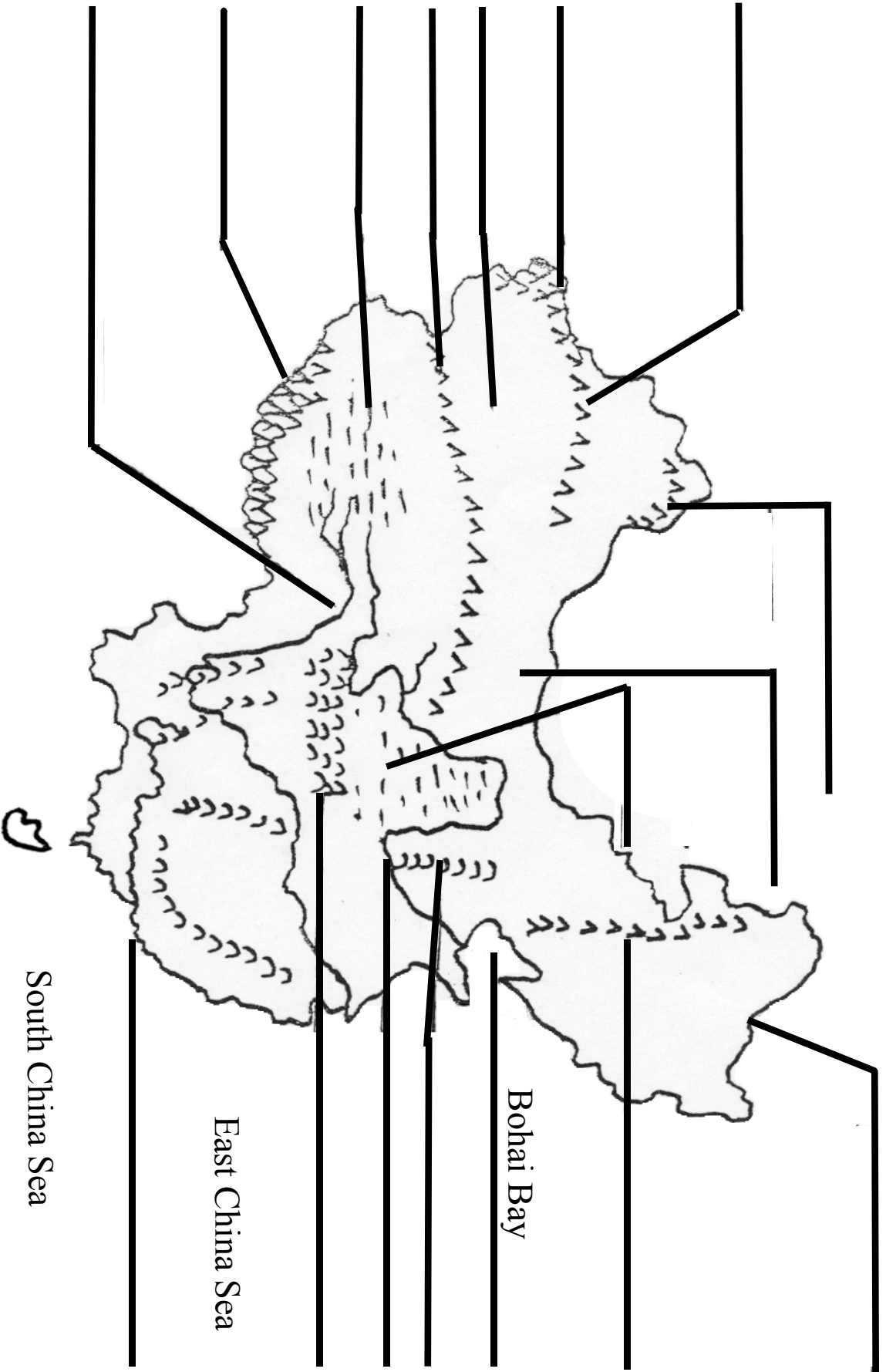
While students are working, write the questions on the board and put a colored physical map of China on the overhead projector to give students a more accurate picture of the country.

After the students complete the previous task, explain: 請每一組派一個學生大聲地唸你們寫得筆記，在這的同時，別的組也必須寫下這些發現，這樣一來，大家就有同樣的資訊。

Evaluation:

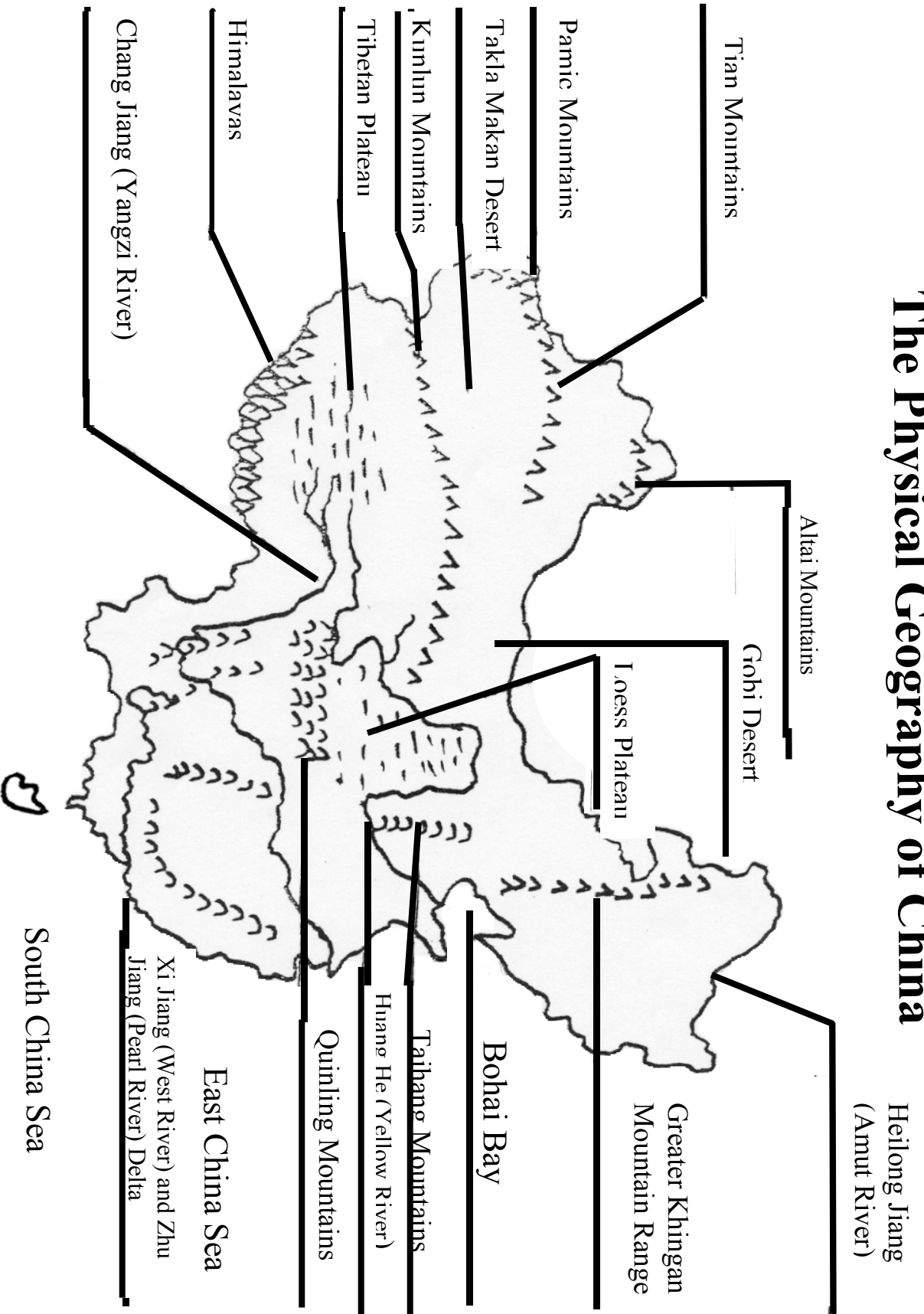
For homework, have students write a seven to ten sentence paragraph on one of the geographical features they learned about with 寫下筆記. Tell them to 記摘要 in the paragraphs their notes and the information found on their maps about this feature. Collect the assignment and the students' notes to check for completeness.

The Physical Geography of China

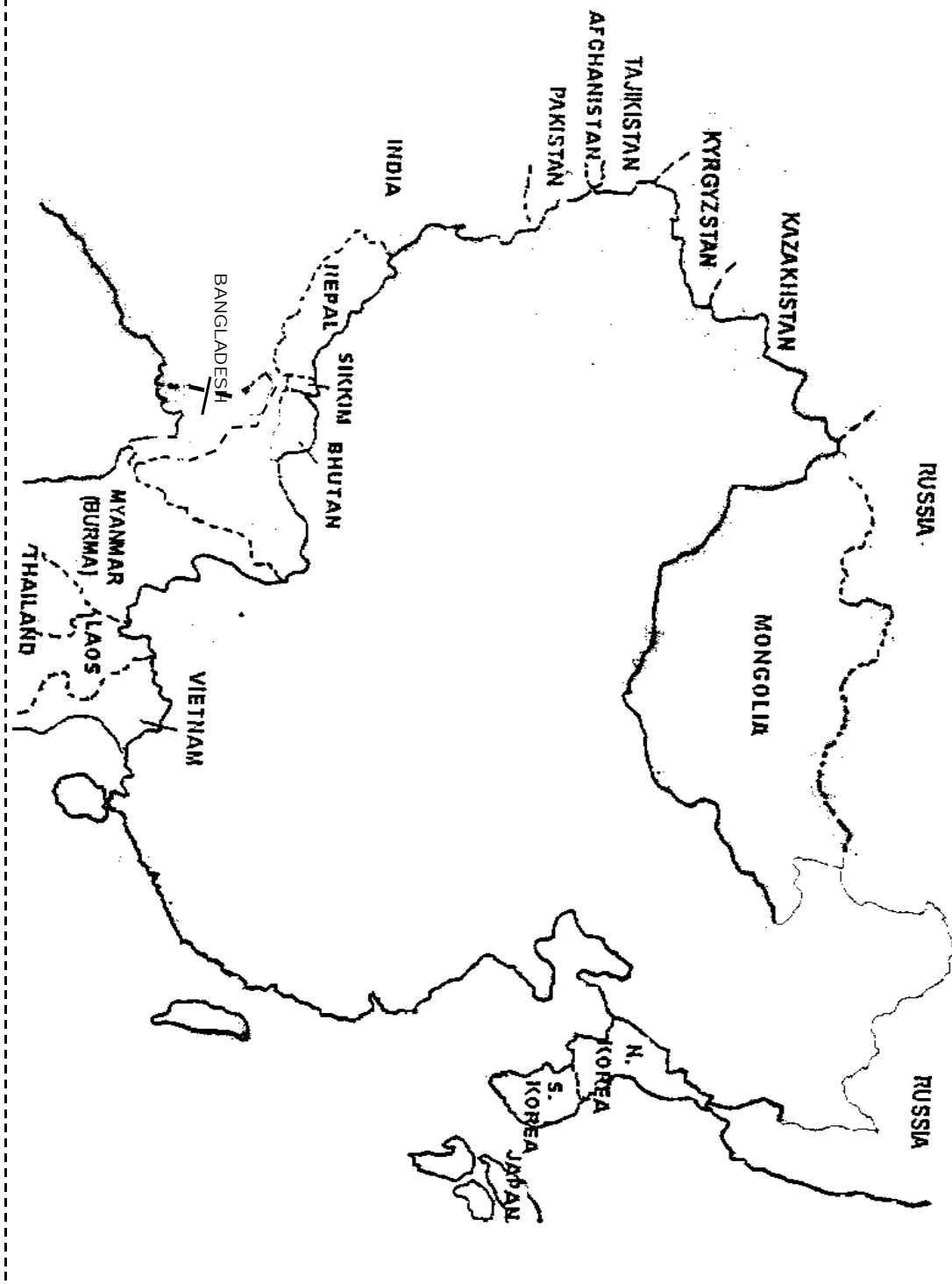


Answer Key

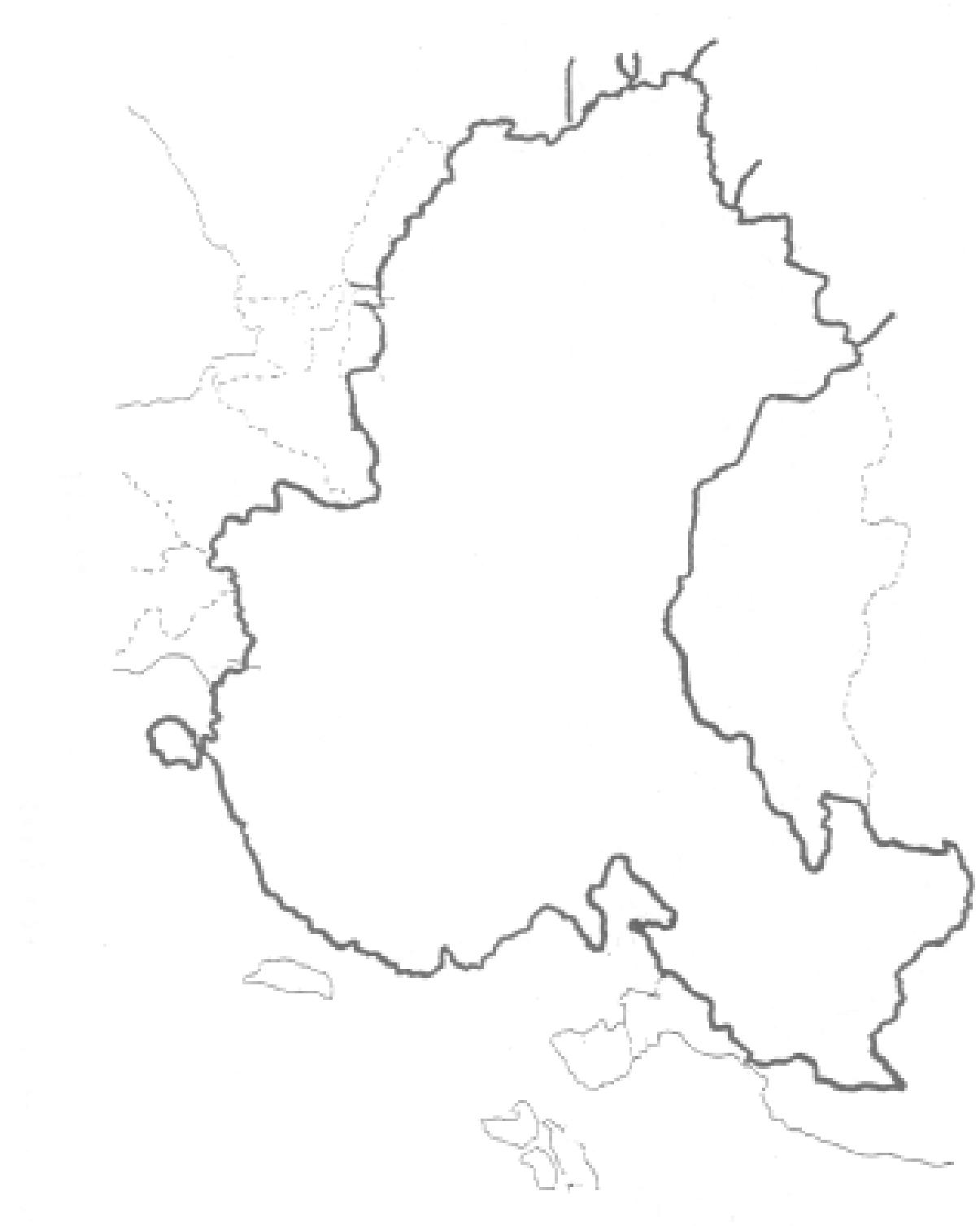
The Physical Geography of China



China And Its Neighbors



China and Its Neighbors



Traffic Safety: Ride Your Bike the Right Way!

Level: Fifth Grade

Content Area: Health

Content Objective: Students will be able to read traffic signs, inspect their bikes, and ride them safely.

Language Objective: Students will use *left* شمال, *right*, يمين and the imperative form of verbs to give each other instructions.

Strategy: *Self-Management* إدارة الذات

Strategy Rationale: *Self-Management* إدارة الذات helps us recognize which learning strategies work best for us.

Strategy Objective: Students will use *Self-Management* إدارة الذات to determine which learning strategies help them read traffic sign symbols, understand the parts of a bike, and learn how to ride one safely.

