



to learning new material, will strengthen their comprehension. Our ultimate goal is for students to gain ownership and for them to have control over their own learning processes. Students in Mary Lindquist’s French class in Downers Grove, Illinois, who use Donna Ogle’s strategy, **Know-Want to learn-Learn (KWL)**, have renamed it “**SPA: Savez, Pensez, Apprenez**” (Know, Take, Learn). This strategy “involves three overlapping events: students brainstorm what they know (K). Record what they want to know (W), and then list what they learned (L).” Mary’s students also renamed *Carousel Brainstorming*, “Fete du Tete” (“Celebration of the Mind”). Mary’s students tape up large pieces of paper around the room. On each one she writes a vocabulary category (e.g., sports, holidays), key concept, or rule. The students, in small groups, move around the classroom from paper to paper and record all the information they know about the topic. They use this most often at the end of a unit to review vocabulary, culture, and grammatical rules.

*Free-form or picture mapping* is a great review technique at the end of a particular unit or chapter and gives students a chance to creatively organize information already learned. Chris Stried, a Spanish teacher, at Craig High School, in Janesville, Wisconsin, uses free-form mapping at the beginning of the school year. She asks her students to design a book jacket illustrating their families, personality traits, and interests. Then, the students talk to a partner and explain their book cover map in Spanish.

This is an excellent review, after the summer vacation, of vocabulary previously learned, and the students have a personal book jacket for the remainder of the year. Another Spanish teacher, Sue Monahan, in Downers Grove, Illinois, uses *Concept Maps* to help her students learn grammar and structure rules. (See *Figure 1*.)

*Pattern Puzzles* can be used to provide a great review of grammatical structures, vocabulary, and sequencing in literature at any level. One way to use this strategy is to break up sentences in the language, directing students individually or in pairs to put the sentences together in the right order. This technique reinforces grammatical patterns for subject/verb, noun/adjective, or noun/article agreement. Sue Monahan shares another way to use this strategy. “I make up envelopes containing small pieces of paper. Each piece of paper has a (vocabulary) word at the top and the bottom. These need to be put in the correct order.” She adds: “I like to add nonsense words or phrases or fun trivia.” (See *Figure 2*.) Students’ comprehension of the foreign language improves when the teacher uses active strategies to get them involved and to tie everything together.

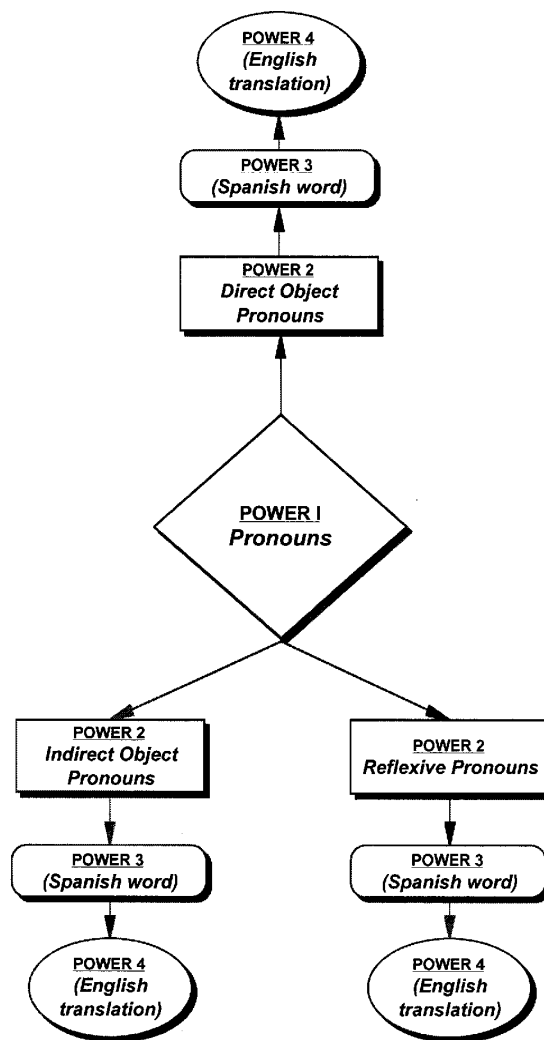


Figure 1

## WRITING

**Pattern Puzzles**

The word "start" is at the top of one piece of paper, with "gracias" at the bottom. This prompts the students to look for "thank you", which they find at the top of one of the pieces, with "hola" at the bottom. Now they look for "hello" at the top of another piece of paper, and so on, until all the pieces are in order--each Spanish word's translation being at the top of the next paper.

