

Think Literacy Supplement 2

Levels 1 and 2

Reading and Writing

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Getting Ready to Read: **Extending Vocabulary**

INTERNATIONAL LANGUAGES Levels 1/2 Word Wall – The House

Students are required to learn, on average, over 2 000 words each year in various subject areas. When learning a new language, the amount of vocabulary being acquired can be overwhelming. A *word wall* is a wall, chalkboard or bulletin board listing key words that will appear often in a new unit of study, printed on card stock and taped or pinned to the wall/board. A word wall is particularly useful in the language classroom for regularly creating an inventory of new words needed by students but also for gathering language that exists within thematic units.

Purpose

- Identify unfamiliar vocabulary and create a visible reference in the classroom for words that will appear often in a topic or unit of study.

Payoff

Students will:

- practise skimming and scanning an assigned reading before dealing with the content in an intensive way. Students will then have some familiarity with the location of information and with various elements of the text.
- develop some sense of the meaning of the key words before actually reading the words in context.
- improve comprehension and spelling because key words remain posted in the classroom.

Tips and Resources

- *Skimming* and *scanning* are necessary techniques for creating a word wall.
- *Skimming* means to read quickly – horizontally – through the text to get a general understanding of the content and its usefulness.
- *Scanning* means to read quickly – vertically or diagonally – to find single words, facts, dates, names, or details.
- Before building a word wall, consider doing a brainstorm with students on the thematic unit to be covered.
- Consider posting certain words for longer periods (for example, words that occur frequently in the unit, words that are difficult to spell, and words that students should learn to recognize on sight).
- Have students refer to the word wall to support their understanding and spelling of the words.
- Follow up with activities that utilize the word wall vocabulary to create expanded language as needed.
- For a sample word wall and follow up activities, see Student/Teacher Resources, *Word Wall – Sample House Template*, *Word Wall – Household Object Definitions* and *Word Wall – Household Object Flashcards*.

Further Support

- Add a picture to the word cards (a photograph or computer graphic) for support. Some fluent speakers may also benefit from accurately written samples.
- Provide each student with a recording sheet so that they can make their own record of the key words for further review. Keep the theme in mind when preparing the recording sheet.
- If it appears that students need additional support, review the terminology on the word wall regularly in oral and written practice activities.
- Sample materials also follow in German, Japanese, Persian and Russian.

Getting Ready to Read: Extending Vocabulary

INTERNATIONAL LANGUAGES Levels 1/2 Word Wall – The House

What teachers do	What students do
Before - Before class, review key vocabulary for the thematic unit. - Prepare flashcards with key vocabulary. Consider different colours/types for specific items (e.g., verbs, nouns). - Provide stick-on notes, masking tape and pins to the class.	Think about vocabulary relevant to the theme presented and brainstorm with peers. Act out any vocabulary not known in the target language, to obtain assistance from the teacher.
During - Have students label/place flashcards on the specified word wall. Try using labelling techniques for word walls beneficial for these levels of language. - Pay close attention to class accuracy. Review the various categories of the word wall and discuss key vocabulary. - Match definitions to key words on the word wall.	- Label the word wall with the various words available on flashcards. - Discuss and match definitions with flashcard words as provided by the teacher.
After - Explain the concept of skimming and scanning to students so that definitions and thematic vocabulary can be connected easily. Practise connecting oral and written definitions to key words. - Expand thematic unit content by providing handouts for further practice individually or in pairs. - Explain to students that together the class will brainstorm on vocabulary key to a specific theme.	- Listen to explanations of skimming and scanning. - Skim and scan the definitions and flashcard vocabulary to make appropriate matches. - Repeat this process individually or in pairs with follow up activities as directed by the teacher.

Notes



Getting Ready to Read: **Extending Vocabulary**

INTERNATIONAL LANGUAGES Levels 1/2
Word Wall – Sample House Template

The House

Laundry

Bedroom

Bathroom

Living Room

Kitchen

Getting Ready to Read: Extending Vocabulary

INTERNATIONAL LANGUAGES Levels 1/2 Word Wall – Household Object Definitions

Here are descriptions of various household objects. Write the words that these definitions represent. Connect on the word wall with pins and string.

This object is used to wash clothes.

This object is used to clean dishes.

This object is used to warm up, bake and fry food.

This object is used to dry wet clothes.

This object is used to store the clothes not needed regularly.

This object is for keeping clothes flat and without wrinkles.

This object is used for sleeping.

This object is where people wash their faces and brush their teeth.

This object is used to see how one looks.

This object is for writing, doing homework or organizing papers.

This object is used to watch entertainment and news.

This object is for sitting alone to read or relax comfortably.

This object can be used by more than one person for sitting.

This object keeps food cool.

Getting Ready to Read: **Extending Vocabulary**

INTERNATIONAL LANGUAGES Levels 1/2
Word Wall – Flashcards

a television

a stove

an armchair

a washing machine

a refrigerator

a couch

a mirror

a dryer

an iron

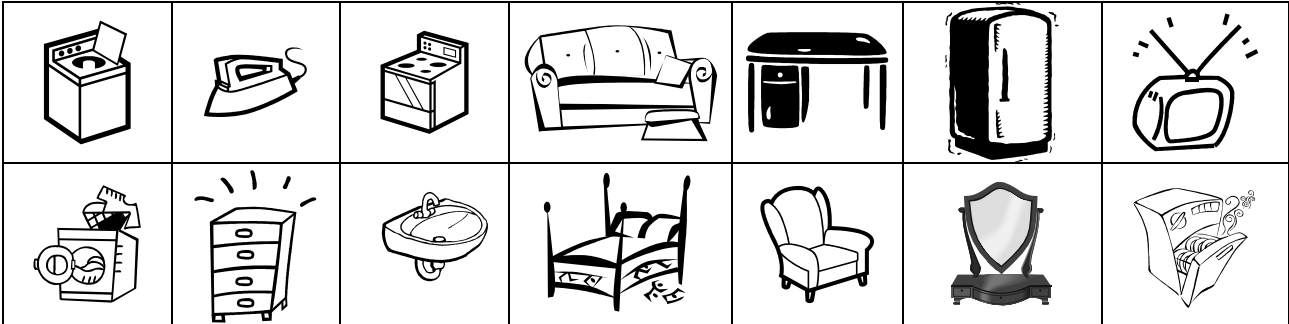
a dishwasher

a bed

a sink

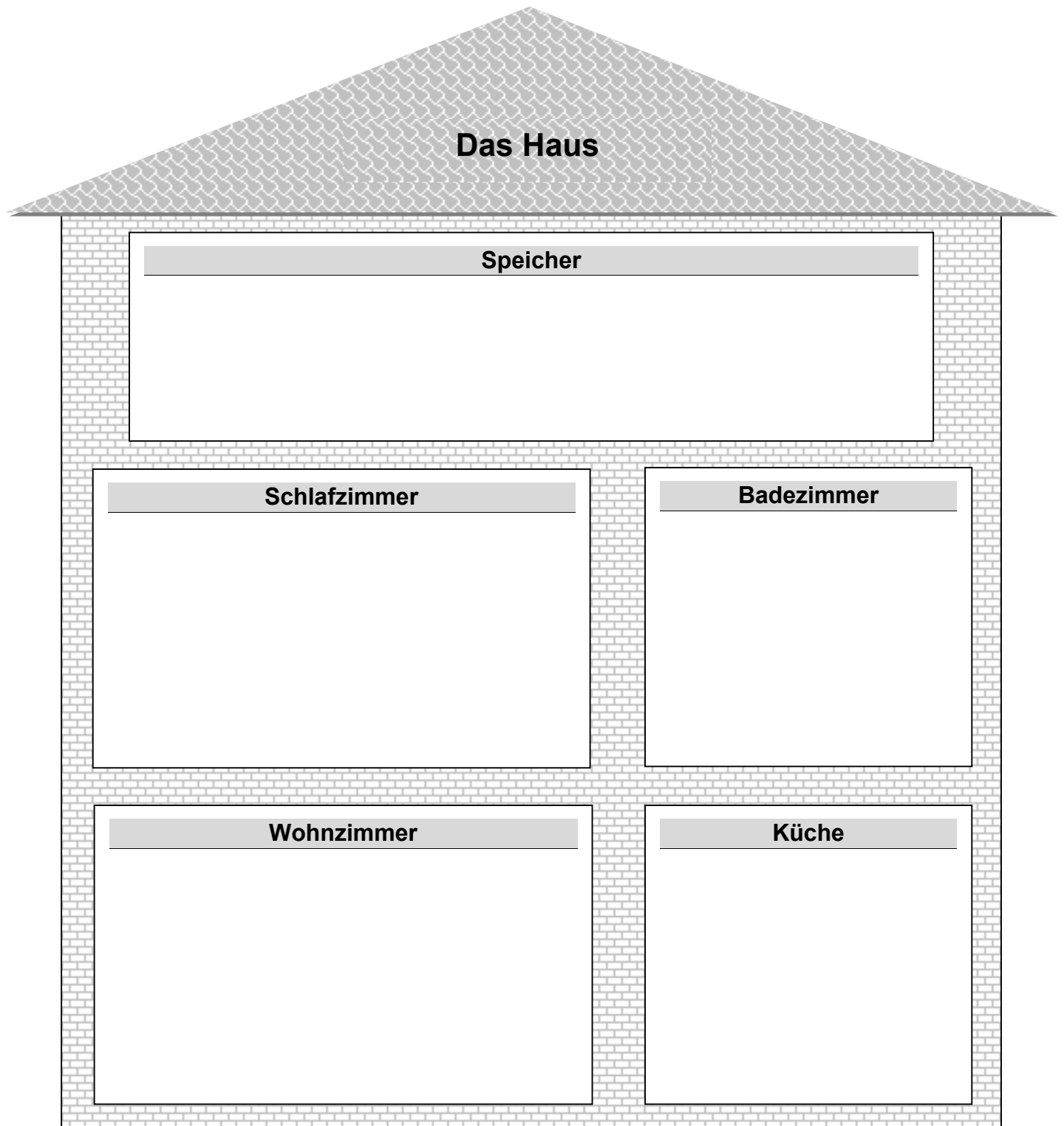
a desk

a dresser



Getting Ready to Read: Extending Vocabulary

INTERNATIONAL LANGUAGES Levels 1/2
Word Wall – Sample House Template (German)





Getting Ready to Read: **Extending Vocabulary**

INTERNATIONAL LANGUAGES Levels 1/2
Word Wall – Household Object Definitions (German)

Hier sind Beschreibungen von verschiedenen Haushaltsgegenständen. Schreibe die Wörter auf, die diese Definitionen repräsentieren. Verbinde sie auf der Wörter -Wand mit Nadeln und Schnur.

Dieses Objekt wird dazu benutzt, um Kleider zu waschen.

Dieses Objekt wird dazu benutzt, um Geschirr zu reinigen.

Dieses Objekt wird dazu benutzt, um aufzuwärmen, zu backen und um Essen zu braten.

Dieses Objekt wird dazu benutzt, um nasse Kleider zu trocknen.

Dieses Objekt wird dazu benutzt, um Kleider zu verstauen, die nicht regelmäßig gebraucht werden.

Dieses Objekt braucht man, um Kleider flach und faltenfrei zu lagern.

Dieses Objekt braucht man zum Schlafen.

Dieses Objekt ist da, wo man sich das Gesicht wäscht und die Zähne putzt.

Diese Objekt wird benutzt, um zu sehen, wie man aussieht.

Dieses Objekt benutzt man zum Schreiben, Hausaufgaben machen oder um Unterlagen zu ordnen.

Dieses Objekt braucht man dazu, um Unterhaltung und Nachrichten zu sehen.

Dieses Objekt braucht man, um darauf alleine zu sitzen und zu lesen oder bequem zu entspannen.

Dieses Objekt kann von mehr als einer Person zum Sitzen benutzt werden.

Dieses Objekt hält das Essen kühl.

Getting Ready to Read: **Extending Vocabulary**

INTERNATIONAL LANGUAGES Levels 1/2
Word Wall – Flashcards (German)