Materials: poster paper, markers or crayons, chalk, pictures of bicycles, literature on traffic signs, bicycles, and bicycle safety, Parts of a Bicycle Worksheet, Traffic Sign Worksheet, *Self-Management* إدارة الذات Worksheet, a variety of youth-size bicycle helmets

Option A: a bicycle (one for each student if possible), traffic cones, a parking lot or blocked street

Option B: 3' x 3' piece of paper, thin cardboard, construction paper, paint, paintbrushes, scissors, short dowels, modeling clay, pipe cleaners, glue, and a stapler

Vocabulary:

intersection	تقاطع
crosswalk	مشي متقطع
driveway	مخرج
pedestrian	مشاة
construction	بناء
must turn left / right	يجب الانحراف يمينا / يسارا
no left/ right turn	لا يوجد مخرج على الشمال/ اليمين
stay left / right	ابق على الشمال/ اليمين
yield	انحرف
do not enter	لا تدخل
slow	ابطئ
stop	قف
slippery	منزلق
steep	منحدر
safe / safety / safely	بأمانة/ الأمانة/ الأيمن

Language Structure:

<i>left</i> ... شمال	<i>right</i> يمين
imperative verbs أفعال الأمر	
seat	مقعد
tire	كفر/عجل
chain	سلسلة
handle bar	قضيب التحكم
reflectors	انعكاسات
pedals	بدالات
brake pads	البريك/ لباد الكابح
brake wires	السلالك الكابح
spokes	شعاع العجلة

Preparation:

1. Have students brainstorm a list of the learning strategies they know. Record these learning strategies on the board. Ask them to briefly review the definition and use of each. Then have students reflect a moment on which learning strategies usually work best for them.
2. Show students a picture of a bicycle and have them *Predict* يَخْمَنون what they will be learning about in this lesson. Elicit a discussion about bike riding and bicycle equipment. Ask them how they learned to ride a bike, whether it was easy or difficult for them, and if they used a learning strategy to help them.
3. Point out that training wheels are designed to make learning to ride a bike easier and safer. Tell students: *Learning strategies are the equipment we use to learn. They are like training wheels because they also make learning easier. Today we will use learning strategies to learn to ride a bicycle more safely.* طرق التعلم هي الوسائل التي تساعدنا في التعلم. إنها مثل العجلات المساعدة في الدراجة تجعل التعلم أسهل لنا. اليوم سوف نستخدم طرق لتعلم كيفية قيادة الدراجة بطريقة أكثر أماناً. Ask students to identify one learning strategy they found especially helpful in learning to ride a bicycle. Allow them to put a star next to that learning strategy on the board.

Presentation 1:

1. Evaluate the results with the class. Say, for example: *Our class used a big variety of strategies.* يبدو أن كثيراً منكم استخدمتم *It looks like many of you used* استخدم صفنا طرق تعلم متعددة. Talk Yourself Through It. *Some of you used* Manipulate / Act Out. بعضكم استخدمتم *Which other strategies did some of you use?* ما هي الطرق التي بعضكم قد استخدمتموها ؟
2. Explain that different learning strategies work better for different students and why it is helpful for students to know which ones work best for them. Tell students that today they will use a new strategy, called *Self-Management* إدارة الذات, which involves planning how they will learn based on what works best for them.
3. To illustrate the concept of *Self-Management* إدارة الذات, present students a variety of youth-size bicycle helmets. Have a student try on a helmet that is a bit too loose, then one that is a bit too tight, until the student finds the one that fits best. Tell them: *Learning Strategies are like bicycle helmets, because certain ones fit each of us better than other ones do. We have to try different learning strategies just like we try different bicycle helmets to see which ones fit us best. You have to use the learning strategies that work best for you.* طرق التعلم مثل خوذة حماية الرأس التي نستخدمها حين قيادة الدراجة. ولأن بعض طرق التعلم تناسبنا أكثر من غيرها لا بد من أن نجرب عدداً مختلفاً منها ونقتدي الطريقة التي تناسبنا مثلما فعلنا عند اختبار الخوذة المناسبة لنا. يجب استخدام الطريقة التي تناسبكم أكثر.
Discuss helmets, how they should fit, and why they are important to wear for safety.

Practice 1:

1. Distribute one copy of the Parts of a Bicycle Worksheet and the Traffic Sign Worksheet to each student. Give the students a couple of minutes to work individually and label on their worksheets just the items that they are sure they already know in Arabic.
2. Ask students why the information on these worksheets is important. Elicit a discussion about

inspecting their bikes and following traffic rules for safety. Tell them that the goal for this lesson is for them to be able to identify the rest of the items shown on the two worksheets.

3. Ask the students how many blanks they have left (there should be many). Point out that it would take them a long time for each student to find out every answer alone. Allow them to decide whether they would like to work alone or form pairs and small groups.

4. Once they decide, assign each student, pair, or small group one traffic sign and one part of the bicycle to research. Ask students to find out in Arabic the name and meaning of the traffic sign, as well as the name and function of the part of a bicycle. Tell students: *Use the learning strategy Self-Management to decide a good way to learn this information. Tomorrow, you will need to present it to the class and show or describe how the learning strategy helped you. You'll be the teachers!*

استخدموا طريقة التعلم Self-Management لتحديد طريقة جيدة لتعلم هذه المعلومات والتي سوف يكون من اللازم أن تقدموها غدا للصف وتعرضوا كيف ساعدتكم هذه الطريقة . أنتم ستكونون المعلمين.

5. Model an example by thinking aloud. Tell students, for instance: *I used the strategy Imagine with a Keyword to learn the bicycle symbol for a right-hand turn I had a hard time remembering whether my arm should be straight or at an angle. But since you raise your arm upwards at a right angle for a right turn, I came up with the phrase "right angle, turn right up" to help me remember. Demonstrate the symbol and write Right Angle, Turn Right Up on the board.*

استخدمتُ طريقة Imagine with a Keyword كي أنعلم رمز الانحراف يميناً . كان صعباً عليّ تذكر ما إذا كان يجب أن تكون ذراعي مستقيمة أو على شكل زاوية ولكن بما أنكم ترفعون ذراعكم على الزاوية اليميني للانحراف يميناً فعملت باستخدام تعبير "زاوية يعني - انحرف يميناً" لمساعدتي على التذكر. Demonstrate the symbol and write Right Angle, Turn Right Up on the board.

6. Make literature on traffic signs, bicycles, and bicycle safety available to students. This literature may include bike tour brochures, bicycle or driving manuals, books, Internet resources, etc. Also provide students with poster paper and markers or crayons to illustrate their ideas. Give students the rest of the class period to work on their research and decide on their strategies.

Presentation 2:

1. The next day, have students teach their traffic signs and bicycle parts to the class using the learning strategies they chose. If the learning strategy is *Manipulate / Act Out*, الحركة والتمثيل, for example, the students can teach the gesture they used to the entire class. For *Use Imagery*, استخدام التخيل, they can share an illustration of the image that helps them; or, for *Use Resources*, استخدام المصادر, they can show the class how and where they found the information in the literature.

2. Have students record the names of the traffic signs and parts of a bicycle on their worksheets during the presentations. Mention that this is an example of the learning strategy *Take Notes*. تدوين الملاحظات .

3. Use the presentations on traffic signs to introduce a discussion about safe ways to ride on the sidewalk and in the road, to make turns, and to cross driveways or intersections. Point out that the meaning of traffic signs is often expressed in the imperative verb tense: stop, yield to pedestrians, do not enter, etc.

4. Have the class work together to generate a list of Bicycle Road Rules using the imperative form of verbs, such as: *Watch out for cars and pedestrians. Stop and walk your bike at all intersections and driveways. Look left and right before crossing.*

انتبه للسيارات والمشاة. قف وسر بدر اجتك عبر كل التقاطعات مخارج الطرق. انظر يمينا ويسارا قبل العبور.

Mention that you are recording the rules in this verb tense because it is often the one used to give directions.

Practice 2:

1. Option A: Take students outside to the parking lot or blocked street. In pairs, have them inspect their bicycles to be sure they are safe and ready to ride.

Option B: Have each student create a small model of a bicycle using markers, crayons, thin cardboard, pipe cleaners, scissors, and glue. Remind students to cut out or draw all of the parts of the bicycle they have learned.

2. Option A: Place the traffic cones at key points where students will turn left or right. Give each pair of students a piece of chalk and allow them to draw one traffic sign or car on the bike course. If space and supervision permit, make two or three short bike courses so that students have more opportunities for practice.

Option B: Have students reproduce a small version of one traffic sign they presented to the class, cutting the shape out of construction paper and drawing the symbol with markers or crayons. Ask students to glue or staple the traffic signs to short dowels and stick them in modeling clay so that they stand. Paint a bicycle course on the 3' x 3' piece of paper. Be sure to include driveways, crosswalks, sidewalks, pedestrians, and cars. Allow it to dry over night. The next day, ask students to work in pairs to find the appropriate points on the bicycle course to place their traffic signs.

3. Tell students: *Since you are the teachers today, you will take turns giving each other directions. You will need to tell your partner when to go straight and when to turn left or right. Be sure you remind your partner to follow the Bicycle Road Rules we came up with. What are they? Have students review the rules. What kinds of verbs will you use to give directions? Stop, look both ways, go straight, turn left, watch out, etc. What can you do if you're not sure what a traffic sign means? Use the learning strategies.*

بما أنكم المعلمون اليوم سوف تتبادلون الأدوار لتقدموا التعليمات لبعضكم لبعض. عليك أن تخبر زميلك متى يذهب إلى الأمام ومتى ينعصف شمالاً أو يميناً. تأكد أن تذكر زميلك ليتبع قوانين الطرق الخاصة بركوب الدراجة والتي وضعناها سوياً. ما هي أنواع الأفعال التي سوف تستخدمها لإعطاء التعليمات؟ Stop, look both ways, go straight, turn left, watch out, etc. ماذا ستفعل لو لم تكن متأكداً من ماذا تعني إشارة المرور؟

4. Option A: Have each student put on a bicycle helmet and take a short turn riding through the bike course, following the directions of a partner on the sidelines.

Option B: Have students "ride" through the bicycle course in pairs with the model bicycles they made. Ask students to take turns giving and following directions with their partners. Emphasize that although the model bicycles look like toys, students should always remember that bicycles are not toys—they are vehicles. For extra emphasis on safety, you may also ask students to wear

a helmet while they "ride" through the bicycle course.

Evaluation:

1. In class, give each student a fresh copy of the Parts of a Bike Worksheet and the Traffic Signs Worksheet. Ask them to fill in as many blanks as they can, then have them evaluate how well they achieved the goal of learning to read and identify the items. For homework, ask them to use *Self-Management* إدارة الذات to determine which strategy will help them remember the information they still need to learn. Make one or two suggestions as guides. The next day, have them share with you their progress and show how they use the strategy.
2. Ask students to fill out the *Self-Management* إدارة الذات Worksheet to record which learning strategies they used to learn about bicycle safety and which were most helpful to them.

Expansion

1. Have students use *Self-Management* إدارة الذات to choose whether they will create a poem, write a paragraph, or draw a picture about why bicycle safety is important to them. Ask them to discuss how they made their choice. Post their projects in the classroom.
2. Give students a list of vocabulary words and ask them to use *Self-Management* إدارة الذات to learn them. Have them record in learning logs or journals which learning strategies they use and how well they work for them.

استمارة المتابعة بإدارة الذات

Self-Management Worksheet

Directions: Put a check next to the learning strategies you used to learn about bicycle safety. Circle 1 if you did not find it helpful, and circle 5 if you found it quite helpful.

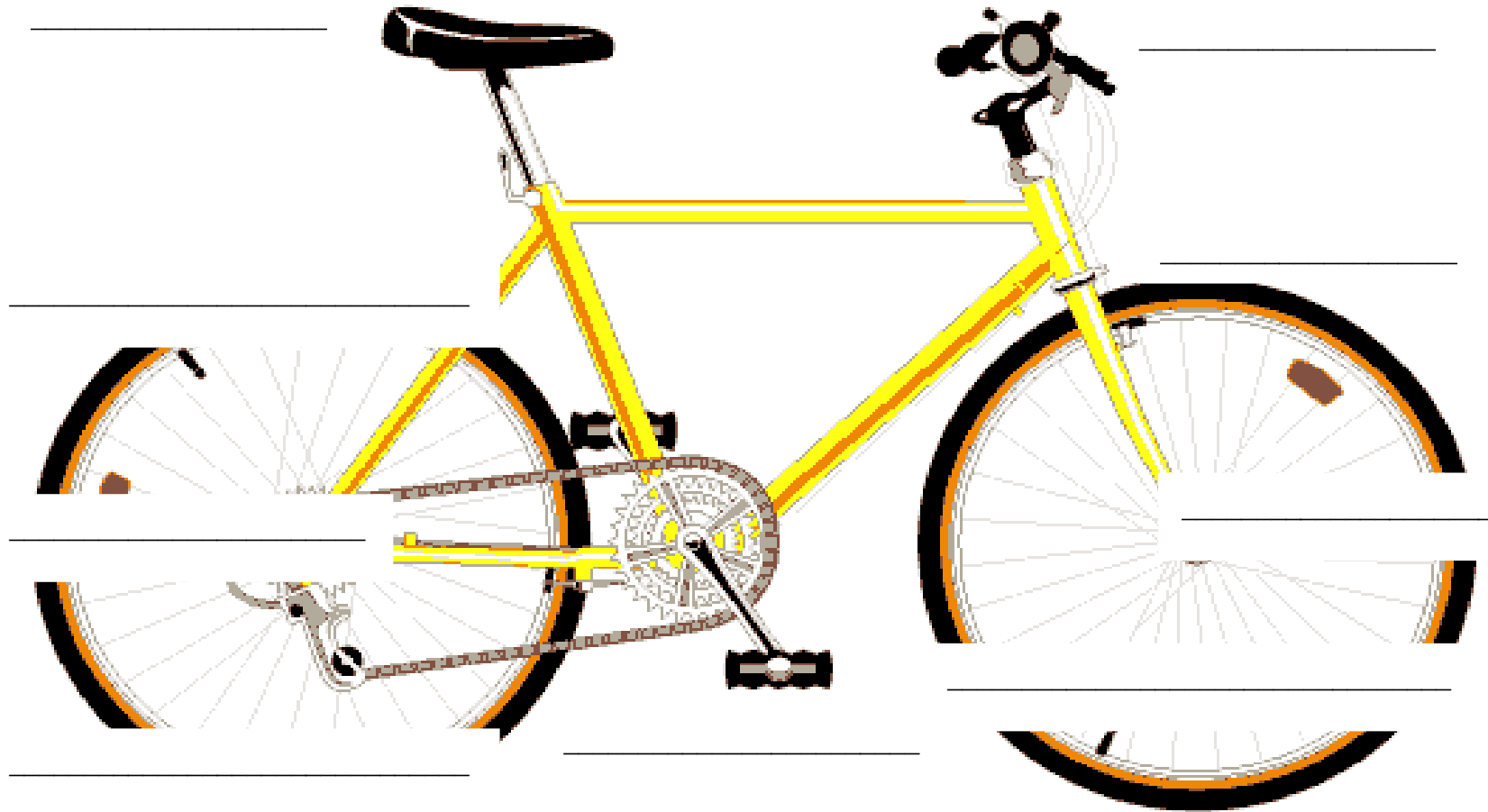
Learning Strategies I used	Did the Learning Strategy Help Me?					How did I use it?
	1	2	3	4	5	
<i>Selective Attention</i> الانتباه الاختياري	1	2	3	4	5	
<i>Take Notes</i> تدوين الملاحظات	1	2	3	4	5	
<i>Use Imagery</i> استعمال التخيل	1	2	3	4	5	
<i>Manipulate / Act Out</i> الحركة والتمثيل	1	2	3	4	5	
<i>Cooperate</i> التعاون	1	2	3	4	5	
<i>Inference</i> الاستنتاج	1	2	3	4	5	
<i>Use Resources</i> استخدام المصادر	1	2	3	4	5	
<i>Transfer / Cognates</i> الإدراك والتطبيق	1	2	3	4	5	

Which of these learning strategies do you like to use most? _____

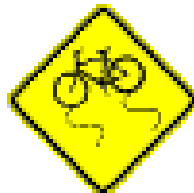
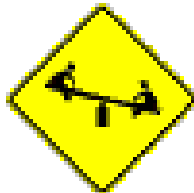
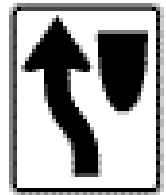
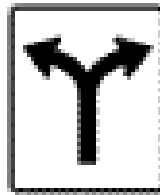
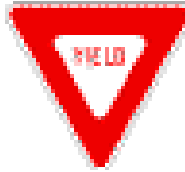
How did it help you learn about bicycle safety? _____

What other ways do you use it? _____

Parts of a Bicycle Worksheet



Traffic Signs Worksheet



Chapter 6:

REVIEW OF THE LITERATURE ON LEARNING STRATEGIES INSTRUCTION

In this Chapter, we summarize the research basis and rationale for teaching learning strategies to language students. This is particularly important for elementary students enrolled in immersion programs, who learn new content through the target language. They aim to simultaneously achieve content knowledge and target language proficiency. Research shows that students participating in these programs generally outperform their native English-speaking peers on content area assessments given in English (Genessee, 1987). Other research, however, indicates that they do not perform as well in the target language as their peers who speak it natively. Students frequently become fluent in the language but continue to struggle with accuracy well into and beyond their immersion experience (Swain, 1985). Our research suggests that all students, even first graders, use learning strategies (Chamot et al., 1999). Guiding students' natural tendency to use strategic thinking while focusing on effective language learning as well as content learning can facilitate students' development in both areas.

The intent of learning strategy instruction is to help all students become better language learners. When students begin to understand their own learning processes and can exert some control over these processes, they tend to take more responsibility for their own learning (Pressley & Afflerbach, 1995). This self-knowledge and skill in regulating one's own learning is a characteristic of good learners, including good language learners. Research with both first and second language learners is revealing some of the ways of thinking that guide and assist an individual's attempts to learn more effectively (Paris & Winograd, 1990).