|         |           |   |
|---------|-----------|---|
| START   | THANK YOU | HELLO                                   |
| GRACIAS | HOLA      | GOLDEN GLOBE<br>LIFETIME<br>ACHIEVEMENT |

**Figure 2**

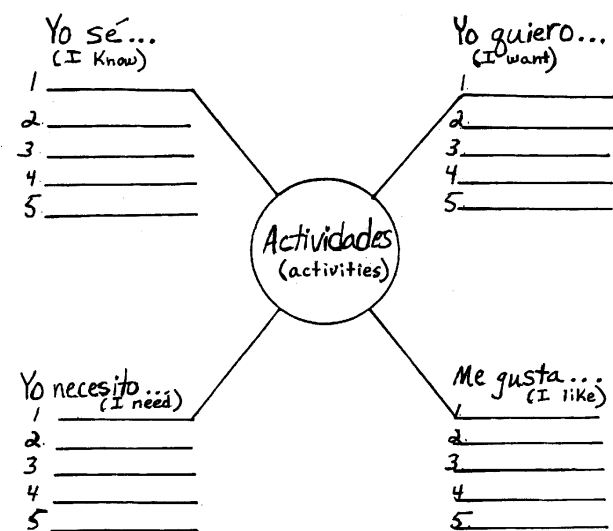
*RAFT* is easily adapted to any content area. As a writing assignment, students in my French I class did the following RAFT: **Role** - themselves, **Audience** - peers, **Format** - small booklet, **Topic** - create a booklet about themselves and their families, with illustrations, using a variety of weather expressions and the near future tense. They had a lot of fun doing this RAFT and learned a great deal, too. They really had to understand the vocabulary and grammatical concepts to complete the booklet. The results were amazing and so much fun for me to correct! Encourage students to be creative and initiate

In any language, writing is a powerful learning tool. Formal writing strategies, such as the *Framed Paragraph*, help students write using a variety of grammatical structures. See *Figure 3* for an example of a Framed Paragraph used in Annemarie Schunemann's Spanish class in Pasco County, Florida.

Análisis de los personajes

En el cuento \_\_\_\_\_, escrito por \_\_\_\_\_  
 \_\_\_\_\_, el personaje principal es \_\_\_\_\_.  
 Es \_\_\_\_\_ y \_\_\_\_\_. Otro  
 personaje principal es \_\_\_\_\_. Es \_\_\_\_\_  
 \_\_\_\_\_ y \_\_\_\_\_.  
 El problema con que se enfrenta es \_\_\_\_\_  
 \_\_\_\_\_.  
 Este problema se resuelve cuando \_\_\_\_\_  
 \_\_\_\_\_. Al fin del cuento sucede que \_\_\_\_\_  
 \_\_\_\_\_. Lo que yo aprendí de leer este cuento fue \_\_\_\_\_  
 \_\_\_\_\_.

**Figure 3**



**Figure 4**

their own RAFT assignments.

To prepare her students for their first formal writing assignment, Jeanne Hughes, a Spanish teacher in Downers Grove, Illinois, has them complete a "satellite" graphic organizer. Each satellite then becomes a paragraph for their assignment. (See *Figure 4*.)

At the end of a semester, Evelyn Bennett (Osceola High School, Largo, Florida) asked her students to be metacognitive and write about which CRISS strategies worked for them. The results were fantastic she told us. She and her students found that grades improved significantly from the previous year. The majority of the students now receive As and Bs rather than Ds and Fs. What a positive reinforcement for CRISS!