**ein
Fernseher**

**ein
Herd**

**ein
Sessel**

**eine
Waschmaschine**

**ein
Kühlschrank**

**eine
Couch**

**ein
Spiegel**

**ein
Trockner**

**ein
Bügeleisen**

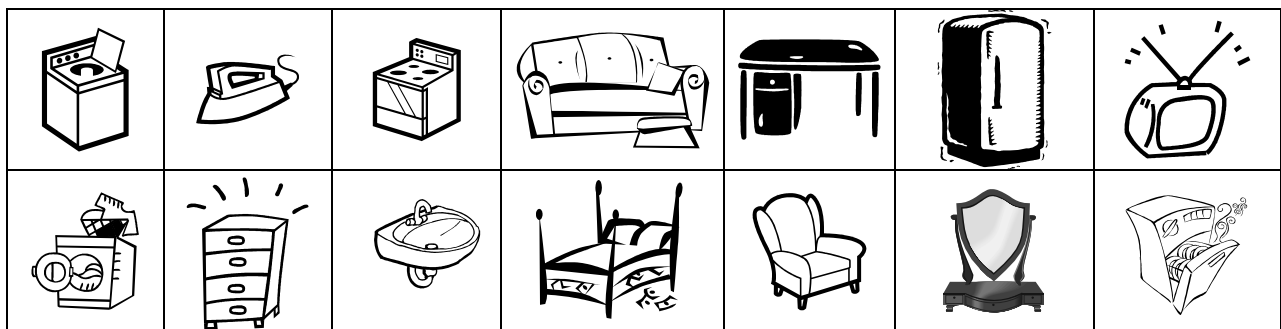
**eine
Spülmaschine**

**ein
Bett**

**ein
Waschbecken**

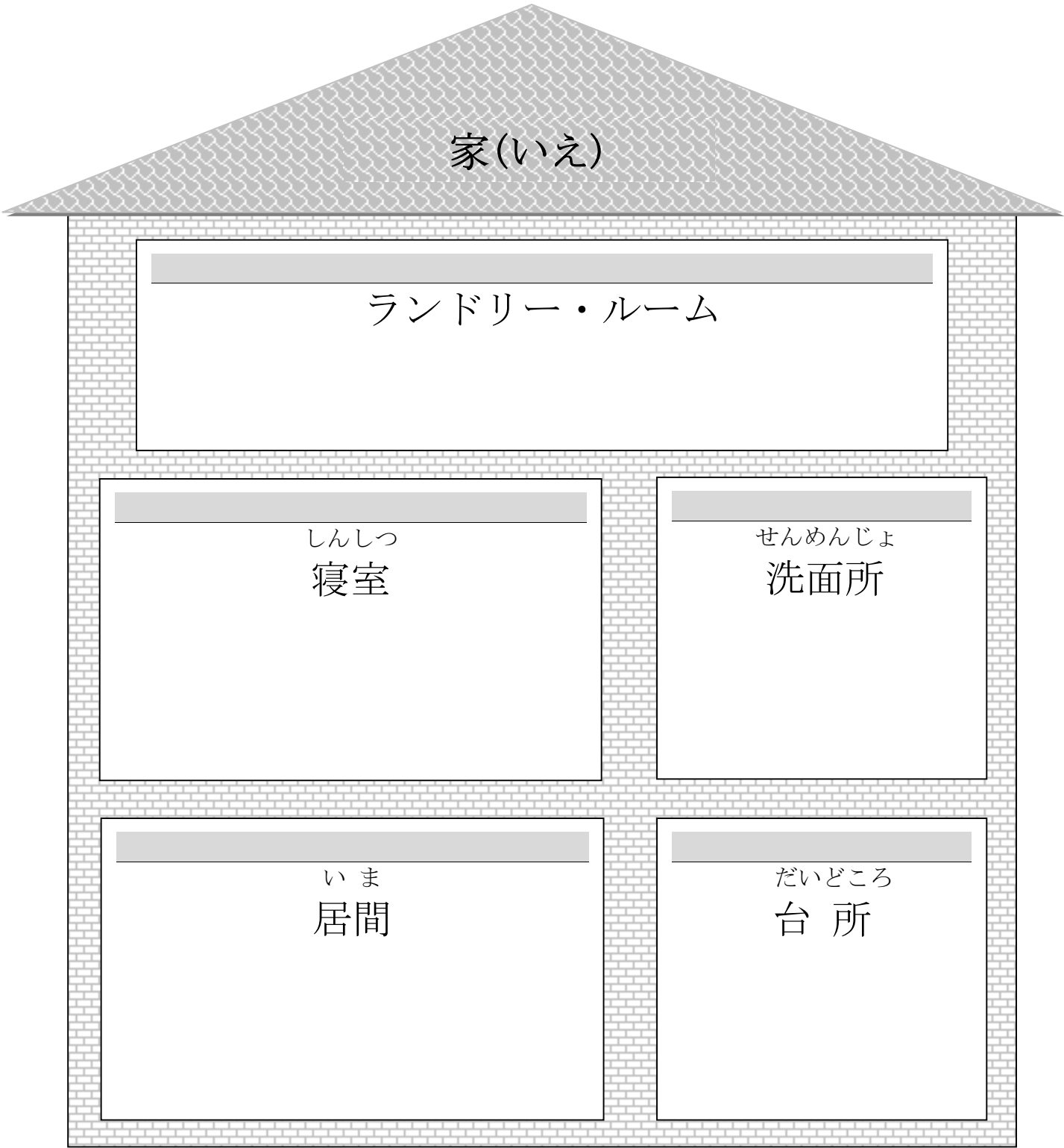
**ein
Schreibtisch**

**Eine
Kommode**



Getting Ready to Read: Extending Vocabulary

INTERNATIONAL LANGUAGES Levels 1/2
 Word Wall – Sample House Template (Japanese)



Getting Ready to Read: Extending Vocabulary

INTERNATIONAL LANGUAGES Levels 1/2
Word Wall – Household Object Definitions (Japanese)

たん ご たん ご い み
単語と単語の意味をつなぎましょう。

ふく せんたく
これで服を洗濯します。

さら あら
これでお皿を洗います。

た もの あたた や あ
これで食べ物を暖めたり、焼いたり、揚げたりしま
す。

ふく かわ
これでぬれた服を乾かします。

まいにち つか ふく い
これに毎日使わない服を入れます。

ふく の
これで服のしわを伸ばします。

つか ね
これを使って寝ます。

Getting Ready to Read: Extending Vocabulary**INTERNATIONAL LANGUAGES Levels 1/2**
Word Wall – Household Object Definitions (2) (Japanese)

かお あら は みが
ここで顔を洗ったり、歯を磨いたりします。

じぶん み
これで自分はどう見えるのかをチェックします。

つか じ か しゅくだい
これを使って字を書いたり、宿題をしたり、
しよるい
書類をまとめたりします。

み
これでドラマとニュースを見ます。

うえ すわ ひとりほん よ
この上に坐って、一人で本を読んだり、リラックス
したりすることができます。

うえ なんにん すわ
この上に何人がいっしょに坐れます。

た もの つめ ほぞん
これで食べ物が冷たく保存できます。

Getting Ready to Read: **Extending Vocabulary**

INTERNATIONAL LANGUAGES Levels 1/2
Word Wall – Flashcards (Japanese)

テレビ

オーブン

アーム・チェア

せん たく き
洗濯機

れい ぞう こ
冷蔵庫

ソファ

かがみ

かん そう き
乾燥機

アイロン

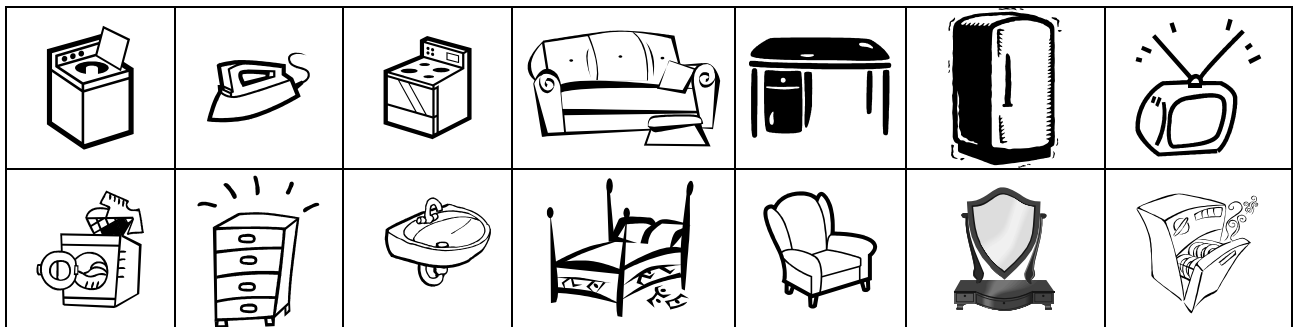
しょっ き あら き
食器洗い機

ベッド

せん めん だい
洗面台

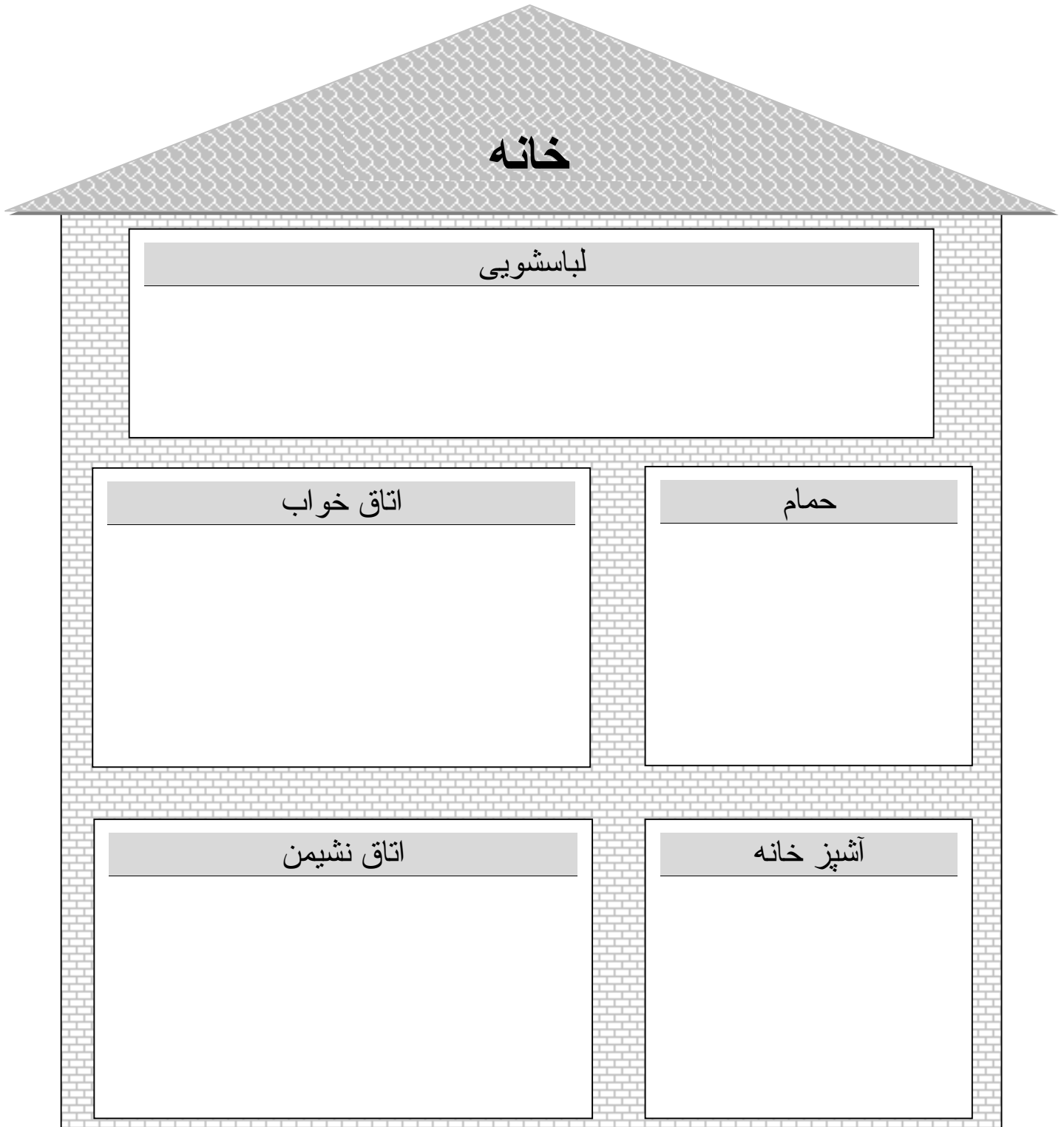
デスク

たんす



Getting Ready to Read: Extending Vocabulary

INTERNATIONAL LANGUAGES Levels 1/2
Word Wall – Sample House Template (Persian)



Getting Ready to Read: Extending Vocabulary

INTERNATIONAL LANGUAGES Levels 1/2 Word Wall – Household Object Definitions (Persian)

در اینجا توضیحاتی از انواع گوناگون اشیاء منزل موجود است. لغاتی را که با این مفاهیم هماهنگی دارد را بنویسید.

برای شستن لباس بکار می رود.

برای تمیز کردن ظرفها بکار می رود .

برای گرم کردن پختن و سرخ کردن غذا بکار می رود .

برای خشک کردن لباسهای زیر بکار می رود .

محلی است برای نگه داری لباسهایی که روزانه استفاده نمی شود.

برای صاف کردن چروکهای لباس بکار می رود .

برای خوابیدن بکار می رود .

جایی برای شستن صورت و مسواک زدن است.

برای دیدن ظاهر بکار می رود .

برای نوشتن و انجام دادن تکالیف بکار می رود .

جهت دیدن برنامه های سرگرمی و اخبار بکار می رود .

برای تنها نشستن به منظور مطالعه یا استراحت کردن بکار می رود .

برای نشستن بکار می رود .

جهت سرد نگه داشتن مواد بکار می رود.

Getting Ready to Read: **Extending Vocabulary**INTERNATIONAL LANGUAGES Levels 1/2
Word Wall – Flashcards (Persian)

