TEACH2LEARN

TOOLS FOR TEACHING READING COMPREHENSION

Teachers Training

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

ABOUT THE PROGRAM

This file is prepared to serve both as a guidance and model for developing the teachers training program in the frames of WP2 of the "Teach2Learn - tools for teaching independent learners" project. The training program reflects the modes of assessment laid down in the Assessment tool as both methodologies (teachers' assessment and training) shall constitute a consistent environment for finding but also bridging the gaps in the teachers knowledge and skills.

For the development of the teachers' training program we step on the following pillars of the Assessment tool:

1. The training program assist teachers to achieve all 6 reading comprehension competences with the students:
-To understand the meaning of idioms, sentences and paragraphs and to be able to establish connections between different parts of the text
-To be able to evaluate the text, which is being read; to get an understanding of the author's ideas and feelings
-To be able to make a connection between the information in the text and previous experience and knowledge
-To understand the main idea of the text
-To understand ideas, which are not directly expressed by the author; to understand the subtext
-To evaluate the text in terms of accuracy and value of information

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

ABOUT THE PROGRAM

2. The first two steps of the Bloom's taxonomy - knowledge or its revised version remember and comprehension or understanding (see page 4 of the Assessment tool)

3. The training program encompasses the 6 effective strategies to improve students reading comprehension skills (see page 5 to 6 of the Assessment tool) as well as the three main process-oriented teaching phases, related to the 3 student's cognitive stages and the respective activities (see page 6 to 8 of the Assessment tool).

3. The training program encourages teachers to use all three skills and communication modes in class (see page 9 – 10 of the Assessment tool)

The training program will consist of 6 training modules, following the 6 effective strategies to improve students reading comprehension skills, namely:

Predicting, Making connections, Visualizing, Inferring, Questioning, and Summarizing

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Teach2Learn

GLOSSARY

- **6 reading strategies (**predicting, making connections, visualizing, inferring, questioning, and summarizing) – these are major strategies and approaches embedded implicitly or explicitly taught to improve reading comprehension
- **three main process-oriented phases of teaching -** planning, teaching and giving and receiving feedback
- **three cognitive stages of reading comprehension –** these are stages of meaning-making based on reading: pre-reading stage to establish a foundation for meaning-making, during reading to support and maintain meaning-making and post-reading to consolidate meaning-making
- **techniques (teacher perspective) --** these are instructional paths within a specific strategy and at a specific cognitive stage, given to students by the teacher
- **activities (student perspective)** – these are learning steps within a specific strategy and at a specific cognitive stage performed by the students

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

GLOSSARY

- **3 modes of communication –** these are three ways to communicate: interpretive (engaging the receptive skills), interpersonal (engaging the receptive and productive skills) and presentational (engaging productive skills). The four types of communication skills: speaking, writing, reading and listening are also commonly referred to as the productive and receptive skills. Speaking and writing are known as the productive skills as they both require some form of language output, while reading and listening are known as the receptive skills
- **4 communication skills** – listening and reading (receptive), speaking and writing (productive)
- **3 phases of teaching process (planning, teaching and feedback) –** this are the specific steps of each instructional technique

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Teach2Learn

STRUCTURE OF THE MODULES

Each teachers' training module represents one of the 6 reading strategies

- predicting,
- making connections,
- visualizing,
- inferring,
- questioning, and
- summarizing)
- involving 1+ techniques/activities for each cognitive stage of reading (pre-, during, post-).

Each technique, in turn, is organized in the 3 process phases (planning, teaching and evaluation) and covers the 2+ modes of communication and 2+ skills.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TEACHER TRAINING MODULES

Teach2Learn

Cognitive Stages (student perspective)

Pre-Reading

- ❑ Planning
- ❑ Teaching
- ❑ Feedback

During reading

- ❑ Planning
- ❑ Teaching
- ❑ Feedback

Post-reading

- ❑ Planning
- ❑ Teaching
- ❑ Feedback

Process Phases (teacher perspective)

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Teach2Learn

MODULE STRUCTURE

Each module represents:

one reading strategy: (visualizing, predicting, making connections, inferring, questioning, summarizing

1+ techniques/activities for each cognitive stage of reading (pre-, during, post-). Each technique, in turn, is organized in the:
3 process phases (planning, teaching and evaluation) and
2+ modes of communication modes and
2+ skills.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Teach2Learn

OBJECTIVES

At the end of this workshop, you will be able to:

01 explain major reading strategies and techniques

02 describe specific process phases (teacher perspective)

03 **implement the cognitive stages (student perspective) in a lesson**

04 integrate skills development and modes of communication in a lesson

05 offer comments and productive criticism to a lesson

MODULE STRUCTURE: READING STRATEGY

Teach2Learn

Technique 1

Technique 2

cognitive stages:
pre-reading
during reading
post-reading

process phases:
planning
teaching
feedback

modes (skills):
interpretive (receptive)
interpersonal (mixed)
presentational (productive)

INSTRUCTIONS FOR TEACHERS AFTER EACH MODULE

Step 1:

- offer comments and productive criticism to sample map and how it is used
- make suggestions for modification
- make suggestions for expansion

Step 2:

- consider a specific sample text and content
- identify cognitive stages and build in strategy implementation
- discuss specific process phases
- integrate skill development and communication modes

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

MODULE 1: STRATEGY "VISUALIZING "

Teach2Learn

Contents:

- Technique 1- Mind mapping
- Technique 2 – Story Mapping
- Sample Lesson

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Teach2Learn

TECHNIQUE 1- MIND MAPPING

- is a visual aid and a process structure or “map”
- helps convey large chunks of information concisely
- easy to use with all levels and ages
- is a mirror of constructivist theory (we learn by organizing new ideas relative to our own experience)
- enhances students' thinking, comprehension and learning; supports creativity and achievement
- visually organizes new knowledge or content for development in a non-linear way
- allows for multiple connections b/n ideas
- encourages strategic thinking: describing, comparing and contrasting, classifying, sequencing, identifying cause and effect, etc.
- aids reading comprehension: students brainstorm around a topic, summarize texts and do other learning activities, such as organizing and storing vocabulary, planning project work, etc.
- https://www.imindq.com/blog/3-psychology-research-studies-regarding-mind-mapping

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 1 - MIND MAPPING

Cognitive stages of this technique (student perspective):

- pre-reading - the teacher chooses a text, identifies keywords, vocabulary and/or concepts from it and writes them on the board and/or a handout. S/he suggests templates to students, they brainstorm and create a map.
- during reading - students form four groups in the four corners and while reading fill out their mind map
- post-reading - students do a gallery walk to explain (as a designated presenter) or see (as a designated visitor) what others have done and make additions to their group map.