Successful language learners are more strategic than less effective language learners. By "strategic," we mean that they are better able to figure out the task requirements and are flexible in their approach to solving any problems they encounter while working on the task. Unsuccessful language learners, on the other hand, while not necessarily unaware of strategies, have difficulty in choosing the best strategy for a specific task, and often have a limited variety of strategies in their repertoire.

Students who think and work strategically are more motivated to learn (Paris, 1988) and have a higher sense of self-efficacy, or confidence in their own learning ability (Zimmerman, 1990; Zimmerman & Pons, 1986). That is, strategic students perceive themselves as more able to succeed academically than students who do not know how to use strategies effectively. With this positive attitude toward language learning, students are also able to lower their anxiety level while working with a foreign language. Instructing students in strategies that lower anxiety can help all students gain the confidence they need to perform their best, especially in the classroom (Khaldieh, 2000). Students who expect to be successful at a learning task generally are successful, and each successful learning experience increases motivation.

In order to continue to be successful with learning tasks, students need to be aware of the strategies that lead to their success. As we refer to it in this guide, awareness of one's own thinking processes is generally known as *metacognition* or *metacognitive awareness* (Flavell, 1979; Pressley & Afflerbach, 1995; Rivers, 2001). The value of this type of self-knowledge is that it leads to reflection, to planning how to proceed with a learning task, to monitoring one's own performance on an ongoing basis, and to self-evaluation upon task completion. In other words, it leads to self-regulation of one's learning. Students with greater metacognitive awareness understand the similarity between the current learning task and previous ones, know the strategies required for successful learning, and anticipate success as a result of knowing "how to learn" (O'Malley & Chamot, 1990; Paris & Winograd, 1990).

One study that investigated differences between more and less effective language learners focused on listening comprehension (O'Malley, Chamot, & Küpper, 1989). Significant differences in strategy use were found between good and poor listeners in three major areas. Effective listeners: (1) monitored their comprehension by continually asking themselves if what they were hearing made sense; (2) related new information to their prior knowledge by recalling relevant personal experiences or things they had studied; and (3) made inferences about unknown words or information. Similar research with both high school and college foreign language students found differences between more and less effective learners in the number and/or range of strategies used, in how the strategies were used, and in whether they were appropriate for the task (Anderson, 1991; Barnett, 1988; Block, 1986; Bruen, 2001; Carrell, 1989; Chamot, 1993; Chamot & Küpper, 1989; Fan, 2003; Green & Oxford, 1995; Halbach, 2000).

Very little research has been carried out on the language learning strategies of elementary students. However, Padron and Waxman (1998) examined the strategy use of native Spanish-speaking ESL students in Grades 3, 4, and 5 using a self-report questionnaire. They found a relationship between learning strategy use and English language acquisition. More effective learners used a wider range of strategies.

Research into elementary immersion programs has yielded similar results. One part of a 6-year study involving French, Spanish, and Japanese elementary immersion students focused on identifying and analyzing learning strategy use among third- and fourth-graders during reading and writing tasks (Chamot & El-Dinary, 1999). Transcripts from think-aloud sessions suggest that effective learners were more flexible in their strategy use, and were more likely to monitor and adjust their use of various strategies as they progressed on the task. Less effective students often employed a smaller repertoire of strategies that were sometimes inappropriate for the given task. These learners also tended to continue attempting to apply an ineffective strategy. The results of this study also suggest that less effective learners generally focus too much on details, while more effective learners were able to view the task as a whole and coherent assignment.

If good language learners know how to use learning strategies to assist their language performance, can teachers help less effective language learners by teaching them how to use some of the same strategies?

Research has been conducted on how to use various instructional models (including CALLA, for example, presented in this Resource Guide) to teach learning strategies in a range of contexts.

(Derry, 1990; Dole, Duffy, Roehler, & Pearson, 1991; El-Dinary, 1993; El-Dinary, Brown, & Van Meter, 1995; Harris & Graham, 1992; Palincsar & Klenk, 1992; and Wood, Woloshyn, & Willoughby, 1995.) In fact, researchers and teachers in native language contexts have been quite successful in improving student performance through learning strategy instruction in areas such as reading comprehension, writing, and problem-solving (De La Paaz & Graham, 2002; Derry, 1990; El-Dinary, Brown, & Van Meter, 1995; Fuchs et al., 2003; Gagné, Yekovitch, & Yekovitch, 1993; Harris & Graham, 1992; Palincsar & Brown, 1985; Palincsar & Brown, 1986; Pressley & Woloshyn, 1995; Pressley & Harris, 1990; Silver & Marshall, 1990; Wood, Woloshyn, & Willoughby, 1995).

Second-language researchers have also investigated a variety of language learning tasks, including listening, reading, speaking, and writing. While much additional research remains to be done with language learning strategies, many of the studies carried out to date report that instruction in learning strategies can, if properly conducted, help students increase their language learning ability and confidence. (Hosenfeld, Arnold, Kirchofer, Laciura, & Wilson, 1981; O'Malley, Chamot, Stewner-Manzanares, Russo, & Küpper, 1985; Ross & Rost, 1991; Rubin, Quinn, & Enos, 1988; Thompson & Rubin, 1993).

General models for language learning strategy instruction for all levels of instruction have been developed for teachers of foreign languages and English as a second or foreign language (Chamot et al, 1999; Cohen, 1998; Oxford, 1990). For an overview of language learning taxonomies, see Hsiao and Cohen (2002). By working on a number of foreign language research studies and observing foreign language and immersion classrooms, NCLRC researchers have constructed the set of learning strategies presented in this guide. Using the Resource Guide, these are strategies that teachers can actually teach and that students find useful in learning language and other subject material. This is the first guide devoted to learning strategy instruction for elementary immersion language teachers. We hope that it provided useful information, methodology and materials for you and your students.

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Appendix J: Worksheets for Learning Strategies Instruction*	

**In Appendix J the worksheets for foreign language instruction are provided in English. They are followed by blank worksheets so that teachers can fill them in with text in the target language.*

Appendix A

Development of the Elementary Immersion Learning Strategies Resource Guide

How was the Resource Guide Project Developed?

Throughout its tenure as a language resource center, the NCLRC has operated on the belief that instructional resources should be developed with the assistance of the experienced teachers who will use them. The Resource Guide is no exception.

The Elementary Immersion Learning Strategies Resource Guide Project was conducted over a three-year period (1999-2002). During the first year, the NLCRC collaborated with local area teachers to develop the Resource Guide's key elements, such as the content and language objectives for the sample lesson plans and the learning strategies instruction scope and sequence. Beginning in January of 2000, project coordinators recruited a team of teachers from elementary immersion programs in two school districts in the Washington, D.C. area: Fairfax County, Virginia and Montgomery County, Maryland. During the spring and summer of that year, the team of teachers received training in learning strategies instruction. They incorporated learning strategies into their lessons based on experience teaching grade-level content and their respective target languages. These lessons became blueprints for the sample lessons included in Chapter Five of the Resource Guide.

The second year of the project was dedicated to completing a pilot test draft of the Resource Guide. In the spring of 2001, teachers pilot-tested lessons in their classrooms and provided valuable feedback to steer revisions. Administrators and other foreign language educators also reviewed the pilot test draft. The last year of the project was dedicated to finishing the final draft, disseminating it to teachers nationwide, and evaluating its usefulness.

Which Foreign Language Immersion Programs Were Involved in this Project?

Immersion teachers from Fairfax County, Virginia, and Montgomery County, Maryland, participated in the research and development of the Resource Guide. The majority of these teachers have taught in partial immersion programs in Fairfax County Public Schools. They developed many of the lessons included in the Resource Guide.

Fairfax County's school district is the 12th largest in the United States and has a long-standing immersion program. The Fairfax County Public Schools' immersion program model is based on those immersion programs that were implemented in many school districts throughout Canada and the United States in the 1970's and 1980's. Students learn mathematics, science and health through one of four target languages—French, German, Japanese or Spanish—for half of the school day. Instruction of language arts and social studies is given in English during the remaining half of the day. The immersion programs focus on math, science and health because these content areas use manipulatives and hands-on activities—techniques that contribute to the second language acquisition process. Currently there are seven Spanish, three Japanese, two French and one German elementary immersion programs underway in Fairfax County.

Immersion teachers from Montgomery County were involved as well in the learning strategies research that is the basis for the Resource Guide. Montgomery County Public Schools offer total immersion programs in French, Spanish and Chinese. In the French and Spanish immersion programs, all content area instruction—including the teaching of reading and writing—is implemented in the target language. In the Chinese immersion program, students in kindergarten and first grade spend 70% of the school day learning the Montgomery County curriculum in Chinese; the other 30% is spent learning reading and language arts in English. By second grade, the students learn in Chinese for half the day and in English the remaining half. Montgomery County Public Schools also offer a Spanish partial immersion program.

Appendix B **Anansi and the Stories: Learning Strategies Version**

Anansi and the Stories: Learning Strategies Version

Tiger was king of the jungle. When he roared, the other animals shook with fear. When Tiger spoke, the animals ran to obey him. Tiger was big and brave, proud and powerful.

Anansi the spider was little and timid, humble and weak. The animals took no notice of him at all. When he spoke, nobody listened. **But Anansi wanted something very important for himself.**

So one night, when all the animals were together, Anansi said, “Tiger, you are the king of the jungle. All the animals do as you say. You own everything. You know everything. Will you give me one little thing?”

Tiger flipped the end of his tail back and forth. “What do you want, Anansi?” he asked.

“I want the stories,” Anansi said.

“The stories?” Tiger asked.

The other animals looked afraid. How dare Anansi ask for the stories? The stories were important! Whenever the animals came together, they told stories to each other. The stories helped them to understand the world. The stories told them who was wise and who was foolish. The stories told them why things happened. The stories told them how to live their lives. Tiger looked past Anansi as if he wasn't there. He growled a little. Then he said, “What do you want with the stories, Anansi?”

“I want you to call the stories Anansi stories,” Anansi said.

The animals gasped in surprise.

Tiger decided to make a fool of Anansi and keep the stories for himself. He said, “Very well, Anansi, we will call the stories Anansi stories.”

“Thank you, thank you,” said Anansi.

“But first I have a little task for you,” Tiger went on.

“Anything,” said Anansi.

“You must catch Snake,” Tiger said. “You must catch him and tie him up.”

All the animals laughed out loud. That was impossible!

Anansi looked worried, but he also wanted the stories very much. **So he set a goal for himself. He would capture Snake.** He said, “I will catch Snake for you, Tiger. And then the stories are mine!”

The two additions in this section of the story (the sentences in bold) underscore the importance of internalizing and personalizing goals, an essential part of planning. Anansi's goal is important to him; it is something he clearly wants. He knows what his goal is and states it to himself explicitly. Helping children to understand their own learning goals is an important step in achieving them. Anansi accepts the task of capturing Snake, which will allow him to achieve his goal to be the owner of the stories. This idea helps children understand that we must work hard at tasks in order to reach our goals.

The other animals laughed. Silly Anansi! Clever Tiger!

The next day Anansi tried to trap Snake, but Snake got away. The day after that, he made another trap, but Snake escaped again. Then Anansi went away and thought very hard. **Anansi knew a lot about Snake. So he asked himself, “What do I remember about Snake? Ahh! Snake is very proud of how long he is.” Anansi then thought about what might be longer than Snake. “Ahh, bamboo is longer than Snake. I think Snake might want to prove that he is longer than bamboo...hmm.” Anansi thought some more about what he would need to catch Snake. “I need rope,” he said to himself. “But how much? One long piece, two pieces, or maybe three...?” He predicted that three pieces would work best. “Now I have a plan to catch Snake! I will wait for him in the bamboo grove.”**

The sentence from the original story, “Then Anansi went away and thought very hard,” provides a perfect opportunity to build in some critical planning strategies. Anansi uses the planning strategy *Use Background Knowledge* to think of what he already knows about Snake to help plan how best to capture him. He also uses the planning strategy *Make Predictions* to prepare the materials he will need to carry out his plan. The added language makes explicit the plan that is implied in the original version.

That night Anansi met Snake in the bamboo grove. “Good evening, Snake,” Anansi said. “I’m sorry you are not the longest thing in the forest anymore.”

“What do you mean?” Snake asked.

“Tiger says the bamboo is longer,” Anansi said. “See? Here is a long piece of bamboo. I’m sure it’s longer than you are.”

Snake sniffed. “We’ll soon see about that!” he said. He wound himself around the bamboo. **Anansi was afraid of Snake, but he didn’t want to give up and run away. So he kept saying to himself, “I’m not afraid. I can catch Snake, I can catch Snake!”**

In this section, Anansi is engaged in the task of capturing Snake. Monitoring strategies are important to ensure that the task is moving along as planned. *Talk Yourself Through It* is the monitoring strategy we use when we need reassurance to help us through some particularly difficult aspect of a task. Anansi realizes that he is afraid of Snake. But he also has his goal in mind and does not want to give up, so he reassures himself by telling himself that he can overcome his fear and capture Snake.

Anansi ran up and down the bamboo. “I can’t see which is longer,” Anansi said. “I think you are moving up the bamboo.”

“I’m not moving,” Snake said.

Because he knew that Snake was very, very proud, Anansi guessed that Snake would not give up. “Maybe not,” Anansi said, “but I can’t say for sure that you are longer than the bamboo. Sorry.” Anansi turned away.

“I know,” said Snake. “Tie my tail to the bamboo. Then you know I can’t move.” **Anansi had guessed right!**

Here Anansi uses *Make Predictions* as a problem solving strategy to guess that Snake would not give up; he would allow himself to be tied to the bamboo to prove that he is the longest of all the plants and animals in the jungle. *Evaluate* is a strategy that accompanies *Make Predictions*. In Anansi’s case, his guess that Snake’s pride would force him to submit to being tied up is verified on sight.

Anansi came back with **one piece of rope**. “All right,” he said. “Perhaps that will help.” So he tied Snake's tail to the bamboo. **Anansi made a picture in his mind of Snake tied from head to foot**. Then he ran up to Snake's head.

“You're almost there!” Anansi said. “Stretch, Snake, stretch!” Snake stretched. “I'm going around the bamboo,” Snake said. “That makes me look shorter. Please tie my middle to the pole, Anansi. Then I can lie on the bamboo. I won't have to go around it.”

Anansi did as he was asked, and tied Snake's middle to the pole with his **second piece of rope**.

The other animals came to watch. They saw Snake lying on the bamboo pole. He was nearly the same length.

“Stretch, Snake, stretch!” the animals called. Snake stretched. His head didn't quite pass the top of the pole. **Anansi asked himself if Snake could still get away. He saw in his mind how Snake could wriggle and stretch and get free from the two pieces of rope.**

The references to Anansi's three pieces of rope were added to underscore that Anansi used the strategy *Organize / Plan*. He thought ahead about the sequencing of his task and considered that Snake might not allow himself to be completely tied up all at once. He used *Organize / Plan* to prepare his materials to meet the demands of the task. Anansi also *Used Imagery* as a monitoring strategy to help him visualize how well he was doing in tying up Snake. It allowed him to compare the “finished product” with where he was in the process. Anansi also used another strategy, *Monitor*. By asking himself whether Snake could still escape, he was able to keep track of how well he was doing and to identify problems. Anansi's use of both *Use Imagery* and *Monitor* is an example of how strategic thinkers employ strategies in tandem with one another.

Anansi said, “If I tie your head to the pole, you'll be longer than the bamboo.”

Snake said, “I am longer than the bamboo pole. I know it! Tie my head to the pole.”

Anansi **took out his third piece of rope and** tied Snake's head to the pole. Tiger walked into the clearing. There was Snake, all tied up. The other animals watched Tiger. Tiger smiled and said, "The stories are yours, Anansi." He did not want the other animals to see he was angry. **Anansi looked around at all the other animals. He felt proud of himself. He thought about everything he had done to catch Snake. "How well did I do?" he asked himself. "I thought about what I knew about Snake. I used what I knew to catch Snake. I guessed right about how much rope I would need. And most important, I met my goal, and now I have the stories!"**

To this very day, people tell the Anansi stories to remember how, **by using the best plan ever**, clever little Anansi captured Snake and won the stories from Tiger.

This last segment of the story highlights the importance of spending time after completing a task to reflect on how well you carried out your plans and to check how well strategies helped you. Anansi thinks through some of the major strategies he used and decides that they served him well. Though we may sometimes reflect on how well we were able to meet our goals, we frequently neglect to evaluate our strategies. Both are important to the evaluation phase.

Appendix C

Stories for Strategic Thinkers: An Annotated Bibliography

Although the titles in this bibliography refer to stories in English, they are effective illustrations of strategic thinking. Teachers can translate them into their target language. Some are available in other languages (for example, *Stone Soup* in French and *The Lizard and the Sun* in Spanish).