تلویزیون

اجاق گاز

مبل

ماشین لباسشویی

یخچال

کاناپه

آینه

خشک کن

اتو

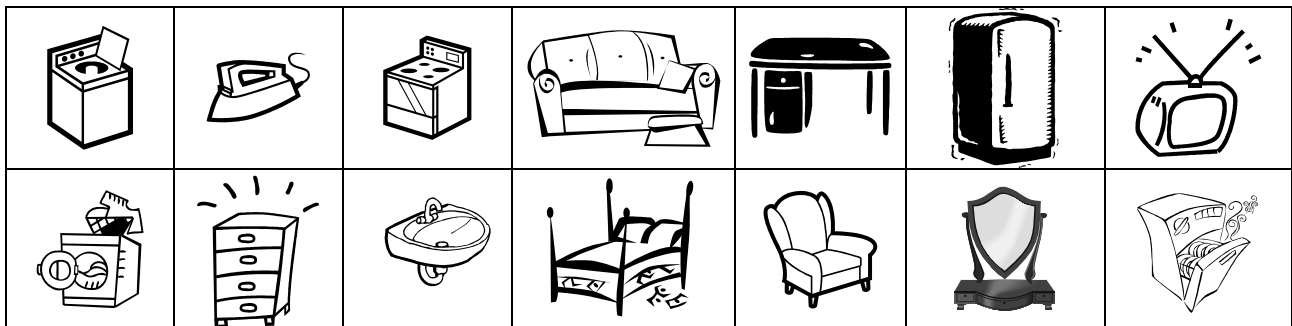
ظرفشویی

تخت خواب

کاسه دستشویی

اتو

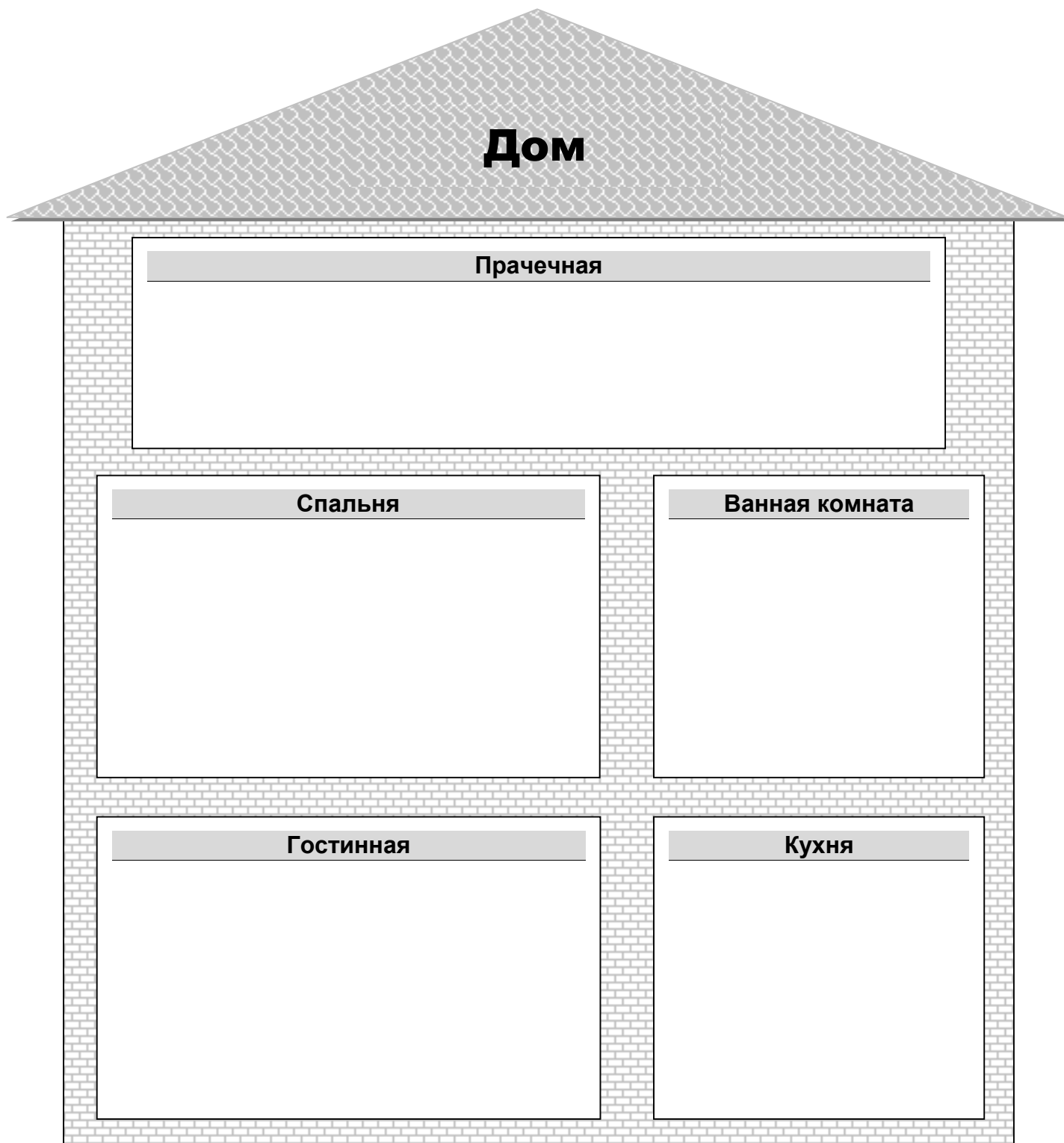
بوفه



Student/Teacher Resource

Getting Ready to Read: **Extending Vocabulary**

INTERNATIONAL LANGUAGES Levels 1/2
Word Wall – Sample House Template (Russian)





Getting Ready to Read: Extending Vocabulary

INTERNATIONAL LANGUAGES Levels 1/2
Word Wall – Household Object Definitions (Russian)

Ниже приведены описания различных предметов домашнего обихода. Напишите слова, которые соответствуют этим описаниям. Прикрепите слова к доске кнопками и соедините их стрелками с рисунками.

Этот предмет используется для стирки белья

Этот предмет используется для мытья посуды

Этот предмет используют, чтобы подогревать пищу, печь или жарить

Этот предмет используют, чтобы сушить влажное белье

Этот предмет используется, чтобы хранить одежду, которую мы редко носим

Этим предметом пользуются для того, чтобы гладить белье

На этом предмете спят

Над этим предметом мы умываемся и чистим зубы

Этот предмет служит для того, чтобы видеть свое отражение

Этот предмет служит для того, чтобы на нем писали, делали уроки и содержали в порядке необходимые бумаги

С помощью этого предмета смотрят развлекательные программы и новости

На этом предмете удобно может посидеть один человек, чтобы почитать, отдохнуть и расслабиться

На этом предмете могут сидеть несколько человек

Этот предмет сохраняет еду в охлажденном состоянии

Getting Ready to Read: **Extending Vocabulary**

INTERNATIONAL LANGUAGES Levels 1/2
Word Wall – Flashcards (Russian)

Телевизор

Плита

Кресло

Стиральная
машина

Холодильник

Диван

Зеркало

Сушильная
машина

Утюг

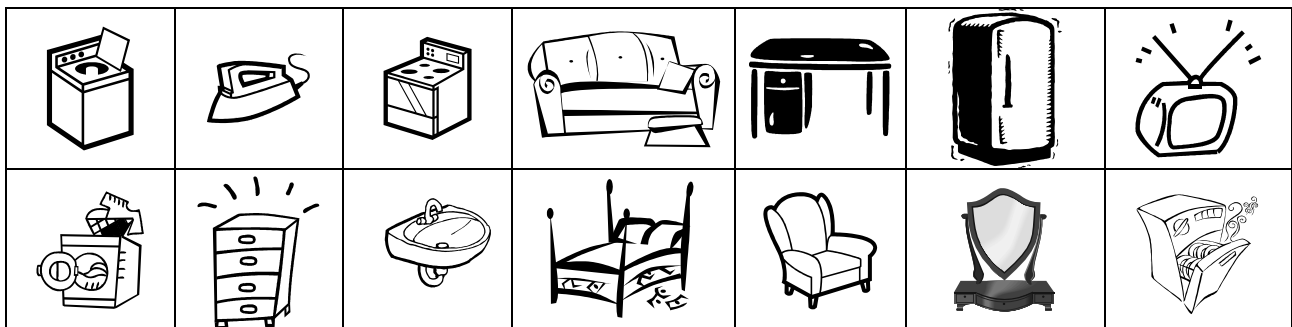
Посудомоечная
Машина

Кровать

Раковина

Письменный
стол

Комод



Getting Ready to Read: Finding Signal Words

INTERNATIONAL LANGUAGES Levels 1/2 Using Flow Charts and Connector Words - Recipes

Writers use signal words and phrases (also called transition words or connectors) to link ideas and help the reader follow the flow of information. Language learners can benefit from knowledge of signal words as they are able to expand discourse or writing by linking language pieces coherently and naturally rather than using isolated phrases for communication.

Purpose

- Preview the text structure.
- Identify signal words and phrases, and their purposes.
- Familiarize students with the organizational pattern of a text.

Payoff

Students will:

- make connections between reading and writing tasks in related language texts.
- read and reread reading material.
- practise their reading strategies of skimming, scanning and rereading; make predictions about the topic and content as they read and reread; learn signal words; and use the signal words when summarizing.

Tips and Resources

- Signal words are words or phrases that cue the reader about an organizational pattern in the text, or show a link or transition between ideas. For an example, see Student /Teacher Resource, *Flow Chart with Signal Words – Sample Recipe*.
- A graphic organizer provides a visual way of organizing information and showing the relationships among ideas (e.g., a timeline, flow chart, or mind map). For an example, see Student/Teacher Resource, *Sample Flow Chart with Signal Words – Sample Recipe* and *Flow Chart Template – Recipe Descriptions*.
- Plan follow up activities that require students to use signal words to write in different styles based on signal word prompts. See Student Resource, *Flow Chart Template – Recipes and Descriptions*.

Cross-Curricular Literacy: Strategies for Improving Secondary Students' Reading and Writing Skills, pp. 24-25, 54-55.

Further Support

- Before students read an unfamiliar or challenging selection, provide them with the signal words and related organizational pattern (e.g., first, second, next, following, finally).
- Encourage students to scan reading passages to identify signal words and preview the text structure before they read.
- Have students reread an excerpt from a familiar resource that demonstrates specific language use and signal words that cue a text structure, link ideas or indicate transitions between ideas. Small groups share and compare findings.
- Have students transfer their knowledge of the reading into a template that is guided by connector words but that requires an alternative form of language (e.g., from commands to prose).
- Extend this activity by providing authentic materials for enriched work, such as using cookbooks in the target language, as demonstrated in Student Resource, *Flow Chart Template – Recipes and Descriptions*.
- Sample materials also follow in German, Japanese, Persian and Russian.

Getting Ready to Read: Finding Signal Words

INTERNATIONAL LANGUAGES Levels 1/2 Using Flow Charts and Connector Words - Recipes

What teachers do	What students do
Before - Show a familiar text such as a recipe that has signal words highlighted (e.g., before, after, during, next, in addition). Discuss alternative options. - Tell students that writers use particular words to link ideas together and organize writing, and to help readers understand the flow of ideas. Ask them to reflect on such uses in their native languages. - Have students determine the pattern of these words and to suggest possible purposes for them in reading the text. - Model for students how to use these words to explain the process for making a food item rather than using imperative forms.	- Scan the recipe to identify words and phrases. - Read out the recipe. - Review the category of each step in the recipe. - Use the signal words to describe what the recipe asks one to do without using commands.
During - Ask partners to prepare recipes. - Ask students to share their recipes and then transfer their partner's recipe into the template guided by connector words. - Ask students to use the signal words to help them read and understand the ideas and information in the recipe.	- Prepare a recipe to share with a partner. - Read partner's recipe. - Use the signal words as clues to find the meaning of the text and then explain it orally to partner using connector words.
After - Model how to summarize the main ideas using the signal words and phrases to organize the summary. - Create a class chart of the signal/transition words and how they might be used to help a reader understand a text. - Ask students to describe how using the signal words helped them to understand and summarize the content. Students can record their responses in a learning log or share orally with a partner.	- Write a brief summary of a recipe from an actual cookbook using the signal words to organize the summary. - Share orally with the class. - Add relevant words to personal dictionaries.

Notes



Getting Ready to Read: Finding Signal Words

INTERNATIONAL LANGUAGES Levels 1/2
Flow Chart with Signal Words – Sample Recipe

After preparing students with the relevant vocabulary and structures pertaining to recipe reading, organize basic information into a graphic organizer to help students remember the steps needed in producing a food in the language or culture of study, or of a student's respective heritage.

Greek Village Salad**Getting the Items*****First...***

- Gather all the necessary ingredients required for Greek Village Salad: tomatoes, cucumbers, red onions, feta cheese, olive oil, salt, pepper and oregano.
- Make sure you have a large mixing bowl, serving spoons, knife and chopping board.
- Have pita bread and a toaster oven available if possible.

Initial Preparation***Next...***

- Wash cucumbers and tomatoes.
- Remove outer skin and layer from onions.
- Peel cucumbers.

Preparation of Food***Then...***

- Slice cucumbers to a thickness of half an inch.
- Dice tomatoes.
- Chop up onions into half rings.

Final Preparations***Finally...***

- Add all prepared ingredients into a bowl.
- Crumble feta cheese to cover the salad.
- Sprinkle salt, pepper and oregano.
- Drizzle olive oil.
- Serve with toasted pita bread.

Things to Remember***In conclusion...***

- Make sure there is enough salad for everyone (half a cucumber and two tomatoes per person).
- Cover the whole salad with olive oil but be careful not to pour too much!
- Take care when chopping up vegetables. Exercise caution with the knife!
- Check with everyone to be aware of any allergies that may exist.

Getting Ready to Read: Finding Signal Words

INTERNATIONAL LANGUAGES Levels 1/2
Flow Chart Template – Recipe Descriptions

You've already read the recipe for Greek Village Salad where command statements were used under the headings: *First*, *Next*, *Then*, *Finally* and *In Conclusion*.

Now try to write out in regular statements the exact steps that are needed in order to make a Greek Village Salad using the connector words provided. In other words, describe the process rather than giving directions.

First, _____



Afterwards, _____



Following that, _____



In the end, _____



In conclusion, _____



Getting Ready to Read: Finding Signal Words

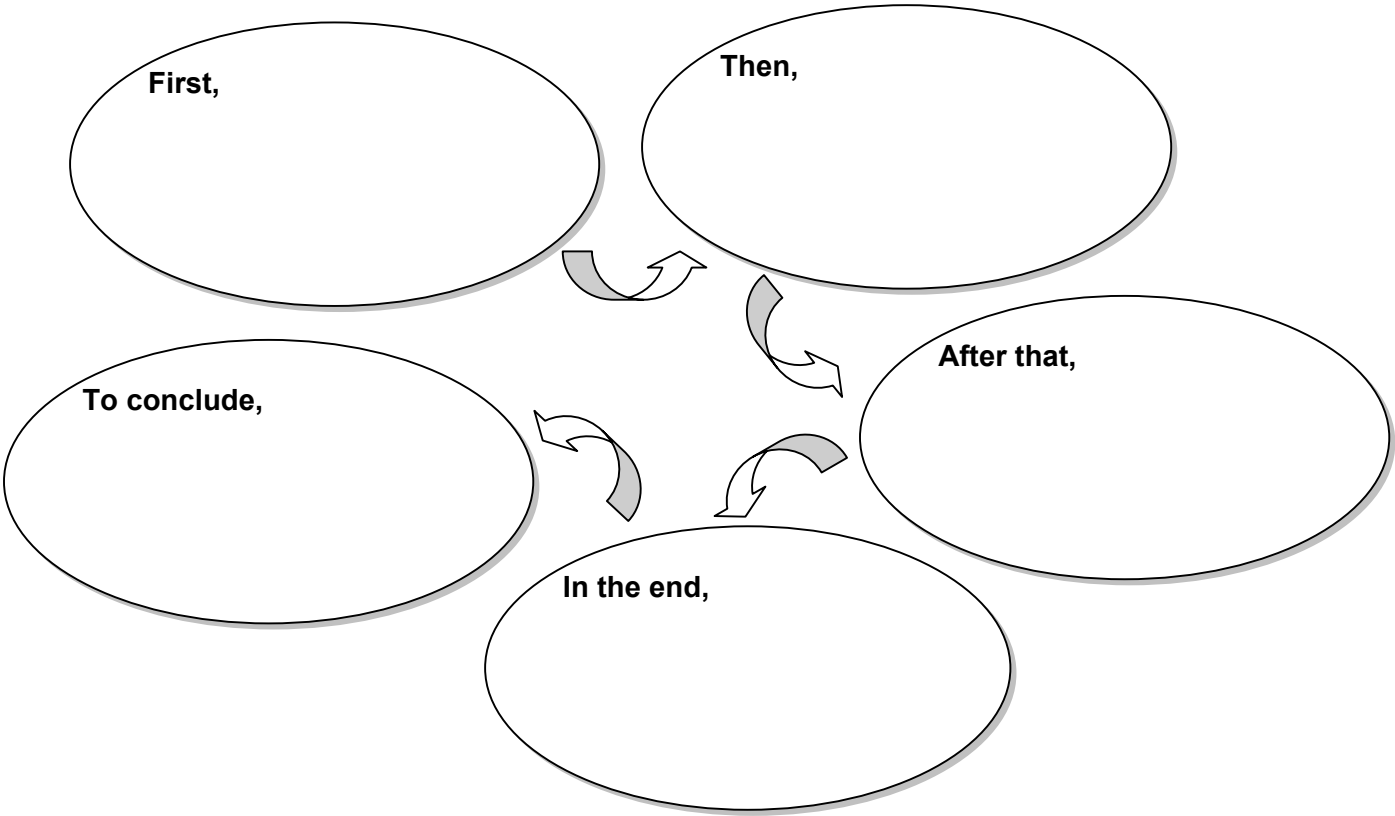
INTERNATIONAL LANGUAGES Levels 1/2
Flow Chart Template – Recipes and Descriptions

Sample Flow Chart Template – Recipes

Recipe

Step 1	⇒	
Step 2	⇒	
Step 3	⇒	
Step 4	⇒	
Step 5	⇒	

Description



Getting Ready to Read: Finding Signal Words

INTERNATIONAL LANGUAGES Levels 1/2 Flow Chart with Signal Words – Sample Recipe (German)

Griechischer Salat

Zuerst...