Note: 'Gallery walk' is an activity allowing students to get out of their chairs and into a mode of active engagement. Initially, each group works in their assigned corner/ station. Next, students designate a presenter and a visitor. They take turns as presenters and visitors. The presenters remain in their corner/station and explain their product, while the visitors visit other stations and take notes. Finally, the groups are back together to make modifications/additions to finalize their product as a result of the visit.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Teach2Learn

TECHNIQUE 1 - MIND MAPPING

Process phases (teacher perspective):

- planning - the teacher pre-selects concepts and/or vocabulary from the chosen text and mapping templates
- teaching - the teacher explains a few concepts and/or vocabulary and models organizing them in a simple map, forms groups and offers students a template
- feedback - the teacher walks around the groups and supports with advice and feedback their work

Modes of communication (skills):

- interpretive (receptive): students listen to teacher's explanation of and read the new concepts/words; after reading, in the new groups they listen to their peers and view their maps to make modification/additions
- interpersonal (mixed): students negotiate and come to a consensus for how their map will look, what it would include and what the relationship between the concepts is
- presentational (productive): in their stations students show and explain their maps

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TEXT: INTERMEDIATE (ADOPTED FOR GRADE 4):

Rosa damascena (Latin for damascene rose)

(adopted for grade 4 from https://en.wikipedia.org/wiki/Rosa_x_damascena)

Rosa damascena (Latin for damascene rose) is commonly known as the Damask rose or as the Bulgarian rose. It is considered an important type of Old Rose. It is cultivated for commercial use in an area in the vicinity of Kazanlak and Karlovo in Bulgaria called the "Valley of Roses". It is the national flower of Bulgaria.
It is a deciduous shrub with an informal shape growing to 2.2 metres tall. The stems are densely armed with stout, curved prickles and stiff bristles. The leaves are pinnate, with five (rarely seven) leaflets. The roses are a light to moderate pink to light red. The relatively small flowers grow in groups.
The flowers have fine fragrance, and are commercially harvested for rose oil used in perfumery and to make rose water. The flower petals are also edible. They may be used to flavor food, as a garnish, as an herbal tea, and preserved in sugar.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

SAMPLE LESSON

Teach2Learn

Vocabulary: vicinity, culinary, deciduous, pinnate, commercial, to harvest, to garnish...

Step 1

- Teacher shows the flower image, explains selected vocabulary items/concepts mentions the topic of the text and that it has three paragraphs.

Step 2

- Teacher asks the students to guess what subtopic each three paragraphs might have based on the vocabulary items and the topic.

Step 3

- Teacher provides 4 maps in 4 corners. Students do silent reading in groups and fill out map.

Step 4

- Students do gallery walk and make changes to their maps.

More Templates:

- Venn-Diagrams
- Cause/Effect
- Graphic Organizer

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

SAMPLE MAPPING

Teach2Learn

characteristics (paragraph 1):

geography (paragraph 2)

uses (paragraph 3)

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Teach2Learn

TECHNIQUE 2 - STORY MAPPING

- helps students to organize information effectively
- supports focus on a specific structure
- stimulates students to determine plot elements and story parts in a sequential order
- encourages students to find keywords/events in each paragraph
- supports recalling and retaining detailed information
- prevents student boredom
- provides a sense of achievement

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 2 - STORY MAPPING

Cognitive stages:

- pre-reading - the teacher identifies several discourse markers or phrases related to time and sequence of events and hands out a story map template.
- during-reading - the teacher asks the students to write only key words in the template to mark the beginning, middle and end of the story. Jigsaw: in pairs, students write key sentences in their maps and then full sentences.
- post-reading - students change partners to compare their story maps, discuss and write the moral of the story.

Process phases:

- planning - the teacher pre-selects several time phrases and discourse markers, pictures and a template
- teaching - the teacher explains the main characters and setting of the story through pictures, the target expressions and models writing them on the map, forms groups and hands out the template.
- feedback - the teacher walks around the groups and supports with advice and feedback their work.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 2 - STORY MAPPING

Modes of communication (skills):

- interpretive (receptive): students listen to teacher's explanation of and read the target expressions; they view the images and describe them; after reading, in the new groups they listen to their peers and read their maps
- interpersonal (mixed): students negotiate the order of the images and come to a consensus what the map includes and what the moral of the story is
- presentational (productive): in the new groups students show and explain to each other their maps

Sample instructions for teachers to:

- consider a specific sample fiction text and content
- identify cognitive stages for strategy implementation
- discuss specific process phases
- offer comments and productive criticism to sample map and how it is used
- make suggestions for modification
- make suggestions for expansion

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TEXT (INTERMEDIATE FOR GRADE 2):

The Fox and Crow

Once upon a time, there was a very clever fox who lived in the forest. One day, the fox was hungry. Just then, she saw a crow sitting on a branch. The crow had a piece of bread in his beak which. The fox's mouth started watering. She started thinking of a way of getting the bread for herself.
The fox said to the crow, "Dear crow, the lion king told me that you sing beautifully. But I have never heard your voice. Will you sing a song for me?" The crow was so pleased to hear the fox's flattering words that he immediately opened his beak and began, "Caw, caw, caw." As soon as the crow opened his beak, the bread fell down straight into the fox's open mouth. Then the sly fox ran away.
The next day, the fox came across the crow again. He had a piece of cheese in his beak. The fox wanted it and said, "Dear crow, please forgive me about yesterday. Your song was so sweet and I really wanted to hear it but I spotted a rabbit nearby so I ran away. Please sing that song for me again." But this time the crow understood the fox's trick. He flew off to his nest with the cheese in his beak. After he ate it, he returned to where he was sitting and began singing loudly, "Caw, caw, caw." Finally, the fox could not bear the crow's voice and ran away.

Moral: This story tells us that we need to learn our lessons.
NOTE: This part is given to students with blanks for the time phrases highlighted (adapted from the Panchatantra

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

SAMPLE LESSON

Teach2Learn

Step 1

- Teacher shows images and asks the students to describe what they see on them, then draws attention on the target time/sequence expressions on the board and explains that the last part of the story has such missing words/phrases.

Step 2

- Teacher shows the story map, models writing some key sequence words in each box and hands out the map.

Step 3

- In pairs students read the story and put the images on the board in the correct order by writing a number next to each letter (E=1, B=2)

Step 4

- Students write key words to mark the events on the story map and the time expressions. They fill in the blanks (2nd part).

Step 5

- After reading, they write full sentences using target expressions. They switch partners to compare story maps and find differences.

Step 6

- Students discuss and write the moral.
- .

More Templates:

- Simple map
- Story Wheel
- Storyboard
- Story map 1
- Story map 2
- Story map 3
- Story pyramid
- History frame

