



Chapter 4

Learning and Instructional Strategies

Chapter Summary

Learning Strategies
Instructional Strategies
Using Technology in the Classroom

Learning Strategies

Strategies are systematic and conscious plans, actions, and thoughts that learners select and adapt to each task. They are often described as knowing what to do, how to do it, when to do it, and why it is useful.

Students use various strategies to maximize the effectiveness of learning and communication. Strategic competence has long been recognized as an important component of communicative competence.

To become successful strategic learners, students need:

- step-by-step strategy instruction
- a wide array of instructional approaches and learning materials
- modelling, guided practice, and independent practice
- opportunities to transfer skills and ideas from one situation to another
- to develop the ability to make meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing their own learning

Students need to develop proficiency in using a strategy before new strategies are introduced. Over a period of time, students will have a number of strategies to facilitate their learning.

Some learning strategies are appropriate for Early, Middle, and Senior Years, while other strategies may be appropriate only for a specific level. Students need:

- to know how they will benefit from the use of a strategy in order to become motivated and engaged in learning and to develop the will to apply the strategy
- to know what steps are involved in the strategy's procedure
- to understand when the strategy should be used
- to know how to adjust the strategy to fit their particular purposes so that they can apply the strategy in a variety of relevant contexts
- to practise the strategy over time to develop proficiency

The strategies that students choose depend on the task they are engaged in as well as on other factors such as their preferred learning style, personality, age, attitude, and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation.

➔ For more information...

Appendix C:
Sample List of
Learning Strategies

Possible student learning strategies are listed for each of the activities in the instructional strategies section of this chapter to illustrate the types of strategies students might use. These lists are not meant to be prescriptive. For a more extensive list of learning strategies, consult the Strategies section of the curriculum framework.

To ensure that students develop effective, independent, lifelong learning skills, it is essential to foster strategic learning in the German language arts classroom. To develop advanced language skills, including literacy, students need instruction on the strategies that skillful learners use in approaching language tasks. Students need to be taught learning strategies in all language arts through demonstration, explicit instruction, guided practice, and independent practice with feedback and support. Students are encouraged to acquire and apply a wide range of strategies, including first and second language learning strategies and general learning strategies, to enhance their learning.

➔ For more information...

*Kindergarten to
Grade 12 German
Language Arts:
Manitoba
Curriculum
Framework of
Outcomes*

The curriculum framework includes clusters of specific learning outcomes designed to develop three types of strategies in the German language arts classroom: language learning strategies, language use strategies, and general learning strategies.

Language Learning Strategies

Language learning strategies refer to actions taken by learners to enhance their own language learning. These strategies are divided into three categories: **cognitive**, **metacognitive**, and **social/affective**.

Cognitive language learning strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously-learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously learned language.

Metacognitive language learning strategies are higher order thinking skills that students use to manage their own language learning. These strategies include planning for language learning, monitoring language learning, and evaluating success in language learning.

Social/affective language learning strategies are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation, and attitudes to help them learn the language.

Language Use Strategies

Language use strategies are actions taken to enhance communication. These strategies are often used with no intention of trying to acquire language, but instead with the intention of improving communication. The language use strategies in the curriculum framework are organized according to the three communicative modes: **interactive**, **interpretive**, and **productive**.

Interactive language use strategies assist the learner or speaker in maintaining communication with another speaker of the language. These strategies include using circumlocution to compensate for one's lack of vocabulary, using non-verbal cues to communicate, and summarizing the point reached in a discussion.

Interpretive language use strategies aid in comprehension of the language. These strategies include using visual supports to assist in comprehension, listening or looking for key words or elements, and using discourse markers to follow extended texts.

Productive language use strategies aid in the production of language. These strategies include using resources to increase vocabulary or improve texts, compensating for avoiding difficult structures by rephrasing, and using knowledge of sentence patterns to create new sentences.

General Learning Strategies

General learning strategies refer to actions taken by learners to enhance their own general learning. As with language learning strategies, general learning strategies are divided into three categories: **cognitive**, **metacognitive**, and **social/affective**. There is a distinct similarity between language learning strategies and general learning strategies; however, the determining difference is whether the purpose of the specific strategy is the learning of the language or of other concepts. Often, other concepts include subject-area concepts, such as social studies or health concepts, learned through the German language.

Cognitive general learning strategies are direct strategies that students use to assist themselves in learning. These strategies include concept mapping, memorizing facts, and brainstorming.

Metacognitive general learning strategies are higher order skills that students use to manage their own learning. These strategies include planning for their own learning (e.g., choosing a way to memorize social studies facts in German) and assessing their own learning.

Social/affective general learning strategies are actions learners take during or related to interactions with others to assist or enhance their own general learning. These strategies include methods students use to regulate their emotions, motivations, and attitudes to help learn concepts.

Teaching Learning Strategies

Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to the learner and are demonstrated and practised over time, they can produce long-lasting, significant improvements in the students' abilities to construct meaning, acquire language, and achieve the German language arts outcomes. All students benefit from strategy instruction, but individual students need varying degrees of support in learning and using strategies.

Tips for Teaching a New Learning Strategy

1. Explain the strategy, discussing its purpose and the tasks for which it is most useful.
2. Model the strategy "thinking aloud" so that students can observe the process. This means expressing both the overt purpose of the strategy and the metacognitive processes and self-correction used in any problem-solving method. Avoid mental leaps.
3. Teach the steps of the strategy, explaining the reasons for each step so that student learning will be based on understanding rather than on rote memorization.
4. Provide an immediate opportunity for students to use the strategy in the context of their own work. As students use the strategy, offer constructive feedback, monitor, and prompt when necessary.
5. Review the strategy by modelling it again, this time with students monitoring and prompting.
6. In subsequent lessons, ask students to practise using the strategy, explaining what the strategy is designed to do, the steps that must be followed, and the importance of each step.
7. Follow up with other opportunities for students to use the strategy and to reflect on their use of it as they move toward mastery. Monitor each student to determine what personal meaning he or she has made related to the strategy.
8. Discuss with students how the strategy can be used beyond the language arts classroom.

Instructional Strategies

Instructional strategies are the techniques and activities teachers use to help students become independent learners and develop and experiment with learning strategies.

Students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences. Teachers are encouraged to provide a variety of instructional strategies to ensure that all student needs are being met.

The following instructional strategies can be used across grade levels.

Alphabet Activities

Alphabet activities teach students to identify the names and sounds of the letters in the alphabet and should be done as part of other language learning. Alphabet knowledge is not and should not be considered a prerequisite for participating in other activities. It is important to acknowledge the sound each letter makes, but it is also important to do so within meaningful contexts as early as possible (e.g., sounds as part of words as soon as some words are known).

Possible Student Learning Strategies:

Cognitive

- Listen attentively
- Identify similarities and differences between aspects of German and your own language(s)

Interpretive

- Listen selectively based on purpose

☉ Letter Sorts

Collect plastic letters or print letters on squares of paper and have students identify each of the letters in the alphabet by naming them or by pointing to them when prompted.

Auditory Discrimination Activities

Auditory discrimination activities require students to consider and identify sounds in words. These activities can be used to introduce oral language.

Possible Student Learning Strategies:

Cognitive

- Use mental images to remember new information
- Look for patterns and relationships

Interpretive

- Listen selectively based on purpose
- Determine the purpose of listening

◎ Find the Right Sound

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen for a particular sound as you read each word. Have students collect only those cards with the words that contain the right sound (e.g., all the cards with words containing “j”). The students then hand in the cards, repeating the words as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own, and move on.

◎ Sort the Sounds

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen to the words as you read them and decide which “sound category” (e.g., “z” or “ß”) they belong to. The students should take each card and put it in the correct pile, repeating the word as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own, then place the card in the correct pile.

Categorizing

Categorizing involves grouping objects or ideas that have common features or relationships. It enables students to see patterns and connections and develops their abilities to manage and organize information. Categorizing is often used to organize information produced during a brainstorming activity.

Possible Student Learning Strategies:

Cognitive

- Group sets of things together—vocabulary, structures—with similar characteristics
- Look for patterns and relationships

Cloze Activities

In Cloze activities, words, phrases or letters are omitted from printed text. Students employ language cueing systems to insert words or letters that complete the text in a meaningful way. Cloze activities promote sense-making skills and reflection on the rules of language (e.g., “I know the word and to fill in the missing sound I need to add the letter ‘a.’” “This sentence doesn’t make sense unless I put the word ‘and’ in it.”). Avoid having too many blanks initially, and begin by blanking-out the same type of letter or word consistently (e.g., the long vowel sounds, the adjectives).