Die Zutaten holen

- Hole alle notwendigen Zutaten für einen Griechischen Salat: Tomaten, Gurken, rote Zwiebeln.
- Feta - Käse, Olivenöl, Salz, Pfeffer und Oregano.
- Du brauchst eine große Schüssel, Salat-Besteck, ein Messer und ein Hackbrett.
- Pita-Brot und ein Toastergrill sollen verfügbar sein.

Dann...

Vorbereitung

- Wasche die Gurken und die Tomaten.
- Beseitige die Schale und eine weitere Schicht der Zwiebel.
- Schäle die Gurken.

Danach...

Vorbereitung der Zutaten

- Schneide die Gurken in 1,50 cm dicke Scheiben
- Schneide die Tomaten in kleine Würfel.
- Hacke die Zwiebel in halbe Ringe.

Endlich...

Letzte Vorbereitungen

- Vermische alle vorbereiteten Zutaten in eine Schüssel.
- Streue den zerbröckelten Feta-Käse über den Salat.
- Streue Salz, Pfeffer und Oregano darüber.
- Träufel Olivenöl auf den Salat.
- Reiche den Salat mit getostetem Pita-Brot.

Zum Schluss...

Nicht vergessen!

- Achte darauf, dass es genug Salat für jeden gibt (eine halbe Gurke und zwei kleine Tomaten pro Person)
- Bedecke den ganzen Salat mit Olivenöl, aber achte darauf, nicht zu viel zu benutzen.
- Pass auf, wenn du das Gemüse schneidest. Sei vorsichtig mit dem Messer!
- Finde heraus, ob jemand Allergien hat.



Getting Ready to Read: Finding Signal Words

INTERNATIONAL LANGUAGES Levels 1/2
Flow Chart Template – Recipe Descriptions (German)

Du hast das Rezept für den Griechischen Salat mit den Anweisungen, die sich an die Temporaladverbien: *Zuerst, dann, danach, endlich, zum Schluss anfügten*, schon gelesen.

Versuche nun in normalen Sätzen zu beschreiben, wie man einen Griechischen Salat macht, indem du die Temporaladverbien benutzt. Anders ausgedrückt, beschreibe den Handlungsablauf, statt Anweisungen zu geben.

Zuerst

Dann

Danach

Endlich

Zum Schluss

Getting Ready to Read: Finding Signal Words

INTERNATIONAL LANGUAGES Levels 1/2
Flow Chart Template – Recipes and Descriptions (German)

Probiere das Flussdiagramm - Muster aus ----- Rezepte

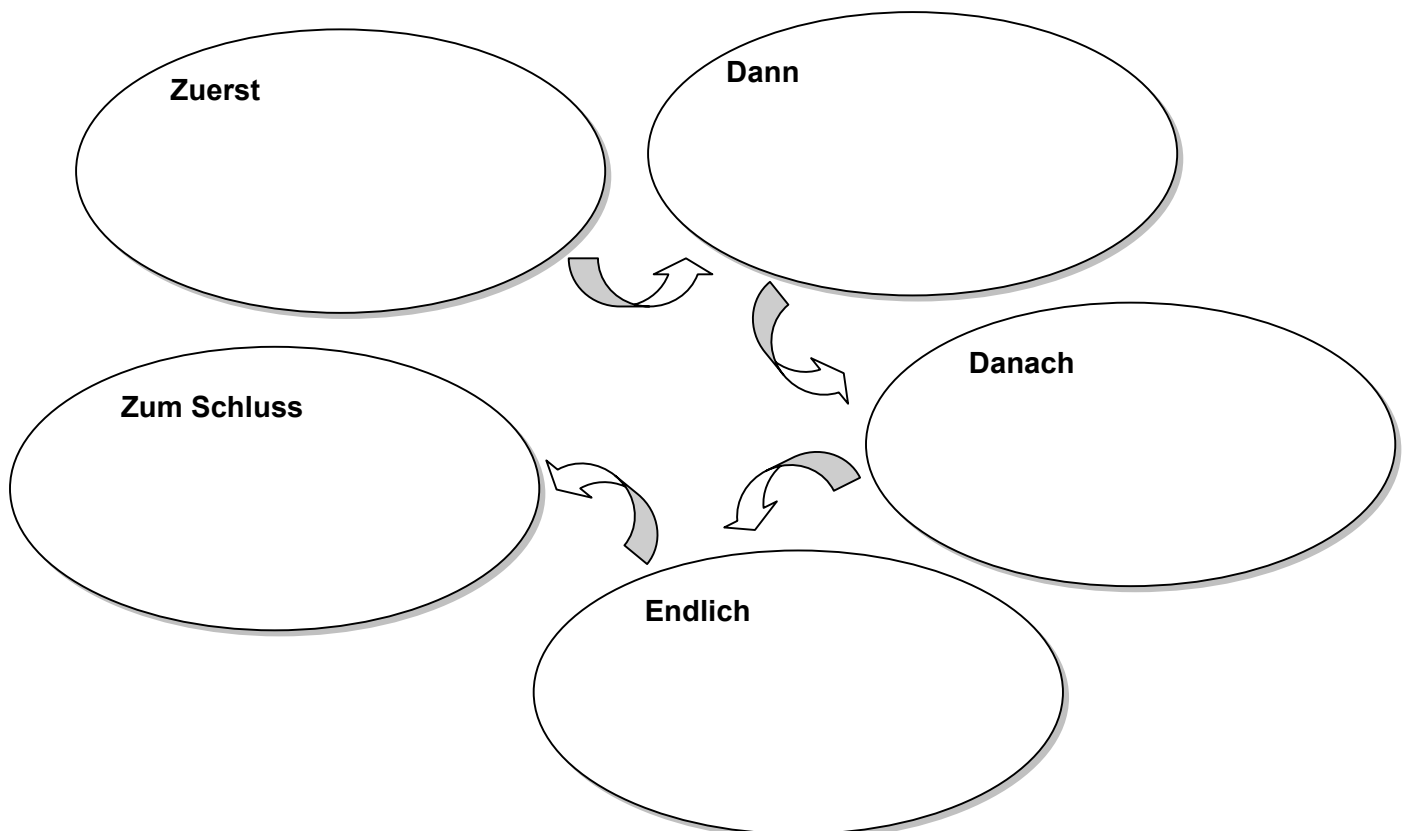
Schritt 1	⇒	_____

Schritt 2	⇒	_____

Schritt 3	⇒	_____

Schritt 4	⇒	_____

Schritt 5	⇒	_____



Getting Ready to Read: Finding Signal Words

INTERNATIONAL LANGUAGES Levels 1/2 Flow Chart with Signal Words – Sample Recipe (Japanese)

この教材をお使いになる先生に
お好きなレシピの語彙と表現を導入し、クラス全員に手順を覚えさせるため、
グラフィック・オーガナイザーにレシピをお書き下さい。

例: ギリシア・ビレッジ・サラダ

材料と道具

まず...

- 材料と道具を準備しましょう。
材料: トマト、きゅうり、赤いたまねぎ、フェタチーズ、オリーブ・オイル、塩、
コショウ、オレガノ
道具: 大きいミキシング・ボール、サービング・スプーン、ナイフ、まな板
- オプション: ピタパンとオープントースタ

下準備

つぎ...

- きゅうりとトマトを洗います。
- たまねぎの皮をむき、上2～3枚まで取ります。
- きゅうりの皮をむきます。

作り方

そして ...

- きゅうりを0.5インチの厚さで切ります。
- トマトをさいのめに刻みます。
- たまねぎを半分リングに刻みます。

仕上げ

おわりに...

- きゅうりとトマトとたまねぎをボールに入れます。
- くずにしたフェタチーズをサラダに振りかけます。
- 塩とコショウとオレガノを振りかけます。
- オリーブ・オイルを振りかけます。
- オープントースタで温めたピタパンと一緒に食べましょう。

ポイント

ポイントとして...

- サラダは全員分を作りましょう。
1人あたり: きゅうり半分とトマト2個
- オリーブ・オイルを入れ過ぎないように、サラダ全体に振りかけましょう。
- ナイフで野菜を切るときは気を付けましょう。
- クラス全員にアレルギーはあるかどうかを聞きましょう。

Student Resource

Getting Ready to Read: Finding Signal Words

INTERNATIONAL LANGUAGES Levels 1/2
Flow Chart Template – Recipe Descriptions (Japanese)

「まず」「つぎ」「そして」「おわりに」「ポイントとし」を
つか
使って、ギリシア・ビレッジ・サラダのレシピ^{ぶんしょう}を文章に
まとめましょう。

まず, _____

つぎ, _____

そして, _____

おわりに, _____

ポイントとして, _____

Getting Ready to Read: Finding Signal Words

INTERNATIONAL LANGUAGES Levels 1/2

Flow Chart Template – Recipes and Descriptions (Japanese)

フロー・チャート・テンプレートの例 - レシピ

レシピ

ステップ 1

⇒

ステップ 2

⇒

ステップ 3

⇒

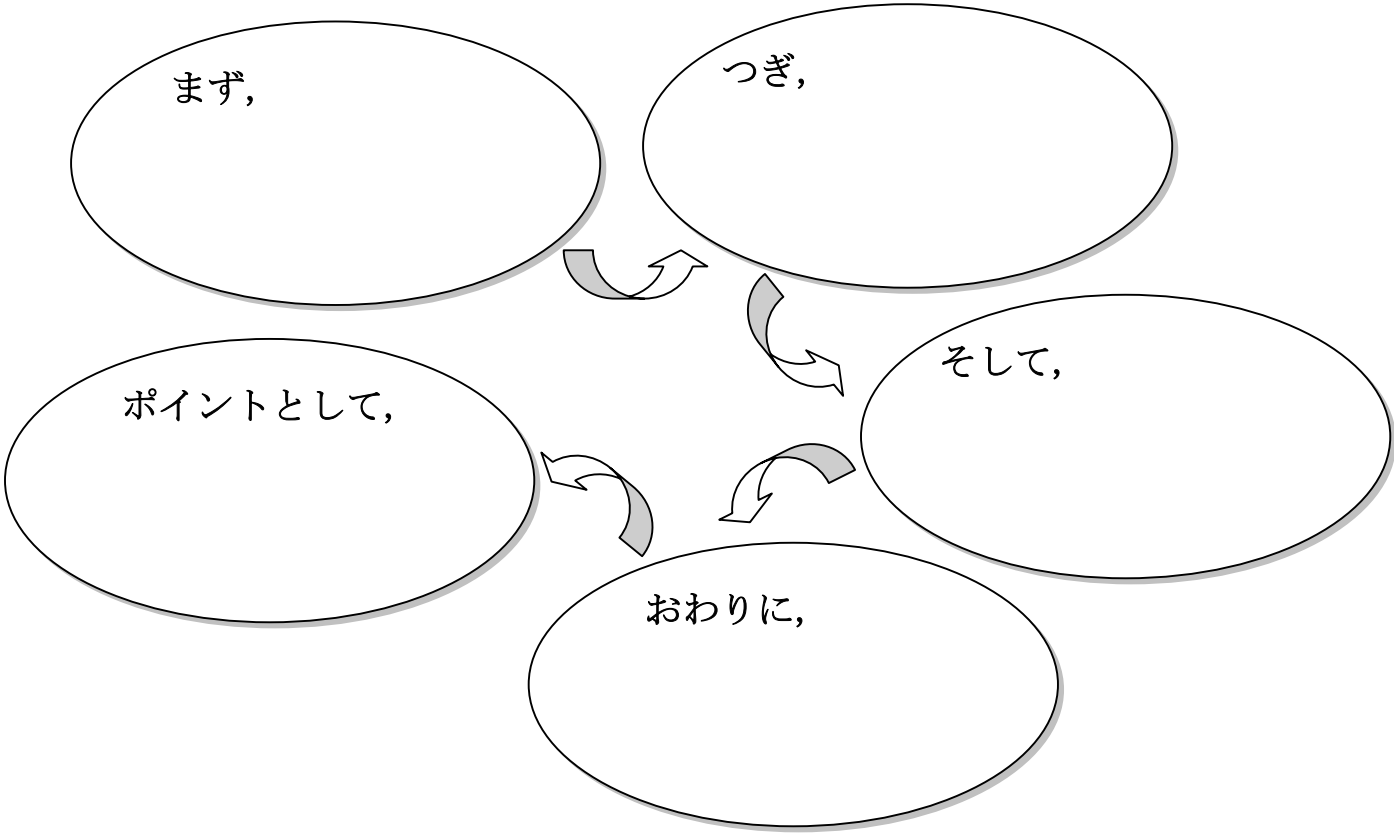
ステップ 4

⇒

ステップ 5

⇒

か
わかりやすく書きましょう。



Getting Ready to Read: Finding Signal Words

INTERNATIONAL LANGUAGES Levels 1/2 Flow Chart with Signal Words – Sample Recipe (Persian)

بعد از آماده کردن دانش آموزان با ارتباط لغات و ساختار مربوط به روش کار خواندن، تنظیم کردن اطلاعات اولیه به سازمان دهنده ترسیمی به دانش آموزان کمک میکند که مراحل طرز تهیه غذا را در زبان یا فرهنگ خودش به راحتی یاد آورند.

جمع آوردن مطالب بطور یکجا

ابتدا:

- تهیه کردن کلیه وسایل لازم برای سالاد یونانی: گوجه فرنگی- خیار- پیاز سرخ- پنیر فتا- روغن زیتون- نمک- فلفل- اورگانو
- کاسه بزرگ جهت مخلوط کردن- قاشق و چنگال
- نان پیتا و تست

آمادگی اولیه

سپیس:

- خیار و گوجه را بشویید
- پوست کردن و لایه لایه کردن پیاز
- پوست کردن خیار

آماده کردن مواد غذایی

بعد از آن:

- برش دادن خیار به ضخامت نیم اینچ
- تکه تکه کردن گوجه فرنگی
- خرد کردن پیاز

آماده کردن نهایی

در پایان:

- همه مواد آماده شده را با هم مخلوط کنید
- سالاد را با پنیر فتا خرد شده بپوشانید
- نمک و فلفل و اورگانو بپاشید
- مقداری روغن زیتون اضافه کنید
- با نان تست سرو نمایید

موارد یادآوری

در نتیجه:

- مطمئن باشید سالاد برای همه به اندازه کافی موجود است (نصف خیار و دو گوجه برای هر نفر)
- تکمیل کردن سالاد با روغن زیتون (دقت کنید زیاده از حد نباشد)
- در زمان خرد کردن سبزیجات مراقب باشید
- با افراد چک کنید که آلرژی نداشته باشند



Getting Ready to Read: Finding Signal Words

INTERNATIONAL LANGUAGES Levels 1/2
Flow Chart Template – Recipe Descriptions (Persian)

شما هم اکنون طرز تهیه سالاد یونانی را مطالعه کردید و دیدید که عبارتها چگونه با استفاده از کلمات ابتدا-سپس-پس از آن- در پایان و در نتیجه کنار هم آمدند حالا سعی کنید عبارتهایی با استفاده از کلمات ربط دهنده بنویسید که دقیقاً مطابق با مراحل درست کردن سالاد باشد.