***More Than Anything Else* by Marie Bradby. Illustrated by Chris K. Soentpiet. Orchard Books, NY: 1995.**

In this story set during the post-Civil War era, Booker overcomes poverty, hunger, and fatigue to achieve his goal of learning to read. The nine-year old wants to learn to read “more than anything else” and expresses confidence in himself despite the struggle to decipher a book all alone. Yet his thoughts “get slippery” and he “can’t catch the tune of what [he] see[s]” even though he studies very hard. Finally, he enlists the help of a newspaper man who teaches him the sounds of the alphabet—their secret song—and shows him how to write his name. The first-person narration focuses heavily on his thoughts about reading and the steps he takes to fulfill his personal ambition. It can effectively introduce a number of learning strategies such as: *Organize/Plan, Use Selective Attention, Use Imagery, Make Predictions, and Access Information Resources.*

***Arthur Meets the President* by Marc Brown. Little, Brown and Company, Boston, MA: 1991.**

In this “Arthur Adventure,” Mr. Ratburn announces to the students in Arthur’s class that they will enter a national essay contest. While everyone begins to write, Arthur spends time thinking. Then he writes the winning essay. Arthur’s prize is an invitation to memorize his essay and recite it in a speech at the White House. Arthur worries he will get nervous and forget the words to his speech, so he writes it out on note cards. But just moments before his speech, the note cards blow away in a gust of wind from the President’s helicopter. At the podium, Arthur’s mind goes blank. But then his sister D.W. comes up with a plan and helps him remember his speech. It turns out to be a great success. This story shows how strategic thinking helps students write well. It can be used to present the learning strategy *Manage Your Own Learning*, because Arthur learns that *Use Graphic Organizers/Take Notes* works better for him than *Use Real Objects / Role Play*. It also provides an example of *Use Background Knowledge* and *Cooperate*.

***Hugh Can Do* by Jennifer Armstrong. Illustrated by Kimberly Bulcken Root. Crown Publishers, Inc., NY: 1992.**

This folktale is about a penniless orphan who wants to seek his fortune in the city, but must pay his way across a toll bridge to get there. The Tollbooth Man agrees to let him cross for a loaf of bread. To earn it, Hugh runs several errands for the townspeople, happily slapping his knee and exclaiming “Done!” at every request. Then he meets an old woman who offers him a puzzling

bargain he thinks he might not be able to satisfy. Confused, he sits on the riverbank and performs a think-aloud to figure it out. Hugh uses strategic thinking to find the solution, then completes the bargain. But when he returns to the bridge with the loaf of bread, the Tollbooth Man is gone. In the end, Hugh's new friends from town reward his commitment themselves. They bring him to the city in their wagon, and he realizes that their friendship is the most important part of his fortune to come. This folktale furnishes an ideal example of metacognitive thinking, *Access Information Sources*, and *Talk Yourself Through It*.

***Hoang Breaks the Lucky Teapot* by Rosemary K Breckler. Illustrated by Adrian Frankel. Houghton Mifflin Company, Boston: 1992.**

When this story's main character, Hoang, accidentally breaks the lucky teapot his grandmother gave him before he left Vietnam, he becomes frightened that *Xui Xeo*, bad fortune, will enter his house. He asks himself how he can bring *May Man*, good fortune, back to protect him during his first winter in America. Hoang tries to mold a new *gia truyen*, but the mud he uses is too hard. He goes to bed and thinks. In the night, he gets up and tries to glue the lucky teapot back together. The glue will not hold, so he paints the design of his *gia truyen* on an old, chipped teapot. In the morning, he is happy because *May Man* recognizes the new lucky teapot and returns to his home. This story emphasizes how Hoang's imagination works to support his strategic thinking. Its narrative questions like "Would it find them?" and "But how?" encourage students to get involved in the story while they learn about the metacognitive model.

***Stone Soup: An Old Tale* told and illustrated by Marcia Brown. Charles Scribner's Sons, NY: 1975. (A French version of the story is available under the title *Une Drôle de Soupe*.)**

Three hungry soldiers on their way home from the wars approach a town where they hope to find food and shelter for the night. The villagers hide all they have to eat when they see the soldiers coming. The soldiers ask at every house, but all the villagers refuse to help them: they have no food or room to share. So the soldiers confer among themselves and come up with a plan. They tell the people they are going to make stone soup, then they fill a huge pot with water and three large stones. The others become so curious that gradually they agree to add some ingredients to the soup. In the end, the entire village sits down to a feast of soup, bread, roast and cider, and the soldiers are welcomed into the villagers' homes. When the villagers thank the soldiers for teaching them to make soup from stones, the soldiers reply, "Oh, it's all in knowing how." This traditional tale reflects the learning strategies *Cooperate*, *Organize / Plan*, and *Access Information Sources*. The soldiers illustrate each phase of the metacognitive model in the strategic way they carry out their plan to fool the villagers.

***Guess Who's Coming, Jesse Bear* by Nancy White Carlstrom. Illustrated by Bruce Degen. Simon & Schuster Books for Young Readers, NY: 1998.**

As the title indicates, this easy-reader is about a little bear who receives a visitor. At the beginning, he overhears his mother on the telephone inviting someone to come stay with him, and he tries to guess who it may be. He is disappointed to discover it is his cousin Sara, but then grows to enjoy her company during the week they spend together. The story outlines their activities Monday through Sunday, showing that they have more and more fun together each day. Then it emphasizes

the cousins' change of heart when Jesse makes a valentine-shaped card for Sara, and she tells him "You're really not so bad. / I did not want to visit you, / Now leaving makes me sad." The story explains how and why *Evaluate* should be used to complement *Make Predictions*. Told from Jesse's perspective, the story includes self-reflection and illustrations that depict strategic thinking. Its calendar-like structure also allows the story to integrate smoothly into pre-existing lesson plans about the days of the week.

***Mike Mulligan and his Steam Shovel* told and illustrated by Virginia Lee Burton. Houghton Mifflin Company, Boston: 1939.**

Together, Mike Mulligan and Mary Anne the Steam Shovel dig important holes for transportation and buildings. But new gasoline, electric, and Diesel shovels threaten to replace Mary Anne. No one wants to hire steam shovels anymore. So Mike Mulligan makes a plan to save her: he offers to dig the cellar of Popperville's new town hall in less than a day, or not to be paid for the job. All the people of Poppersville and the neighboring towns gather around; they watch the two heroes and encourage them to work even harder. Mike Mulligan and Mary Anne succeed, but they dig so fast that they forget to leave a way out of the hole. They don't know what to do. Everyone tries to think of a good idea. Finally, one little boy finds the ingenious solution that makes them all happy: Mary Anne stays in the cellar to heat the town hall and Mike Mulligan becomes its caretaker. This classic story exemplifies *Cooperate* and the monitoring phase of the metacognitive model in particular.

***The Little Red Ant and the Great Big Crumb* retold by Shirley Climo. Illustrated by Francisco X. Mora. Clarion Books, NY: 1995.**

In this Mexican fable, one ant who is smaller than all of her cousins struggles to return a crumb of cake to their nest. Since it is too heavy for her to carry, she sets out in search of someone strong to help her. Each time she spies a new object in her path, she uses a clue to guess what it is. She meets several animals, but they endanger her instead of helping. Finally, she crawls up the body of a man passing by to ask for help in his ear. He shouts "Ticklebugs!" and runs away. His fear gives the little ant an idea: because she scared a man who is stronger than the other animals, she is "the strongest of all." With new confidence, the little ant carries the crumb home herself. She feasts on it all winter long and grows to be the same size as her cousins. In the way she solves problems, the little ant models *Make Inferences* and *Talk Yourself Through It*; students can use these strategies as well to help them understand Spanish words distributed throughout the text. Elements of the fable are also appropriate for reviewing *Use Selective Attention*, *Group / Classify*, and *Make Predictions*.

***The Bat in the Boot* told and illustrated by Annie Cannon. Orchard Books, NY: 1996.**

When Lilly and her little brother, Will, find a baby bat stranded in their dad's boot, they decide to take care of it until it grows big enough to survive on its own. They ask their parents questions to learn about it, then they make it a safe home in a shoebox and feed it milk with an eyedropper throughout the day. In the evening, they hear a sudden noise and see a large bat streak through the window. Although they cannot see or hear what happens, they figure out that the bat's mother has come to rescue it. When they return to the box, the baby bat is gone. From then on, they try to distinguish the bat they helped from other bats based on its distinctive traits. The introductory pages

of this book encourage students to *Use Background Knowledge* about bats and facilitate review of the learning strategy before starting to read. The story's dialogue closely resembles a think-aloud and highlights the characters' use of additional strategies, such as: *Access Information Sources*, *Use Selective Attention*, *Find/Apply Patterns* and *Make Inferences*. In the book's conclusion, a zookeeper tells Lilly and Will more about bats in order to help them *Evaluate*.

***Tonio's Cat* by Mary Calhoun. Illustrated by Edward Martinez. Morrow Junior Books, NY: 1996.**

Tonio just moved to California from Mexico, so he misses his dog and is too new in town to play with the other boys. Things start going better when he meets a stray cat named Toughy and realizes that cats make good pets, too. He wants to keep Toughy, but no pets are allowed in his building. Instead, he brings scraps of food to share with Toughy each day outside the cafeteria and each evening after dinner. Toughy follows him wherever he goes. Then one day he stops coming to see Tonio, and Tonio is sad. Near his apartment, he sees a boy and girl poking Toughy in a cage. He tells them Toughy belongs to him so they set him free. Afterwards, Toughy stays with Tonio, and they both make new friends in the neighborhood. This story can be adapted to portray the learning strategies *Make Predictions*, *Evaluate*, *Access Information Sources*, and *Make Inferences*. Its dialogue includes many Spanish sentences that are immediately translated into English in the narration.

***The Lizard and The Sun. La Lagartija y el Sol* by Alma Flor Ada. Illustrated by Felipe Dávalos. Translated by Rosalma Zubizarreta. Doubleday, NY: 1997.**

In this Mexican folktale, everyone becomes cold and frightened when the sun does not rise for many days. The animals all spread out in their different habitats to search for the sun. But the sun is nowhere to be found, and only the lizard continues to search. Finally, she comes across a very strange rock that shines brightly from within. She runs off to tell the emperor about her discovery, making no stops on her journey until she reaches the palace. The emperor commands her to move the rock, but she is too weak to budge it. Curious to see the rock, the emperor invites the woodpecker to join them, and then sets off with the lizard to investigate. He asks the woodpecker to hit the rock with his beak. The hole he makes reveals the sun sleeping inside. Despite coaching and coaxing, the sun refuses to wake up. So the emperor calls for the finest dancers and musicians to come make a beautiful celebration. The sun wakes up and climbs high in the sky to watch their joyful festivity. Since that day, lizards love to lie in the sun and remember the day when they helped bring the sun back to heat and light the world. This bilingual version of the old folktale supplies opportunities to present a host of learning strategies in Spanish and English. These include: *Use Background Knowledge*, *Use Selective Attention*, *Access Information Sources*, *Cooperate*, *Find/Apply Patterns*, *Organize / Plan*, *Cognates*, *Evaluate*. Appropriate for students at any level, this folktale effectively enhances learning strategy lessons about energy or the environment.

***Ida and the Wool Smugglers* by Sue Ann Alderson. Illustrated by Ann Blades. Margaret K. McElderry Books, NY: 1988.**

In this story set off the West Coast of Canada, Ida lives with her family on a sheep farm during the Pioneer Era. One day, while everyone else is busy with the sheep run, Mother sends Ida to the

Springmans' house with a loaf of bread. Mother and John tell Ida that she is not big enough to help run the sheep, or even to hold the neighbor's new baby when she arrives. Disappointed, Ida begins her trip. She stops to pet one of her favorite ewes, Tandy, along the way. Then she hears whistling in the woods. Ida figures out that there are wool smugglers hiding there, waiting to steal Tandy. She doesn't want her sheep to be stolen or hurt, so she decides to have "her very own sheep run." She thinks about the noises she uses to make chickens, kittens and pigs move, then she invents a new noise to make Tandy move. It works! When she reaches the neighbors' house safely with the sheep, Mrs. Springman tells Ida how brave and clever she acted. Mrs. Springman asks Ida whether she can hold the baby for her, and Ida proudly answers, "Yes [...] I think I am big enough now." Ida models strategic thinking in this story by illustrating learning strategies such as *Use Background Knowledge*, *Access Information Sources*, *Talk Yourself Through It*, and *Find/Apply Patterns*.

***Ethan's Favorite Teacher* by Hila Coleman. Illustrated by John Wallner. Crown Publishers, Inc., NY: 1975.**

At the beginning of this story, Ethan feels so preoccupied by really important questions like, "Why does it get dark at night?" and "Why do zebras have stripes?" that he has a hard time paying attention in school. He hates subjects like arithmetic and gives up right away when he doesn't know answers in class. He prefers to learn about animals at the zoo, especially Sadie and Bill, the two orangutans. When Ethan finds out that Sadie goes to school to learn how to play tic-tac-toe, he is fascinated. It surprises him that he loses the first time he plays against her. For several nights, he practices playing the game over and over. Still, Sadie wins their first rematch and Ethan wants to give up. But they play again, and he decides to concentrate better. Between turns, he tells Sadie, "You wait a minute [...] I'm going to think." Then Ethan's class takes a fieldtrip to the zoo. His classmates all say Betty is the smartest girl in the class and that she will beat Sadie at tic-tac-toe. She loses. Ethan plays and wins. Betty tries to call him a dumb-dumb and claim that it was luck, but he argues, "No it wasn't. [...] I figured it out." Thanks to his favorite teacher, Ethan learns he can focus and "be smart if [he] want[s] to." In turn, his story very effectively teaches *Use Selective Attention* as well as *Evaluate*.

***The Three Brothers* by Carolyn Croll. A Whitebird Book, NY: 1991.**

The old farmer in this German folktale loves all three of his sons equally, but knows he can only leave his farm to one of them. So he thinks up a plan: on one day, each son will take a turn filling the barn as much as he can—the one who fills it best will inherit the farm. The brothers brainstorm how they will fill it. The youngest, Amos, cannot come up with an idea, so he tells himself, "If I am this easily discouraged, I'll never win the farm" and thinks some more. The oldest brother crowds the barn with animals; the second heaps it even higher with hay. Night falls before Amos gets his turn. He lights a candle that overflows the barn with its glow. The farmer cries "Wonderful!" and gives the farm to Amos, who shares it with his brothers. This folktale works as a general introduction to strategic thinking. It can also help younger students understand how to *Make Inferences* from pictures, since the illustrations best show how full the barn is at different points in the story.

***Kirby Kelvin and the Not-Laughing Lessons* by Ivon Cecil. Illustrated by Judy Love. Whispering Coyote Press, Dallas: 1998.**

The title character in this story gets into some serious trouble when he can't stop laughing during his spelling test. For each example sentence Ms. Frost gives of the spelling words, Kirby Kelvin imagines a hilarious picture in his head. Eventually, he laughs so hard he falls out of his chair, so she sends him to Mr. Gloomsmith's office for Not-Laughing Lessons. Mr. Gloomsmith conjures up mental pictures of Kirby Kelvin riding an old bicycle while all his friends ride new ones, having to tear down his tree house, and being deserted on his birthday. Kirby Kelvin gets so sad he has to open his eyes. He decides to give Mr. Gloomsmith Laughing Lessons, since the solemn man doesn't remember how to laugh. Kirby Kelvin turns all of the sad images into happy ones in Mr. Gloomsmith's head, and then they laugh together. This is a good introduction for the strategy *Use Selective Attention*.

Appendix E
Examples of Play Activities

Play	Strategy	Academic Applications
Team Sports, any cooperative play	Cooperate	Pair work Group projects
Building, drawing, complex pretend games	Organize/Plan	Plan a story Organize a project
Pretend games with dolls, cars, trains, etc.	Use Background Knowledge	Reading comprehension Writing composition
Sports - baseball, card games, group story telling	Prediction	Reading comprehension Making predictions in science experiments
Mystery bag Charades	Make Inferences	Reading comprehension Vocabulary development Making inferences in science from evidence
Telling and listening to stories, play "Me Too," roleplaying, pretend	Personalize	Reading comprehension Any conceptual or factual comprehension or memory task
Pretend games with objects such as cars or dolls and pretend role play games, building with objects, making things, art	Use Real Objects / Role Play	Reading comprehension Mathematical conceptual development through object manipulation
"Simon Says," "Where's Waldo?"	Use Selective Attention	Listening comprehension Attention to specific aspects of a stimulus in science
Brain teasers Puzzles	Find / Apply Patterns	Mathematical reasoning Logic-Language patterns
Cards games, word games naming objects such as "Categories."	Group / Classify	Tasks involving memory Science-Contrasting similarities and differences

Appendix F

Model for Developing a Strategies Lesson

Step 1:

What do you want your students to be able to do? What you want your students to do will become the *practice phase* of your lesson.

a. Write a brief description of the *content* you want your students to learn.

Step 2:

Write a brief description of what your students will be doing or practicing with the content you have specified above.

Step 3:

Select a learning strategy that focuses on the process(es) your students are engaged in. Try to find the best “fit” between what your students will actually be doing and the learning strategy you will teach them.

Strategy _____

Why this strategy? _____

Appendix G
Learning Strategies Lesson Planning Form

Content Area: _____

Topic: _____

Grade: _____

Objectives

Content knowledge/skills: _____

Learning Strategy: _____

Procedures

Preparation

How will you find out what strategies your students are already using for this type of task?

Presentation

How will you model and describe the strategy? What name will you give the strategy in your target language?

Practice

How will students practice the strategy using the content and language you want them to learn?

Evaluation

How will your students assess whether the strategy helped them learn?

Expansion

How will students transfer the strategy to other tasks and situations?



Appendix H

Excerpts from Student Think-Alouds and Sample Think-Aloud Questions

These think-alouds were conducted at Maryvale Elementary School in the Montgomery County Public School District, Maryland, on December 1, 1994. Their transcripts were translated from French by NCLRC staff.

Use Background Knowledge

The student is getting ready to do an exercise. He thinks about what he learned in social studies to get ready.