Possible Student Learning Strategies:

Social/Affective

- Seek the assistance of a friend to interpret a text

Interpretive

- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues

⊙ Letter-level Cloze

Select high frequency words from students’ oral vocabulary, from classroom word walls, or from reading, and reproduce them with key letters missing. Begin by following a consistent pattern (e.g., remove the first letter, remove the last letter). Students should know what word they are trying to make either because it has been vocalized or because it is within a familiar context (e.g., a sentence from a story). As students become more adept, focus on words that are easily confused. This works really well as part of a mystery message written on the board each morning as a “do now” activity.

⊙ Word-level Cloze

Select sentences from students’ reading or language-experience stories (short pieces of writing dictated by the student) and reproduce them with key words missing. Begin by following a consistent pattern (e.g., remove adjectives). Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, it is advisable to provide students with a bank of possible words to choose from.

Tips for Cloze Activities

1. Introduce students to Cloze procedures with oral activities. Read a passage aloud, pausing occasionally to encourage students to complete lines or phrases with appropriate and meaningful words.
2. Choose or write a text appropriate to the students’ level of understanding. Leave the first sentence untouched. Delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways to decide possible words to delete (e.g., key words related to the topic of the sentence or words that have a particular grammatical function, such as all the adjectives or pronouns).
3. Replace the words with blanks of equal length so there is no clue as to the length of the deleted words.
4. Advise students to use any clues they can find in the text or any knowledge they have of the topic or language to try to discover what the missing words are.
5. Ask students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, students can discuss reasons for each choice and decide which suggestion is best. The sharing of ideas and of interpretation strategies is an important aspect of this instructional method.

Graphic Organizer Activities

➔ **For more information and blank templates...**
Appendix D:
German Language
Arts K to 12
Templates and
Blackline Masters

Graphic organizers can help students understand a concept and reduces the load on their short-term memories. Displaying a concept visually enables students to focus their attention on language development. Graphic organizers link the language and content, often forming a bridge to knowledge that the student may already have in his or her first language.

Using a graphic organizer to teach new concepts is an effective way to engage students in discussion and have them learn the essential vocabulary in a meaningful context.

Initial teaching about the use of graphic organizers should always include teacher modelling and discussion about the role of graphic organizers in helping students organize their thinking and in providing a base of information. For example, when showing students the process for using a genre map to analyze a mystery, read a mystery to the class and help students identify, on a large genre map at the front of the class, the mystery, the events, the main suspects, and the reasons for the suspicion. Discuss the key elements of a mystery and how relationships in a mystery might be represented. Students could then read a short mystery and complete their own maps. Further scaffolding might be accomplished by giving students a partially completed map or by providing support in picking out and placing information on the map.

After classroom practice with a variety of graphic organizers, students should be able to choose appropriate organizers related to their purpose, explain their choices, and use organizers effectively. For example:

- use webbing during a brainstorming activity to record thoughts in preparation for narrowing the topic
- use a compare and contrast map, such as a Venn diagram, for comparing climates or when comparing two versions of a story

Possible Student Learning Strategies:

Cognitive

- Use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- Look for patterns and relationships
- Use available technological aids to support language learning

Social/Affective

- Participate actively in brainstorming and conferencing as prewriting and postwriting exercises

◎ Brainstorming Webs

➔ For a blank template...

Appendix D

Brainstorming is effective for generating lists of ideas and creating interest and enthusiasm for new concepts or topics. Students can also use brainstorming to organize their knowledge and ideas. Information gathered during brainstorming can serve as a starting point for more complex tasks, such as projects, outlines, mind maps, or decision making.

Tips for Brainstorming

1. Accept all statements. Emphasize quantity rather than quality.
2. Prohibit criticism—all ideas are accepted no matter how outrageous or far-fetched.
3. Do not allow discussion except for clarification.
4. Encourage participants to build on others' ideas.
5. Set a time limit.
6. First, generate ideas, and then combine and order them.
7. Brainstorming in German may not be possible until students develop a level of proficiency that allows them to express their ideas.

☉ Concept Map

Concept mapping can help students visualize how ideas are connected and lead to understanding of linguistic relationships and how knowledge is organized. The concept mapping process can improve students' oral communication, comprehension, and problem-solving skills. Concept maps identify key ideas to be learned and can be used to facilitate the learning of these key ideas, to review subject matter, or to summarize a unit or a lesson. When developing a concept map, the teacher and students identify a set of concepts associated with a selected topic. Concepts are ranked in related groups from general to specific. Related concepts are connected and the links can then be clarified with pictures, visuals, or with German words, phrases, or sentences.

☉ Decision Making (PMI Chart)

➔ For a blank template...

Appendix D

Students can use Plus, Minus, and Interesting information (PMI charts) to compare and contrast situations, ideas, or positions. PMI charts give students a format for organizing information and evaluating their knowledge and ideas. For more information, see the PMI chart instructions in Appendix D.

☉ Decision Making (What I Have, What I Need)

➔ For a blank template...

Appendix D

A decision-making model such as What I Have, What I Need offers a step-by-step process that encourages students to look for more than one solution, choose the best alternative, and develop an action plan for implementing their decision. By breaking down decision making into specific steps and taking the time to generate a variety of possible decisions, students at any grade level can become better, more creative decision makers.

☉ Flowchart

Flowcharts graphically depict a sequence of events, actions, roles, or decisions. They foster the development of logical and sequential thinking and promote the development of organizational and planning skills. Flowcharts can provide a useful outline for writing.

☉ Idea Builders

➔ For a blank template...

Appendix D

Idea builders create a context for introducing or clarifying new concepts, such as developing an understanding of a particular value. They are especially helpful for English as a second language students or students with special needs who require support in understanding new concepts. Idea builders encourage students to:

- make connections between what they know and what they will be learning
- gather information related to a concept by identifying essential and nonessential characteristics or examples
- examine concepts from multiple perspectives
- develop inductive and divergent thinking
- focus their attention on relevant details

⊙ KWL Charts

➔ For a blank template...
Appendix D or
Blackline Masters
S-107

KWL is a brainstorming strategy that encourages students to be active learners. Students begin by creating a chart with three columns. In the first column, students record the information they already **K**now about the topic. In the second column, students write a list of questions they **W**ant to answer about the topic (these questions provide the focus for reading). In the third column, students record the information they have **L**earned about the topic.

Tips for Using KWL Charts

1. List on the board, under “what we Know,” information students know or think they know about a selected topic. Next list questions students want to answer about the topic under “what we Want to know.”
2. While engaged in the planned activity, students are asked to keep in mind the information listed under “what we Want to know.”
3. After the activity is completed, students identify what they learned, and that information is listed under “what we Learned.” Students complete the activity by contrasting the information listed under “what we Learned” with that listed under “what we Want to know.”
4. Information gathered in a KWL chart can facilitate learning log reflections and goal setting for students.

⊙ Mind Maps

➔ For more information...
Appendix D

Mind maps are an easy way to represent ideas by using key words, colours and imagery. Their nonlinear format helps students generate, organize, and see connections among ideas. Mind maps integrate logical and imaginative thinking and create an overview of what students know and think about a topic. Webs are simple mind maps. Adding pictures, colours, and key words transforms them into more powerful tools for learning, for remembering, and for generating ideas.

⊙ Story Maps

Story maps are graphic representations of key story elements: character, plot, problem or goal, mood, setting, theme, and resolution. They provide visual outlines that help students to understand story elements and plot development and to remember story content.

Tips for Story Map Activities

1. Review the key story elements: plot, character, mood, setting, theme, and resolution. These elements can be recorded on an overhead or a chalkboard in chart form or in the form of a story map.
2. Students listen to or read a story or view a movie. Provide students with a template for a story map. Students fill in the key information as you model the process. Remind students that only the major events are to be recorded.
3. Model with older students how to use the key information to determine the theme. Have students record the theme in the appropriate space on the story map. Once students are familiar with story maps, they will be ready to use them on their own to analyze stories they read or movies they view.

☉ Triple T-chart

➔ **For a blank template...**
Appendix D or
German Blackline
Masters S-64

T-charts can be used to help students organize their knowledge and ideas and see relationships between pieces of information. T-charts can have two, three or more columns. As students explore core values, T-charts can be used to create visual pictures of what those values look, sound, and feel like. T-charts can also be used to explore social issues, compare and contrast different situations, or investigate two or more aspects of any character and citizenship topic.

