

# FOSTERING INDEPENDENCE: SESSION 2

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First Literacy 2017



Welcome back!

# Workshop

- Participants will learn classroom activities and routines to develop students' essential "learning-to-learn" skills.
- Participants will explore ways to get lower level students to recognize themselves as agents in their own learning and develop the methods, skills, and practices they need to become more independent learners.

# 3 principles

1. Learning begins with \_\_\_\_\_ .
2. Students must recognize themselves as \_\_\_\_\_ .
3. Learning skills and strategies are learned with \_\_\_\_\_ .

# Recap

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- What did we talk about last session?
- What learning has stayed with you?

# Your Implementation

1. What did you plan to do?
2. What did you do?
3. How did it go?
4. What would you like to do next?

# Today's Session

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- Recap ✓
- Teacher Implementation ✓
- Organization Skills
- Learning Routine
- Study Skills



Learning skills come with schooling.





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# What behaviors do students learn with schooling?

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- ▣ Organization Skills
- ▣ Learning Routines/Strategies
- ▣ Study Skills



# Organizational Skills





## Three-Ring Binders

Why are binders useful?

What sections are meaningful for your class?

# Student Folders

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# Student Folders

1. Folders are at the entrance to the classroom.
2. Students pick up their folders upon entering class.
3. Students settle in, open folder, take everything out, put papers where they belong and do corrections.
4. Students put papers they want the teacher to see in their folders.
5. Students leave the folder with the teacher at the end of class.



## Book Bags

What should be in the book bag?





# Stickies

# Stickies!



- Tab homework in binder and textbook.
- Teach provides corrective feedback (spelling words or vocabulary) and students put in special place.

- What are the four tools Sarah mentioned for helping students get their learning materials organized?
- Take one idea you heard from the discussion. How will you adapt to your teaching context?

# Recap



# Learning Routines

# What are your routines?

Reading comprehension

New vocabulary

A math formula

Pronunciation

A grammar point

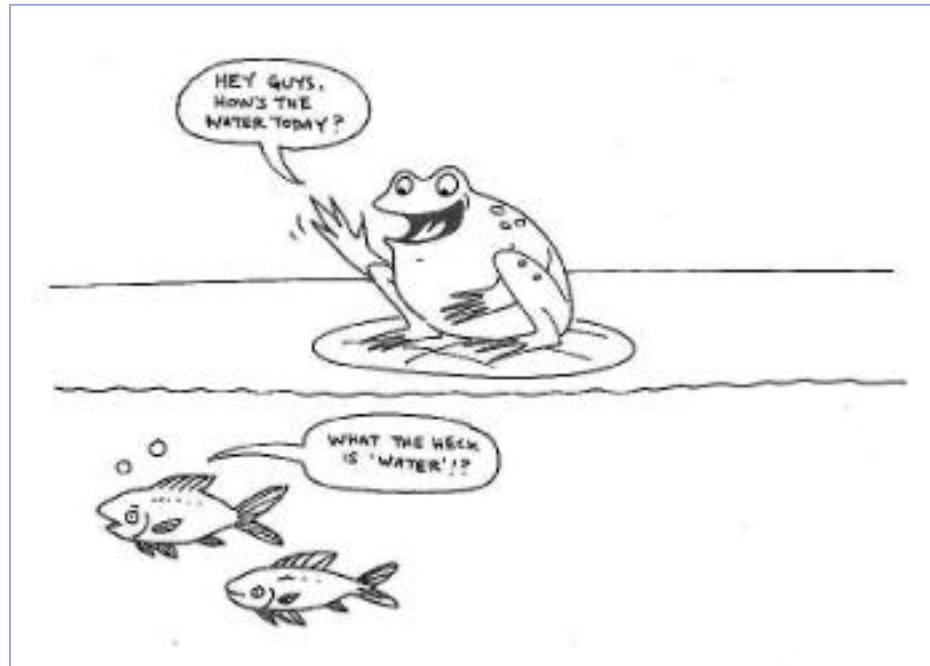
Social studies

Paragraph writing

Spelling

1. Choose one subject you teach.
2. Make a short list of the routines you use to teach that subject.

Two young fish are swimming in a pond. . .



# *How Learning Works*

“Studies have shown that students can often perform procedural tasks without being able to articulate a clear understanding of what they are doing or why (Berry & Broadbent, 1988; Reber & Kotovsky, 1997; Sun, Merrill, & Peterson, 2001).

These students may have sufficient procedural knowledge to function effectively in specific contexts, yet they lack the declarative knowledge of deep features and principles that would allow them to adapt it to different contexts and explain it to others.”

*Susan Ambrose et al.*

**Teach your students  
about learning!**

**How?**

**Use classroom routines  
students can learn and  
manage on their own.**



# What's a good Learning Routine?

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- Useful
- Used often
- Portable

# Lower-Level Learning Routines

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- Word List
- Cover and write.
- How many syllables?
- Check the answers.
- Flashcards
- Book Conversations

# Higher Level Learning Routines

- Word List
  - Write vocabulary words in a list and study during the week.
- Parts of Speech
  - Identify a word's part of speech. Write it into a table.
- Talk then write.
  - Articulate what you are thinking before you write it down.
- Read it aloud.
  - Read your writing aloud to check for errors.

# How do you teach a **Learning Routine**?

1. Name it.
2. Use it often.
3. Write it into your class agenda.
4. Recap after using it.
5. Mention it as a homework strategy.