ابتدا



سپس



پس از آن



در پایان



در نتیجه

Getting Ready to Read: Finding Signal Words

INTERNATIONAL LANGUAGES Levels 1/2
Flow Chart Template – Recipes and Descriptions (Persian)

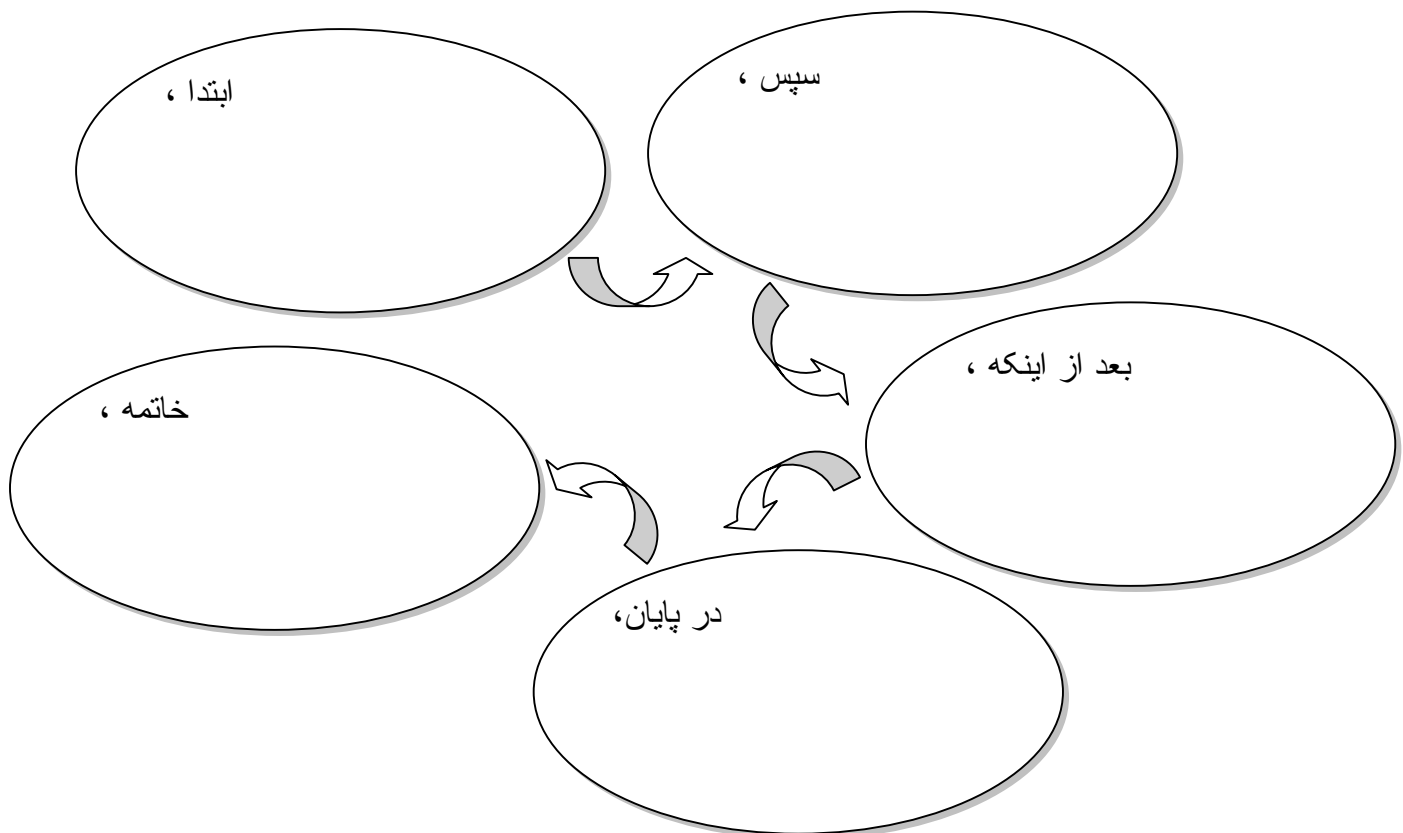
مرحله اول

مرحله دوم

مرحله سوم

مرحله چهارم

مرحله پنجم



Getting Ready to Read: Finding Signal Words

INTERNATIONAL LANGUAGES Levels 1/2 Flow Chart with Signal Words – Sample Recipe (Russian)

После усвоения учениками соответствующих слов и конструкций, помогающих понимать кулинарные рецепты на русском языке, поместите базовую информацию в графическую таблицу, чтобы облегчить запоминание этапов в приготовлении национального блюда.

Греческий деревенский салат

Подготовка ингредиентов

Вначале...

- Подготовьте все необходимые ингредиенты для Греческого деревенского салата: помидоры, огурцы, красный лук, сыр фета, оливковое масло, соль, перец и приправу орегано.
- Подготовьте большую миску для смешивания продуктов, большие салатные ложки, ножи, доску для нарезания продуктов.
- Запаситесь хлебом пита, и желательно иметь тостер.

Начальная стадия

Далее...

- Вымойте помидоры и огурцы.
- Почистите лук.
- Снимите кожуру с огурцов.

Приготовление блюда

Затем...

- Нарезьте огурцы ломтиками толщиной в полдюйма.
- Нарезьте помидоры кубиками.
- Нарезьте лук кольцами.

Завершающая стадия

Наконец...

- Сложите все приготовленные ингредиенты в миску и перемешайте.
- Посыпьте салат мелкими кусочками сыра фета.
- Посолите, добавьте перец и орегано.
- Полейте оливковым маслом.
- Подайте с хлебом пита, подогретым в тостере.

Советы

В заключение...

- Чтобы салата хватило всем, имейтепологурца и два небольших помидора на каждого.
- Добавляя оливковое масло, не лейте слишком много.
- Осторожно обращайтесь с ножом при нарезании овощей.
- Спросите всех присутствующих, нет ли у них аллергии на эти продукты.

Getting Ready to Read: Finding Signal Words

INTERNATIONAL LANGUAGES Levels 1/2
Flow Chart Template – Recipe Descriptions (Russian)

Вы уже прочитали рецепт Греческого деревенского салата, где указания были даны под заголовками **Вначале**, **Далее**, **Затем**, **Наконец** и **В заключение**.

А сейчас постарайтесь записать в обычном изложении точную последовательность действий, которая необходима для приготовления Греческого деревенского салата. Используйте предложенные ниже связывающие слова.

Сначала, _____

_____.

Затем, _____

_____.

После этого, _____

_____.

В конце, _____

_____.

В заключение, _____

_____.



Getting Ready to Read: Finding Signal Words

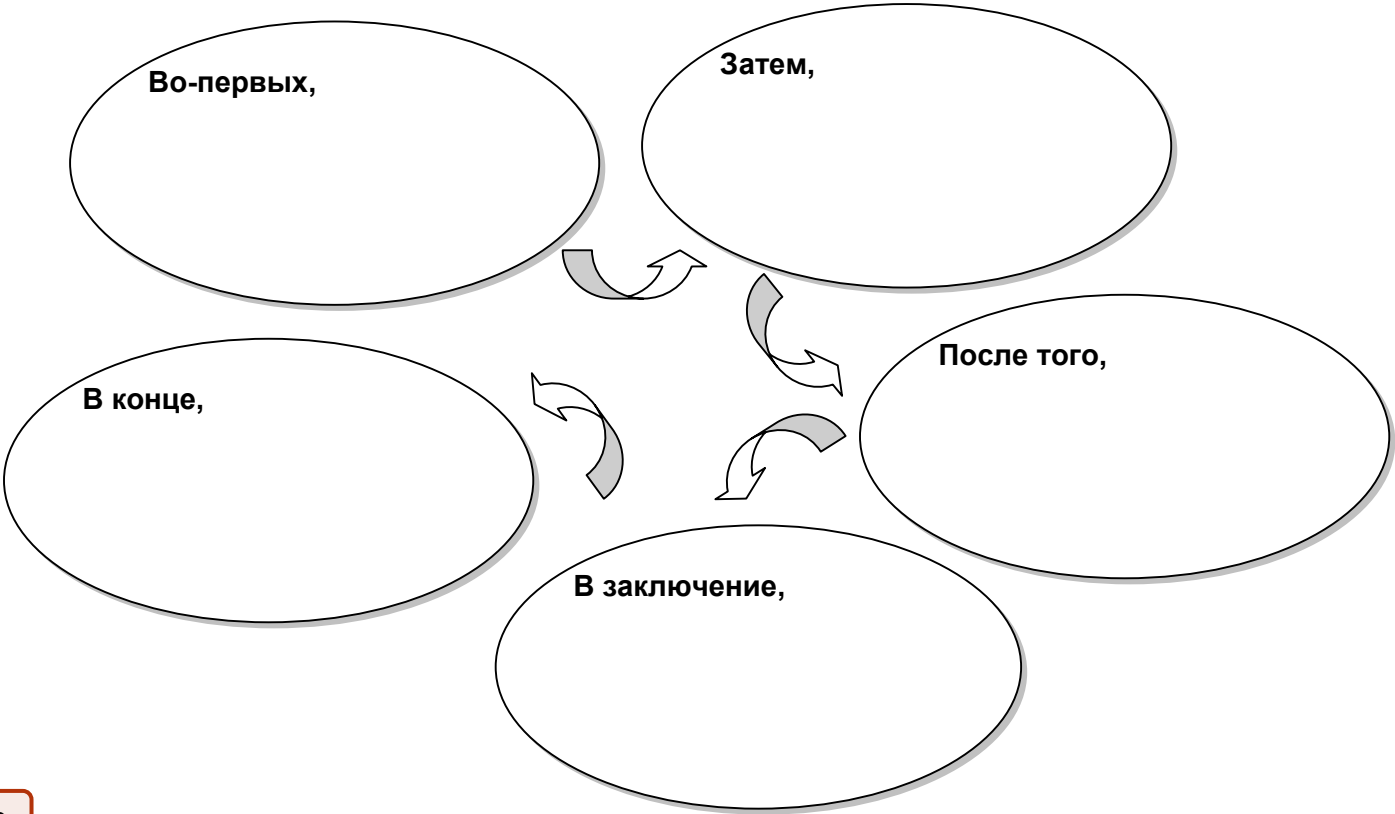
INTERNATIONAL LANGUAGES Levels 1/2
Flow Chart Template – Recipes and Descriptions (Russian)

Образец заполнения таблицы - Рецепты

Рецепт

Во-первых	⇒	
Во-вторых	⇒	
В-третьих	⇒	
В-четвертых	⇒	
В-пятых	⇒	

Описание



Engaging in Reading: **Sorting Ideas Using a Concept Map**

INTERNATIONAL LANGUAGES Levels 1/2 Using Concept Maps – Everyday Meals

A *concept map* is a way to visually organize your understanding of information. It is hierarchical in nature, beginning with the subject or topic at the top or side of the page, and then branching into sub topics and details. In the early years of study in an international language, such graphic organizers can catalogue new vocabulary and demonstrate relationships between thematic content and the learner's own experiences.

Purpose

- Record ideas during reading.
- See the relationships among ideas, and distinguish between main ideas and supporting details.

Payoff

Students will:

- remember important details from the text.
- organize information in a memorable and accessible way to help with studying.

Tips and Resources

- Brain-based research shows that visual organizers, such as concept maps, can be highly effective in helping students who struggle with reading and writing.
- If possible, provide students with several samples of concept maps that look different so that they get a sense of how concepts can be organized.
- Concept maps can also have words written on the lines that join the bubbles to show the relationships between the items.
- Concept maps generally do not use colour or pictures. They are meant to show the connections between ideas and the hierarchy of those ideas. In the language classroom, pictures can be used as cues in order to elicit appropriate writing and oral answers.
- Spend time deconstructing the concept map and pointing out connections between topics and ideas.
- To help students get started with concept mapping and to demonstrate a practical example, see Student/Teacher Resource, *Concept Map – Food Sample*.
- For a different graphic organizer that allows students to organize new language as is personally relevant to them, see Student Resources, *Concept Map – Food (Personal Sample A and B)*.
- Extension activities based on the theme can be done using other formats to categorize and re-categorize content based on authentic, self-created text or personal experiences. See Student Resources, *Concept Map, Food Extensions A and B*.

Cross-Curricular Literacy; Strategies for Improving Secondary Students' Reading and Writing Skills, pp. 36-37.

Further Support

- Pair students or put them in groups to read a specific text and create their concept maps.
- Encourage students in pairs or groups to choose one person who will read the text aloud first while a partner or group member records single words that represent main ideas or details.
- Use a variety of concept maps to organize the new language in different ways and for different purposes in all language skill areas.
- Sample materials also follow in German, Japanese, Persian and Russian.