☉ Venn Diagram

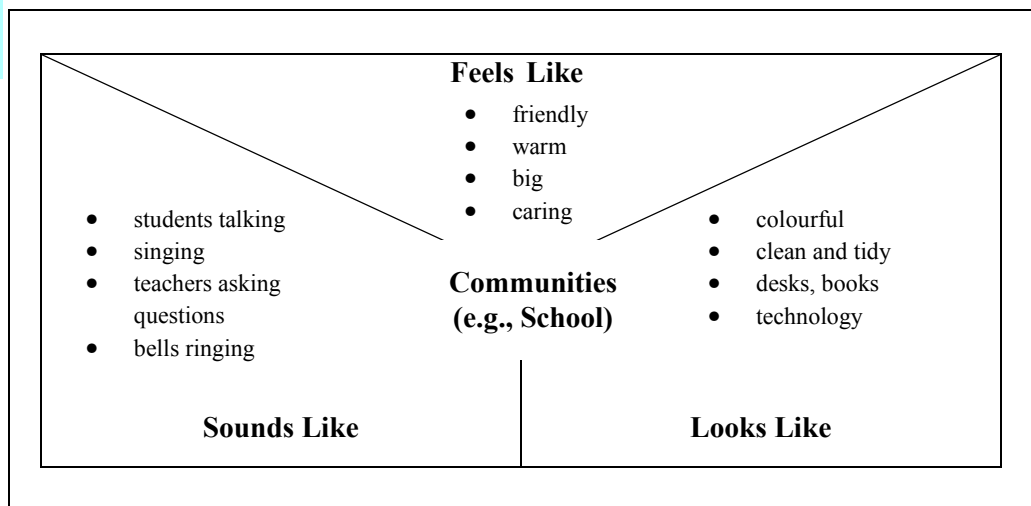
➔ **For a blank template...**
Appendix D or
German Blackline
Masters S-69

A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in *Kindergarten to Senior 4 (Grade 12) German Language Arts: A Teacher's Resource of Templates and Blackline Masters*. (See <www.edu.gov.mb.ca/k12/cur/languages/german/deutsch/blms/index.htm>.)

☉ Y-charts

➔ **For a blank template...**
Appendix D or
German Blackline
Masters S-64

Y-charts are graphic organizers that serve to organize ideas about what a particular topic sounds like, feels like, and looks like. For example:



Cooperative Learning Activities

➔ For more information...

Chapter 5:
Using Collaborative Learning

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes. Success is based on the performance of the group rather than on the performance of individual students.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

Cooperative learning activities play an important role in increasing students' respect for, and understanding of, one another's abilities, interests, and needs. These activities promote risk taking and team building and develop group responsibility and social skills. Cooperative group work provides opportunities for students to take an active role in the language acquisition process, while allowing the teacher to be a "guide on the side."

Possible Student Learning Strategies:

Social/Affective

- Initiate and maintain interaction with others
- Work cooperatively with peers in small groups
- Work with others to solve problems and get feedback

Interactive

- Interpret and use a variety of non-verbal cues to communicate
- Repeat part of what someone has said to confirm mutual understanding

Tips for Cooperative Learning Activities

1. Create small, diverse groups to allow students to learn from one another's strengths and abilities.
2. Structure groups so success depends on each group member being responsible for some part of the task. Assign roles within each group. Rotate roles so that all students have an opportunity to experience each role.
3. Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help, reaching consensus, and completing a task within the allotted time. Provide opportunities for students to practise these skills and to receive feedback and reinforcement.
4. Allow students time to evaluate the cooperative learning process, both individually and as a group.

☉ Brainstorm Carousel

Brainstorming allows students to share their ideas in a collective manner. Ideas flow and build on one another as the group generates many ideas on a specific topic. The brainstorming process develops student vocabulary and creates an environment that encourages respect for others, as judgement is suspended on all the ideas presented.

In the “carousel” approach to brainstorming, students are divided into groups of four to six, depending upon the number of subtopics. Each group is provided with one sheet of chart paper and a different coloured marker so group contributions can be tracked by colour. Each group writes down as many ideas as possible within the designated time. Students then pass their chart paper to the next group. The groups review the ideas of the previous group and add their own. The chart paper circulates through all groups until it returns to its original group.

◎ Corners

In a corners activity, students express opinions and listen to the different points of view of their classmates. This helps to promote understanding of, and respect for, others.

To begin, announce what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. Ask a question and have students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and discuss their answers with the other students who chose that corner. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

Example

When discussing holidays and celebrations, place a symbol representing a different celebration in each corner of the room—a Christmas ornament, a picture of a birthday cake, an Easter basket, and Family Day circled on a calendar page. Ask a question such as: *Which is the most important celebration/holiday for you and why?*

Students move to the holiday/celebration corner they feel is most important. The students in each corner discuss their ideas, then listen to and paraphrase ideas from all the other corners.

◎ Debate

A debate is a discussion in which arguments are presented for and against a statement or resolution. Debates can take place between two people or two teams, or can involve an entire class. One side defends the resolution by taking the affirmative view, while the other side (the opposition) argues against the resolution.

◎ Eight Square

This instructional strategy is useful for accessing and reviewing background knowledge and is particularly beneficial for students experiencing difficulty, as they are exposed to the information over and over again.

Eight square activities function like a scavenger hunt. Students are given a piece of paper divided into eight squares, each of which identifies a specific piece of information to look for. The eight squares can reflect questions about language, food, arts, or any topic of relevance. Students must then circulate around the room, seeking out classmates who can provide the information requested and sign the appropriate square. Finally, the teacher calls on a student to share the name and information from one square of his or her paper with the class. The person whose name appears in the square will be the next to share with the class. Individual students can be called on only once.

Example:

Find someone who can:			
name the letters of the German alphabet	name three body parts in German	name four family members in German	sing you a simple song in German
identify a difference between his or her first language and German	name two modes of transportation in German	name three items of clothing in German	name a strategy for remembering new vocabulary

☉ Focus Trio

Focus trio is used with oral comprehension (audio or video segments, guest speakers) or with written comprehension activities. It allows students to anticipate or predict the content of a presentation or text based on their previous knowledge. This strategy helps to build confidence and risk-taking behaviour.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or questions that they think will be answered. When they hear or read the text, students verify their predictions and write down any new information they find interesting. After the presentation, they discuss predictions and new information. A class discussion may follow.

☉ Informal Groups

Pairs or small groups are quickly formed to do a specific task in a short period of time. Students could brainstorm lists of words or ideas; express personal opinions on a film, a song, or a current event; or give a brief report on learning strategies they have recently tried. They could share German culture-related Internet sites they found useful and interesting.

☉ Inside–Outside Circle

In this activity, students form two concentric circles with the two groups facing each other. Each student works with the person facing him or her to discuss, describe or practise. Students then rotate to the right or left around their circle and repeat the activity until everyone has shared several times with different partners. The same procedure can be used to have students develop and pose their own questions. This instructional strategy is an effective way to encourage every student to participate while teaching skills and concepts that may require varying degrees of repetition for mastery, such as vocabulary acquisition and grammar.

Example

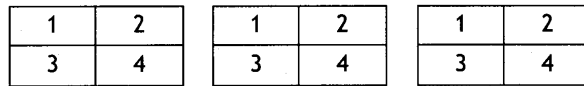
Each student is given a picture card with an illustration of an item from an area of experience, such as family, body parts, animals, or holidays. On a cue from the teacher, students rotate several places to the left or right and present their picture cards to their partners. Each student attempts to name the item depicted on the other's card. If a student is unable to answer, his or her partner provides the answer.

To allow for varying developmental levels, include the text on the back of the card and provide each student with a developmentally appropriate vocabulary to ensure that all students have learned at least one new vocabulary item.

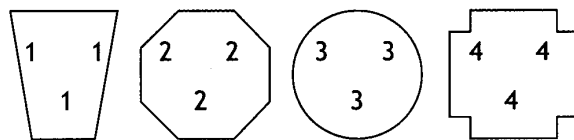
⊙ Jigsaw

Jigsaw is a strategy for organizing cooperative learning groups to share the workload on larger projects.

Divide students into groups of four. These groups will be the students' home groups. Explain the project, outline student responsibilities, explain the skills that are to be developed and clearly explain how students will be assessed. Within the home groups, each student agrees to a particular role and becomes the "expert" on that role for their group.



The expert for a particular topic meets with fellow topic experts from the other home groups to form expert groups. In their expert groups, they work on their particular aspect of the project and decide how to present or teach this to the other members of their home groups.



Once students finish in their expert groups, they return to their home groups. They use what they have learned and teach it to the other group members, remaining the expert on that role for the group.

Jigsaw activities can help students explore program outcomes that relate to historical and contemporary elements of the culture and outcomes that focus on using strategies to maximize the effectiveness of their learning.

Tip for Jigsaw Activities

As groups work, observe student progress, record your observations for feedback, and intervene to assist if needed. Encourage the students to solve any problems collaboratively.

☉ Numbered Heads

This strategy is effective for reviewing material, checking for knowledge and comprehension, and tutoring. It develops team-building skills and provides a safe risk-taking environment since the group is challenged to arrive at a consensus. This situation is less threatening for students who are shy or have weaker oral skills.