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

SAMPLE LESSON

Teach2Learn

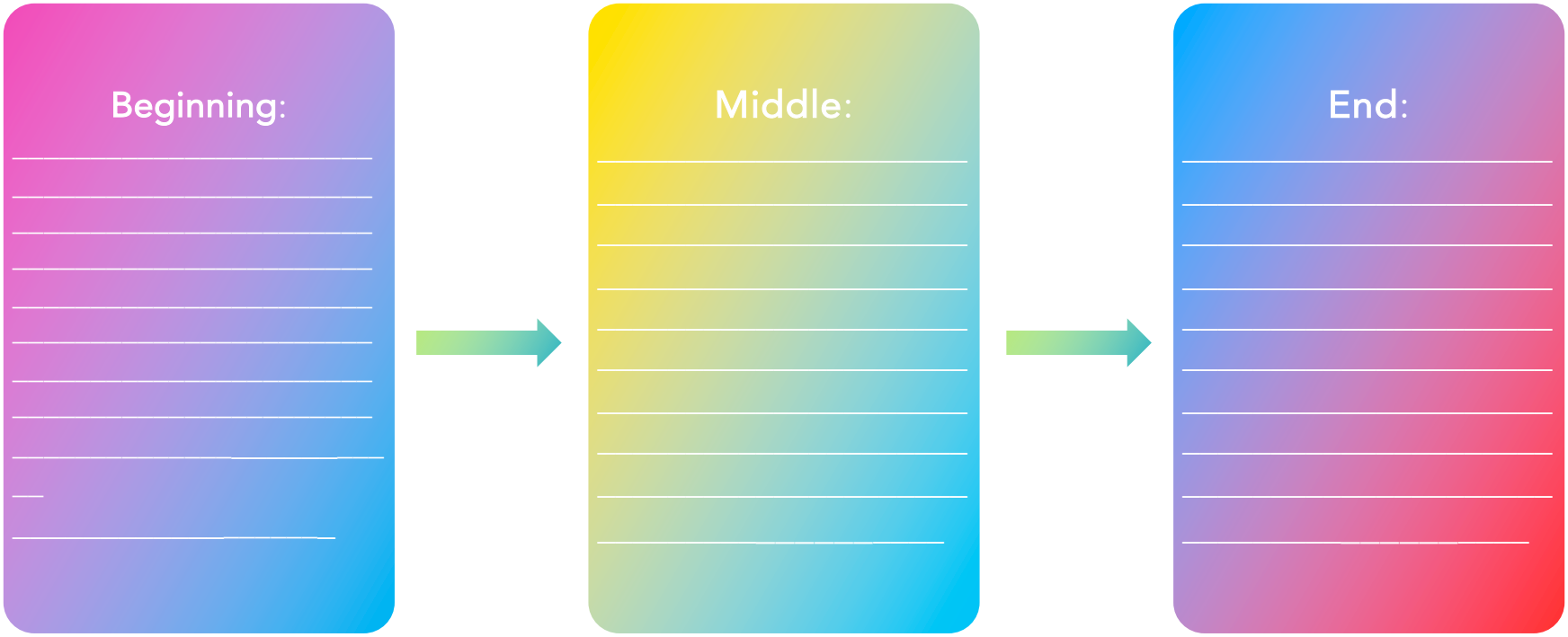
Time phrases:
once upon a time, then, one day, the next day, as soon as, finally, after…

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

CARDS SAMPLE

Teach2Learn



Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

MODULE 2: STRATEGY "PREDICTING "

Teach2Learn

Contents:

- Technique 1- Using Textual Components
- Technique 2 – Using Text and Image
- Sample Lesson

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Teach2Learn

TECHNIQUE 1 - USING TEXTUAL COMPONENTS

- helps the reader set a purpose for their reading
- allows for more student interaction in a group effort and low pressure setting
- increases student interest and improves understanding
- entails comparing the prediction to the outcome in the actual text
- requires teacher modeling, predicting throughout the text, with partners, with a graphic organizer, or using post-it notes throughout the text
- involves using the title, table of contents, headings and subheadings, and/or key words to make logical and relevant predictions
- engages students in guessing what happens next at specific points, events, facts, etc. through the text, evaluating the the accuracy of prediction, and revising the prediction based on the text when relevant

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 1 - USING TEXTUAL COMPONENTS

Cognitive stages:

- pre-reading - teacher identifies several components – title, headings, subheadings, etc. and asks students in pairs to make predictions based on them
- during-reading - students write post-it notes and based on them re-visit their predictions and modify them as needed
- post-reading - students compare their predictions with the actual story and explain to the rest of the class where they guessed correctly, where they did not and why

Process phases:

- planning - the teacher pre-selects several elements of the text to focus on, in order to elicit student guesses
- teaching - the teacher models briefly how the prediction strategy works and is checked for validity
- feedback - the teacher walks around the groups and supports with advice and feedback their work

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 1 - USING TEXTUAL COMPONENTS

Modes of communication (skills):

- interpretive (receptive): students read for guessing target sections and take notes on post-its while reading the whole text
- interpersonal (mixed): students negotiate and come to a consensus for what the most logical prediction is
- presentational (productive): students write out their predictions for what is next; they explain to others their correct guesses and those which were not confirmed by the text

Note: 'Jigsaw' is a cooperative learning activity where students depend on each other. It enables each student of a "home/old" group to specialize in one aspect of a topic (for example, one group studies habitats of rainforest animals, another group studies predators of rainforest animals). Next, students sit in a "new" group to synthesize what they learned in their old group, to hear the new information, in order to assemble all the pieces and fulfill a purposeful task.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TEXT (INTERMEDIATE, GRADE 4)

One day a school bus with students from the big city came on a field trip to a small town to visit a potter's, a carver's and a weaver's house. At the end of the day, on the way to the main town square, one of the students saw a boy sitting on the ground in front of a wooden box. Really shabby looking shoe repair and polishing tools were carefully arranged on top of it in order of size. He decided to have his shoes cleaned and went to the little stand. After the boy did a thorough job,, his young customer gave him a big note, but the boy did not have enough change. He said that he would be right back and left. The student waited and waited, became impatient, but the boy did not return. He kicked the shoe stand and broke it in anger. Then he left.

Late that evening, someone knocked on his door in the guest house where the student group was staying overnight. A small boy, apologized for the inconvenience and asked if he was in the town square today. After confirming that he was the right person, he explained that his brother was in an accident, a car hit him, and had been taken to the hospital. Then he handed him the money, wished him good night and left.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

SAMPLE LESSON

Teach2Learn

Using Jigsaw

Step 1

- Teacher places students in groups and each student has a number (1, 2,3). Students receive a handout – the text on p. 1 only for some groups (with higher proficiency) and p.2 only for other groups. On one side is the text and the vocabulary list is on the other. The students are instructed to first read the words and predict what the text might be about in general terms.

Step 2

- Teacher asks the students to read the text on the other side, and make a guess about what happens next for p.1 or what precedes the event described on p.2. Students discuss and come to a consensus.

Step 3

- Students sit in their new group (all the same numbers from the previous groups are now together) and retell their part of the story along with their guess. The first group to figure out the original story is the winner.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

CARDS SAMPLE

Front:

Text, paragraph 1

Vocabulary for p. 1:

potter
weaver
carver
shoe polish
shoe repair
stand
thorough job
to arrange
to kick
to break

Back:

Text, paragraph 2

Vocabulary for p.2:

Guest house
inconvenience
accident
to apologize

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 2 - USING TEXT AND IMAGE

- stimulates curiosity in addition to selected textual components, through the use of one or more images and
- created purpose of reading to confirm prediction based on both text and image
- helps retaining and understanding by using a combination of script and image

Cognitive stages:

- pre-reading - teacher identifies several key words and vocabulary items as well as images to prepare students for the making predictions
- during-reading - in pairs, students write post-it notes and based on them re-visit their predictions and modify them
- post-reading - students compare their predictions with the actual story and explain to a new partner what was and was not correct

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 2 - USING TEXT AND IMAGE

Process phases:

- planning - the teacher pre-selects to focus on several elements of the text and adds images, in order to elicit student guesses
- teaching - the teacher models briefly how the prediction strategy works and is checked for validity
- feedback - the teacher walks around the groups and supports with advice and feedback their work

Modes of communication (skills):

- interpretive (receptive): students read for guessing target sections and take notes on post-its while reading the whole text
- interpersonal (mixed): students negotiate and come to a consensus for what the most logical prediction is
- presentational (productive): students write out their predictions for what is next; they explain to a partner their correct guesses and those which were not confirmed by the text

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TEXT (INTERMEDIATE, GRADE 3):

The Ant and the Grasshopper

Once upon a time, in a small village, there lived an ant and a grasshopper. The ant was hardworking and diligent, while the grasshopper was carefree and enjoyed singing and dancing all day long.
As summer approached, the ant began to gather food and store it in his underground nest. She worked tirelessly, gathering grains and seeds from the fields and storing them for the winter months.
The grasshopper, on the other hand, spent his days singing and dancing in the fields, enjoying the warm sunshine and neglecting to prepare for the coming winter.
One day, the ant encountered the grasshopper as he was singing and dancing in the fields. "Why are you not preparing for the winter?" asked the ant. "The winter is coming and there will be no food."
The grasshopper smiled and replied, "Oh, ant, don't worry about the winter. There is plenty of time to gather food. I prefer to enjoy the warm sunshine and sing and dance while I can."
But the ant knew better. She continued to gather and store food, while the grasshopper continued to sing and dance.
As the winter months approached, the ant had a full store of food to keep her warm and fed. The grasshopper, on the other hand, had no food. One day, he knocked on the ant's door and asked for shelter and some grains, but the ant had children to take care of and refused to let him in and gave him just a few seeds. So, the grasshopper was left hungry and cold.
Moral of the Story: Diligence and hard work lead to success; laziness and neglect of responsibilities lead to difficulties.