Engaging in Reading: Sorting Ideas Using a Concept Map

INTERNATIONAL LANGUAGES Levels 1/2 Using Concept Maps – Everyday Meals

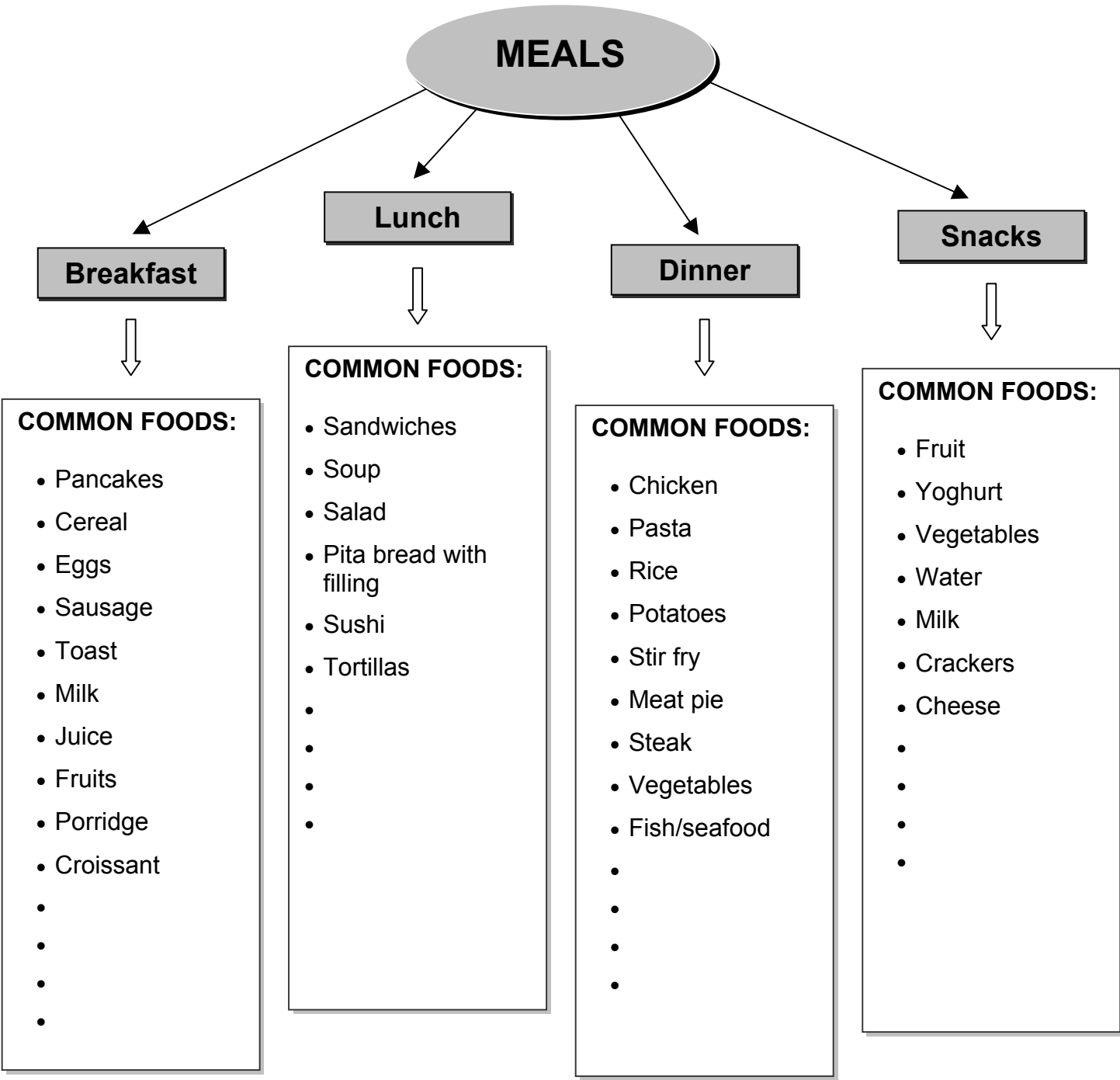
What teachers do	What students do
Before - Review key vocabulary associated with the theme (e.g., food). - Ask students to listen for and note the vocabulary that is characteristic of the unit. - Engage students in discussion about the ideas presented in the class. - Show a sample concept map and record additional items. - Ask students to suggest words to write on the lines between the concept map bubbles, to think of the connectors and to describe orally the connections among items.	- Brainstorm on the various food items that constitute meals within the appropriate categories. Use any text or dialogue provided to follow concept map activities. - Listen and record ideas. - Contribute ideas and suggestions to the class discussion. - Discuss how items link together on the concept map.
During - Provide information about meal times in a context where the international language is spoken. - Assign a simple reading with information on meals. - Challenge students to begin creating a concept map based on the overall topic and sub-topics.	- Read the text provided by the teacher to understand meals in a context of the culture/language of study. - Create a concept map to catalogue the foods often eaten in the culture of study and the context around mealtime. - Complete the concept map provided based on the information available and using the experience of working with concept maps.
After - Put students in pairs to share and compare their concept maps and to compare the two different concept maps presented thus far. Have students use the <i>Concept Map – Personal Sample B</i> as an example of comparing information from previous concept maps. - Ask students to discuss and reach consensus on the main ideas. - Challenge students to add their suggested words to the connecting lines between the bubbles. - Encourage students to link unit content to their own personal lives by using extension activities with alternative concept maps. Or, have students use alternative concept maps when reading about another student's experiences.	- Compare and discuss differences between two concept maps. Fill in a new concept map that seeks comparisons to determine similarities and differences in the dining experiences within two contexts. - Work individually to use vocabulary of this unit to explain own mealtime experiences or those provided by others. Organize and re-classify information.

Notes

Engaging in Reading: **Sorting Ideas Using a Concept Map**

INTERNATIONAL LANGUAGES Levels 1/2
 Concept Map – Food Sample

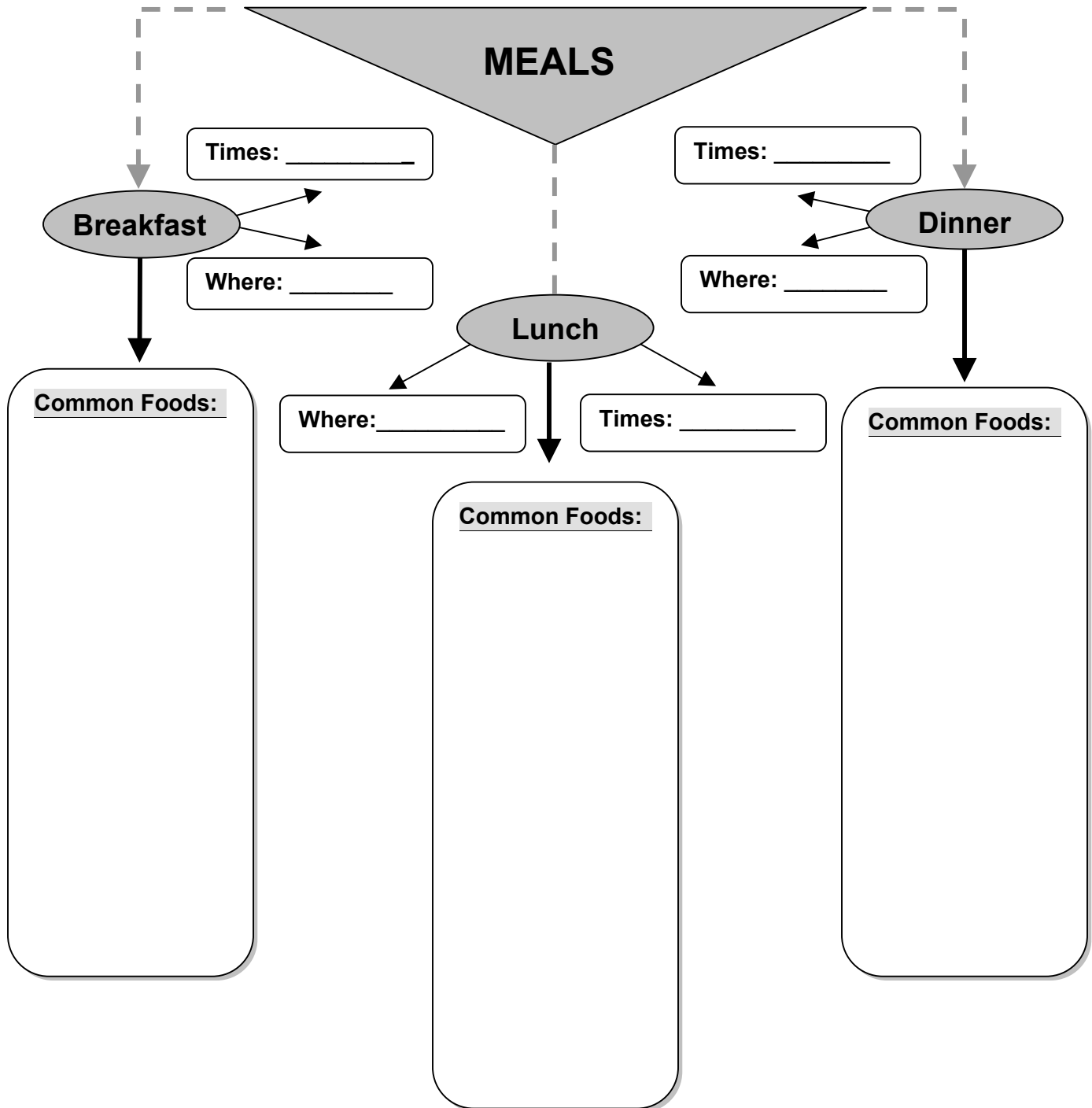
This concept map shows the possible meals for one Canadian. There are other options too. Add food to the concept map.



Engaging in Reading: **Sorting Ideas Using a Concept Map**

INTERNATIONAL LANGUAGES Levels 1/2
Concept Map – Food (Personal Sample A)

Look at the example of meals in the concept map of one Canadian. Based on your own reading and research of a culture/region/country and the foods typical of the people/ place, fill in this concept map.

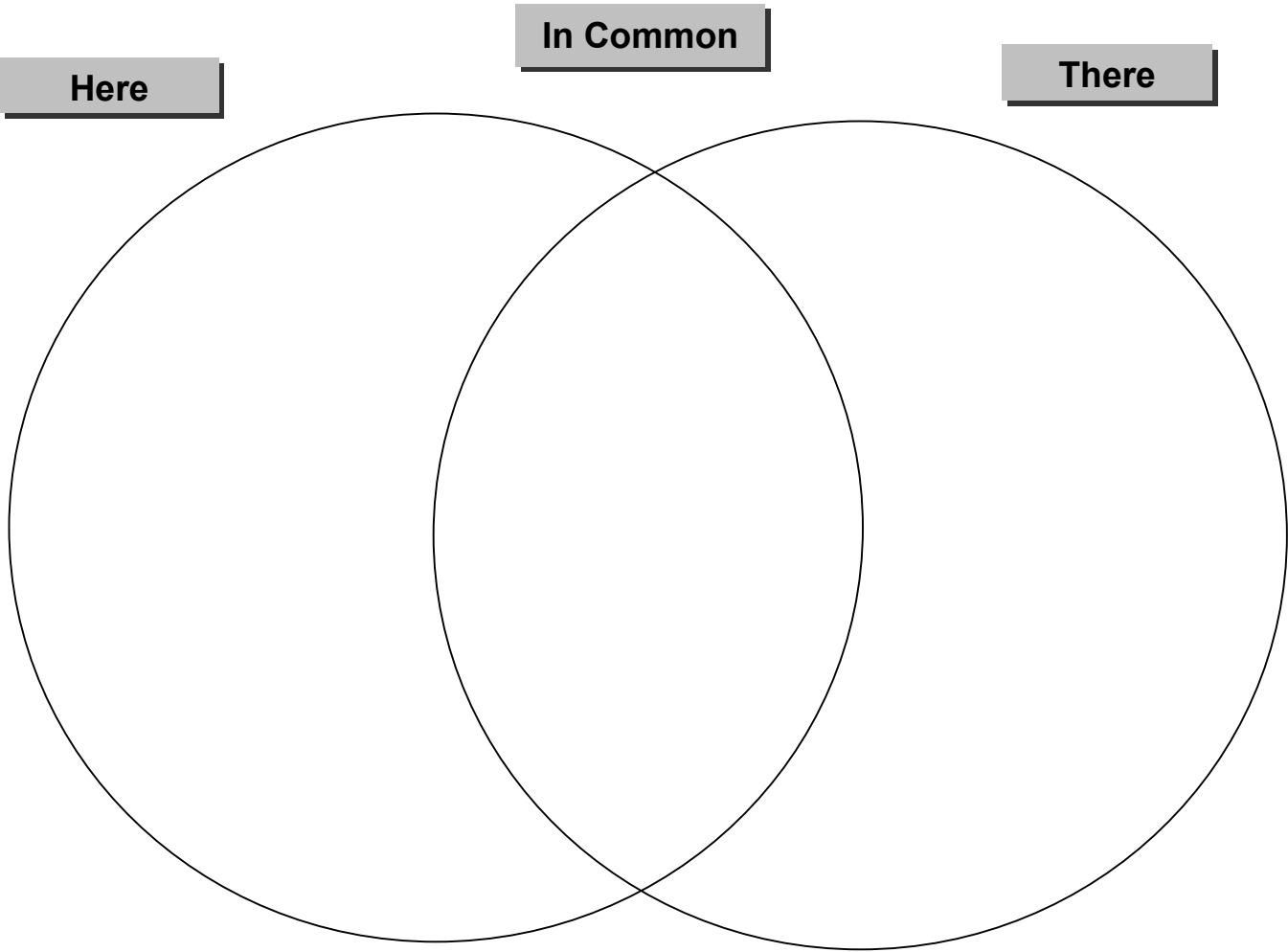




Engaging in Reading: **Sorting Ideas Using a Concept Map**

INTERNATIONAL LANGUAGES Levels 1 / 2
Concept Map – Food (Personal Sample B)

Compare your typical meals with those of the culture of study.



Engaging in Reading: Sorting Ideas Using a Concept Map

INTERNATIONAL LANGUAGES Levels 1 / 2

Concept Map – Food Extensions A

Use this chart to record the food that you have eaten this week. Be prepared to share the information with a fellow student next week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast					
Lunch					
Dinner					
Snacks					



Engaging in Reading: Sorting Ideas Using a Concept Map

INTERNATIONAL LANGUAGES Levels 1/2
Concept Map – Food Extensions B

Look at the chart of the food you have eaten this week. Put the items from your chart into the categories below.