Students are organized into groups of four, and the group members number off from one to four. Students are asked a question and are given time to collaboratively come up with an answer. Call out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. Randomly select one of these students to answer. If the answer is incorrect, call on another of the selected students to give an answer.

☉ Round Robin

Students are divided into groups of four. When the signal to begin is given, each student, in turn, contributes an idea orally—a word, phrase, or sentence.

Example

Students are grouped into fours and asked to name the 12 months of the year. The first student starts by saying “*Januar*” (January). The next student would follow by saying “*Februar*” (February), and so, on until all 12 months have been named. Each student could then be asked to identify his or her favourite month.

☉ Talking Chips

Talking chips is a cooperative learning strategy that can be used effectively during group discussion. Each student is given one marker. When a student wishes to speak, he or she puts his or her marker in the centre of the group’s circle. A student cannot speak again until everyone in the group has placed his or her marker in the centre. When each student has had the chance to speak, the markers are retrieved and anyone can speak again by repeating the process. This strategy ensures that everyone has an equal opportunity to speak.

☉ Think–Pair–Share

In a think–pair–share activity, students think individually, turn to a partner and discuss in pairs (or trios), and then share responses with the large group. This type of sharing allows for flexibility and can easily be used throughout learning activities. Think–pair–share activities usually ask students to summarize, question, or clarify ideas. All students are accountable for listening actively and contributing to the group and/or the class, making this strategy valuable for students who rarely participate or for those who find active listening difficult. Also, as they share in pairs or in trios, students are exposed to peer models of language response and social behaviour.

◎ Three-Step Interview

This strategy maximizes student participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

Divide students into groups of four and then into pairs. Partner A interviews Partner B. Then the students reverse roles. Each student, in turn, shares with the group what he or she has learned in the interview.

◎ Three-to-One Technique

In the three-to-one technique, the teacher poses questions that allow at least three possible answers. In trios, each student gives one possible answer and a recorder for the group writes down the responses. Students with learning difficulties might respond with only one word but are still able to contribute to the group. The teacher then asks a follow-up question that challenges the students to agree on one best answer by discussing and possibly combining ideas. Each member must agree on the selected answer and be able to justify the answer to the class (Bellanca and Fogarty 1990).

Demonstration

Discuss and model particular skills or processes that help students acquire procedural knowledge (e.g., taking students step-by-step through the writing process or a particular learning strategy).

Possible Student Learning Strategies:

Interpretive

- Determine the purpose of listening
- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues

Example

Demonstrate how to make *Zimtsterne*, how to play a game, how to introduce a student to the class, and so on.

Didactic Questions

Didactic questions ask for facts that focus on one topic. Effective didactic questions check for learning, tap into previous learning, and encourage creative thinking. They often begin with *who*, *what*, *where*, *when*, or *how*.

Possible Student Learning Strategies:

Interpretive

- Make connections between texts on the one hand and prior knowledge and personal experience on the other
- Summarize information gathered

Forming Learning Groups

Depending upon the nature of the task or the activity, the class can be divided into pairs, trios, quads and so on. The pairs or groups can be formed at random or can be predetermined. Once in pairs or groups, various group roles can be assigned, again at random or predetermined before the activity or task begins.

☉ Chalkboard List

This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, they form a new group and move on to the next activity.

1. Lee	1. Eric	1.	1.
2. Sam	2. Haijia	2.	2.
3. Rain	3.	3.	3.

☉ Pairing Up Partners

Partners can find each other by following a matching process. Use sets of cards with categories such as:

- opposites
- synonyms
- word associations
- first and last names
- one-half of a shape or a picture

☉ Random Groups

Students number off or they draw names, shapes, puzzle pieces or toothpicks out of a bag or hat. The matching process can also be used with categories such as:

- one's birthday month
- cities
- provinces
- seasons
- weather expressions
- various forms of a conjugated verb
- clothing
- playing cards

Gallery Walk

Gallery walk (Brownlie and Close 1992) is a process by which students use observation skills to gather data and draw conclusions about a topic. Gallery walk is frequently used with other learning strategies to allow students to view others' work, including representations, and process the content in preparation for further discussion or consensus building.

Tips for Gallery Walk Activities

1. The teacher or students construct displays representing various aspects of a topic. Displays may also be the result of individual student or small-group inquiries on a topic. One person serves as the curator and remains to explain the display.
2. Students are paired and directed to visit displays located around the room. Students are to observe the displays carefully, talking with their partners and recording their observations and the important points of their discussions. They then move on to the next display and repeat the procedure.
3. Students review their observation notes and then make individual lists of what they think are the most important observations.
4. Each student shares his or her individual list with someone other than the original partner and negotiates with a new partner to create a common list.
5. Each pair of students finds another pair of students and negotiates a common list for that group.
6. Follow-up might include written summaries, whole-class consensus, or short oral feedback sessions.

Games

➔ For more information...

Danesi, Marcel.
A Guide to Puzzles and Games in Second Language Pedagogy. Toronto, ON: OISE Press, 1985.

Once students have developed a level of comfort with the new language and environment, games can be an effective means of learning new vocabulary, reinforcing concepts and assessing literacy skills. It is important to develop a variety of games, for storage in learning centres, that involve the whole class, small groups, partners, individuals, teacher direction and independent use. Games are often:

- interactive
- cooperative
- competitive
- fun
- clearly defined by rules
- over at a predetermined point

Some examples of games frequently played by second language teachers are Simon Says, Around the World, Hangman, Go Fish and Twenty Questions.

Possible Student Learning Strategies:

Social/Affective

- Understand that making mistakes is a natural part of language learning
- Be willing to take risks and to try unfamiliar tasks and approaches
- Work cooperatively with peers in small groups

Tips for Games Activities

1. Target a particular language concept, such as a lexical field, a grammatical structure or a specific application, as the academic focus of the game.
2. Focus as much as possible on student-to-student interaction.
3. Allow for errors and lots of practice.
4. Use games to support what is being taught in class.

Gouin Series (Echo-acting)

For this strategy, prepare a series of six to eight short statements describing a logical sequence of actions that takes place in a specific context (e.g., getting up in the morning, cooking a meal, using the library, making a telephone call). These statements should all include action verbs and use the same tense and the same person throughout. Present the statements to the class orally, accompanying them with pantomime of the actions involved. The class responds first through mimicking the actions involved and later by imitating the statements while doing the actions. For example:

- I get up in the morning.
- I stretch.
- I walk to the bathroom.
- I brush my teeth.
- I comb my hair.
- I walk into the bedroom.
- I make my bed.
- I get dressed.

In preparing a Gouin series, it is useful to have simple props and visuals for at least some of the activities.

Group Roles

→ For a blackline master...

Appendix C:
Group Roles Organizer

The roles in a cooperative learning group depend on the task. Before assigning roles, review the task and determine what roles are necessary for the group to be successful. Roles could include the following:

Checker	Ensures that everyone understands the work in progress.
Encourager	Encourages everyone in the group to contribute, and offers positive feedback on ideas.
Materials Manager	Gathers the materials necessary to complete the task. At the end of the task, the materials manager returns the materials and turns in the group's work.
Observer	Completes a checklist of skills and strategies used for the group.
Questioner	Seeks information and opinions from other members of the group.
Recorder	Keeps a written record of the work completed.
Reporter	Reports on the group's work to the rest of the class.
Timekeeper	Watches the clock and makes sure the group finishes the task within the time allotted.

When introducing roles to the class, explain and model them. Give students opportunities to practise. Emphasize that all roles are equally important and contribute to the success of the group.

Cooperative learning creates opportunities for students to learn and apply important social and communication skills. It enhances perspective, encourages higher-level reasoning, creates social support, and provides opportunities for students to participate in meaningful, thoughtful activity.

⊙ Random Roles

Pass out role cards to each group member or distribute coloured candy, shapes, buttons, beans or any collection of objects, where each object represents a particular role.

⊙ Group Assessment

→ For more information...

Chapter 8

There is some debate regarding the assignment of a group mark for cooperative learning activities. Spencer Kagan argues against using a group achievement mark for the following reasons.

- If grades are partially a function of forces that are out of the students' control (such as who happens to be in their group), that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.
- Group achievement marks are responsible for parent, teacher, and student resistance to cooperative learning.

Rather than awarding group achievement marks, Kagan suggests providing feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. He also suggests asking students to set their own goals and use self-assessment to promote learning and improve social skills.

Group Assessment: Adapted from Spencer Kagan, "Group Grades Miss the Mark," *Educational Leadership* 52, 8 (May 1995), pp. 70, 71. Used with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.

Independent Study



For more information...