Student: Me, I think that I need to think about what we did at the beginning of the school year because this was the first thing that we did in social studies and then I'm going to look at all the sentences and try to recall what it is. Since there are many that help me and I only need to fill a word in one place or another it will be easy enough.

Make Predictions

The student focuses on the title and picture before reading, then makes predictions based on background knowledge.

Student: First, after reading the title, it's an Egyptian temple, a temple from ancient Egypt, and on the edge of an island...and there are two people ...it's probably the two principal characters in the book...and they are probably... they aren't Egyptians...but maybe that is in Ancient Egypt.

Make Inferences

The student derives a word's meaning from context based on her knowledge of the language and the world.

Student: He meets a ... meets a...I would say a man because when we meet someone, it's like a man, a woman, children, something like that...

Use Imagery

In his imagination, the student visualizes the scene of what he is reading. Then he identifies key words. Note that the student seems to Make inferences to fill in the story and to Summarize what he thinks he understands.

Student: ...you can see that maybe he's scared. And he, I can see that there are, he sees a weasel that is moving along in a little...I can just imagine...I have, I just perceived it, but there's a weasel that is simply in other people's gardens. I can just imagine.... Those are surely the little key words and because he is anxious to join them.

Continued

Monitor / Make Inferences / Access Information Sources

Student explains what she does when there's a word she doesn't know: she rereads, she tries to guess, or she goes to the dictionary.

Student: Maybe I can reread the sentence...maybe it's ok...it's not the exact word, but maybe it's a word that I think the sentence means...and if I don't really understand I look in the dictionary.

Student is asked what he does when he comes across a word he doesn't understand. Student demonstrates Access Information Sources and Make Inferences.

Interviewer: ...And what do you do when you encounter a word like this that you don't understand?

Student: It depends, if I think that this word is important enough, I look it up in the dictionary but if I can maybe understand the sentence and it's clear enough, I don't look it up in the dictionary and I forget about it.

Interviewer: Okay...and here...can you do something with the word "pastures"?

Student: Maybe I think that there is something that wants to say that wants to say that...that it is very rich and fertile and there is a lot of sun which helps to do that...

On the following page you will find the “Sample Questions Guide for Teacher or Student Think-Alouds.”

Sample Questions Guide For Teacher or Student Think-Alouds

These three lists include some questions that you may use to guide you through performing a think-aloud in front of the class. Far from exhaustive, they are merely meant to give you ideas on how to develop a think-aloud appropriate for your students and the task you choose. Not every question applies to every task: you can choose which best matches your purposes. Formulating similar questions in the second-person voice will allow you to conduct student think-alouds.

Before the task:

- What do I do before I start (reading, working, doing the task)?
- What am I looking at? listening to? Why?
- What am I thinking about?
- Am I thinking about anything else?
- What do I want to do for this task?
- How will I probably do it?
- What may be difficult for me?
- What will probably be easy for me?

During the task:

- I stopped. Why?
- What am I thinking now?
- What can I do when (I see a word I don't know, I don't understand, I'm confused)?
- What else can I do?
- What else can I look at? listen to?
- What have I done before when I had similar trouble?
- Did it help me?
- What do I usually do?
- What usually helps me the best?
- What do I tell myself while I work?
- What do I ask myself while I work?
- How does that help me?
- Could doing something different help me better?
- What strategy am I using now?
- Is my strategy working?

Continued

After the task:

- How well did I do?
- What was difficult for me? Why?
- What was easy for me?
- How did I work through the difficult parts?
- What strategies did I try to use?
- Which strategies worked the best? When did they work the best?
- Which strategies didn't work very well? When did I try to use them?
- Will I use this strategy again?
- What did I do really well this time?
- What can I do better next time?

Appendix I

Learning Strategies Lists and Definitions in Foreign Languages:

Arabic

Chinese

French





German

Japanese







Russian

Spanish



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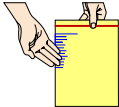

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The Elementary Immersion Learning Strategies Resource Guide

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It is available at: <https://carla.umn.edu/immersion/documents/eils-guide.pdf>


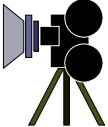
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學習策略

策略	解釋	
元認知策略		
整理/ 規劃	 月曆	<ul style="list-style-type: none"> • 安排任務或內容的順序。 • 設定目標。 • 規劃如何完成任務。
管理自己的學習	 調適腳步	<ul style="list-style-type: none"> • 確定自身最佳的學習方法。 • 確保能幫助你學習的條件。 • 尋求練習的機會。 • 專注於任務上。
監控	 檢查	在任務進行當中： <ul style="list-style-type: none"> • 檢查你的進度。 • 檢查你的理解程度。你真的懂了嗎？ • 檢查你的語言運用。你說的話別人懂嗎？
評估	 我做到了！	在任務完成後： <ul style="list-style-type: none"> • 評估你這項學習任務完成的好壞。 • 評估你策略運用的好壞。 • 決定這些策略對幫助你完成這項任務的效益有多大。

與任務有關的策略		
利用已有知識		
策略	解釋	
利用背景知識	 我知道	<ul style="list-style-type: none"> • 思考並運用你的現有知識來幫你完成這項任務。 • 運用聯想的方法。
推論	 利用線索	<ul style="list-style-type: none"> • 利用上下文及已知知識去推出涵義。 • 琢磨言外之音。
預測	 水晶球	<ul style="list-style-type: none"> • 預期將至之訊息。 • 對於將要發生的事做邏輯性的猜測。
個人化	 我	<ul style="list-style-type: none"> • 把新觀念與日常生活(你的經驗、知識、信仰和感覺)聯繫起來。
轉換/ 利用同源語	 媽媽 /mama	<ul style="list-style-type: none"> • 將你對其他語言的知識(包括母語知識)運用到目的語上。 • 辨識同源語詞彙。
替換/ 轉述	 備胎	<ul style="list-style-type: none"> • 遇到目的語中你所不認識的詞, 想一個相近的詞或用其它方式描述。





運用你的想像力		
策略	解釋	
利用圖象	 魔鏡, 魔鏡	<ul style="list-style-type: none"> • 運用影像去理解或表示訊息。
利用實物/ 角色扮演	 燈光, 攝影機, 開演!	<ul style="list-style-type: none"> • 用目的語實際演練或想像把自己置身於不同的角色之中。 • 在使用目的語時利用實物。

運用你的組織技巧		
策略	解釋	
找出/應用 模式	 <p>模式</p>	<ul style="list-style-type: none"> • 運用一個規則。 • 制定一個規則。
分類/歸類	 <p>整牌</p>	<ul style="list-style-type: none"> • 根據其屬性, 將字或想法串聯起來或將之分類。
用圖表做整理/ 做筆記	 <p>筆記本</p>	<ul style="list-style-type: none"> • 把觀念間的重要關係用視覺的方式表現出來 (例如: 圖解、時間線和圖表)。 • 將重要的詞和概念紀錄下來。
概述	 <p>主要概念</p>	<ul style="list-style-type: none"> • 在心裏, 或用口頭和筆頭的形式做摘要。
選擇注意	 <p>尋找特定訊息</p>	把注意力集中在特定的訊息、結構、關鍵詞、用語或者概念之上。

利用多種資源		
策略	解釋	
接觸資訊的來源	 全部看過!	<ul style="list-style-type: none"> • 使用字典、網際網路與其他參考資料。 • 尋找並利用資訊的來源。 • 遵循模範。 • 提出問題。
合作	 一起	<ul style="list-style-type: none"> • 與他人合作, 以完成任務、建立自信並相互幫助。
告訴自己可以做得到 (自我鼓勵)	 我做得得到!	<ul style="list-style-type: none"> • 利用內在資源。提醒自己所取得的進步、可獲得的資源及目標, 從而降低焦慮。







Translation by Rachel Liao, Georgetown University and Peter Gu, University of Singapore.

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Stratégies d'apprentissage


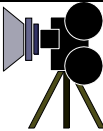
Stratégies	Description	
STRATEGIES METACOGNITIVES		
Organisez/ Planifiez	 Calendrier	<ul style="list-style-type: none"> -Planifiez la tâche et son contenu . -Définissez les objectifs. -Programmez la mise en oeuvre.
Gérez votre méthode d'apprentissage	 Organisez votre temps	<ul style="list-style-type: none"> -Déterminez la meilleure façon d'apprendre pour vous. - Mettez-vous dans des conditions de travail optimales -Profitez de toutes les occasions pour pratiquer. - Concentrez-vous sur la tâche à accomplir.
Surveillez votre progression	 Vérifiez votre performance	Durant votre travail: <ul style="list-style-type: none"> -Vérifiez vos progrès. -Vérifiez votre compréhension de la langue étudiée. Comprenez-vous bien? -Vérifiez votre propre production. Cela a-t-il un sens?
Evaluez vos résultats	 J'ai réussi!	En fin de travail: <ul style="list-style-type: none"> -Evaluez votre degré de réussite. -Vérifiez si vous avez bien appliqué les stratégies requises. - Jugez de l'efficacité des stratégies utilisées.

STRATEGIES REpondantes




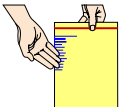

UTILISEZ VOS CONNAISSANCES




Utilisez vos connaissances de base	 Je sais.	-Réfléchissez à ce que vous savez déjà pour vous aider dans votre exercice. - Faites des associations d'idées.
Déduisez/ devinez	 Utilisez tous les indices	- Utilisez le contexte et vos connaissances pour tenter de comprendre. - Lisez et écoutez entre les lignes.
Faites des hypothèses	 La boule de crystal	-Anticipez ce qui peut arriver. -Faites des hypothèses logiques sur les diverses possibilités .
Personnalisez	 Moi	-Associez de nouveaux concepts à votre expérience personnelle, vos connaissances, vos convictions et émotions.
Transférez / Utilisez des mots de même origine .	 Un vase/ a vase	-Utilisez vos connaissances linguistiques d'autres langues,(y compris la vôtre). - Identifiez les mots de même origine.
Substituez / Paraphrasez	 Roue de secours	-Pensez à un mot équivalent ou à une phrase descriptive pour les mots que vous ne connaissez pas dans la langue étudiée

UTILISEZ VOTRE IMAGINATION

<p>Utilisez des images</p>	 Miroir, Miroir	<p>-Utilisez ou créez une image pour comprendre et communiquer l'information.</p>
<p>Utilisez des objets réels/ Jeux de rôle</p>	 Silence, on tourne	<p>-Imaginez et/ou mimez différents rôles dans la langue étudiée. -Manipulez des objets réels tout en utilisant la langue étudiée.</p>





UTILISEZ VOS TALENTS D'ORGANISATION







<p>Cherchez/ Appliquez des règles</p>	 <p style="text-align: center;">Règle</p>	<ul style="list-style-type: none"> - Appliquez une règle. - Créez votre propre règle. - Testez oralement et appliquez les règles de prononciation.
<p>Groupez/Classifiez</p>	 <p style="text-align: center;">Composez une suite</p>	<ul style="list-style-type: none"> -Reliez les mots et les idées et établissez des catégories en fonction des caractéristiques.
<p>Utilisez des graphiques / Prenez des notes</p>	 <p style="text-align: center;">Blocnote</p>	<ul style="list-style-type: none"> -Utilisez ou créez des représentations visuelles de relations entre différents concepts (échelle chronologique, tableaux comparatifs etc...) - Notez les mots et les idées qui vous paraissent importants.
<p>Résumez</p>	 <p style="text-align: center;">Idée principale</p>	<ul style="list-style-type: none"> -Créez un résumé mental, oral ou écrit des informations étudiées.
<p>Ciblez votre attention</p>	 <p style="text-align: center;">Cherchez</p>	<ul style="list-style-type: none"> -Concentrez-vous sur une information précise, soit une structure, un mot clé, une expression ou une idée.

UTILISEZ UN EVENTAIL DE RESSOURCES		
Recherchez l'information à la source	 Informez-vous largement!	<ul style="list-style-type: none"> -Utilisez le dictionnaire, Internet et autre matériel de référence. - Recherchez et utilisez toutes les sources d'information possibles. - Suivez un modèle - Posez des questions.
Coopérez	 Ensemble	<ul style="list-style-type: none"> - Travaillez en groupe, prenez confiance en vous, échangez vos connaissances.
Encouragez-vous constamment	 J'y arriverai!	<ul style="list-style-type: none"> - Utilisez vos ressources personnelles. - Prenez conscience de vos progrès pour vous encourager, appuyez-vous sur les ressources disponibles et ne perdez pas de vue vos objectifs.

Translation by Jocelyne Brant, George Washington University.

**NATIONAL CAPITAL LANGUAGE RESOURCE CENTER
LERNSTRATEGIEN**




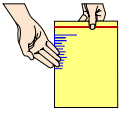

STRATEGIE	BESCHREIBUNG	
METAKOGNITIVE STRATEGIEN		
Organisieren / Planen	 Kalender	<ul style="list-style-type: none"> -Planen Sie die Aufgaben- oder Inhaltsreihenfolge. -Setzen Sie sich Ziele. -Planen Sie, wie Sie die Aufgabe vollenden wollen.
Verwalten Sie Ihr Lernen	 Das Tempo kontrollieren	<ul style="list-style-type: none"> -Stellen Sie fest, wie Sie am besten lernen. -Erschaffen Sie Bedingungen, die Ihnen beim Lernen helfen. -Suchen Sie Möglichkeiten zu üben. -Konzentrieren Sie Ihre Aufmerksamkeit auf die Aufgabe.
Überwachen	 Überprüfen	<p>Während Sie mit einer Aufgabe arbeiten:</p> <ul style="list-style-type: none"> -Überprüfen Sie Ihre Fortschritte mit der Aufgabe. -Überprüfen Sie Ihr Verständnis wenn Sie die Sprache benutzen. Verstehen Sie? -Überprüfen Sie Ihre Darstellung wenn Sie die Sprache benutzen. Machen Sie Sinn?
Auswerten	 Ich habe es geschafft!	<p>Nachdem Sie eine Aufgabe vollendet haben:</p> <ul style="list-style-type: none"> -Beurteilen Sie wie gut Sie die Lernaufgabe vollendet haben. -Beurteilen Sie wie gut Sie die Strategien angewandt haben. -Bestimmen Sie wie effektiv die Strategien darin waren, Ihnen bei der Vollendung der Aufgabe zu helfen.




AUFGABEN-BASIERTE STRATEGIEN		
NUTZEN SIE IHRE VORKENNTNISSE		
Hintergrundwissen nutzen	 Ich weiss.	-Denken Sie daran und nutzen Sie das, was Sie schon wissen als Hilfe bei der Aufgabenlösung. -Machen Sie Assoziationen.
Schlussfolgerungen ziehen	 Leitfäden nutzen	-Nutzen Sie den Zusammenhang und das, was Sie wissen, um die Bedeutung herauszufinden. -Lesen Sie zwischen den Zeilen.
Vorhersehen	 Kristallkugel	-Sagen Sie kommende Information voraus. -Machen Sie logische Vermutungen darüber, was passieren wird.
Personifizieren	 Ich	-Bringen Sie neue Begriffe in Beziehung mit Ihrem eigenen Leben, d.h. mit Ihren Erfahrungen, Ihrem Wissen, Ihren Vorstellungen und Ihren Gefühlen.
Verwandte Wörter nutzen	 House/Haus	-Verwenden Sie ihre Sprachkenntnisse in anderen Sprachen (einschließlich Ihrer Muttersprache) um die Zielsprache zu erlernen. -Erkennen Sie verwandte Wörter.
Ersetzen / Umschreiben	 Ersatzreifen	- Denken Sie an ein ähnliches Wort oder einen beschreibenden Ausdruck für Wörter in der Zielsprache, die Sie nicht kennen.

NUTZEN SIE IHRE VORSTELLUNGSKRAFT

<p>Bilder verwenden</p>	 Spiegel, Spiegel	<p>-Nutzen Sie oder schaffen Sie ein Bild um Information zu verstehen und /oder darzustellen.</p>
<p>Wirkliche Objekte nutzen / Rollenspiel</p>	 Licht, Kamera, Action!	<p>-Stellen Sie sich selbst in verschiedenen Rollen in der Zielsprache vor. -Nutzen Sie wirkliche Objekte, wenn Sie die Zielsprache verwenden.</p>

NUTZEN SIE IHR ORGANISATIONSGESCHICK





<p>Muster finden und verwenden</p>	 <p style="text-align: center;">Muster</p>	<p>-Verwenden Sie eine Regel. -Schaffen Sie eine Regel. -Lesen Sie vor und verwenden Sie Buchstaben-/Lautregeln.</p>
<p>Gruppieren/ klassifizieren</p>	 <p style="text-align: center;">Farben sortieren</p>	<p>-Gruppieren oder kategorisieren Sie Wörter oder Ideen nach Merkmalen.</p>
<p>Graphische Ordnungssysteme verwenden/ Notizen machen</p>	 <p style="text-align: center;">Notizblock</p>	<p>-Verwenden oder schaffen Sie visuelle Verkörperungen (z.B. Venn-Diagramme, Zeitlinien und Tabellen) für wichtige Beziehungen zwischen Begriffen. -Notieren Sie wichtige Wörter und Ideen.</p>
<p>Zusammenfassen</p>	 <p style="text-align: center;">Hauptidee</p>	<p>-Erschaffen Sie eine mentale, mündliche oder schriftliche Zusammenfassung von Informationen.</p>
<p>Verwende selektive Aufmerksamkeit</p>	 <p style="text-align: center;">Suchen Sie es</p>	<p>-Konzentrieren Sie sich auf spezifische Informationen, Strukturen, Schlüsselwörter, Ausdrücke oder Ideen.</p>

VERWENDEN SIE EINE VIELFALT VON QUELLEN		
Informations-Quellen nutzen	 Lesen Sie alles darüber!	<ul style="list-style-type: none"> -Verwenden Sie das Wörterbuch, das Internet und andere Quellen. -Finden Sie und nutzen Sie Informationsquellen. -Folgen Sie ein Modell. -Stellen Sie fragen.
Gruppenarbeit	 Zusammen	<ul style="list-style-type: none"> -Arbeiten Sie mit anderen zusammen um Aufgaben zu lösen, Selbstvertrauen aufbauen und um Feedback zu geben und zu erhalten.
Sich selbst Mut zusprechen	 Ich kann es schaffen!	<ul style="list-style-type: none"> -Ermutigen Sie sich. Verringern Sie Ihre Angst dadurch, dass Sie sich selbst an Ihre Fortschritte, an die Ihnen zugänglichen Hilfsmittel und an Ihre Ziele erinnern.


