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Please enjoy these complimentary lessons from
Becoming an Assessment-Capable Visible Learner,
Grades 6-12.

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Selecting the Right Strategies to Help You Learn



Metacognitive strategies: **0.60**

Self-regulation strategies: **0.52**

Strategy monitoring:
0.58

Assessment-capable
visible learners: **1.44**



Learning Strategies Checklist

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 students can do repeatedly in their learning, with the goal that eventually they 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.

Students may need support understanding the different strategies listed in the lesson. Have ready examples of how the strategies might look in your class.

There are blank cells included in the boxes in the *Learner's Notebook* where students can add a strategy or task that you are working on in class that may not have been discussed today.

[illegible]

LESSON

8

Selecting the Right Strategies to Help You Learn

There are many different **strategies** that you can apply to your learning, but knowing what strategy to use and when to use it is critical. When selecting a strategy to support you in your learning, it's important to think about a couple of things. First, you need to know the purpose of your learning. Why are you doing what you are doing? When you know the purpose, it can help you better select appropriate learning strategies. For example, if you know that you are going to be conducting an experiment in your science class, then planning for the task is an effective strategy to select. It is critical for you to be aware of the steps of the experiment, have the supplies and resources that you need, and know the criteria to carry out each step in the experiment. Taking a moment to plan for the task, either individually or with a group of your peers, will help ensure the experiment is carried out safely and effectively.



Directions: Take a moment to look through the strategies below. Think about your understanding of each strategy and what it looks like in your learning. Rate each strategy using the following scale:

- 1 I fully understand this strategy and know how to apply it in my learning.
- 2 I know what this strategy is, but I'm not sure how to use it in my learning.
- 3 I have seen or heard of this strategy before, but I'm not sure what it means or how to use it in my learning.
- 4 This is a new strategy for me. I don't know what that looks like.

___ Note-taking	___ Annotating	___ Self-questioning
___ Outlining	___ Repeated reading	___ Self-monitoring
___ Graphic organizers	___ Summarizing	___ Planning for the task
___ Concept mapping	___ Organizing notes	___ Transforming information
___ Synthesizing information	___ Deconstructing information	___ Studying

Let's look at a couple of other examples of learning experiences and determine a strategy that could help support it.



Matching Strategies with Learning Tasks

Directions: Take a moment to read the description of each sample learning task. Then, in the space provided, write your thoughts about which strategy may be effective and why.

1

Sample Learning Task 1:

The bell just rang for social studies class to begin, and your teacher lets you know that in today's lesson you will be exploring all the different causes and effects of World War I. The teacher is going to give a fifteen-minute lecture providing background information about World War I, and then you will be responsible for reading two different primary sources about the war. There are a lot of details to remember that you will need later in order to determine and support your explanation for the causes and effects of World War I.

What might be an effective strategy to use for this learning task?

Why is it an effective strategy?

2

Sample Learning Task 2:

For the past two days in class you have been learning about all the pieces included in an effective argumentative essay, and now you need to start thinking about the design of your own argumentative essay. You can choose from a few options of texts and topics to use for your essay, so you need to figure out how to get started. Before you turn in a final essay, you'll need to submit a rough draft to your teacher. You'll have class time to work on this, but you'll also need to spend some time on this essay outside of class.

What might be an effective strategy to use for this learning task?

Why is it an effective strategy?

Now that you've taken a look at a couple of sample learning tasks, let's focus on what you are learning today and what strategies can support your learning.

Related *Learner's Notebook* Page

8

Selecting the Right Strategies to Help You Learn



Learning Strategies Checklist

Date: _____

Directions: Think about what you are learning today. Check the boxes that most closely reflect your learning task.

Today your task entails...