Chapter 6:
Independent Study

Independent study can develop skills that enable students to become lifelong learners. The student or the teacher may initiate independent study activities that develop sound independent study habits. Students may work with a partner as part of a small group or alone. Independent study activities can be used as a major instructional strategy with the whole class, or in combination with other strategies. Such activities can be used with one or more individuals while the rest of the class is involved in another strategy.

Possible Student Learning Strategies:

Cognitive

- Find information, using reference materials such as dictionaries or textbooks

Metacognitive

- Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly
- Keep a learning log
- Make choices about how you learn

Tip for Independent Study

Assessment of the abilities students already possess is important before independent study begins. Specific challenges can be incorporated into independent study assignments to build upon and further develop individual capabilities.

Information Gap Activities

In information gap activities, students exchange information to solve a problem, gather information or make decisions. These activities can be done in pairs, be teacher-led or involve groups of students. They may be highly structured or fairly open-ended and are often used to reinforce previously learned vocabulary and structures.

Ideally, information gap activities are as close to real life as possible, using questions and answers the same as or similar to those found in real-life situations. Students will then have a purpose for exchanging information (e.g., a task to complete, a puzzle to solve or a decision to make).

Possible Student Learning Strategies:

Social/Affective

- Work with others to solve problems and get feedback on tasks

Interactive

- Indicate lack of understanding verbally or non-verbally

Tips for Information Gap Activities

1. Organize students in pairs, and identify and review vocabulary and structures that are needed to complete the activity. For example, the activity could use a basic question structure and the vocabulary associated with objects found in a classroom.
2. Provide Student A with a picture depicting a familiar scene, such as the inside of a classroom. Provide Student B with a picture of the same scene with some alterations (e.g., objects added and objects missing). Students ask each other questions in German to determine which objects are missing from their own picture. Students sketch in objects they discover are missing from their own picture. Once complete, students assess the accuracy of their communication by comparing their pictures.
3. Circulate through the classroom while the activity is in process. Record anecdotal notes of how each individual is demonstrating the development of skills in relation to the defined learning outcome(s). Notes should be ongoing through several classes to allow for tracking of skill development and the identification of any challenges a student might encounter.

Interviews and Surveys

Interviews and surveys can be conducted on almost any topic and aim to facilitate the development of language through application. They can be used to collect information from a defined sample of people to determine and report the frequency of particular responses to specific questions. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family) or it could be more subjective (e.g., likes and dislikes, opinions on a specific topic). Simple factual surveys are recommended for beginners.

Possible Student Learning Strategies:

Interactive

- Interpret and use a variety of non-verbal cues to communicate
- Ask for clarification or repetition if you do not understand

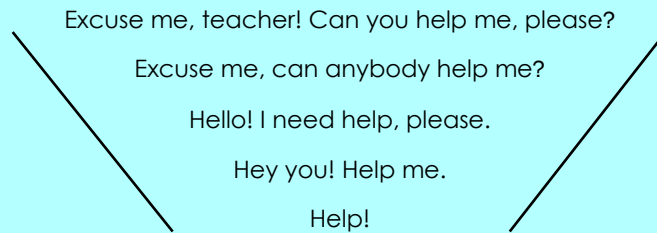
Tips for Interviews and Surveys

1. **Prepare:** Review the procedure with the class. Explicit teaching or review of structures for asking questions may be needed.
2. **Plan:** Collaboratively decide the purpose of the interview or survey and if questions will be oral or written. Formulate questions to ask, choose the sample of people to survey and divide the work among the students.
3. **Collect Data:** The interview/survey is conducted in the manner agreed upon (e.g., in person interviews—preferable for beginners, surveys by phone or email, surveys brought home).
4. **Organize and Display Data:** Once data has been collected, it should be compiled and displayed. Results are often displayed using a graph. The type of graph used will vary with the age and mathematical understanding of the students. With advanced planning, an interview/survey activity can be integrated with a topic from mathematics class.
5. **Summarize, Analyze, and Interpret Data:** For simple factual interview/survey results, these steps are relatively easy. If information about opinions or values has been gathered, there is more opportunity for discussion and differing interpretations. Students may present their interpretations orally or in writing.

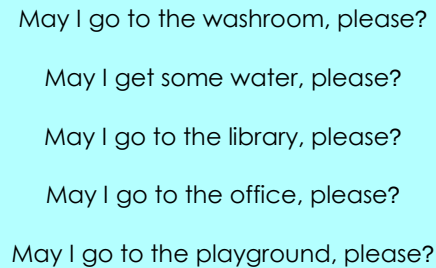
Language Ladders

Creating language ladders is an effective strategy for teaching essential classroom language. Essential language phrases are directly taught, usually at a rate of one each day. These phrases usually represent a series of different ways to express a similar idea or need, often in different registers, degrees of politeness, or social contexts (e.g., different ways of greeting people or giving praise or encouragement to group members). Language ladders are posted on the wall with accompanying visual cues, and language phrases are always grouped (like the rungs of a ladder) to show their relationships and to assist students in remembering their meanings.

Example A: Help Expressions



Example B: Classroom Permission



Possible Student Learning Strategies:

Cognitive

- Group sets of things together (e.g., vocabulary, structures with similar characteristics)
- Use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember

Productive

- Use words visible in the immediate environment

Learning Logs

➔ For more information...

Chapter 8:
Learning Logs

A learning log is usually a single notebook with various sections that provide places for students to journal (reflect) and log (record with purpose).

Students record their personal reflections, questions, ideas, words or expressions to remember, or the feelings they have about experiences in class. Ideally, such reflective thinking and writing is done on a regular basis and the teacher responds with oral or written advice, comments, and observations.

Learning logs are usually more objective, providing a place to record observations on learning activities, lists of books read or films watched, or notes on learning strategies.

Until students develop an appropriate level of proficiency in German and in reflective thinking and writing, they will need teacher guidance and will likely reflect in English. The transition to using more German and more independent reflection is made over time. Once the transition is made, reflecting becomes a strong and meaningful context for students' German use.

If students have little experience in reflective writing, it is a good idea to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and ways that the journal can be used, so students understand the process and the purpose.

Tips for Learning Logs

1. Ask specific questions to guide students. Provide suggestions for topics.
2. Provide regular opportunities for students to write in their learning logs (reflective section)—perhaps a few minutes before or after an activity or at the end of each week.
3. Students choose whether or not to share their journal entries with the teacher or their fellow students. If students decide to share part or all of their journals, teachers can respond individually with questions or comments to extend thinking. **Since the primary purpose of a journal is not to practise writing, teachers should not correct the grammar, spelling, or punctuation in student journals.**
4. Encourage students to regularly reread what they have written in their journals and reflect on what they have written.
5. If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express meaning.

Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps students develop the language they need to write effectively about their learning.

Encourage students to retell, relate, and reflect by looking back, looking in, and looking forward.

Looking back (Retell)

What activities did we do?
 What did I learn?
 What did I expect to learn during the activity?

Looking in (Relate)

What did I like or dislike about the learning experience?
 How do I feel about what I learned?
 What questions or concerns do I have about what I learned?

Looking forward (Reflect)

What would I like to learn more about?
 What goal could I set for myself?
 How might what I learned help me in the future?

Possible Student Learning Strategies:**Metacognitive**

- Reflect on learning tasks with the guidance of the teacher
- Reflect on the listening, speaking, reading and writing process
- Keep a learning log
- Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Mini-lessons

Short lessons can efficiently deliver small amounts of information to students, such as aspects of culture or a grammatical structure. Mini-lessons are effective when they are limited to 10 to 15 minutes and incorporate group discussion and/or demonstrations and feature visual aids such as overhead transparencies or posters.

Possible Student Learning Strategies:**Cognitive**

- Listen attentively

Metacognitive

- Listen or read for key words
- Be aware of the potential of learning through direct exposure to the language

☉ Turn and Talk

Have students turn to a neighbouring student and discuss the mini-lesson they have just heard. Have them summarize the content of the lesson using a graphic organizer such as a concept map, a Venn diagram, or a flowchart.

Specify the organizer that best suits the topic or the content of the lesson or discuss with students which graphic organizer they think would work best and why. Discuss the resulting summaries as a class, and collaboratively develop a master organizer summary on the board.

Reading Instructional Strategies

Read-aloud, shared reading, guided reading, guided comprehension, independent reading, phonics, and word study give students opportunities to experience and enjoy authentic texts and to practise the skills and strategies necessary for fluency and comprehension.

Reading is a meaning-making process that involves a great deal of thinking, problem solving and decision-making by both the teacher and the student. Comprehensive reading instruction teaches the student to use a variety of skills to decode, read fluently and understand the text. No single skill in this complex interaction is sufficient on its own, and teachers must be careful not to overemphasize one skill at the expense of others. It is important that teachers understand the interdependent nature of the skills being taught, and that competent readers integrate all sources of information as they engage in reading meaningful texts.