.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

SAMPLE LESSON

Teach2Learn

Step 1

- Teacher provides students with a vocabulary list and asks the students to come up with 3 categories and group the words in 3 columns.

Step 2

- Teacher asks students as a class, to make predictions by noting on the board the key events and by using the new vocabulary.
- .

Step 3

- Teacher provides students in pairs two new verbs and two pictures to make more guesses.

Step 4

- Students read silently, write on post-its the differences and share them with a new partner.

Vocabulary:

- grasshopper
- ant
- sunshine
- winter
- hardworking
- diligent
- carefree,
- to neglect
- to prefer
- to prepare for
- to gather
- to store
- to enjoy

New: to knock on, to refuse

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

MODULE 3: STRATEGY "MAKING CONNECTIONS"

Teach2Learn

Contents:

- Technique 1- Text-To-Self
- Technique 2 – Text-To-World
- Sample Lesson

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Teach2Learn

TECHNIQUE 1 - TEXT-TO-SELF

- allows students to monitor their own thinking
- draws on their prior experiences to connect with the text
- actively engages students in the reading process
- facilitates gaining a deeper understanding of a text by connecting it to their lives
- supports remembering and retaining by personalizing the learning process
- provides choice and independent thinking

Cognitive stages:

- pre-reading - teacher creates a list of personal connections to the particular text with which to model this strategy and explains the strategy to students along with sample questions
- during-reading - students write on post-it notes their connections with personal experiences
- post-reading - students share their connections with the text with a partner, find out common points to note on a Venn diagram, the pairs write an essay by using a map.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 1 - TEXT-TO-SELF

Process phases:

- planning - the teacher pre-selects points in the text to connect with personal experiences
- teaching - the teacher models briefly how the making connections strategy works
- feedback - the teacher walks around the groups and supports with advice and feedback their work

Modes of communication (skills):

- interpretive (receptive): students take notes on post-its while reading the whole text to fill out a template
- interpersonal (mixed): students discuss and compare connections to personal experiences to note on a Venn diagram
- presentational (productive): students write an essay about their personal connections with elements of the text

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TEXT (INTERMEDIATE, GRADE 4):

Miracle! Four children found alive after 40 days lost in the Amazon jungle

Four children have been found alive after surviving a plane crash and being lost in thick jungle for 40 days. The siblings* survived by using hair ribbons for shelter and skills they learned playing a "survival game". Eldest sister Lesly, 13, took care of younger brothers Soleiny, 9, Tien Noriel, 4, and one-year-old Cristin after they became stranded* deep in the Amazon jungle in Colombia in South America. The Colombian military started a huge search by 150 soldiers, 200 volunteers and 10 dogs.
Their mother believes a "survival game" the two oldest children played prepared them for the jungle filled with poisonous plants and predatory* animals including jaguars and snakes. "When we played, we set up little camps," she said on TV. Lesly knew there were fruits she can't eat because there are many poisonous fruits in the forest." She told BBC TV that Lesly knew how to look after her brothers because she was responsible for them when her mother would go to work.
The siblings are now receiving medical treatment at a military hospital in Colombia's capital city Bogota.

Adapted from Kidsnews: https://www.kidsnews.com.au/humanities/miracle-four-children-found-alive-after-surviving-plane-crash-and-40-days-lost-in-the-amazon-jungle/news-story/8cf74373e4382a0b74f5f45e7daddc6a

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

SAMPLE LESSON

Teach2Learn

We use Venn diagram and Essay map.

Step 1

- Teacher tells students that they will read news about a miracle in a jungle and shares a short personal story in a forest (of being lost, encountering an animal, finding a rare plant, etc.). Students are asked to share if (a) they have been in a jungle or a forest and (b) they know any survival strategies.

Step 2

- In pairs students read the article and answer the following questions (in a template):
- What does this story remind you of?
- Can you relate to the kids in the story and how?
- Does anything in this story remind you of anything in your own life?

Step 3

- Students share answers with new partner and write fictional or real-life essay together about related experience based on essay map.

Glossary:

siblings: brothers and sisters from one family

stranded: lost and alone

indigenous: native to a country

makeshift: temporary

dehydrated: when the body loses too much fluid or water to work properly

predatory: animals that hunt and kill for food

consume: eat

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Teach2Learn

TEXT-TO-SELF TEMPLATE

Textual

What happened in the text?

What happened in the text?

What happened in the text?

What does it remind you of?

Do you relate to the kids?

What happened in your life?