Translation by Erin Webreck, NCLRC, and Anna Ohlsson, Institute for the International Education of Students.

NATIONAL CAPITAL LANGUAGE RESOURCE CENTER

学習戦略

超認知的戦略		
戦略	内容	
計画	 カレンダー	<ul style="list-style-type: none"> -課題や順序を決める -目標を設定 -課題の達成方法を考える
学習の自己管理	 自分のペース を知る	<ul style="list-style-type: none"> -自分に合った学習方法を考える -学習に適した条件を整える -練習の機会を探す -学習課題に集中する
点検	 点検	<ul style="list-style-type: none"> 課題を遂行しながら、 -進行をチェック -理解しているか確認 -発話が意味を成すか注意する
評価	 出来た！	<ul style="list-style-type: none"> 課題を遂行した後で -学習課題の達成度を評価 -戦略を上手に使えたか評価 -戦略が効果的だったかを評価

課題中心の戦略		
既に知っていることを使う		
戦略	内容	
既知の知識を使う	 知っている！	<ul style="list-style-type: none"> -課題遂行のために既に知っていることを使う -新しい知識と既知の知識を関係づける
推論	 手がかりを探す	<ul style="list-style-type: none"> -意味把握のためにコンテキストを考える -行間の意味を読み取る
予測	 魔法のクリスタル	<ul style="list-style-type: none"> -情報を予測する -何がおこるか論理的に予測する
個性に合わせる	 私	<ul style="list-style-type: none"> -新しい概念を自分の生活(経験、知識、信念、感情)に結びつける
借用語を使う	 アイスクリーム <i>ice cream</i>	<ul style="list-style-type: none"> -目標言語に母国語や他の言語に関する言語学的知識を適用 -借用語を認識する
言い換える	 予備タイヤ	<ul style="list-style-type: none"> -知らない表現に代わる言い方を考える

想像力を活用		
戦略	内容	
イメージを活用	 鏡よ、鏡	-情報を理解したり、表現したりするためにイメージを使う
実物を使用 / ロールプレー	 ライト、カメラ、 アクション！	-自分以外の役割になったつもりになる -実物に触れながら目標言語を使う

自分の統合力を駆使する		
戦略	内容	
パターンを 見つけたり 利用する	 <p>パターン</p>	<ul style="list-style-type: none"> -規則を適用 -パターンを見つける -発音のルールに従って声に出して読んでみる。
グループにまとめる/ 分類する	 <p>分ける</p>	<ul style="list-style-type: none"> -言葉や概念を属性によってまとめたり、分類したりする
視覚的にまとめる/ メモをとる	 <p>ノート</p>	<ul style="list-style-type: none"> -概念間の大切な関係を表やグラフなどを使って視覚的にまとめる -重要な言葉や概念をメモする
まとめる	 <p>要旨</p>	<ul style="list-style-type: none"> -情報を、頭、口頭、あるいは書いてまとめる
一つのことに集中	 <p>探す</p>	<ul style="list-style-type: none"> -特定の情報、構造、キーワード、表現や、アイデアに集中する

多様なものを利用		
戦略	内容	
情報網をあたる	 全部読む！	<ul style="list-style-type: none"> -辞書、インターネットやほかの情報源をあたる -情報網を探し出して利用 -モデルに従う -質問する
協力	 一緒に	<ul style="list-style-type: none"> -課題の達成や、自信をつけたり、フィードバックを与え合うためにほかの人と協力
自分に話しかける	 出来る！	<ul style="list-style-type: none"> -自分の内的な力を使う。進行過程や利用可能な情報網、目標などについて、自分に話しかけることで、心配をやわらげる

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УЧЕБНЫЕ СТРАТЕГИИ

СТРАТЕГИЯ	ОПИСАНИЕ	
МЕТАКОГНИТИВНЫЕ СТРАТЕГИИ		
Планировать	 Календарь	<ul style="list-style-type: none"> - Запланировать ход задания. - Поставить цели. - Решить как достичь цели.
Взять контроль над процессом обучения	 Ритм работы	<ul style="list-style-type: none"> - Определить лучший подход к учёбе. - Найти лучшие условия для учебы. - Искать возможности практики. - Сконцентрировать внимание на задании.
Мониторинг	 Проверка	Работая над заданием... <ul style="list-style-type: none"> - Проверяйте свой прогресс. - Проверяйте, понимаете ли вы, что вам говорят. - Проверяйте свой собственный язык: понимают ли вас?
Оценка	 Успех!	После завершения задания: <ul style="list-style-type: none"> - Оцените результат. - Оцените своё применение стратегий. - Определите эффективность своих стратегий в исполнении задания.

СТРАТЕГИИ ДЛЯ ВЫПОЛНЕНИЯ ЗАДАНИЯ

ИСПОЛЬЗУЙТЕ ТО, ЧТО ВЫ ЗНАЕТЕ

<p>Использование фоновых знаний</p>	 Я знаю.	<ul style="list-style-type: none"> - Думайте о том, что вы уже знаете и как можно применять это в исполнении задания. - Делайте ассоциации
<p>Делайте выводы</p>	 Используйте подсказки	<ul style="list-style-type: none"> - Пользуйтесь контекстом. - Читайте и слушайте «между строк».
<p>Прогнозирование</p>	 Гадальные карты	<ul style="list-style-type: none"> - Думайте, что скажут дальше. - Угадывайте, что логично последует
<p>Личный опыт</p>	 Я	<ul style="list-style-type: none"> - Думайте о том, как новые понятия относятся к вашему собственному опыту, знаниям, ценностям, чувствам.
<p>Знакомые явления / Когнаты</p>	 Нос / <i>Nose</i>	<ul style="list-style-type: none"> - Пользуйтесь своими знаниями языков (своего и других). - Узнавайте когнаты
<p>Замена / Пересказ</p>	 Запасное колесо	<ul style="list-style-type: none"> - Если вы не знаете нужного слова, придумайте синоним или описательную фразу.



ИСПОЛЬЗУЙТЕ ВООБРАЖЕНИЕ

<p>Образное мышление</p>	 <p>Свет мой, зеркальце скажи!</p>	<p>- Представьте информацию образно.</p>
<p>Реалии / ролевая игра</p>	 <p>Мотор... начали!</p>	<p>- Разыгрывайте роли, где нужно использовать изучаемый язык. - Используйте в качестве примеров реальные предметы.</p>

ОРГАНИЗАЦИОННЫЕ НАВЫКИ





<p>Закономерности</p>	 <p>Закономерность</p>	<ul style="list-style-type: none"> - Примените известное правило. - Создайте своё правило. - Применяйте фонетические правила чтения
<p>Классификация</p>	 <p>Разложение по мастям</p>	<ul style="list-style-type: none"> - Классифицируйте слова и идеи по признакам.
<p>Условные знаки / записи</p>	 <p>Блокнот</p>	<ul style="list-style-type: none"> - Создавайте визуальные репрезентации (напр. диаграммы Венна, линейные диаграммы, таблицы) главных соотношений между понятиями. - Записывайте ключевые слова и идеи.
<p>Суммирование</p>	 <p>Главная идея</p>	<ul style="list-style-type: none"> - Суммируйте (в уме, устно, письменно).
<p>Выборочное внимание</p>	 <p>Ищите нужное</p>	<ul style="list-style-type: none"> - Сосредоточивайтесь на необходимой информации, оборотах, идеях, ключевых словах и фразах

ПОЛЬЗУЙТЕСЬ РАЗНООБРАЗНЫМИ РЕСУРСАМИ

<p>Доступ к источникам информации</p>	 <p>Читайте!</p>	<ul style="list-style-type: none"> - Используйте словарь, Интернет и другие справочные материалы. - Ищите и используйте дополнительные источники информации - Следите, что делают носители языка. - Задавайте вопросы.
<p>Сотрудничество</p>	 <p>Вместе</p>	<ul style="list-style-type: none"> - Работайте вместе над заданием, помогая друг другу. Советуйте другим и прислушивайтесь к тому, что вам говорят.
<p>Внутренний диалог</p>	 <p>Я могу!</p>	<ul style="list-style-type: none"> - Используйте внутренние ресурсы. Напоминайте себе о своих успехах, своих возможностях и целях.



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ESTRATEGIAS DE APRENDIZAJE


ESTRATEGIA	DESCRIPCIÓN	
ESTRATEGIAS ALIADAS A LA METACOGNICIÓN		
Organizar/Planear	 Calendario	Haz un plan de lo que necesitas hacer para cumplir con la tarea. Determina como aprendes.
Manejarse a si mismo	 Establece tu paso	Organiza las condiciones que te ayudan a aprender. Busca oportunidades para practicar. Fija tu atención en la tarea – no te distraigas.
Verificar tu progreso	 Verificar	Cuando estás trabajando, date cuenta de tu progreso. ¿Estas entiendo lo que lees o escuchas? ¿Estas hablando o escribiendo con sentido?
Evaluar tu progreso	 Y - ¿cómo lo hice?	Piensa en lo que hiciste bien y en lo que debes mejorar.

ESTRATEGIAS BASADAS EN LA TAREA




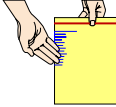

USAR LO QUE YA SABES

Activar tu conocimiento	 ¿Que es lo que sé?	Piensa en la información que ya sabes y relaciónala con lo que quieres aprender. Haz asociaciones.
Inferir	 Usa indicios	Trata de comprender usando el contexto, lo que ya sabes, y tu sentido lógico.
Hacer predicciones	 Bola de crystal	Haz una conjetura o imagínate lo que va a pasar (en un cuento, un ensayo, etc.).
Hacer una conexión personal	 Yo	Pregúntate como puedes relacionar la lección a tu propia vida, a lo que te interesa, a tus sentimientos.
Usar transferencia/palabras afines	 teléfono/telephone	Piensa en palabras similares en dos idiomas para aumentar tu vocabulario.
Substituir/Usar paráfrasis	 Neumático extra	Cuando no sabes como decir algo, usa otra palabra o frase que signifique mas o menos lo mismo.




USAR TU IMAGINACIÓN

Visualizar y usar imágenes	 El espejo	Imagínate los personajes y lo que está sucediendo en un cuento. Usa los dibujos o imágenes en la página (o dibuja tus propias imágenes) para mejor comprender el texto.
Usar objetos actuales o desempeñar un papel	 ¡Cámara y acción!	Usa juguetes, fotos, u otros objetos para contar una historia. Dramatiza lo que has aprendido.

USAR TU HABILIDAD PARA ORGANIZAR

<p style="text-align: center;">Usar deducción o inducción</p>	 <p style="text-align: center;">Descífralo</p>	<p>Usa una regla para aprender algo nuevo – o haz una regla para comprender mejor. Usa reglas de pronunciación.</p>
<p style="text-align: center;">Agrupar/Clasificar</p>	 <p style="text-align: center;">Separe palos</p>	<p>Haz grupos de cosas similares (por ejemplo, frutas, colores, estaciones) para aprenderlas mejor. Busca semejanzas entre el idioma que estas aprendiendo y otros idiomas que conoces.</p>
<p style="text-align: center;">Anotar y Organizar con Diagramas</p>	 <p style="text-align: center;">Libro de apuntes</p>	<p>Usa o invente diagramas que representar los conceptos importantes. Escribe lo más importante para ayudarte a recordar los conceptos principales de lo que escuchas o lees.</p>
<p style="text-align: center;">Hacer un resumen</p>	 <p style="text-align: center;">La idea principal</p>	<p>Di la idea general o las partes esenciales de lo que escuchaste o leíste. Puede ser escrito, oral, o mental.</p>
<p style="text-align: center;">Usar atención selectiva</p>	 <p style="text-align: center;">Búscalos</p>	<p>Busca o enfóquete en las palabras o ideas mas importantes (conceptos, palabras claves, información específica, etc.)</p>

USAR UNA VARIEDAD DE RECURSOS

<p style="text-align: center;">Utilizar recursos</p>	 <p style="text-align: center;">¡Leer – y leer más!</p>	<p>Busca información usando un diccionario, el internet, un atlas, la biblioteca, revistas o periódicos. Pide a tu maestro o compañero de clase que te dé mas información.</p>
<p style="text-align: center;">Cooperar</p>	 <p style="text-align: center;">Juntos</p>	<p>Trabaja con otros compañeros de clase para llevar a cabo una actividad o proyecto.</p>
<p style="text-align: center;">Hablarse a si mismo</p>	 <p style="text-align: center;">¡Si puedo hacerlo!</p>	<p>Anímate a hacer lo mejor que puedas. Evita ansiedades recordándote de lo que sabes y de lo que puedes hacer.</p>

Appendix J
Worksheets for Learning Strategies Instruction

My Favorite Learning Strategies Star

Teacher example.....
Student handout.....

Learning Strategy Task Tree

Example.....
Student handout #1: Task Leaf.....
Student handout #2: Name Leaf.....
Student handout #3: Trunk and branches.....

Learning Strategies Brainstorm

Teacher example.....
Student handout #1: Cloud.....
Student handout #2: Lightning bolts.....

Learning Strategy Bubble.....

I don't understand! What do I do?.....

Reflecting on Learning: How I do in Spanish

Student handout #1.....
Student handout #2.....

Good Thinking!

Teacher example.....
Student handout.....

Learning Strategies Sequence Chart

Teacher example.....
Student handout.....

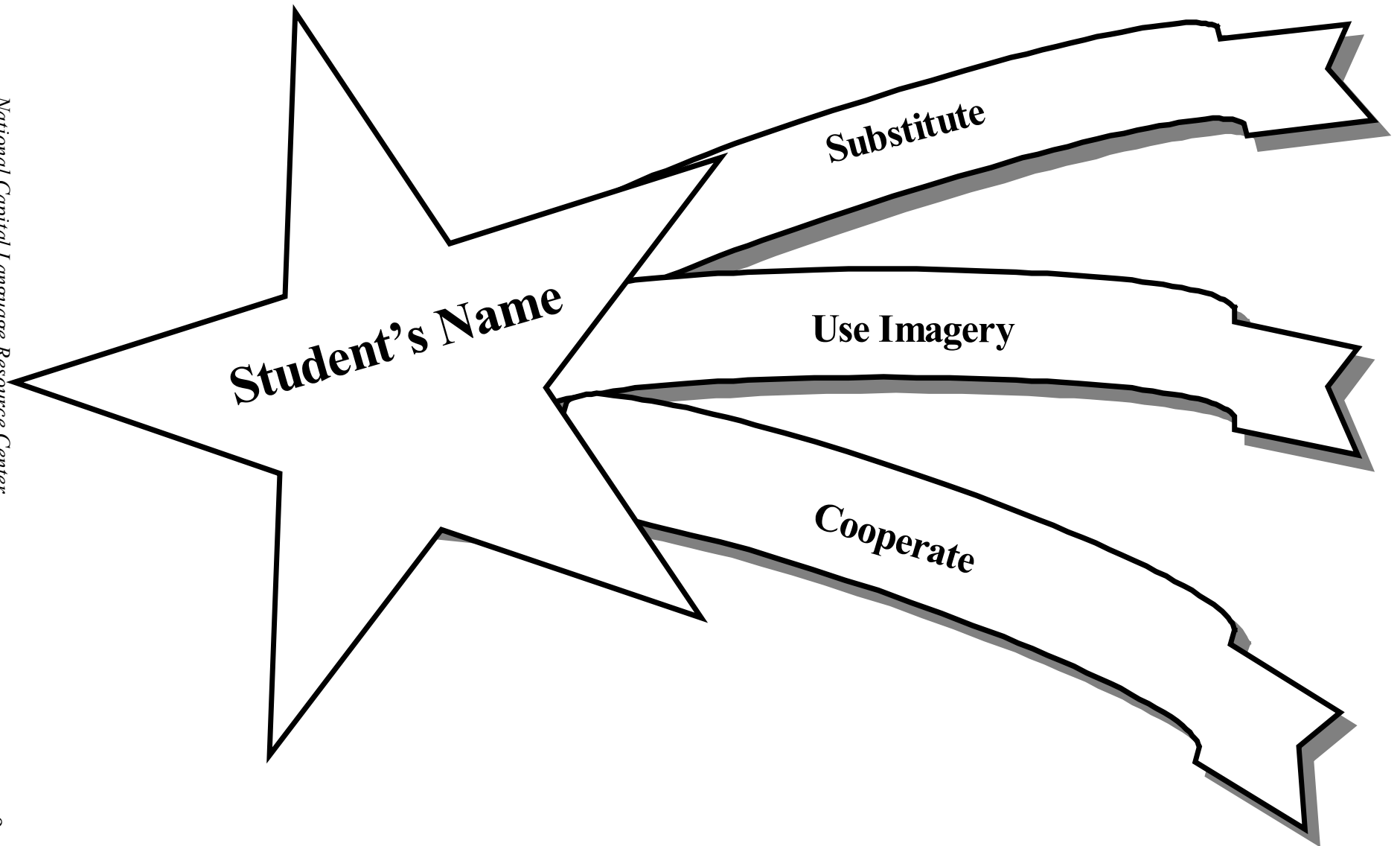
My Plan

Student handout #1.....
Student handout #2.....

