

STRATEGIES FOR THE LEARNER



➤ MODEL AND TEACH THE LEARNING STRATEGIES

- To enable students to learn and remember new vocabulary themselves.
- To teach thinking skills and ways to learn that the students will use all their lives.
- To provide the variety of practice needed.

1. Presentation:

- Give a **clear description** of the strategy and why it is important, and why it works to learn vocabulary.
- **Model** the strategy.

2. Practice:

- First, do it with the students, as you speak your thoughts aloud.
- Then, monitor the students as they do it.

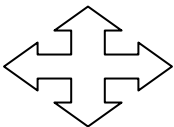
3. Use:

Provide opportunities for the students to use the strategy independently in different contexts.

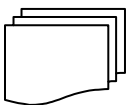
4. Reflect:

Talk about the thinking, and how the strategy worked.

➤ MAKE CONNECTIONS TO PRIOR KNOWLEDGE.



- What **background knowledge** do I need to understand this?
- **How can I get it?** - talking, asking, pictures, video, easier texts etc.
- What is the **important vocabulary** that I need to know?
- What is **essential** to the understanding of the subject?



➤ LINK NEW VOCABULARY WITH WHAT IS ALREADY KNOWN.

New knowledge needs to attach (“**Velcro**”) to something in the brain; to be put in a file folder with other knowledge.

- This reminds me of
- This is similar to
- An example I know is
- I already know about this.
- I can remember this because

THINK ALOUDS

➤ **ASK FOR HELP:**

- What's the name of this?
- How do you say this?
- What does _____ mean?
- Can you describe it?
- Do you mean _____? (Say what you understand in your own words.)
- Can you give me an example?
- I don't understand. Can you explain it?
- Can you show/draw a picture?
- How do you spell _____?



➤ **QUICK ONE-MINUTE QUESTIONS**

- What do I think the word means? What makes me think that?
- What is another word for it?
- How can I describe it? What does it look like?
- What is an example?
- What is the meaning?
- Can I use it in a sentence?
- Can I use it in a question?
- What is the opposite?
- What other words go with it? (synonym, category, word family)
- What is another form of it? (noun, adjective, adverb etc.)
- What category does it belong with?
What other words go in that category?
- What other contexts do I know it in?
- Where would I hear the word?
- What other meanings does the word have?
- How do I remember it?
Mnemonics – ways of remembering, e.g. rhyming



USE YOUR IMAGINATION

-  **VISUALIZE** (“Picture” the meaning.)



- Draw pictures, sketches, diagrams to show meanings.
Include the vocabulary with the picture, to remember them together.

- **ROLE-PLAYING, ACTING, MIMING**
On your own or with someone.
Provides multiple opportunities to use the vocabulary.
You understand and remember things you DO.
Fun. Engaging.



ESPECIALLY FOR READING



- **HIGHLIGHT, COPY** words that are not known.

- Find out the meaning.
- Write the meaning on a post-it. Put it near the word.
- When you know the word, remove the post-it.

- **NOTE: HEADINGS, bold face, BOXES, charts**
to identify important vocabulary.

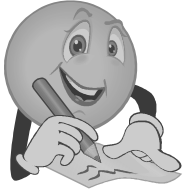
- What does this tell me about the text?



- **HIGHLIGHT, UNDERLINE, important** words in a text.
Why are these important?

- **THINK OF “CLUES” TO THE MEANING**

- **Verbal associations** – words that sound similar
- **Cognates** – words that are similar in two languages
- **Word families: prefixes, suffixes, root words.**
E.g. **Safe** – root word
Unsafe – with a prefix
Safely – with a suffix; **Safety** – with a suffix



USE WRITING TO LEARN, UNDERSTAND AND REMEMBER

➤ **WORD SORT, CONTINUUM**

Write words and concepts that go together in some way.

Use a “Word Sort” to categorizes words. (See example)

Use a “Continuum” to show how the “strengths” of words are related.

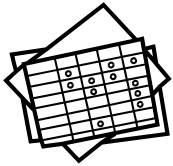
(See example.)

➤ **IDEA COMPLETION**

Uses the vocabulary in different ways with your ideas.

Examples:

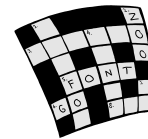
- If I saw a **hazard**, I would
- If I need to use **dangerous chemicals**, I would
- We have to store **hazardous materials** safely because
- I have to put on **protective clothing** because
- What’s the difference between **report and mention**?
- What’s the difference between **guidelines and requirements**?



➤ **GRAPHIC ORGANIZERS:** (See examples)

Great way to think about the vocabulary and reorganize ideas.

➤ **MAKE A CROSSWORD, WORD SEARCH, PUZZLE, DEFINITION MATCH.** (Use the internet for ideas.)



➤ **CREATE A POEM**

Summarizes information.

Uses language creatively.

Encourages lots of thinking.

Example: Cinquain

Line 1 – vocabulary word

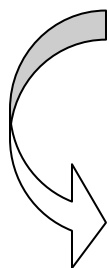
Line 2 – 2 adjectives to describe the word

Line 3 – 3 verbs about the word

Line 4 - 4 word phrase

Line 5 – 1 word related to first word

Hazardous
 Dangerous, toxic
 Labeling, cleaning, storing
 Being careful of chemicals
 Safety



➤ Make a **PERSONAL BI-LINGUAL DICTIONARY**

- Organize according to which words go together.
- Divide the page in half.
English on the left – translations/meanings on the right.

LEARN MEANINGS



1. Only 5-6 at a time
2. Cover translations.
3. Say the word out loud, and what the word means in English.
4. Write the meaning.
5. Put it in a sentence.
6. Check.
7. Highlight ones you don't know. Repeat.

➤ **RECORD OF LEARNING**

Make a chart to show your progress of learning vocabulary.

Words	I Can Give the Definition of the Word	I Can Use the Word in a Sentence	I Can Use the Word in Several Contexts

➤ **REFLECTION**

- What are the new words learned?
- What are the most useful/interesting?
- Which ones are easier/harder to remember?
- What do I need more practice with?