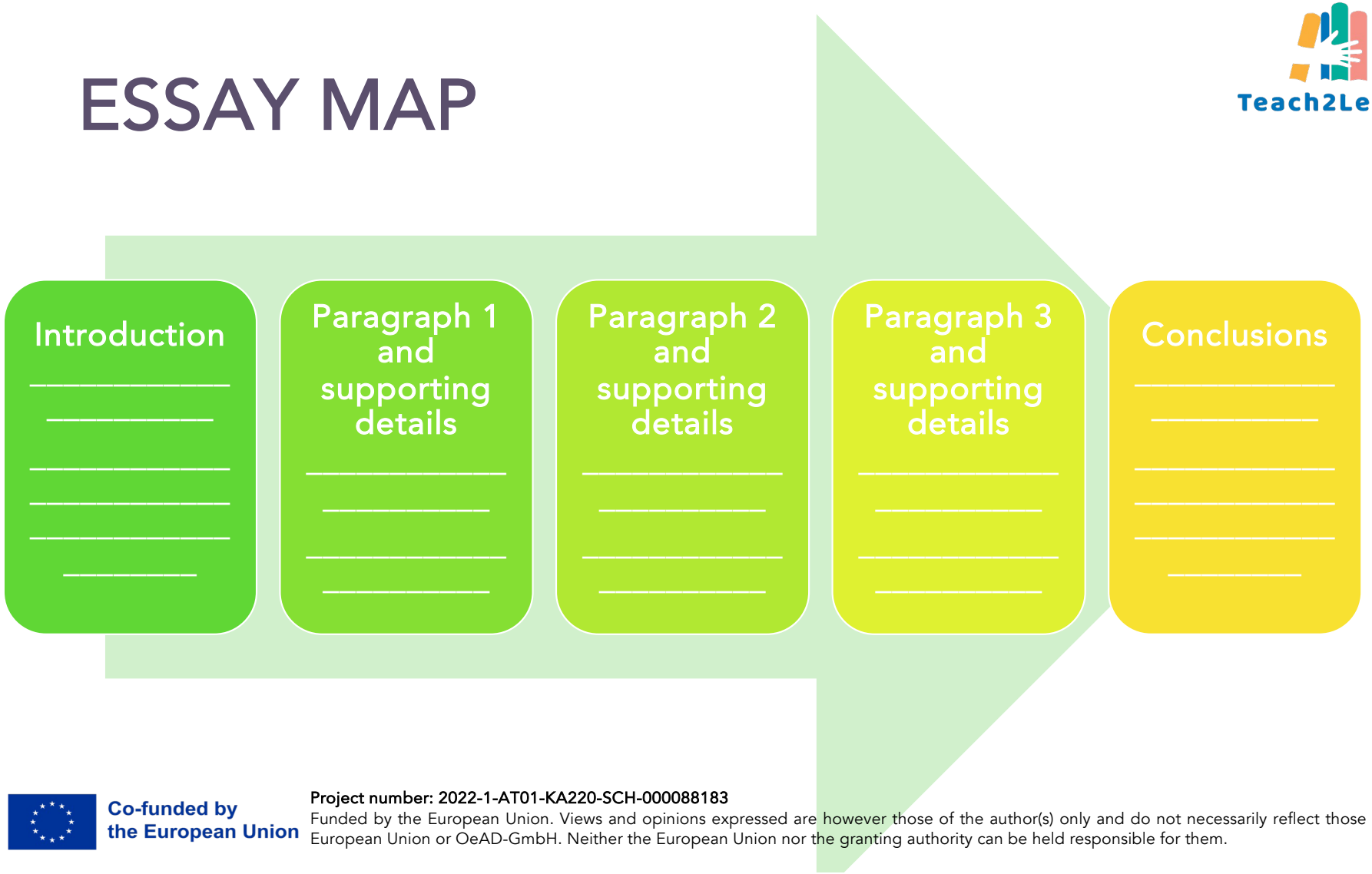
Personal

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

ESSAY MAP



Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Teach2Learn

TECHNIQUE 2 - TEXT-TO-WORLD

- facilitates student thinking beyond the specific text
- triggers making connections between texts and their observations and knowledge about real life and the world.
- encourages students to think and make connections, which makes them more engaged in the reading experience
- facilitates gaining a deeper understanding of a text by connecting it to the world around them

Cognitive stages:

pre-reading - teacher makes a list of possible real-life and cause-effect connections and three questions related to the particular text and with 1-2 models to explain the strategy

during-reading - students write on post-it notes their ideas for cause-effect connections

post-reading - individually, students fill out life-connections and answers to the questions in a text-to-world template; they share with a partner and make 1+ additions

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 2 - TEXT-TO-WORLD

Process phases:

- planning - the teacher pre-selects points in the text to connect with real life and formulates questions to support students in making connections
- teaching - the teacher models briefly how the text-to-world making connections strategy works
- feedback - the teacher walks around the students or pairs and supports their work with advice and feedback

Modes of communication (skills):

- interpretive (receptive): students read the text, take notes on post-its to fill out a template, listen to a partner to make 1+ additions
- interpersonal (mixed): students discuss and compare real-life connections and answers to teacher questions
- presentational (productive): students explain to a partner the text-to-world connections they noted in their template

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

SAMPLE LESSON

Teach2Learn

We use Text-To-World Template.

Step 1

- Teacher mentions summer camps organized by various organizations to train survival skills because for unexpected reasons one might need them. Kids learn about local flora and fauna, knowing nature – how to hydrate, feed and treat oneself, or make and use tools – saves lives. In the text – a plane crash caused kids being lost.

Step 2

- In pairs, students read the article and fill out the cause-effect part of template and report to class.

Step 3

- Individually answer the following questions:
- What does this remind you of?
- How are events in this story similar?
- How are events different?

Step 4

- Students share answers with a new partner to compare and contrast..

Glossary:

siblings: brothers and sisters from one family

stranded: lost and alone

indigenous: native to a country

makeshift: temporary

dehydrated: when the body loses too much fluid or water to work properly

predatory: animals that hunt and kill for food

consume: eat

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Teach2Learn

TEXT-TO-WORLD TEMPLATE

Cause

Why did it happen?

_____

_____

Why did it happen?

_____

_____

Effect

What happened?

_____

_____

What happened?

_____

_____

Questions

1. What does this remind you of?
2. How are events in this story similar?
3. How are events different?

Answers

1. _____
2. _____
3. _____

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

MODULE 4: STRATEGY "INFERRING"

Teach2Learn

Contents:

- Technique 1- Story Inference Wall
- Technique 2 – Double Entry Notebook
- Sample lesson

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 1 - STORY INFERENCE WALL

- facilitates forming interpretations on key elements of the story: (a) character/s, (b) setting, (c) themes, (d) problem and solution
- allows in-depth understanding of a character's traits motives, purpose and intentions, time and space, topics and issues
- stimulates developing higher-order thinking skills
- engages readers in recording implicit ideas they discover in the text

Cognitive stages:

- pre-reading - teacher explains the inference wall strategy, assigns groups to specific story element/aspect to focus on and unpacks each one
- during-reading - in expert/home groups, students write their ideas about the assigned element/aspect on post-its
- post-reading - the groups enter their notes on the wall; in the new groups, students share their ideas to write a story analysis and the moral of the story while using several glossary items

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 1 - STORY INFERENCE WALL

Process phases:

- planning - the teacher pre-selects the text, prepares a handout with new vocabulary and 4 charts on the wall (character, setting, theme/moral, problem and solution), makes a checklist for each story element/aspect to set expectations
- teaching - the teacher explains how the strategy works
- feedback - the teacher walks around the students or pairs and supports their work with advice and feedback

Modes of communication (skills)

interpretive (receptive): students read the text, take notes on post-its following a checklist, listen to group partners to assemble a full story analysis

interpersonal (mixed): students discuss their ideas while entering them on the wall; they negotiate how to incorporate their ideas in the story analysis and what the moral of the story is

presentational (productive): students explain to their partners what they have noted

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TEXT (INTERMEDIATE, GRADE 3):

Grey Problem

One sunny morning, Fayaz, the barber was trimming the king's hair in the blooming rose garden of the beautiful royal residence. When he finished, Fayaz showed the king his haircut in his mirror and asked if he was pleased. The king answered, "Yes, as always". Then Fayaz casually remarked: "By the way, Your Highness, your hair is starting to turn grey."

Infuriated at the barber's audacity, the king turned red, jumped from his golden armchair and ordered his guards to put Fayaz in jail for six months. He then turned to a court attendant, who was standing near by to make sure His Highness is well served. The king asked him: "Do you see any grey in my hair?"

"Not much," the man replied timidly.

"Not much!?!" the king exclaimed. "Guards, take this man to jail and keep him there for two months!"
He then turned to another court attendant with the same question.

"Sir, your hair is completely black," the man replied reluctantly.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TEXT (INTERMEDIATE, GRADE 3):

Grey Problem

“You liar!” the king yelled. “Guards, give this man ten lashes on the back, and put him in jail for three months.”

Finally, the king turned to Nasruddin and asked: “Listen, tell me honestly, what colour is my hair?”

“Your Highness,” Nasruddin replied, “I am colour blind, and therefore cannot answer that question with any degree of accuracy. But I cannot help thinking that to a bald man like me, hair of any colour would be a blessing.”

The king realized how unjust and cruel he had been and asked his guards to release the three men from jail.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

SAMPLE LESSON

Teach2Learn

We use Sample Inference and Checklist.