Dairy

Meat and Protein

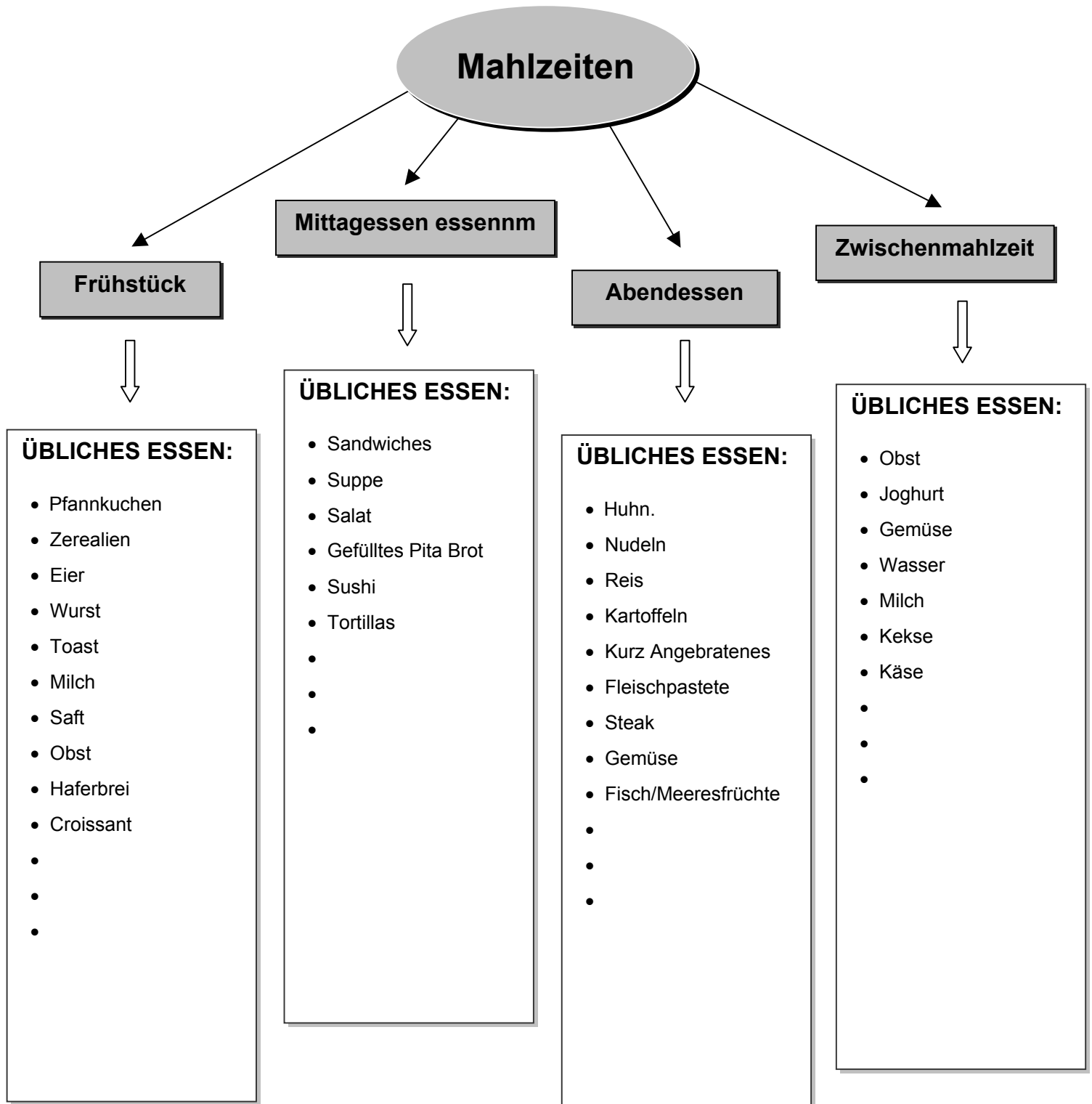
Grains and Cereals

Fruits and Vegetables

Engaging in Reading: Sorting Ideas Using a Concept Map

INTERNATIONAL LANGUAGES Levels 1/2 Concept Map – Food Sample (German)

Dieser Entwurf zeigt die möglichen Mahlzeiten eines Kanadiers/einer Kanadierin. Es gibt auch andere Möglichkeiten. Füge Nahrungsmittel zu diesem Entwurf hinzu.



INTERNATIONAL LANGUAGES Levels 1/2
Concept Map – Food (Personal Sample A) (German)

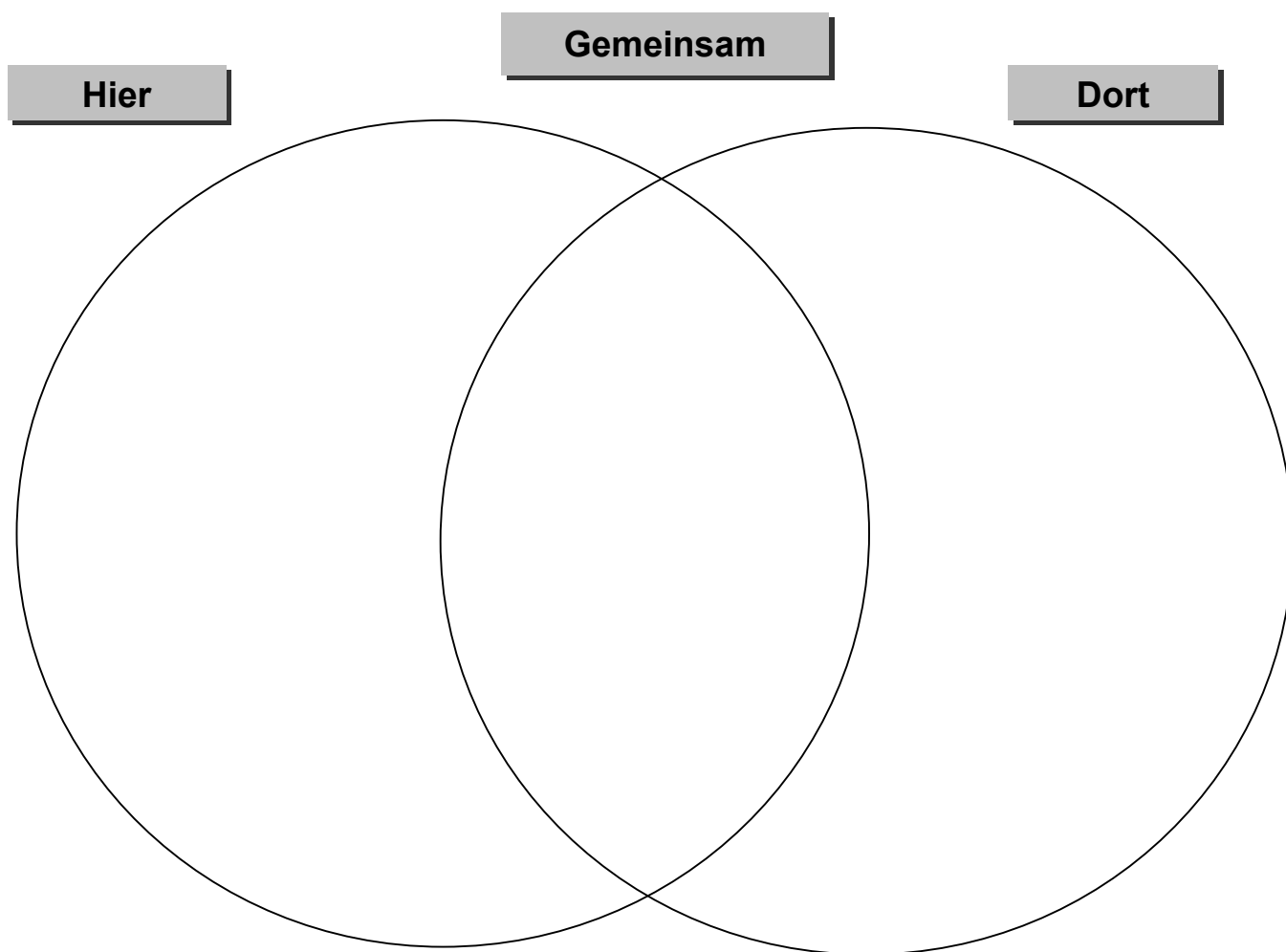
46

Student Resource

Engaging in Reading: Sorting Ideas Using a Concept Map

INTERNATIONAL LANGUAGES Levels 1 / 2
Concept Map – Food (Personal Sample B) (German)

Vergleiche deine typischen Mahlzeiten mit denen der Kultur, die du studierst.





Engaging in Reading: **Sorting Ideas Using a Concept Map**

INTERNATIONAL LANGUAGES Levels 1 / 2
Concept Map – Food Extensions A (German)

Benutze diese Tabelle, um aufzuschreiben, was du in dieser Woche gegessen hast. Stell dich darauf ein, dass du diese Information nächste Woche mit einem/einer Klassenkamerad/in austauschen wirst.

	Montag	Dienstag	Mittwoch	Donnerstag	Freitag
<i>Frühstück</i>					
<i>Mittagessen</i>					
<i>Abendessen</i>					
<i>Zwischen- mahlzeiten</i>					

Engaging in Reading: **Sorting Ideas Using a Concept Map**

INTERNATIONAL LANGUAGES Levels 1/2
Concept Mp – Food Extensions B (German)

Schau dir die Tabelle mit deinem Essen von dieser Woche an. Setze die Lebensmittel von deiner Tabelle in die folgenden Kategorien-Felder ein.

Milchprodukte

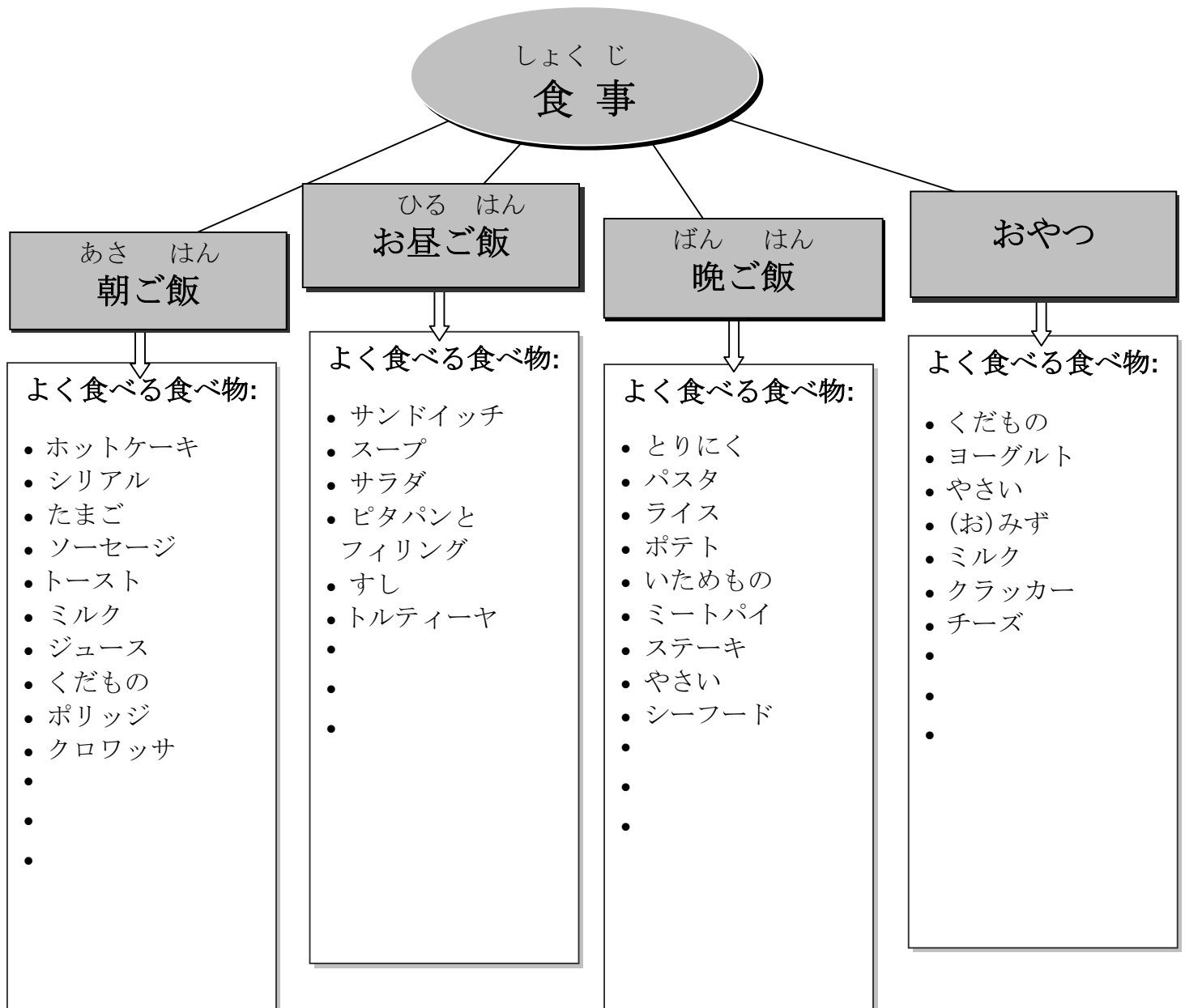
Fleisch und Protein

Getreide und Zerealien

Obst und Gemüse

Engaging in Reading: **Sorting Ideas Using a Concept Map**INTERNATIONAL LANGUAGES Levels 1/2
Concept Map – Food Sample (Japanese)

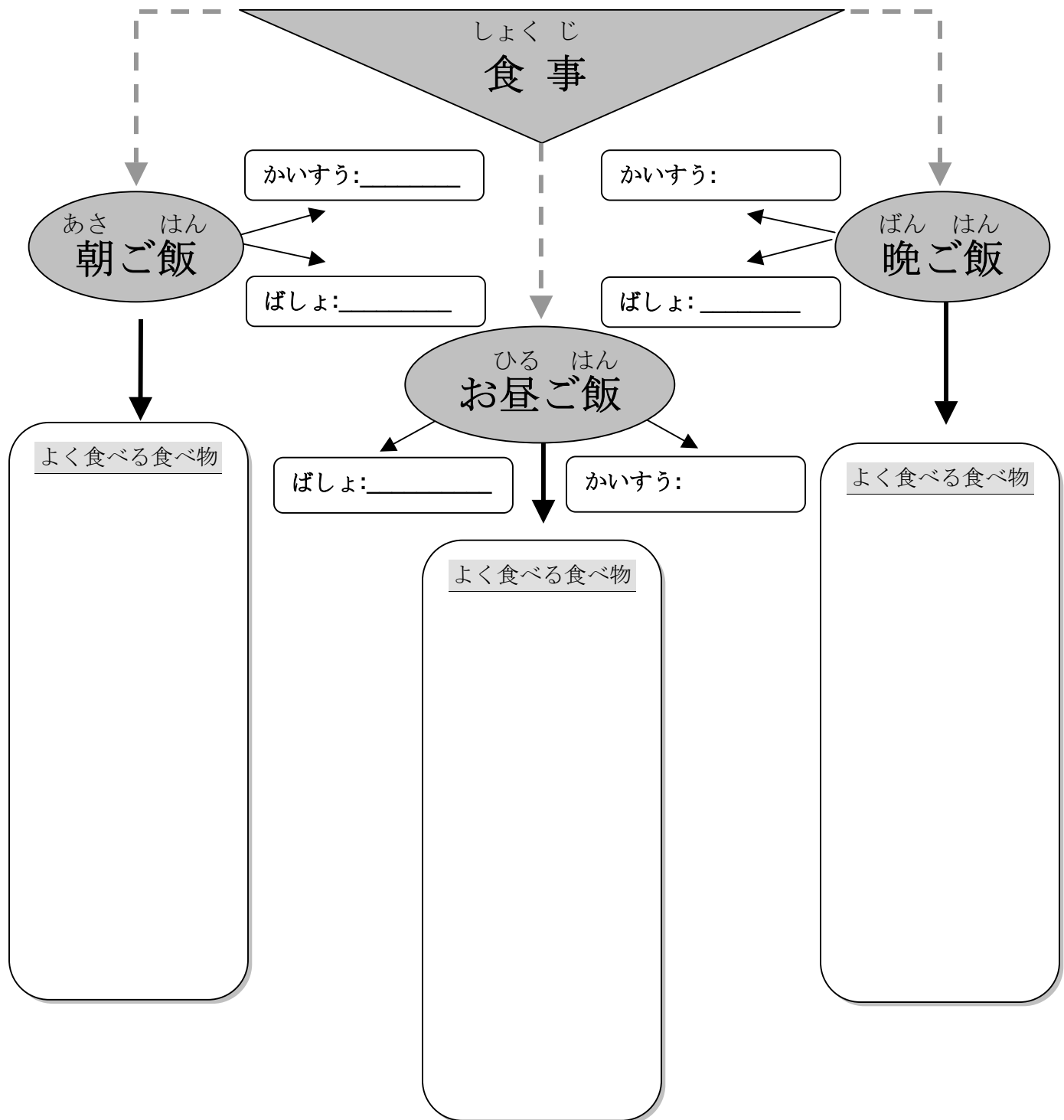
カナダ人一人に聞きました。よく食べる食べ物は何ですか。
みなさんもコンセプト・マップによく食べる食べ物を書き加えましょう。