## ORGANIZING FOR LEARNING: NOTE-TAKING

As in any content area, students in a foreign language need to have a variety of ways to organize and study the material. *Two-Column Notes*, main idea-detail, work well for cultural selections or

grammatical rules. I use a four-column variation of the main idea-detail notes to help my students with new vocabulary. They write the French word in column 1, the English meaning in column 2, and either a picture or a short sentence using the new word in the third column. They use the last column to self-test. Evelyn Bennett's Spanish students in Largo, Florida, use the same technique and apply the *12-Minute Study*. They study three times a day (during or after school) for just 12 minutes each time. Evelyn reports that her students test scores improved dramatically using this method. She was pleased and so were her kids!

Prior to viewing a video that goes with their textbook, Karen Augenstern, a middle school Spanish teacher in Canton, Massachusetts, has her students complete a two-column anticipation guide. Karen gives the students the video script and asks them to predict what they think might occur during the video. They write their "guess" in the first column and in the second column, they write the proof from the script. Then, when they watch the video, they note whether their predictions were correct.

## VOCABULARY

Although vocabulary knowledge is important for learning in any subject, it is critical to learning a foreign language. To break away from the old method of students memorizing vocabulary words strictly for the test, try some of these CRISS strategies:

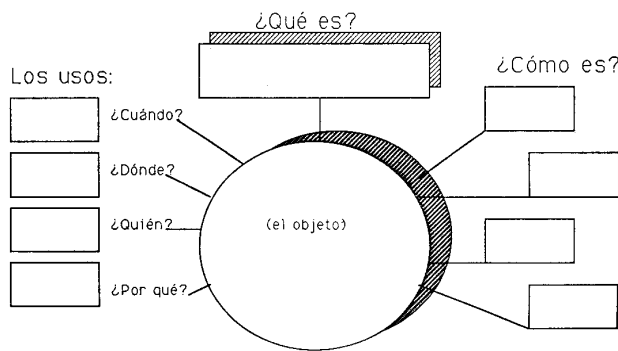


Figure 5

*Sentence Synthesis*, where students combine three to five new vocabulary words in one sentence, also works very well. When selecting words, make sure they all relate to the same topic, e.g., words relating to "weather" or to a story the students have read.

*Sentence and Word Expansion* can be used to build on adjective and adverb agreement and improve the students' command of the language. Remember, this technique begins with a simple sentence, then kids change words, and/or add adjectives, adverbs, and phrases resulting in a new, richer sentence.

*Vocabulary Mapping* is a fun way to learn new words. Annemarie Schunemann, in Pasco County, Florida, uses a concept of definition map. She has her students expand the definition of a word to answer "what is it?", "what is it like?", and "how is it used?". (See Figure 5.) In the beginning level class, a teacher can adapt the vocabulary map to fit many purposes. I have used a simplified version where students put the new vocabulary word in the center of a page. Surrounding the word are the English meaning, a simple sentence in French using the word correctly, and a picture illustrating the word. (See Figure 6.)

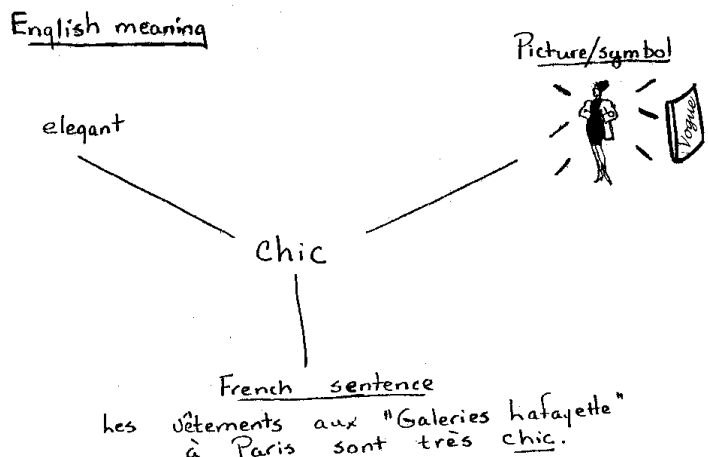


Figure 6