How I Used Learning Strategies.....

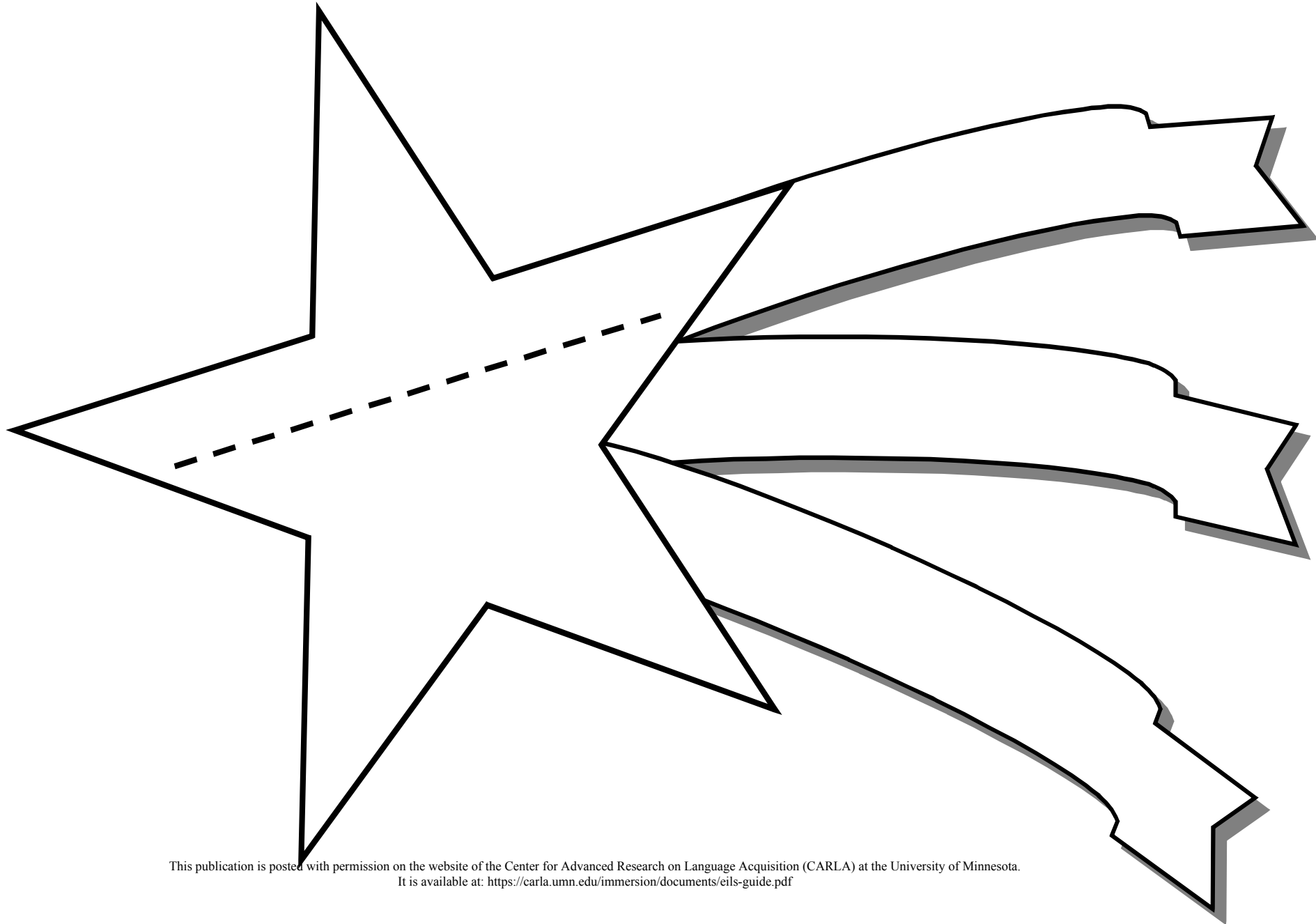
My Favorite Learning Strategies Star

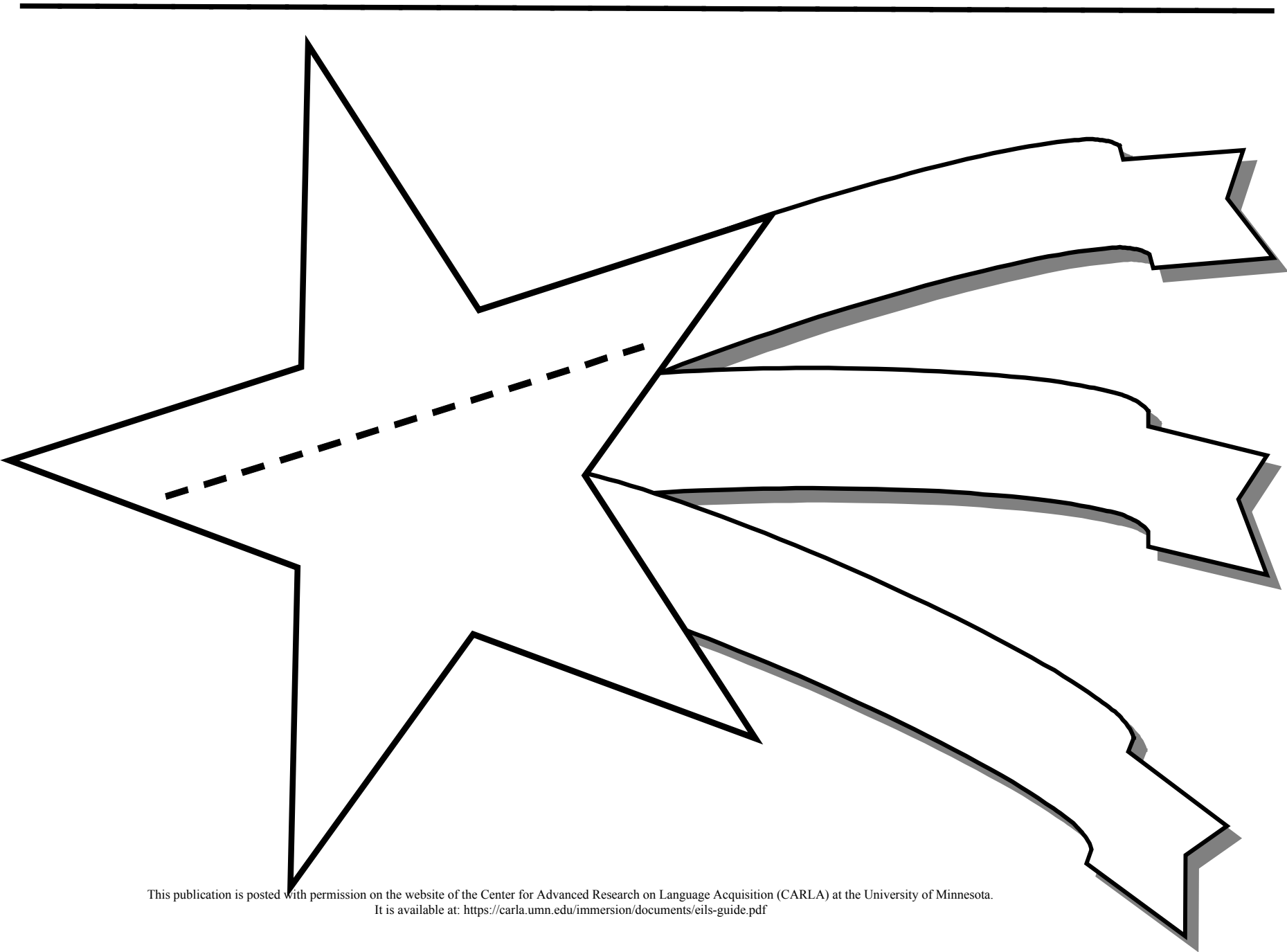
National Capital Language Resource Center
Elementary Immersion Learning Strategies Resource Guide



My Favorite Learning Strategies Star

*National Capital Language Resource Center
Elementary Immersion Learning Strategies Resource Guide*





*National Capital Language Resource Center
Elementary Immersion Learning Strategies Resource Guide*

Learning Strategy Task Tree

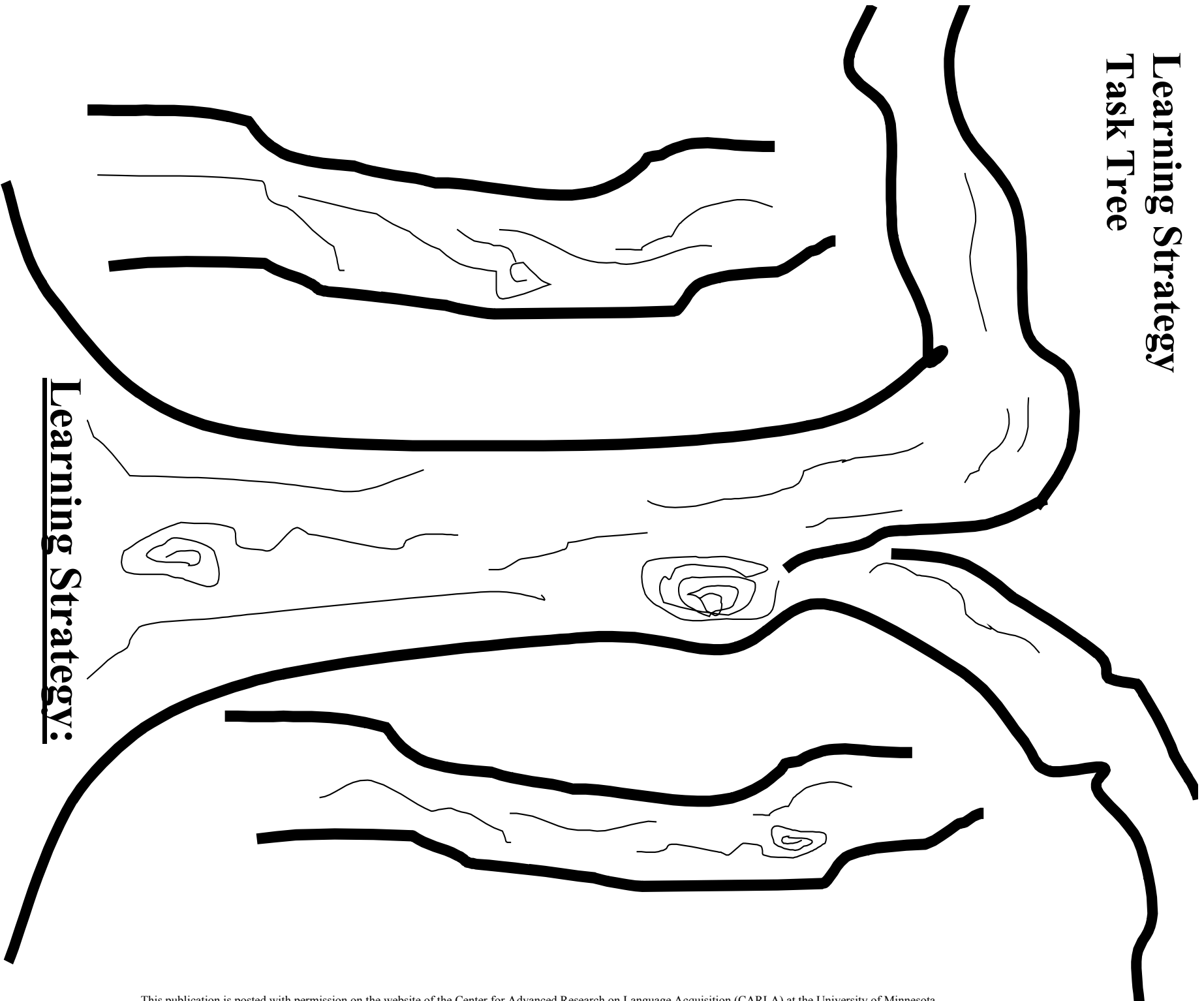
When I was:

It helped me:

’s

**Learning Strategy
Tree**

Learning Strategy Task Tree



Learning Strategy:

Learning Strategies Brainstorm

I use strategies when...

