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INTEREST IN
CORWIN

Please enjoy these complimentary lessons from
Becoming an Assessment-Capable Visible Learner,
Grades 3-5.

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8

Learning How to Learn



TIME:

25 minutes



ASSOCIATED INFLUENCE AND EFFECT SIZE:

Metacognitive
strategies:
0.60

Self-regulation
strategies:
0.52

Strategy monitoring:
0.58

Assessment-capable
visible learners:
1.44



RELATED TOOLS AND RESOURCES:

Study Skills
Student Checklist

Overview

This lesson supports students in starting to think about different learning strategies and how those strategies will support them in different phases of their learning. First, students will reflect on the awareness and use of certain strategies. Next, they will think about their current learning task and then identify a strategy that would support them in their learning. This is something that students can do repeatedly in their learning with the goal being that eventually students won't need to look at a list of strategies or mark down what task they are engaging in as these actions will become automatic. For some students, these strategies may be very new to them, but they are strategies they can continue to use and apply throughout their entire education.

Teacher Preparation

Students may need support understanding the different strategies listed in the lesson. It would be helpful to have examples, specifically connected to the class that they are in, so you can support them in knowing what the strategy looks like.

Think about the learning task(s) that students will be engaging in with this lesson and what you can “assign” them to work on afterward so they can apply the student skill. This can be something at home or in class.

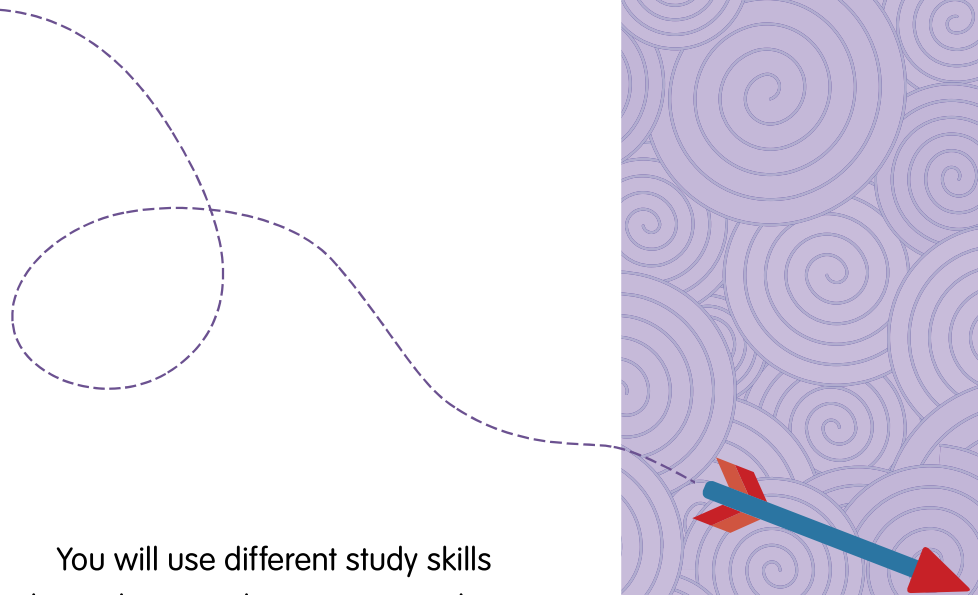
Teacher Planning Notes:

Study skills

help you increase your
ability to learn.

They are very important tools
to support you in becoming an
assessment-capable visible learner.

Some study skills will help
you more than others.



You will use different study skills
depending on what you are studying.
You will look at these study skills many
times in class so that you can practice
using them to support your learning.

Study Skills

I can take notes.

*I can make a plan
for my project.*

*I can be excited
to learn.*

*I can use a
graphic organizer.*

*I can keep track of
my own learning.*

*I can make sure
I am in a good
spot to learn.*

*I can summarize
what I read.*

*I can correct
my mistakes.*

*I can make sure I
have enough time
for my assignment.*

*I can make
flashcards.*

*I can make changes
to my work.*

*I can get through
a challenge.*

I can reread.

*I can self-assess
my work.*

I can set goals.