Step 1

- Teacher explains the strategy, by brainstorming with the students, unpacks the four key elements of the story (character, setting, theme/moral, problem and solution)) and assigns an expert group for each element.

Step 2

- In home groups, students read the story and write on post-its their ideas.

Step 3

- In home groups, students compare and contrast their ideas, and enter on the wall what they consider most important.

Step 4

- In new groups, students explain the key element they are an expert of and write together the story analysis. They discuss the moral of the story.

Glossary:

audacity - bolness

infuriated - angry

colorblind - unable to distinguish color

honesty - integrity

timidly - fearfully

reluctantly - hesitantly

unjust - unfair

cruel - merciless

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

SAMPLE INFERENCE AND CHECKLIST

Teach2Learn

Key element:	Components	Textual Evidence
Group 1: Character	• inner traits • appearance • relation to problem	
Group 2: Setting	• environment • time • atmosphere/mood	
Group 3: Theme/Moral	• psychological • socio-cultural/political • historical	
Group 4: Problem-Solution	• cause (what?, who?) • source (how?) • motivation (why?)	

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 2 - DOUBLE ENTRY NOTEBOOK

- facilitates reading between the lines and understanding deeper and implicit ideas
- aims at using surrounding facts and own knowledge
- supports students in identifying underlying themes, making critical judgements or drawing conclusions
- engages readers in recording ideas in one column and evidence from the text in the second column

Cognitive stages:

- ❑ pre-reading - teacher shows a silent film and asks students to infer (a) reasons, (b) needs and (c) reality (https://www.youtube.com/watch?v=neWPK3fRg5c). Then asks for evidence. The class concludes what the main theme is.
- ❑ during-reading - individually, students note their ideas and evidence in a table of two columns and three rows
- ❑ post-reading - students share twice with a partner their notes and make 2+ additions

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 2 - DOUBLE ENTRY NOTEBOOK

Process phases:

- ❑ planning - the teacher pre-selects the film and the text to cover the same theme, prepares a handout with new vocabulary on one side and with a table (two columns inference-evidence and 3 rows reasons- needs-reality)
- ❑ teaching - the teacher explains how based on the image one can infer and models briefly how the strategy works
- ❑ feedback - the teacher walks around the students or pairs and supports their work with advice and feedback

Modes of communication (skills):

- ❑ interpretive (receptive): students view a film, read the text, take notes on post-its to fill out a template, listen to a partner to make 2+ additions
- ❑ interpersonal (mixed): students discuss and compare ideas and evidence
- ❑ presentational (productive): students explain to their partners what they have noted in the table

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Teach2Learn

TEXT (ADVANCED, GRADE 4):

History of Child Labor

adapted from
https://www.softschools.com/language_arts/reading_comprehension/social_studies/387/history_of_child_labor/#google_vignette

Throughout most of human history, children had been working long hours in jobs that today are typically filled by adults. Children have worked as servants, apprentices, laborers, and more. They would be paid less than adults, work in dangerous conditions, and were easily controlled and managed compared to adults. Even a child's smaller size was used as an advantage because they could easily access some of the small spaces required with some tasks. Many child laborers supported their family and did not receive an education. They worked and did not attend school.

During Colonial Times, child labor was not unusual or controversial. Children did as much work as the adults, on family farms or with handicrafts. Children were a part of the economy, sometimes hired by nearby farmers. Children would begin training for certain jobs or trades between ages ten and fourteen. Child labor on farms and with trades did begin to decline at the beginning of the nineteenth century (1800s), but the children moved to factory employment.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TEXT (ADVANCED, GRADE 4):

History of Child Labor

Factories began using children to run the machines. They may have worked between 12 to 18 hours each day, six days a week, and earn very little money. Some children began working at the age of seven in spinning mills and hauled heavy loads from place to place. In addition, there were children who worked in coal mines. These working places were not safe, often dark, damp, and dirty as well. Many children became sick. Therefore, In the 19th and 20th centuries many efforts were made and laws were passed to protect children's rights and access to education, healthcare and food.

However, there are still some kinds of work not regulated, such as farming. The children of migrant workers are permitted to work alongside their parents and farmers may legally employ them outside of school hours. Also, across ex-colonies in Asia and Latin America working children, especially orphans, are "circulated" until today – they are sent to families that need extra labor and thus are enslaved, although slavery was formally abolished several decades ago. Finally, every country in the world does not have laws regarding child labor. As of the mid-2000s, there are still about 218 million child laborers in the world.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

SAMPLE LESSON

Teach2Learn

Step 1

- Teacher shows a silent film and asks students to what the students think is happening based on what they see and directs them to infer reasons, needs and reality while helping them come up with ideas. Then asks for evidence and notes it on the board. The class concludes what the main theme is (https://www.youtube.com/watch?v=neWPK3fRg5c).

Step 2

- Individually, students read assigned parts of the article and fill out the table.

Step 3

- In pairs, students compare and contrast their ideas, they decide which ones are most important and add new one/s in their table.

Step 4

- Students change partners, explain their notes in the table and add more inference-evidence.

Glossary:

laborer - worker

apprentices - trainee

controversial - disputed

to haul - to carry

Focus on:	Inference	Evidence
Reason		
Need		
Reality		

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

MODULE 5: STRATEGY "QUESTIONING "

Teach2Learn

Contents:

- Technique 1- Teacher-Generated Questions
- Technique 2 – Student-Generated-Questions
- Sample lesson

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 1 - TEACHER-GENERATED QUESTIONS

- facilitates deeper thinking about the text
- relates to textual specifics and 'big picture'
- allows for teacher-controlled focus/direction of understanding and complexity
- differentiates between: (a) thin questions: closely related to the content of the text and eliciting simple close-ended answers and (b) thick questions (leading to deeper thinking, discussion and eliciting complex open-ended answers)

Cognitive stages:

- pre-reading - to check prior knowledge and skills teacher asks content related questions as a warm up to the reading
- during-reading - individually, students read and answer thin questions
- post-reading - students answer thick questions

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 1 - TEACHER-GENERATED QUESTIONS

Process phases:

- planning - the teacher prepares two sets of questions: (a) thin questions for targeted reading (b) thick questions for discussion and a KWL chart
- teaching - the teacher explains the nature and purpose of the questions; models on the board answering one of each type by asking volunteers to help out with ideas
- feedback - the teacher walks around the students or pairs and supports their work with advice and feedback

Modes of communication (skills):

- interpretive (receptive): students read the text for specific information (scanning), read it for the gist (skimming), thorough reading
- interpersonal (mixed): students compare and discuss answers, participate in discussion/debates
- presentational (productive): students explain to their partners what they have noted down in the charts and why to prepare for a discussion/debates

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TEXT (INTERMEDIATE, GRADE 3):

Water Scarcity

Adapted from https://www.unicef.org/wash/water-scarcity.

Water scarcity is a problem even in countries with enough water resources. Many are the reasons for this – bad water systems or management of water, war, poor management of water resources. Climate change is a factor. Four billion people have water scarcity for at least one month each year. By 2025, half of the world's population could be living in areas with insufficient water and many people will be moving out of their homes, towns and countries.

Water scarcity means no safe water for drinking and for basic hygiene at home, in schools and in hospitals. Various diseases are born and water becomes expensive. Water scarcity is most difficult for women and children because they usually go to collect it. When water is further away, it takes more time to collect, which often means less time at school. Particularly for girls, a shortage of water in schools impacts student enrolment, attendance and performance. Carrying heavy water pots and long distances is also dangerous for their physical health and safety.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

SAMPLE LESSON

Teach2Learn

Step 1

- Teacher asks students general questions to check their prior knowledge and language skills to express themselves about this topic.