Teachers should provide students with planned activities for before, during and after reading. For example:

- Before beginning to read, the teacher and students establish the purpose for reading. Together they consider what they already know about the topic or genre and use the title, headings, table of contents or index, and new, unfamiliar vocabulary to enhance their predictions.
- During reading, students respond to the text by searching for meaning, identifying the main ideas, predicting and verifying predictions, and building a coherent interpretation of the text. Students bring their experiences of the world and literature into the reading activity. The teacher directs the attention of students to subtleties in the text, points out challenging words and ideas, and identifies problems and encourages students to predict solutions.
- After reading, students reflect on their learning as they apply the knowledge acquired during reading or transfer that knowledge to the contexts (e.g., by retelling, summarizing, creating graphic organizers, or putting pictures in sequential order). With all of this instruction, the teacher provides continuous role modelling, coaching, guidance, and feedback, and is always building on students' prior knowledge and experiences. The teacher also ensures that students are focused and engaged in the reading process and monitors the time on task.

☉ Author's Chair

During author's chair activities, students read aloud their written drafts or compositions to their classmates. Listeners provide positive comments and constructive feedback to the author to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors read to small groups. A special chair or area of the classroom may be designated for this activity.

Tips for Author's Chair

1. Have the author face the audience and read a draft or completed composition. Have the author share accompanying illustrations and explanations with the audience. The audience uses active listening skills to convey respect for, and acceptance of, the author's efforts.
2. Have the author request comments or feedback about the piece from the audience. Encourage audience members to make positive comments related to the events, characters, or specific language used in the writing. Encourage the author to ask questions about the clarity and effectiveness of the writing as well as the use of vocabulary and language. Have the audience offer suggestions for revision or considerations for future work.

☉ Comprehension

Students learn comprehension skills and strategies in a variety of situations while accessing different levels of text and different text types. The focus of guided comprehension is on direction, instruction, application, and reflection.

To assist with student comprehension, provide focused instruction of comprehension skills and strategies such as:

- previewing
- self-questioning
- making links to self, text and others
- visualizing
- using graphophonic, syntactic, and semantic cueing systems
- monitoring, summarizing, and evaluating

Students then apply the comprehension skills and strategies in teacher-guided small groups and student-facilitated comprehension activities, such as literature circles, questioning the author, or reciprocal teaching.

Students work with varying degrees of support and use texts at their instructional levels and independent levels of reading. The teacher and students reflect on performance, share experiences, and set new goals for learning. The levelled texts and the organization of the small group will change as students' knowledge and reading skills increase.

☉ Guided Reading

Guided reading is a small-group, teacher-directed activity. It involves using carefully selected books at students' instructional levels. The teacher supports students as they talk, read, and think their way through the text. Students can be grouped for guided reading by reading ability or specific instructional goals. The group composition is fluid and changes according to the teacher's observations and assessments.

Through modelling and instruction, guided reading enables teachers to extend students' vocabulary development and their knowledge and use of appropriate comprehension strategies. It gives the teacher the opportunity to observe reading behaviours, identify areas of need, and allow students to develop more independence and confidence as they practise and consolidate reading behaviours and skills.

Guided reading provides a bridge to independent reading and can help students develop essential higher-order thinking skills.

◎ Independent Reading

During independent reading, students choose their own books according to their interests and abilities. The texts should be chosen carefully so that each student can read with a high degree of success. Students can be taught to select appropriate independent reading material and can share this task with the teacher. Emergent readers can use this independent reading time to practise reading small, predictable stories, as well as books that have been used in shared and guided reading.

When teachers plan independent reading for students, they need to provide them with time to engage in discussion and reflection. Independent reading is preceded and followed by discussion and dialogue with the teacher and/or peers. The teacher is always observing, listening, and gathering information about students' reading behaviours.

Independent reading provides opportunities for students to build self-confidence, reinforce skill development, enhance fluency, build memory for language structures and vocabulary, and promote comprehension and motivation to read. In addition, independent reading gives students time to acquire more information about a specific subject of interest.

◎ Phonics and Word Study

Research has shown that phonics and word study are valuable strategies for improving students' abilities to recognize words and decode text. Although these skills alone are not enough, they are essential building blocks for becoming an effective reader. They may be taught out of context but must be practised in authentic contexts, and reading material that is engaging and meaningful for students should be used.

Phonics is a systematic instructional approach that links the foundation of phonetic awareness with students' growing knowledge of letter-sound relationships to enable them to decode words and read. Instruction begins with the most common and more easily discerned letter-sound relationships and progresses to more complex spelling patterns, which include larger chunks of words, such as syllables. Teachers need to introduce the letter-sound correspondences in a planned, sequential manner so students have time to learn, practice, and master them. Letter formation is a part of phonics instruction that reinforces students' memories of letter-sound correspondences. To understand the usefulness of letter-sound correspondences and letter formation, students need to apply their knowledge by seeing, saying, and printing words in interesting and authentic contexts.

◎ Read-aloud

During read-alouds, read to the whole class or to a small group, using material that is at the listening comprehension level of the students. The content of the reading may focus on a topic related to a curriculum outcome in another subject area, such as mathematics, science, or social studies.

Reading aloud to students helps them to develop a love of good literature, motivation to pursue reading on their own, and familiarity with a variety of genres, including nonfiction. It provides them with new vocabulary and contributes to their oral and written language development. Reading aloud should occur every day in the early stages of reading instruction to stimulate the students' interest in books and reading.

☉ Readers' Theatre

Readers' theatre activities encourage students to work cooperatively by taking turns. These activities also support the development and practice of oral language skills by promoting pronunciation, intonation, and oral language fluency. In readers' theatre, students read aloud from scripts. They do not require special costumes, sets, props or music. Readers' theatre can be done as a whole class, in small groups or with partners.

Tips for Readers' Theatre Activities

1. Choose an appropriate story or script. Look for lively dialogue, clear prose, balance of parts, and an appealing theme. After some practice with scripts, students can adapt a story or poem of their choice.
2. Read the story or script to young students. Older students can take turns reading aloud.
3. Discuss and reflect on the story, characters, and author's intent or theme. For example: What did you think about the story? Why? How do you think the characters felt? How do you know what they were feeling? Why do you think they acted the way they did? How do you know? Can you give examples from the story?
4. Assign parts, or have students volunteer, and distribute scripts. Let many students play each part in turn. Write scripts on chart paper or on an overhead projector so students can be free to use hand movements and mime. Colour-code parts so that students can find them easily.
5. Read through the script. Allow students to ask questions, make comments, or react to the story. Discuss voice projection, intonation, good vocal expression, facial expression, and gestures.
6. Have students practise the script as a whole group or in pairs. In readers' theatre, narrators often stand and characters sit.
7. Share the readers' theatre with others.

☉ Shared Reading

In shared reading, guide the whole class or a small group in reading enlarged text that all the students can see (e.g., a big book, an overhead, a chart, or a poster). The text can be read several times, first for the students and then with the students joining in. Shared reading involves active participation and considerable interaction on the part of students and teachers.

Shared reading provides an opportunity to model effective reading, promote listening comprehension, teach vocabulary, reinforce letter-sound relationships and concepts about books and print, and build background knowledge on a range of subjects.

Shared reading provides a bridge to guided reading. It should occur daily in the early stages of reading instruction and less frequently in later stages.

☉ Storytelling

Storytelling activities provide opportunities for students to tell stories by using their own language rather than reading from a text. Students may retell familiar stories, or they may choose to tell stories they have read or written.

☉ Total Physical Response Storytelling

In total physical response (TPR) storytelling, students act out vocabulary they have recently learned in the context of entertaining, content-rich stories.

Possible Student Learning Strategies:

- | | |
|---------------------|--|
| Interpretive | <ul style="list-style-type: none">• Use gestures, intonation and visual supports to aid comprehension• Listen or look for key words |
| Productive | <ul style="list-style-type: none">• Use non-verbal means to communicate |

Tips for TPR Storytelling

1. **Practise and Teach Vocabulary:** Have students learn a selected group of vocabulary words through association with particular actions. Practise these actions with the students.
2. **Produce and Practise Vocabulary:** Once students know the vocabulary, have them pair up. One student reads the word and the other provides the corresponding gesture. Partners reverse roles and repeat.
3. **Perform a Story:** Narrate, aloud, a story that uses the various vocabulary words. As you narrate the story, students will listen and perform the actions to the vocabulary words when they hear them.
4. **Review the Story:** Ask students for their interpretations of the story they have just performed.
5. **Retell and Revise (Advanced):** Students build upon the story, using their existing language skills to embellish the plot, personalize the characters, and create revisions.
6. **Create Original Stories (Advanced):** Students prepare and act out original stories, using the selected vocabulary.