*I can memorize
important
information.*

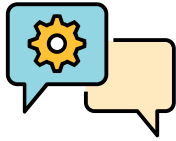
*I can use
self-questioning.*

*I can be ready to
solve problems.*

*I can keep track of
my understanding.*

*I can review
vocabulary words to
make sure I know
what they mean.*

*I can use my
comprehension
strategies when I
am not sure that I
understood what I read.*



Study Skills

Date: _____

- Partner Task Directions:**
1. Identify the study skill given to you and your partner by your teacher.
 2. Talk about what you each think the strategy means.
 3. Come to an agreement on what the strategy means.
 4. Come up with three to five different times this might be a good study skill to use to help you with your learning.
 5. Complete the three fill-in-the-blanks below and be ready to share with the class what your strategy is, what it means, and the examples created by you and your partner.

Our study skill is ...

We think it means ...

Times this strategy might be good to use are ...



Study Skills Student Checklist

Date: _____



What was today's learning intention?



What do you still need practice with?



What study skill can help you with your practice?

Study Skills Student Checklist



I can take notes.



I can use a graphic organizer.



I can summarize what I read.



I can make flashcards.



I can reread.



I can memorize important information.



I can keep track of my understanding.



I can make a plan for my project.



I can keep track of my own learning.



I can correct my mistakes.

(Continued)

Related *Learner's Notebook* Page

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Learning How to Learn

Study Skills Student Checklist (continued)



I can make changes to my work.



I can self-assess my work.



I can use self-questioning.



I can review vocabulary words to make sure I know what they mean.



I can be excited to learn.



I can make sure I am in a good spot to learn.



I can make sure I have enough time for my assignment.



I can get through a challenge.



I can set goals.



I can be ready to solve problems.



I can use my comprehension strategies when I am not sure that I understood what I read.

Teacher Talk

Have students open up to page 47 in their notebook.

Part of developing into an assessment-capable visible learner means that you are able to select strategies that will support you in your learning depending on what you are doing and where you are in your learning. Today, we are going to focus on thinking about different learning strategies and connecting them to specific tasks we will work on in class. One of our goals moving forward is that you strengthen your awareness of different learning strategies so that you have a tool box to continuously select from.

Let's look at page 47.

Read the text on page 47 aloud.

Look in the table on page 48. It contains a bunch of strategies you can use to help you in learning. One of the things that I am going to ask you to think about when you are working with your group today, is to think about the right time this strategy would help you. Certain strategies will work better than others depending on what you are learning or doing.

Put students into their groups (ideally of three to four) before assigning learning strategies for groups to work on.

Now that you are in your groups, I am going to assign each group a learning strategy. In your group, you are going to think about what that learning strategy means as well as examples of when it would help you in your learning. Let's do one together before you do one in your group. Let's look at—I can make sure I am in a good spot to learn. What do you think this strategy means?

Invite students to share their responses. Ask other students to respond to their peers' contribution to the discussion. A definition that the class arrives at would include thinking about the task you have to complete and then thinking about the best place you could work so that you can accomplish or complete your task. Examples of what this might look like could be I have to read a chapter in my book so I am going to find a quiet place in my house with good light so I can see, or I need to work with some of my peers on a project, so meeting at the library might be a good place for us to work and stay focused on our task.

Does anyone have any questions before I assign your group a strategy? Okay, once your group gets your strategy, talk about what you think it means and then come up with three different examples of when this would be a helpful learning strategy. You will capture your responses in your notebook on page 49.

(Depending upon the size of the class and the time for the lesson, you may wish to assign groups more than one strategy to work on.)

Assign groups their learning strategy to work on and allow them time to work.

Before we move on, I'd like each group to share with the rest of the class what their learning strategy is, how your group defined it, and examples of when it would be a good strategy to use during your learning.

Allow groups to quickly share out. As they share out, be sure to contribute any missing information to the definition students created.

Before we wrap up our lesson, I want you to reflect on our learning intentions and think about where you might need more practice and a strategy that would help you.

If it can be built into the lesson, allow students to select a study skill strategy that they can apply in class. It can be for another learning task they will engage in on a similar topic or with a similar focus that they worked on.

This lesson can now be brought to a close.

Student Action

- Self-assessment
- Partner activity
- Identification of learning strategy
- Individual reflection