<input type="checkbox"/> Writing an essay/paper	<input type="checkbox"/> Solving problems	<input type="checkbox"/> Analyzing ideas, concepts and/or characters
<input type="checkbox"/> Reading an article	<input type="checkbox"/> Giving a presentation	<input type="checkbox"/> Creating a project
<input type="checkbox"/> Studying a novel	<input type="checkbox"/> Taking an assessment/test/quiz	<input type="checkbox"/> Evaluating ideas, concepts and/or characters
<input type="checkbox"/> Conducting an experiment	<input type="checkbox"/> Learning a new concept or idea	<input type="checkbox"/> Writing a lab report
<input type="checkbox"/> Working (collaboratively) in a group	<input type="checkbox"/> Analyzing data	<input type="checkbox"/> Developing a timeline
		<input type="checkbox"/> Other

Directions: Look at the list of strategies below. Check at least one strategy that you will use to support you in what you are learning today.

Learning Strategies

<input type="checkbox"/> Note-taking	<input type="checkbox"/> Annotating	<input type="checkbox"/> Self-questioning
<input type="checkbox"/> Outlining	<input type="checkbox"/> Repeated reading	<input type="checkbox"/> Self-monitoring
<input type="checkbox"/> Graphic organizer	<input type="checkbox"/> Summarizing	<input type="checkbox"/> Planning for the task
<input type="checkbox"/> Concept mapping	<input type="checkbox"/> Organizing notes	<input type="checkbox"/> Transforming information
<input type="checkbox"/> Synthesizing information	<input type="checkbox"/> Deconstructing information	<input type="checkbox"/> Studying

**Did it
Work?**



Take a moment to think about the strategy you used in your learning today. Why did you select this strategy? Do you think that it supported you in your learning? Why or why not?

Teacher Talk

Have students open up to page 42 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 the learning experience. Today we are going to focus on thinking about different learning strategies and connecting them to specific learning experiences. The hope moving forward is that you strengthen your awareness of different learning strategies so that you have a tool box to continuously select from.

As a class, read the opening paragraph of the lesson on page 42. Once you get to the part where students need to rate their understanding and application of strategies, make sure that students are aware of what each strategy is. This would be a good time to share examples of the strategies as they might be used in class.

Now that we've talked through what the strategies are, I'd like you to take a moment to provide a rating for each strategy. You can see in your Learner's Notebook that the ratings are as follows:

- 1: I fully understand this strategy and know how to apply it in my learning.*
- 2: I know what this strategy is, but I'm not sure how to use it in my learning.*
- 3: I have seen or heard of this strategy before, but I'm not sure what it means or how to use it in my learning.*
- 4: This is a new strategy for me. I don't know what that looks like.*

There are no right or wrong ratings, so please think about each strategy and be honest in the rating you give it. You can use these ratings to identify where you currently have strength and where there is future opportunity.

Give students time to go through each strategy and rate it. Encourage them to ask any clarifying questions they may have as they go through it.

Now that you've thought about your knowledge and use of different learning strategies, let's think about how we would go about selecting one of them based on what we are learning.

Have students get into pairs, read the two scenarios provided, and then identify potential strategies that would support their learning.

I'd like you to get with a partner and read through the two scenarios. After you read each scenario, think about a strategy that would be helpful for you to use based on what you are learning that day. Be prepared to share out your responses with the rest of the class.

After pairs have had a few minutes to go through each scenario, invite a few students to share the strategies they identified and why.

Now let's use what we're learning about to what we will be doing in class today.

Inform students about the nature of the learning task(s) for today's lesson, and have them check the appropriate boxes on page 44 of their *Learner's Notebook*.

I'd like you to take a moment now to think about a strategy that might support you in what we are going to be engaging in today and why you think that would be a helpful strategy. At the end of the lesson, we will reflect on how effective the strategy you chose was.

Give students time to identify a strategy and think about why it might be helpful to them in their learning today. You can quickly have them share with a partner or take them right into the lesson for the class. Once the lesson is ready to close, students can reflect on the usefulness of the strategy they chose for the learning task.

Before we close for the day, let's go back into our notebook on page 45. Take a moment to complete the "Did It Work?" section.

If time allows, you can have a few students share their response with the rest of the class.

This lesson can now be brought to a close.

Student Action

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