Step 2

- Teacher explains the two types of questions and models the reading strategy with targeted scanning vs skimming for gist and thorough reading for 'big picture'.

Step 3

- In pairs, students work on KWL chart, read the article, answer the teacher-generated questions and complete KWL.

Step 4

- With another partner, students compare and contrast their answers and make corrections.

Step 5

- Students review and organize their knowledge to prepare for a discussion.
- .

Glossary:

- water scarcity
- infrastructure
- management
- factor
- insufficient
- population
- hygiene

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

KWL TABLE

What I know	What I want to know	What I learned

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

KWL TABLE

Thin questions (for clarity)	Answers	Thick questions (for deeper understanding)	Answers
What is water scarcity? Who has water problems? When does it happen? Where does it happen? Why does it happen? How many people are affected? How is water collected? What kinds of dangers are there for the children?		What causes danger for kids and women? How can you prove that women and kids are most affected? Why do you think that girls suffer the most? How do we know that it is a world problem? Can you think of a way to save this problem? What if people invent a system to share water?	

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 2 - STUDENT-GENERATED QUESTIONS

- fosters critical thinking
- stimulates meaningful questioning about a topic
- teaches students to organize their writing
- actively engages students with the text for better comprehension
- yields discussions with complex open-ended answers driven by student choice and interest
- supports student growth in becoming independent learners

Cognitive stages:

- pre-reading - teacher asks content related questions as a warm up to the reading and asks students to start a KWL chart
- during-reading - individually, students read and answer thin questions
- post-reading - students ask thick questions

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 2 - STUDENT-GENERATED QUESTIONS

Process phases:

- planning - the teacher prepares several sets of flashcards (image to show and written word for students to react with) and a table with question words (who, what, when, where, how, why) for students teaching - the teacher explains the nature and purpose of the questions and models on the board answering one of each type by asking volunteers to help
- feedback - the teacher walks around the students or pairs and supports their work with advice and feedback

Modes of communication (skills):

- interpretive (receptive): students read the text for specific information, read it for the gist, differentiate between dangerous predators and non-dangerous animals, listen and react with the written word
- interpersonal (mixed): students ask and answer each other's questions
- presentational (productive): students explain to their partners what they have noted and why

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TEXT (NOVICE, GRADE 2):

Walking in the Jungle

Let's walk in the jungle.
Walking in the jungle. Walking in the jungle. We're not afraid. We're not afraid.
Walking in the jungle. Walking in the jungle. We're not afraid. We're not afraid.
One step. Two steps. Three steps forward.
One step. Two steps. Three steps back.
Stop. Listen. What's that?
It's a frog!
We're not afraid!

Let's stomp.
Stomping in the jungle. Stomping in the jungle. We're not afraid. We're not afraid.
Stomping in the jungle. Stomping in the jungle. We're not afraid. We're not afraid.
One step. Two steps. Three steps forward.
One step. Two steps. Three steps back.
Stop. Listen. What's that?
It's a monkey!
We're not afraid!

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TEXT (NOVICE, GRADE 2):

Walking in the Jungle

Let's jump.
Jumping in the jungle. Jumping in the jungle. We're not afraid. We're not afraid.
Jumping in the jungle. Jumping in the jungle. We're not afraid. We're not afraid.
One step. Two steps. Three steps forward.
One step. Two steps. Three steps back.
Stop. Listen. What's that?
It's a toucan!
We're not afraid!

Let's skip.
Skipping in the jungle. Skipping in the jungle. We're not afraid. We're not afraid.
Skipping in the jungle. Skipping in the jungle. We're not afraid. We're not afraid.
One step. Two steps. Three steps forward.
One step. Two steps. Three steps back.
Stop. Listen. What's that?
It's a tiger!
RUN!

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

SAMPLE LESSON

Step 1

- Teacher checks students' knowledge and literacy skills about the jungle and the animals they will 'meet' and the way they will move in the jungle by showing the cards with image and script. Then, students lift a card with the script of the animal or body movement, when they hear it pronounced by the teacher (or if there are no cards, students checkmark the word they hear in a table of random words).

Step 2

- Teacher explains to students that they are to ask questions about each part of the reading and models who-, what-, how- and where-questions that can be answered through the text vs why-questions about what we know in general.

Step 3

- As a class, students read aloud each couplet of the poem and ask questions; teacher writes them on the board, asks why we would be afraid or not afraid.

Step 4

- Students work orally on the question table with one partner; compare and contrast with another.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

STUDENT-GENERATED QUESTIONS TABLE

Question words	Student Questions	Student Answers
What?		
Who?		
When?		
Where?		
How many?		
How?		
Why?		

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

MODULE 6: STRATEGY "SUMMARIZING"

Teach2Learn

Contents:

- Technique 1 - Structured Routine
- Technique 2 - Unstructured Routine
- Sample lesson

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 1 – STRUCTURED ROUTINE

- helps students learn to determine essential ideas and consolidate important details supporting these ideas
- enables students to focus on key words and phrases of an assigned text that are worth remembering.
- teaches students how to take a large selection of text and reduce it to the main points for more concise understanding
- improves memory for what is read

Cognitive stages:

- pre-reading - teacher distributes handouts with a matching word-image activity related to the story to prepare students for the reading; explains what main idea means and how to select key words and key points in a story
- during-reading - in pairs, students read aloud and write on post-its main points and key words
- post-reading - in groups students enter their notes in the chart; they change partners and compare their charts, then write a summary of the story

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 1 – STRUCTURED ROUTINE

Process phases:

- planning - the teacher prepares (a) a matching activity sheet with image and written word (b) a five finger chart
- teaching - the teacher explains the nature and purpose of summarizing, what main idea means and how to decide if a detail is important or not
- feedback - the teacher walks around the students or pairs and supports their work with advice and feedback

Modes of communication (skills):

- interpretive (receptive): students read the text and take notes on key words and ideas, match word with image
- interpersonal (mixed): negotiate and come to a consensus what to write in the chart
- presentational (productive): students explain to their partners what they have noted and why, then they write a summary of the story

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TEXT (INTERMEDIATE, GRADE 2):

The Two Goats

Once upon a time, there was a large river in a village that cut across a deep gorge. The local people built a small, narrow bridge across the river to cross it now and then. The bridge was so narrow that only one person could cross it at a time.

One day a goat was crossing the bridge. At the other end of the bridge, there was another goat coming from the opposite direction. It was impossible for both the goats to cross it simultaneously.

The goats stood in their place and waited for the other to retreat. But neither of them was willing to back down and let the other pass. The first goat then said, 'I am the older goat, so you should allow me to pass first.' The other goat responded, 'I am the stronger one, so I can cross the bridge faster.'

The first goat continued, 'Although I am older, I am stronger than you.' The second goat did not want to accept that, and both the goats soon got into a fight to prove to each other their strength. They locked horns and fought fiercely on the narrow bridge. In no time, they lost their balance and fell into the river.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TEXT (INTERMEDIATE, GRADE 2):

The Two Goats

Some time after the incident, they faced one another again. They got into the same argument about who should be the one to cross the bridge first. Just when it looked like they would start a fight again, one of the goats said, 'Stop! We know that this bridge is too narrow for us to settle our dispute with a fight. I have a plan. I will lie down on the bridge while you walk over me. That way, we can both make it to the other end.'