☉ Word Study

Word study gives students the opportunities to practise high-frequency words so that they can read them automatically (word identification), and to learn word-solving strategies so that they will be able to read partially familiar or unfamiliar words (word knowledge). Word study improves students' abilities to decode words independently, which is important for both fluency and comprehension. The teacher provides students with an organized environment that includes charts, lists, word walls, and other resources. Activities can involve the whole class, small groups, or students working independently, and may include searching for big words or mystery words; recognizing whole words, word parts, root words, and compound words; adding prefixes and suffixes; using known words to decode unknown words; and recognizing letter patterns.

Reflective Discussions

Reflective discussions encourage students to think and talk about what they have observed, heard, or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, stories, or illustrations. As students discuss information and events, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other texts. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

Research Projects

Students may be involved in research projects individually, as partners or as members of small groups. Research projects are effective in developing and extending language skills. While doing research, students practise reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

Research projects can motivate students through active participation, greatly increasing understanding and retention. Students teach one another by describing what they are doing. These projects require students to use inductive reasoning. Students also reflect about their experiences and apply what they have learned to other contexts.

A research model can be used to provide students with a framework for organizing information about a topic.

Possible Student Learning Strategies:

Cognitive

- Use previously acquired knowledge to facilitate a learning task
- Use available technological aids to support language learning
- Use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember

Interpretive

- Prepare questions or a guide to note information found in a text

Role-Play

Children naturally use make-believe to explore roles and situations that they cannot experience directly. Role-play and simulation use this natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or imaginary person, or an animal) and are placed in a situation or context. They act as if they were someone or something else. They experiment with what it feels like to be in someone else's shoes and, ideally, develop empathy for that character.

Some props may be used, but generally there are no sets, costumes, or makeup. Role-play may or may not involve writing a skit and then reading it or memorizing it for presentation. As students gain experience in role-play, they can take a more active role in planning and guiding the role-play activity.

Role-play is best used at the reinforcement or review stage of learning when students have a fairly good command of the vocabulary and structures but need some practice using them in relatively unstructured situations.

Possible Student Learning Strategies:

Metacognitive

- Rehearse or role-play language

Productive

- Use knowledge of sentence patterns to form new sentences

Tips for Role-Play

- 1. Outline the Situation:** Start by describing a problem to be solved, a conflict to be resolved, or a situation involving an unforeseen element. An element of tension can draw students in and impel them to respond and take action. Begin by using fairly routine situations (e.g., asking for directions, ordering a meal in a restaurant, or buying something in a store).
- 2. Provide Time:** Give students time to explore/research their characters' backgrounds, beliefs, habits, and opinions before they actually perform the role-play.
- 3. Teacher Involvement:** Assume roles such as chairperson or spokesperson, guide the role-play, and encourage students to participate.
- 4. Reflection:** Provide a period of reflection following the role-play. Students describe what they experienced and how they felt. Guide the discussion by asking questions and making comments, encouraging the students to think about their experiences. Students may also respond by drawing pictures to express their reactions.

Rules of Sound Activities

Plan activities in which students learn the rules that govern the sounds that letters and letter strings make or do not make. Introduce rules directly (consider dedicating a bulletin board to this) and walk students through reading and spelling examples. Then have students apply what they have learned. These rules can help students with reading and speaking, but it is important to introduce rules slowly and strategically (e.g., introduce each rule only when it is relevant to other learning). Also, consider having students identify similarities and differences in “sound rules” between their first and second languages.

Possible Student Learning Strategies:

Productive

- Mimic what the teacher says

Interpretive

- Use knowledge of the sound-symbol system to aid reading comprehension

Sharing Circle

In sharing circle activities, the teacher and students sit in a circle and share their thoughts on events and experiences. Sharing circles encourage students' participation as they develop oral language and gain confidence through the sharing of personal responses and ideas.

It is important that the rules for sharing circles are discussed prior to the first sharing circle, such as “sit in a circle,” “do not touch anyone,” “one person speaks at a time.”

Tips for Sharing Circle Activities

1. Sit comfortably in a circle with students so that everyone can see and participate.
2. Model the expectations and procedures before individual students begin to share their feelings about an event or experience. Validate all student responses.
3. It is acceptable for students to pass rather than give a response. Students take turns until all the students who wish to speak have spoken.

Sketch to Stretch

Sketch to stretch (Short, Harste, and Burke 1996) is a strategy that allows students to represent through drawing what they learned during reading, viewing, or listening. Students who are not risk-takers often experience success with this strategy, and the strategy provides an opportunity for students with different learning styles to respond in different ways. Students see that others have different interpretations of a selection, and new meanings and insights are gained.

Tips for Sketch to Stretch

1. Students read, view, or listen to a selection, either in a small group or as a class.
2. Explain to students that they can represent meaning in a variety of ways and experiment with different ways to represent meaning. Students think about what the story or video meant to them and draw a sketch.
3. Students share their sketches with their classmates. Give the students an opportunity to discuss the sketches and ask questions.

Slim Jims

Slim Jims are long, narrow pieces of paper that students use to record notes. Categories or headings relating to the topic are chosen and written on the paper. Details are recorded in point form as single words or simple phrases under the appropriate heading. This decreases the likelihood that students will copy whole sentences from reference material. The notes can then be used to write such things as reports, summaries, and oral presentations.

Visual Imaging

The practice of imaging or mentally visualizing objects, events, or situations is a powerful skill that assists students to construct meaning as they listen and read. As students read and listen to others, they incorporate their knowledge and previous experiences to form images of situations, settings, characters, and events. These images extend students' comprehension, enrich their personal interpretations, and stimulate unique ideas for oral expression and/or writing.

Imaging provides an opportunity for students to vicariously experience what they hear, read and write.

Word-Building Activities

Word building activities should be based on relevant vocabulary collected from reading, environmental print, or lexical fields. A simple word building activity involves taking the letters from a long word and scrambling them. Students then rearrange the letters to create smaller words that they record as they try to figure out the big word. Once a number of words have been generated and the big word has been unscrambled, students can use the words they have generated in word analysis activities.

🕒 Flash Cards



For more information...

Appendix B:
Vocabulary and
Classroom
Expressions

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful to spend some time working with words on flash cards. Initially, flash cards should display the words and associated pictures side-by-side, but later the flash cards can have pictures on the backs and then have no pictures at all. Students could also match word cards with picture cards. Flash cards are often used to teach nouns but can also be used for teaching verbs and adjectives. They should not be used to teach high-frequency words in isolation, as meaningful context is essential.

Possible Student Learning Strategies:

Cognitive

- Use mental images to remember new information
- Memorize new words by repeating them silently or aloud
- Place new words or expressions in a context to make them easier to remember

🕒 Making Words

Collect plastic letters or print letters on squares of paper to spell basic three- or four-letter words and collect or create accompanying picture cards (e.g., have the letters “B”, “a” and “ll” along with a picture of a ball to associate meaning with sound). In order, point to each letter, make its sound, and slide it into place until the word is formed. Repeat this action a couple of times, speeding up each time until the sounds run together and you are practically saying the word normally. Have students repeat your actions.

Possible Student Learning Strategies:

Metacognitive

- Make a plan in advance about how to approach a learning task
- Evaluate your performance or comprehension at the end of a task

Cognitive

- Look for patterns and relationships

◎ Personal Dictionaries

Personal dictionaries consist of words that are familiar and significant to individual students. Word sources include dictated stories and captions, journals and other writing efforts, as well as the students' own oral vocabulary. For language learning, personal word banks or collections of key words are valuable resources for expanding students' reading and writing vocabularies. A personal dictionary could be developed throughout the year and kept in a section of the students' learning logs.

Personal dictionaries should be organized alphabetically or by lexical field. Each entry in a personal dictionary should include a translation in the first language, along with examples of its correct usage or a picture.

Possible Student Learning Strategies:

Cognitive

- Make personal dictionaries
- Place new words or expressions in a context to make them easier to remember

Metacognitive

- Check copied writing for accuracy

◎ Word Walls

To create an environment rich in language, create a word wall that reflects developing vocabulary. Post the words in a way that allows them to be removed for reference or reorganization (e.g., sticky notes). Use the word wall as part of regular language learning activities. For example, add a word whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself. Organize and reorganize the wall based on the instructional focus (e.g., organize by spelling pattern, lexical field, meaning, usage).

Possible Student Learning Strategies:

Cognitive

- Group sets of things together (e.g., vocabulary or structures) with similar characteristics

Productive

- Use words that are visible in the immediate environment

Writing Instructional Strategies

◎ Writing Conferences

During writing conferences, the teacher guides one or more students through aspects of the writing process and provides specific feedback to students.