I watch movies at home

I read books in school

I practice piano

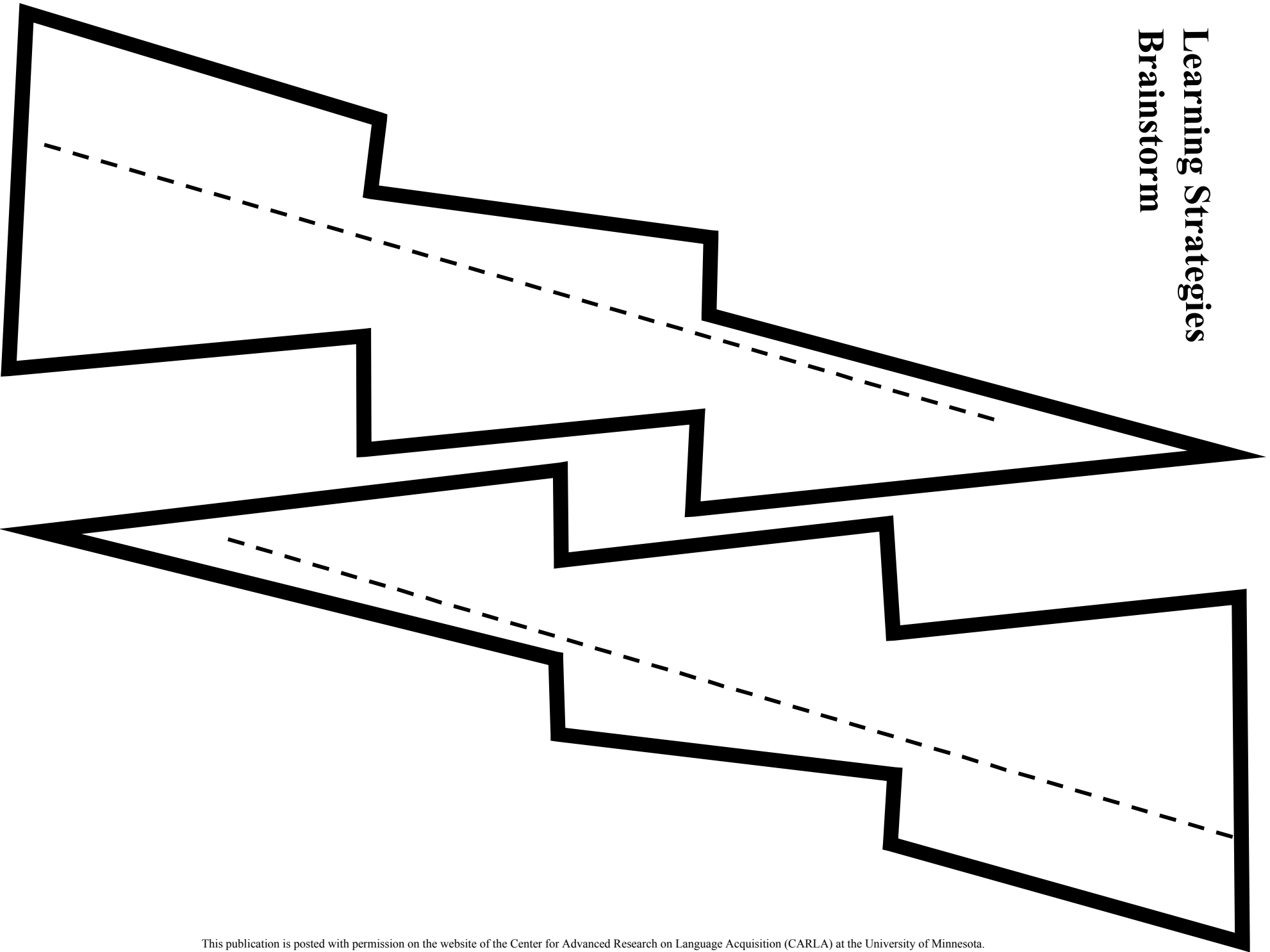
I bake cookies

I try to score a goal in soccer

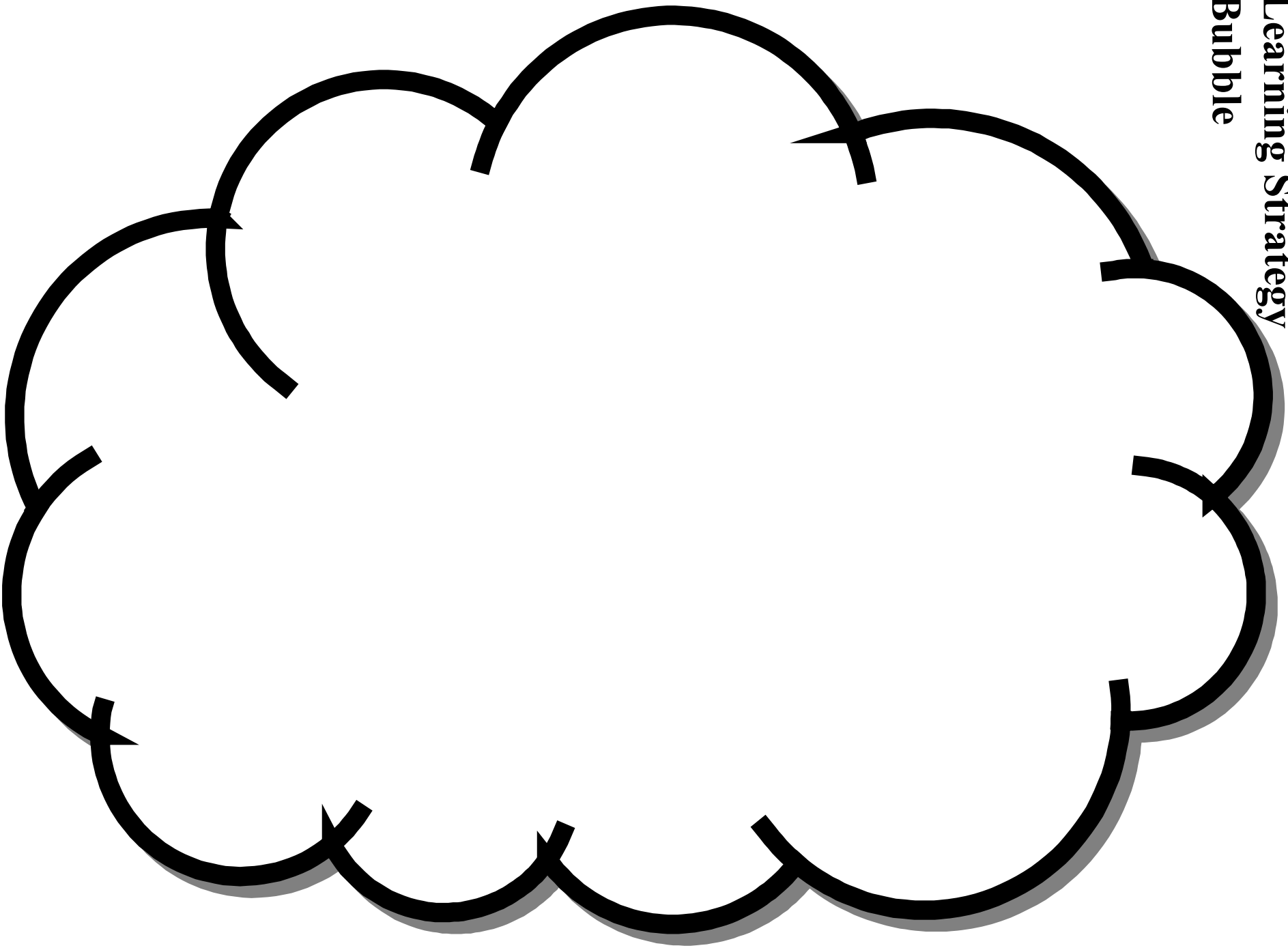


I use strategies when...

Learning Strategies Brainstorm



Learning Strategy Bubble

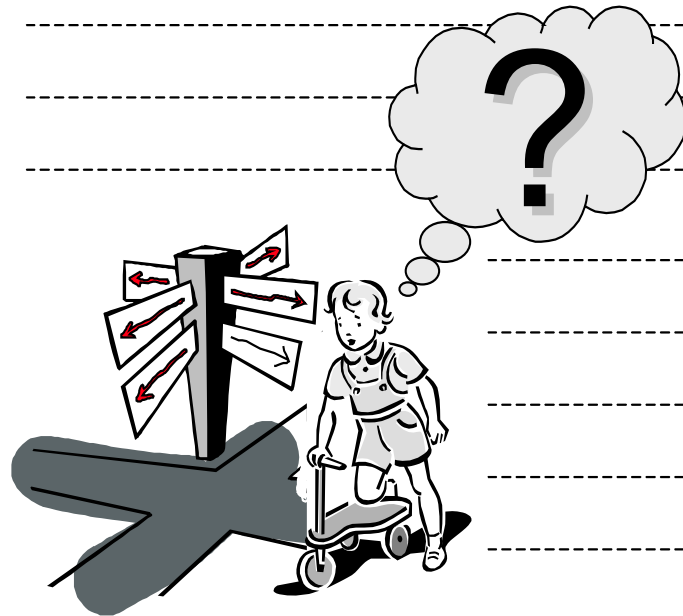


I don't understand! What do I do?

What do I do first?

What do I do next?

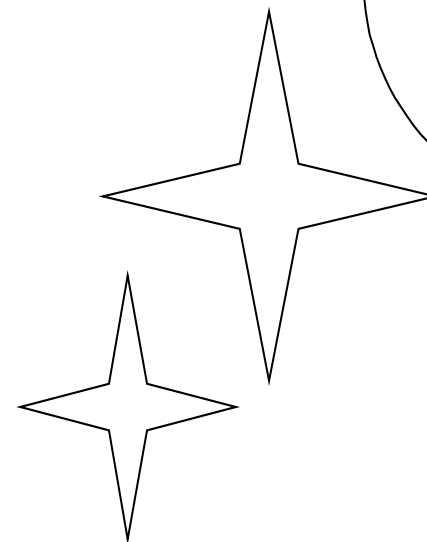
What else do I do?



Handwriting practice sheet with three sets of horizontal lines (solid top and bottom, dashed middle) and a cartoon illustration of a child on a scooter at a signpost with a question mark thought bubble.

Reflecting on Learning:

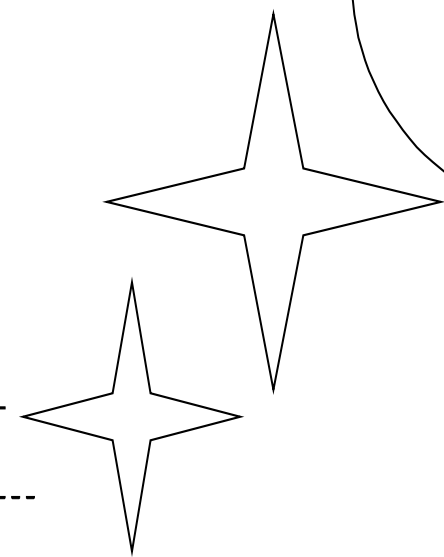
How I do in Spanish



- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I talk in Spanish | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I ask questions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I say what I think | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I help others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I do my work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Reflecting on Learning:

How I do in Spanish

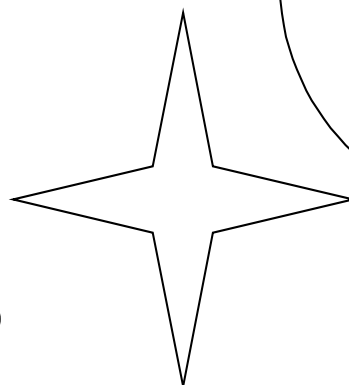


6. What is easy for me in Spanish:

7. What is hard for me in Spanish:

8. What I want to do better in Spanish:

_____ :



1. _____ 😊 😐 😞

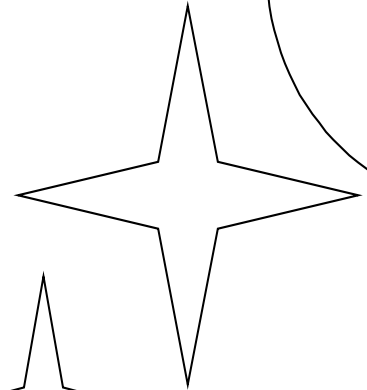
2. _____ 😊 😐 😞

3. _____ 😊 😐 😞

4. _____ 😊 😐 😞

5. _____ 😊 😐 😞

_____ :



6. _____ :

7. _____ :

8. _____ :

Good Thinking!

My task: -----

My materials: -----

The steps:

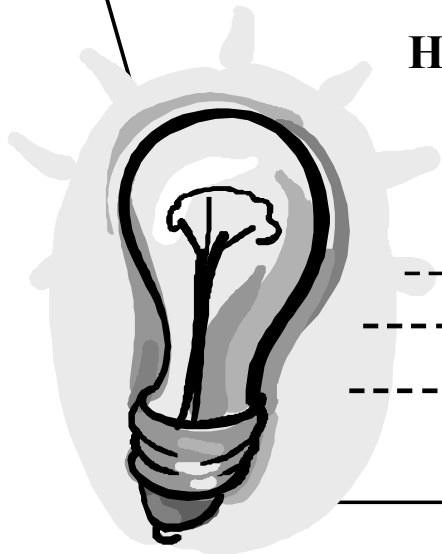
1. -----

2. -----

3. -----

4. -----

How will know if I did well?

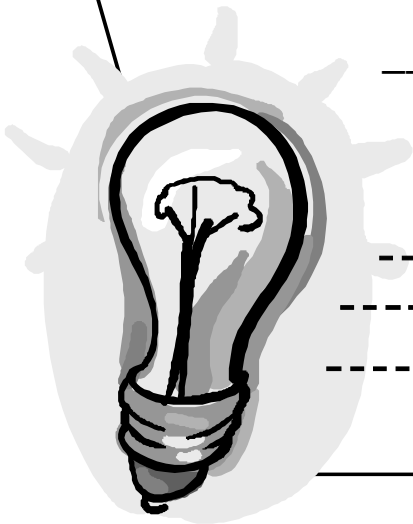


_____ :

_____ :

_____ :

1. _____
2. _____
3. _____
4. _____



Learning Strategies Sequence Chart

Before I do the task:

I use *Transfer / Use Cognates* so I don't have to look up the movie title. *Manage Your Own Learning* helps me decide what strategies will work for me when I do my movie review. I plan to use *Summarize*, because then I will understand the movie. I will be able to explain it and write it down.

While I do the task:

I rewind the movie sometimes when I don't understand what the actors said. Even if I still don't know the words, I know what they probably said probably because I use *Make Inferences*.

I stop the movie sometimes. I write down a sentence to *Summarize* what just happened if I think it's important. But I don't think many things are important in the movie, just the parts where the old woman talks because she's funny.

After I complete the task:

Since I used *Manage Your Own Learning*, I have to check how good my strategies worked. *Transfer / Use Cognates* didn't really work for the title. It was a false cognate. But I liked *Summarize* for the movie report. It made writing a lot easier. I didn't have to think about everything in the whole movie.

My Strategies Sequence Chart

Name:

Before I start reading:

While I read:

After I read:

MY PLAN

How to:-----

By:-----

1. -----

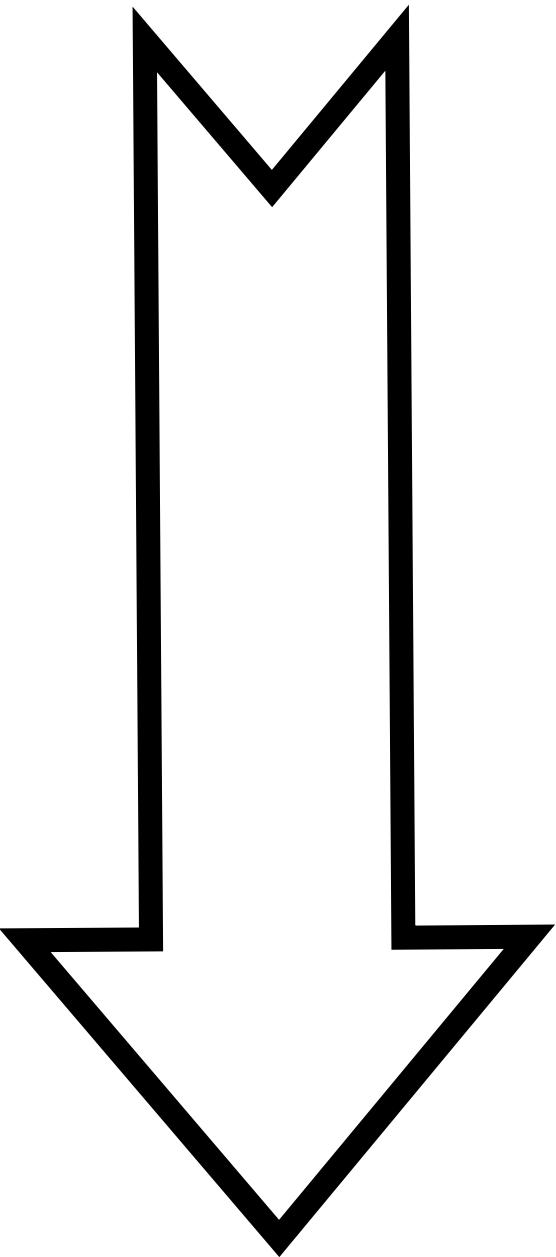
2. -----

3. -----

4. -----

5. -----

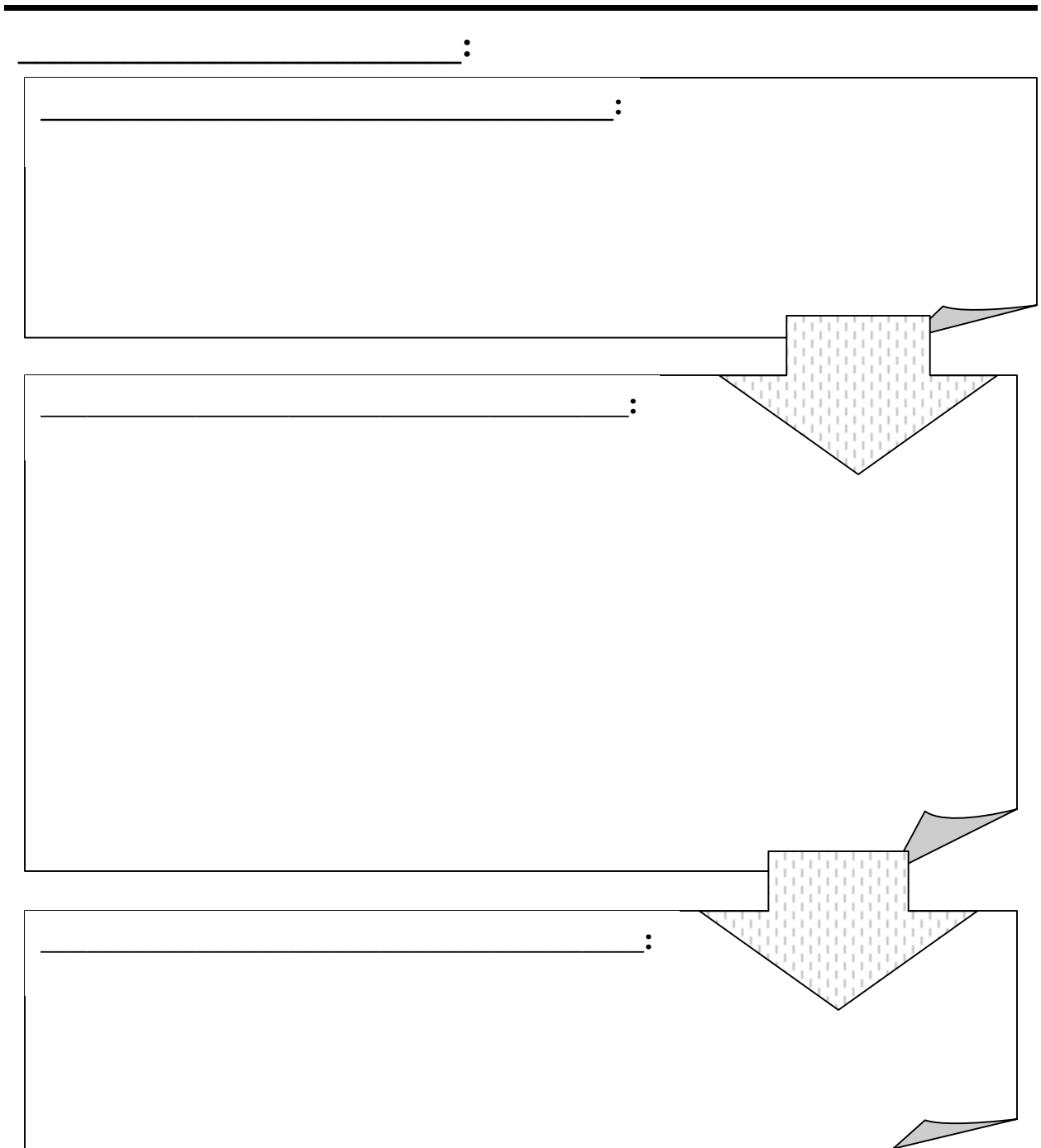
MY PLAN



Step # ____:

How I Used Learning Strategies

<p><u>My activity</u></p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p><u>Learning Strategy</u></p> <p>-----</p> <p>-----</p> <p>-----</p>
<p><u>My goal</u></p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p><u>Learning Strategy</u></p> <p>-----</p> <p>-----</p> <p>-----</p>
	<p><u>Learning Strategy</u></p> <p>-----</p> <p>-----</p> <p>-----</p>



_____ :
_____ :

1. _____

2. _____

3. _____

4. _____

5. _____