The other goat understood the logic behind the idea and realised it was the sensible thing to do. He did exactly as the first goat instructed, and both of them made it across safely.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

SAMPLE LESSON

Step 1

- Teacher warms up students with a matching activity of image and word.

Step 2

- Teacher explains to students how to decide what the main idea is and what supporting details are. Then demonstrates how the Five Fingers Chart works..

Step 3

- In pairs, students read aloud, note key words and key points of the story.

Step 4

- Students work on the chart with one partner; compare and contrast with another partner and write together the summary of the story.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

MATCHING ACTIVITY SHEET

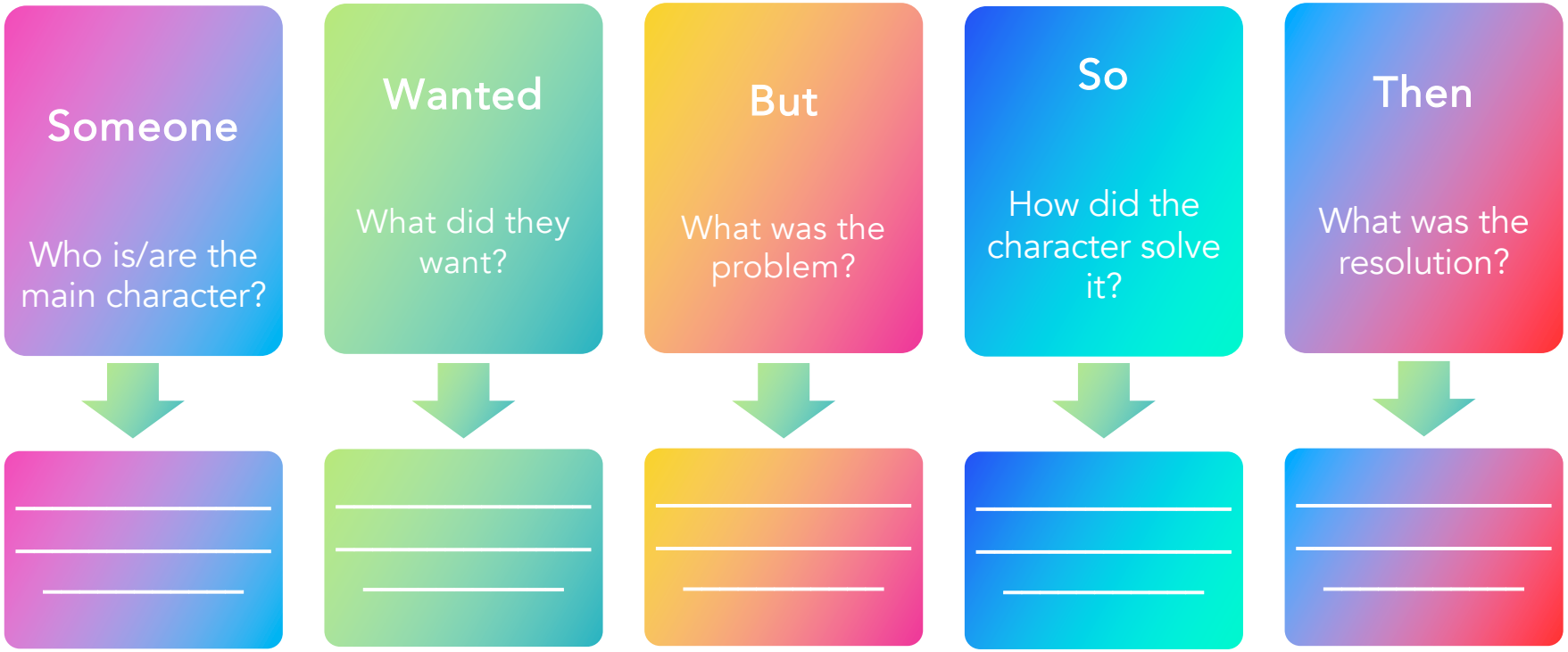
Show with arrows what the words match:
bridge, river, village, narrow, goat, fight, fall

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

FIVE FINGER CHART

Teach2Learn



Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 2 – UNSTRUCTURED ROUTINE

- embeds processing the ideas of the passage and considering how they are prioritized and interrelated
- consists of four steps: review the passage, evaluate the paragraph, answer with a paraphrase, and determine a passage summary
- aims at teaching how to discern essential ideas, how to ignore irrelevant information and remove redundancy.

Cognitive stages:

- pre-reading - teacher explains the topic of the reading and distributes a handout with a matching activity with definitions and key concept related to the text
- during-reading - in pairs, students read aloud and write on post-its main ideas and keywords
- post-reading - in groups students enter their notes in their assigned wall poster; they change partners, negotiate what the main ideas are and write a brief paragraph summary of the reading

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

TECHNIQUE 2 – UNSTRUCTURED ROUTINE

Process phases:

- planning - the teacher selects several images to show the class to contextualize the reading; prepares (a) a matching activity sheet (b) four wall posters
- teaching - the teacher explains the nature and purpose of summarizing, what main idea means and how to decide if a detail is important or not
- feedback - the teacher walks around the students or pairs and supports their work with advice and feedback

Modes of communication (skills):

- interpretive (receptive): students read the text and take notes on key ideas, match definition - concept
- interpersonal (mixed): negotiate and come to a consensus what to write in the wall table
- presentational (productive): students explain to their partners what they have noted and why, then they write a summary of the story

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Teach2Learn

TEXT (ADVANCED, GRADE 4):

An important feature of this coastal community is their socioeconomic life. The region is rich in aquaculture and farmland that have been sources of livelihood in the area for centuries. The people depend on the soil, water resources, and forest for subsistence and survival by engaging in farming and fishing. Aquaculture and fishing are major sources of food, employment, and economic benefits. The traditional occupations of the people includes canoe carving, palm oil processing, mat making, thatch roof making, fishing and fish smoking. In all these industries, fishing and farming from water and land remain the mainstay of the people's lives.

In recent years, however, the area has experienced economic decline with serious consequences. Major factors for this decline are oil drilling, oil spills and pollution. They cause the destruction of agricultural lands, fishery, vegetation, wildlife and to contamination of drinkable water. As a result, the natural resources diminish and this has had an enormous impact on economic activities of the local people. The changing ecosystem has forced them to change their means of survival. They seek different employment with no training and minimum compensation, which ultimately leads to increased poverty in the area and emigration..

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

SAMPLE LESSON

Teach2Learn

Step 1

- Teacher warms up students with images related to the topic.

Step 2

- Teacher explains to students how to discern what the main idea is and what supporting information is. Then gives instructions to them how to make a wall poster and present a summary at the end as RAFT(Role=NGO activists Audience=UNICEF Format=poster presentation Topic=Traditional Occupation and the Environment).

Step 3

- In groups, students read aloud, note key ideas and supporting information..

Step 4

- Students work on the wall posters, write together the summary of the reading on the poster and do a gallery walk.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

MATCHING ACTIVITY SHEET

Definition	Word/Phrase
Special skills handed down by ancestors to children in a family, tribe or community. They help one have employment, engage in trade or business instead of looking for government employment.	
	Traditional Occupation

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Teach2Learn

TOOLS FOR TEACHING INDEPENDENT LEARNERS

Teach2Learneuproject

teach2learn_project

teach2learn

www.teach2learn