◎ Independent Writing

Independent writing occurs after the appropriate preparatory modelling, sharing, and talking. During independent writing, students write silently for an extended period of time.

Provide students with many opportunities to express their thoughts, feelings, and insights for a variety of purposes and audiences, using a range of forms including narratives, poems, plays, fantasy, science fiction, historical stories, children's books, songs, notes, messages, letters, journals, diaries (real or imaginary), anecdotes, dialogues, reports, presentations, learning logs, biographical sketches, requests, memos, summaries, reviews, record books, brochures, pamphlets, and others.

◎ Interactive Writing

Interactive writing is shared writing during which students also serve as scribes; they take turns holding the pen and writing letters and words for the message.

◎ Shared Writing

In shared writing, the teacher and students compose a piece of writing collaboratively. The teacher acts as an expert and scribes for students on large chart paper or on the board while demonstrating, guiding, and negotiating the creation of meaningful texts. The focus is on the craft of writing as well as writing conventions.

◎ Writing Aloud/Modelled Writing

During writing aloud/modelled writing, the teacher makes his or her thinking visible while composing and scribing in front of students by thinking aloud and modelling the writing process. Students see a demonstration of how writing works—planning, thinking, drafting, organizing, selecting words, forming letters, spelling, punctuating, revising, editing, and formatting.

Using Technology in the Classroom

Information and communication technologies (ICT) are processes, tools, and techniques that affect the way we can communicate, inquire, make decisions, and solve problems. Information and communication technologies are used for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting

Skills and processes involved in information and communication technologies can be related to learning strategies included in *Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes*, in particular the cognitive strategies. For example:

ICT Skills and Processes	Cognitive Learning Strategy Examples
<ul style="list-style-type: none">• gathering and identifying information	<ul style="list-style-type: none">• find information, using reference materials
<ul style="list-style-type: none">• classifying and organizing	<ul style="list-style-type: none">• group sets of things (e.g., vocabulary or structures with similar characteristics)
<ul style="list-style-type: none">• summarizing and synthesizing	<ul style="list-style-type: none">• use word maps, mind maps, diagrams, charts, and other graphic representations to make information easier to understand and remember

ICT Curriculum in German Language Arts Classrooms

German language arts students meet communication outcomes from the ICT curriculum as they access information in German through the Internet and as they exchange information and seek support and validation of their ideas through emails, chat rooms, and discussion forums.

Under the guidance and direction of their teachers, German language arts students meet foundational knowledge and operations outcomes by using ICT tools in appropriate ways and by understanding what tools can be best used for a specific task. For example, by using digital slide show software with multimedia features to present a project, students demonstrate knowledge of specific technology and use it in an effective way. Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of German, they also provide opportunities to expand communication horizons that bring cultures and worlds together.

Teacher- and Student-Oriented ICT Integration

Teachers are encouraged to consider different methods of integrating ICT in their planning and teaching (i.e., teacher-oriented integration and student-oriented integration).

Teacher-oriented Integration

As teachers face the challenges of meeting students' diverse needs and creating the best possible learning experiences for them, ICT tools and devices can be a useful support. ICT tools, such as databases and spreadsheets, allow teachers to plan and track student progress. Communicating with students is facilitated through email, chat rooms, and discussion forums. Electronically generated content can also be easily modified to meet the needs of individual students. Technology offers a wide range of possibilities for creating presentations with visual and audio components, and multimedia interactivity can be used to facilitate student practice and learning.

Student-oriented Integration

ICT can contribute to students' active participation in learning tasks. Online journals, blogs, personal websites, and shared content through digital devices are examples of how students can use technology for learning. German-based keyboard devices are also available and can be installed to access characters and fonts specific to the language.

Suggestions for Using Technology in the Classroom

The following chart illustrates how various technologies can be used to teach specific outcomes in the Grade 4 German language arts classroom.

Technology	Specific Outcomes	Suggestions for Using Technology in the Classroom
Word processing	<p>4.2 (4.2.3) Enhance and Improve, enhance legibility; print or write legibly, using a style that is consistent in alignment, shape and spacing; demonstrate basic keyboarding skills</p> <p>6.5 (6.5.3) Language Use Strategies, productive</p> <ul style="list-style-type: none"> use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide detail when producing their own texts 	<ul style="list-style-type: none"> Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning.
Spreadsheets	<p>1.1 (1.1.4) Discover and Explore, express preferences</p> <ul style="list-style-type: none"> collect and share favourite oral, literary and media texts 	<ul style="list-style-type: none"> Students ask one another about their food preferences and create a spreadsheet to display the information.
Draw/paint/ graphic applications	<p>4.2 (4.2.5) Enhance and Improve, enhance presentation</p> <ul style="list-style-type: none"> combine illustrations and written texts to express ideas, feelings and information 	<ul style="list-style-type: none"> Students create collages and other artwork, using electronic graphics and text.
Internet	<p>7.1 (7.1.1) Self-identity, recognize and appreciate various elements of the cultures of German-speaking peoples</p> <p>7.2 (7.2.3) German Culture, diversity</p> <ul style="list-style-type: none"> identify diverse elements of German culture in school and/or local community <p>6.4 (6.4.1) Language Learning Strategies, cognitive</p> <ul style="list-style-type: none"> use a variety of simple cognitive strategies, with guidance, to enhance language learning 	<ul style="list-style-type: none"> Students search the Internet for information on the German culture worldwide, and then share the information in group presentations.
Email	<p>6.2 (6.2.4) Language Competence</p> <ul style="list-style-type: none"> produce, spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic 	<ul style="list-style-type: none"> Students exchange emails with students from another German language arts class in Canada.

Technology	Specific Outcomes	Suggestions for Using Technology in the Classroom
Multimedia applications	6.1 (6.1.2) Linguistic Elements, vocabulary <ul style="list-style-type: none"> • use vocabulary and expressions appropriately in various contexts in the classroom and school environment 	<ul style="list-style-type: none"> • Students use a CD-ROM German/English dictionary to look up words.
Clip art/media clips	2.1 (2.1.1) General Comprehension Strategies, prior knowledge <ul style="list-style-type: none"> • make connections among texts, prior knowledge and personal experiences 	<ul style="list-style-type: none"> • Students examine a variety of German media clips.
Audio equipment	6.2 (6.2.1) Language Competence, listening <ul style="list-style-type: none"> • listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations 6.3 (6.3.3) Sociocultural/Sociolinguistic elements, variations in language <ul style="list-style-type: none"> • accept individual differences in speech 	<ul style="list-style-type: none"> • Students listen to a variety of audio clips of German speakers from music, movies, television, and so on.
Video equipment	6.3 (6.3.5) Sociocultural/Sociolinguistic elements, non-verbal communication <ul style="list-style-type: none"> • recognize that some non-verbal behaviours may be inappropriate in certain contexts 	<ul style="list-style-type: none"> • Students view videos in which German speakers use non-verbal behaviours; then students video-record themselves miming the behaviours.
Digital cameras	3.2 (3.2.4) Select and Process, access information <ul style="list-style-type: none"> • use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas 4.2 (4.2.5) Enhance and Improve, enhance presentation <ul style="list-style-type: none"> • combine illustrations and written texts to express ideas, feelings, and information 	<ul style="list-style-type: none"> • Students create booklets that include digital photographs of classmates and of various objects found in the classroom (e.g., desks, displays, books).

These technology devices and tools can be used to enhance existing lesson plans and can also be used as a basis for lesson plans. The sample lesson plan on the following page shows a lesson that integrates ICT outcomes.

Sample Lesson Plan with ICT Integration

Lesson Title: Our Class Booklets

Date: October 9 **Class:** 4-G

Outcomes

4.4 Present and Share, share ideas and information

- share information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation

6.2 Language Competence, writing

- produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations

6.5 Language Use Strategies, productive

- identify and use a variety of productive strategies

Possible Student Learning Strategies:

Use words that are visible in the immediate environment.

Lesson Description

Using a digital camera, take a photo of each student in the class. Give students a template to complete with personal information. For example,

Name (Name) _____.

Geburtstag (Birthday) _____.

Meine Freunde sind (My friends are) _____.

Zu meiner Familie gehören: (The people in my family are):

Ort oder Stadt: _____.

(place) city, country, place

Students import the picture to a Word document and type the information in the template. Documents are printed and displayed or bound in a book for students to read.

Differentiation of Instruction

yes not necessary

offer two levels of templates

Assessment

Create a checklist with the students that they can use to assess their entries.

Have students respond to the activity in their learning logs.

Materials

digital camera
computers
printer
paper
templates