

## APPENDIX B: LEARNING STRATEGIES FOR STUDENTS: GRADES 4 TO 8

### 1. Strategies for listening

#### I am able to:

- listen carefully
- identify familiar words and cognates
- look at the person who is speaking
- ask for help

### 2. Strategies for oral interaction

#### I am able to:

- use vocabulary and structures that were modeled in class
- reuse words and phrases in complete sentences
- answer questions
- use common expressions
- listen for familiar words and cognates
- look at the person who is speaking
- look at the person to whom I am speaking
- ask for help

\*always in complete sentences

### 3. Strategies for reading

#### I am able to:

- read the title
- read subtitles
- look at pictures, drawings and photos
- make predictions
- check whether my predictions were right
- identify the main idea
- identify familiar words, key words and cognates
- look for new words
- read with a friend
- ask for help

### 4. Strategies for writing

#### I am able to:

- use a model
- use thematic vocabulary in complete sentences
- use my word bank (word wall)
- write a draft
- revise my text with my teacher or friend
- make corrections
- ask for help
- share my text

### 5. Strategies for watching a video

#### I am able to:

- look at the cover of the video
- make predictions
- check whether my predictions were right
- watch movements, actions and expressions
- listen for familiar words and cognates
- listen to the music
- watch and listen for a second time
- ask for help

### Suggestions for the teacher

Learning strategies help students become efficient and independent learners. These strategies are written in student-friendly language. It isn't necessary therefore to provide the students with the English translation (see p. 109 for French version).

Choose a few basic strategies for a unit or for the year. It is better to start with two or three rather than to try to teach too many strategies at a time. When the students can say the strategies that they are using in French, you can introduce more.

## APPENDIX B: LEARNING STRATEGIES FOR STUDENTS: GRADES 9 TO 10

### 1. Strategies for listening

#### I am able to:

- use the context
- identify familiar words and cognates
- listen to intonation and tone of voice
- listen a first time to understand the general meaning
- listen again to find specific information
- look at the person who is speaking
- ask for help

### 2. Strategies for oral interaction

#### I am able to:

- use vocabulary and structures modeled in class
- reuse words and expressions learned in class in context
- answer questions in detail
- listen for familiar words
- look at the person who is speaking
- look at the person to whom I am speaking
- self-correct if I make a mistake
- ask for help

\*always in complete sentences

### 3. Strategies for reading

#### I am able to:

- look at pictures, drawings and photos
- read titles and subtitles
- make predictions and justify them
- check whether my predictions were right
- identify familiar words, key words and cognates
- look up new words in a dictionary
- identify the main idea (the problem, genre) and explain it
- read with my peers
- ask for help

### 4. Strategies for writing

#### I am able to:

- use a model
- prepare a plan for organizing my ideas
- use thematic vocabulary and structures
- use a dictionary and other resources
- develop and express my ideas in detail
- write a draft
- revise my text
- review my text with my teacher or peer
- make corrections
- ask for help
- share my text

### 5. Strategies for watching a video

#### I am able to:

- look at the cover of the video
- make predictions
- check whether my predictions were right
- watch movements, actions and expressions
- listen to intonation and tone of voice
- listen for familiar words and cognates
- listen to the sound effects
- use the context
- watch and listen a second time
- ask for help

### Suggestions for the teacher

Learning strategies help students become efficient and independent learners. These strategies are written in student-friendly language. Therefore, it isn't necessary to provide the students with the English translation.

(See p. 111 for French version)

Choose a few basic strategies for a unit or for the year. It is better to start with two or three rather than to try to teach too many strategies at a time. When the students can say the strategies that they are using in French, you can introduce more.