

Activities for Establishing Learning Routines

NAME IT!

1. Give a name to a learning routine. Or have students name it.
2. Write the name of the routine in your class agenda.

BEFORE AND AFTER A LEARNING ROUTINE

1. Before the routine: Say the name of the routine.
2. After the activity: Ask:
 - *What did we just do? What are the steps?*
 - *Do you like this strategy? Why? Why not?*
 - *Will you practice this routine at home? In what situations?*
3. At the end of class: Assign homework.
 - *How are you going to do this homework?*
 - *What strategies will help you learn this?*

GALLERY WALK

1. Post questions about learning strategies on walls with newsprint, or in different sections of a large board.
 - *How do you practice vocabulary?*
 - *How do you study spelling?*
 - *What do you do when you read?*
 - *How do you correct your writing?*
 - *How do you memorize new information?*
2. Have students walk around the room and write their responses under the questions while in informal conversation with their classmates.
3. As a class, debrief by reviewing all the responses to all the questions.
4. Have students choose a few practices they like. They can commit to trying the practices regularly with a contract.

Study Skill Activities

THE TALK

Have this talk often. Students habits will evolve as they become more aware of themselves as learners.

1. Ask your students:
 - *Where do you study?*
 - *When do you study?*
 - *How long do you study?*
 - *How often do you study?*
 - *Who do you study with?*
 - *What materials do you use to study?*
2. You can have students discuss the questions in small groups, as a class, or as a Gallery Walk (see above activity).
3. Return to this discussion several times over the semester so students can evolve in their habits and learn from one another. The best study tips come from peers.

STUDY PREFERENCE CHECKLIST

This activity helps students develop an awareness of who they are as a learner.

1. Use any or all of the sections of the study needs inventory (see handout).
2. Have students discuss their answers in pairs.
3. Return to this discussion several times over the semester so students can evolve in their self awareness as learners.

A STUDY PLAN

Research has shown that by visualizing the specifics, an intention is more likely to happen. When one goes further to problem-solve before the problems arise, the goal is even more likely to be met.

Have your students answer these questions individually, and then share their plans with a partner:

- *What days will I study?*
- *What will I study each time?*
- *Where will I study?*
- *How long will I study?*
- *I might have this problem: _____ .*
- *If this happens, I will _____ .*

CLASS DISCUSSION: WHAT IS A GOOD LEARNER?

Have students discuss the following questions:

- *What does a good student do when she doesn't understand the homework assignment?*
- *What does a good student do when she misses a class?*
- *What does a good student do when he doesn't understand a word?*