# For Example

## SPELLING PRACTICE

|                 |  |  |
|-----------------|--|--|
| Write the word. | Cover the word.<br>Write the word.<br>Compare your spelling. | Cover the words.<br>Write the words.<br>Compare your spelling. |
|-----------------|--|--|

opportunity\_\_

\_\_opportunity

opportunity\_\_

interview

interview

interview

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# For Example

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## Class Agenda

### 1. Welcome!

Get Organized

Spelling Words

Conversation Cards

### 2. Reading

Listen along

Pronunciation Practice

# Before and After

**Before the activity:** Say the name of the routine.

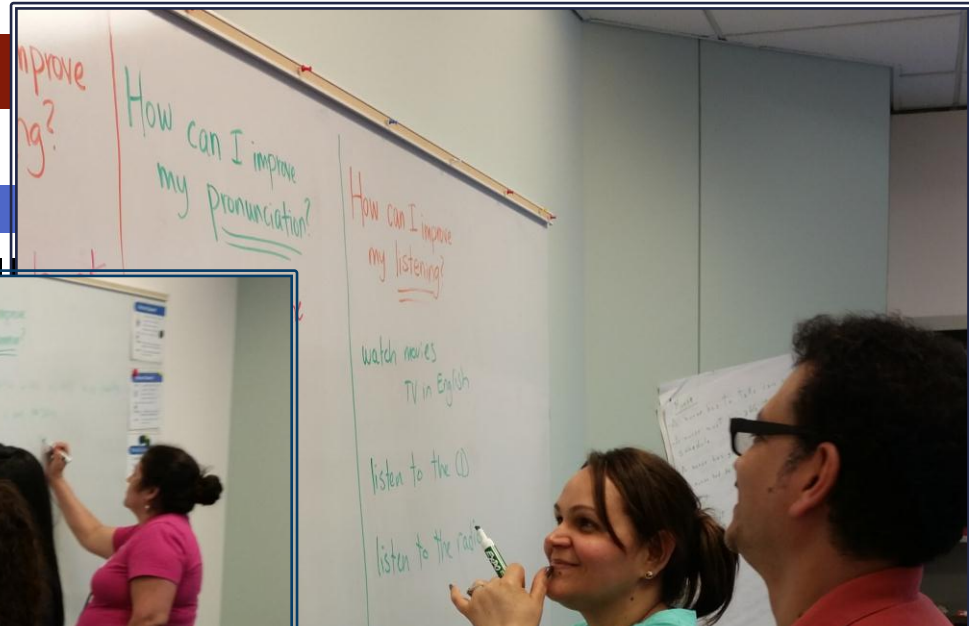
**After the activity:** Ask:

- *What did we just do? What are the steps?*
- *Do you like this strategy? Why? Why not?*
- *Will you use this at home? In what situations?*

**At the end of class:** Assign homework.

- *How are you going to do this homework?*
- *What routines will help you learn this?*

# Gallery Walk



- Students choose a topic and write up a control



# Contract

This month I will

Check ✓

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Student Signature \_\_\_\_\_ Date: \_\_ / \_\_ / \_\_

Teacher Signature \_\_\_\_\_ Date: \_\_ / \_\_ / \_\_

# Recap

- Why are **Learning Routines** useful for fostering student independence?

# Your Learning Routines

## Individually

1. Identify three routines you want to highlight for students.
2. Think about how you want to reinforce them in your class.

## Groups

Choose one Learning Routine.

Meet in a group. Ask and answer:

- ▣ What is the routine?
- ▣ How will you implement it in class?

# Study Habits

Give a person a fish ...

# Strengthening Study Habits

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- Discuss how people study.
- Identify study preferences.
- Use goal implementation to plan study time.
- Discuss the characteristics of a good student.

# The Talk

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- What?
- Where?
- When?
- How long?
- How often?
- With whom?

# Study Preferences Checklist

| <u>How I Study Best</u>               |                         | Yes                                      | No  | I'm not sure |              |
|---------------------------------------|-------------------------|--|-----|--------------|--------------|
| <b>Time</b>                           | <u>How I Study Best</u> |  |     |              |              |
|                                       | <b>Noise</b>            | 1. I need quiet to study.                |     |              |              |
|                                       |                         | 2. I like music when I study.            |     |              |              |
|                                       |                         | 3. I like a TV or radio on when I study. |     |              |              |
|                                       | <b>People</b>           | 4. I like to study alone.                | Yes | No           | I'm not sure |
| 5. I like to study with other people. |                         |  |     |              |              |

# A Study Plan: Goal Implementation

- When will I study?
- Where will I study?
- What will I study?
- How long will I study?

I might have this problem: \_\_\_\_\_ .

If this happens, I will \_\_\_\_\_ .



# A Study Plan:

## Goal Implementation

- When will I study?
- Where will I study?
- What will I study?
- How long will I study?

I might have this problem: \_\_\_\_\_ .

If this happens, I will \_\_\_\_\_ .

# What is a good learner?

- A** Make a chart like the one below. Include ten rows.
- B BRAINSTORM. GROUPS.** What are the characteristics of a good learner? Record each idea in the first column.

| Characteristic of a good learner                        | I do this. | I don't do this. | I want to work on this. |
|---|------------|------------------|-------------------------|
| <i>Plans a specific time to study</i>                   | ✓          | X                | ✓✓                      |
| <i>Asks questions when he or she doesn't understand</i> |            |                  |                         |

- C** Look at the learner characteristics in your chart. Put a check (✓) next to the ones you already do, an X next to the ones you don't do, and two checks (✓✓) next to the ones you want to work on.
- D PAIRS.** Share your charts. Look at the items with two checks (✓✓). Discuss ways you can help each other develop these learner characteristics.

**Review the activities in this section.**

- Which one interests you the most?  
Why?
- How would you adopt it to your context?

**Reflect**

# Goal Implementation



Worksheet

# A Chinese Proverb

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Teachers open the door.  
You enter by yourself.

- a. What does this mean?
- b. Do you have an example from your own life as a teacher or a student?



Thank you!

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