Engaging in Reading: **Sorting Ideas Using a Concept Map**

INTERNATIONAL LANGUAGES Levels 1/2
Concept Map – Food (Personal Sample A) (Japanese)

にほんじん た た もの
日本人のよく食べる食べ物をコンセプト・マップにまとめるましょう。



Engaging in Reading: **Sorting Ideas Using a Concept Map**

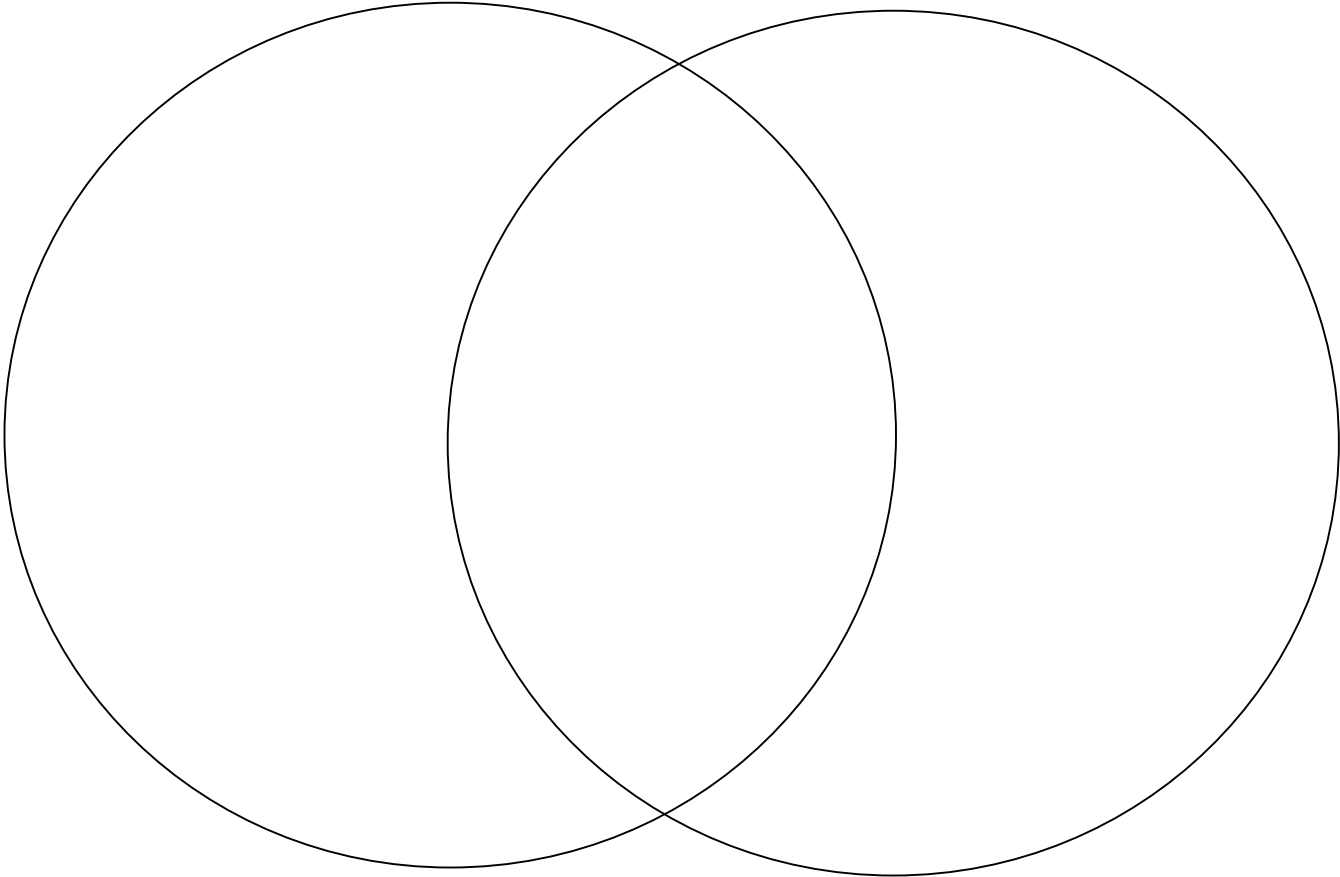
INTERNATIONAL LANGUAGES Levels 1 / 2
Concept Map – Food (Personal Sample B) (Japanese)

じん に ほん じん た た もの
カナダ人と日本人のよく食べる食べ物

カナダ

おな た もの
同じ食べ物

にほん
日本



Student Resource

Engaging in Reading: **Sorting Ideas Using a Concept Map**

INTERNATIONAL LANGUAGES Levels 1 / 2
Concept Map – Food Extensions A (Japanese)

このチャートに今 ^{こん しゅう た}週 ^た食べた ^{もの}食べ物 ^きを書いて、来 ^{らい}週 ^{しゅう}
クラス・メートに ^{なに}何を ^た食べた ^{はな}かを話しましょう。

	けつようび 月曜日	かようび 火曜日	すいようび 水曜日	もくようび 木曜日	きんようび 金曜日
あさ はん 朝ご飯					
ひる はん お昼ご飯					
ばん はん 晩ご飯					
おやつ					

Engaging in Reading: **Sorting Ideas Using a Concept Map**

INTERNATIONAL LANGUAGES Levels 1/2
 Concept Mp – Food Extensions B (Japanese)

こんしゅう た た もの
 今 週 食べた食べ物を
 した か
 下のカテゴリ・チャートに書きましょう。

にゅう せい ひん
 乳 製 品

にく たん ぱく しつ
 肉と蛋 白 質

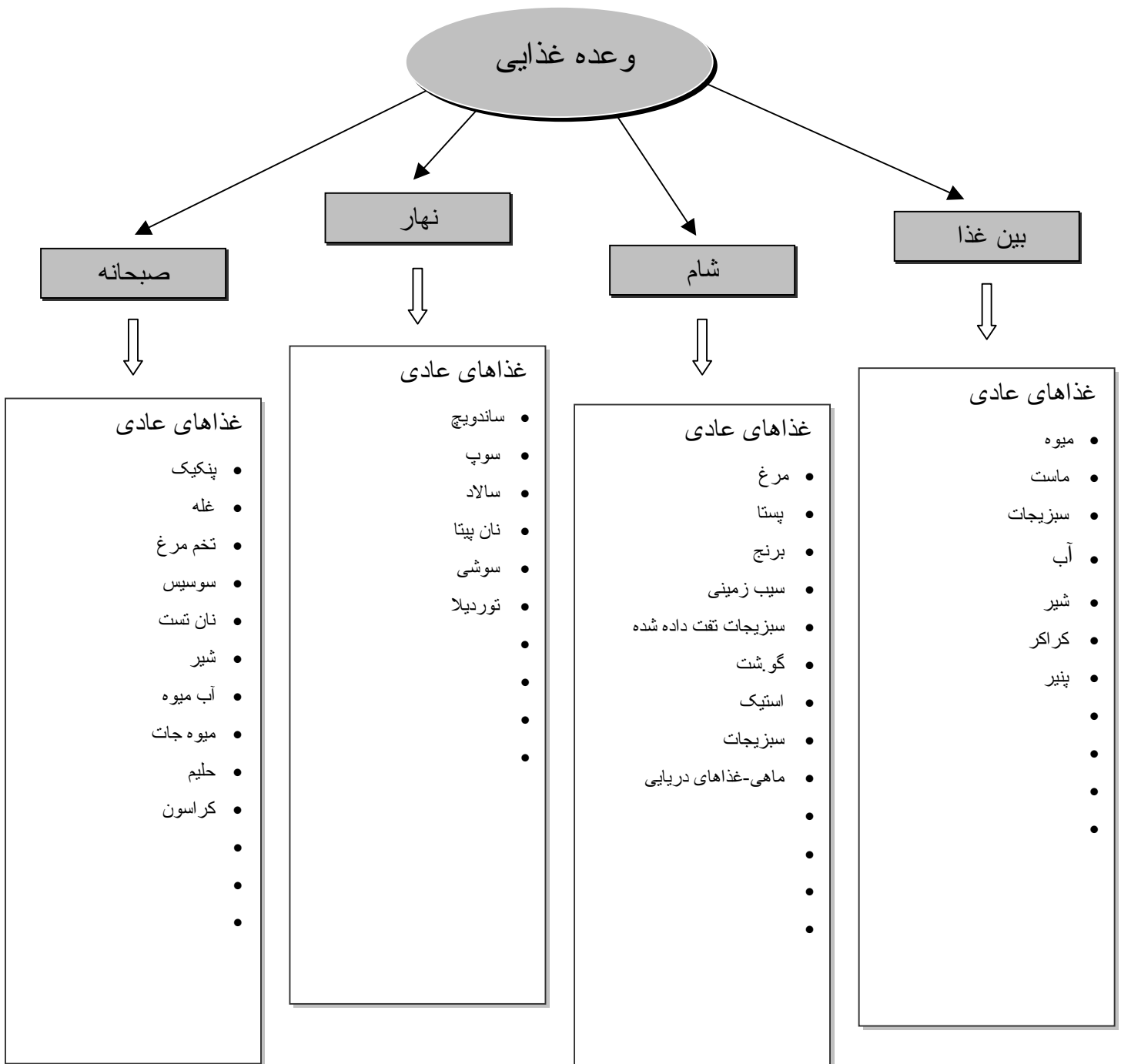
こく るい
 穀 類

くだ もの や さい
 果 物と野 菜

Engaging in Reading: Sorting Ideas Using a Concept Map

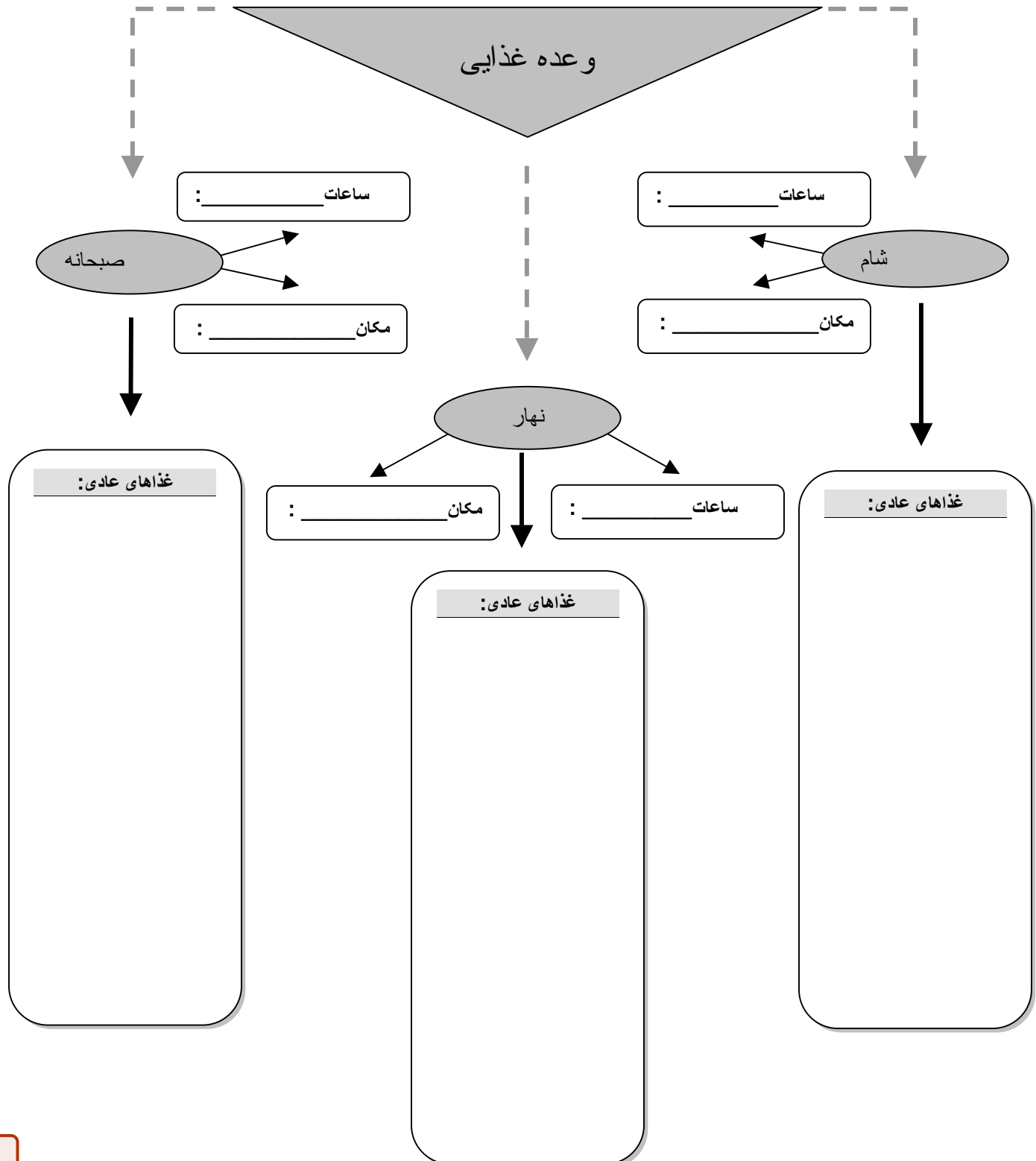
INTERNATIONAL LANGUAGES Levels 1/2

Concept Map – Food Sample (Persian)



Engaging in Reading: **Sorting Ideas Using a Concept Map**INTERNATIONAL LANGUAGES Levels 1/2
Concept Map – Food (Personal Sample A) (Persian)

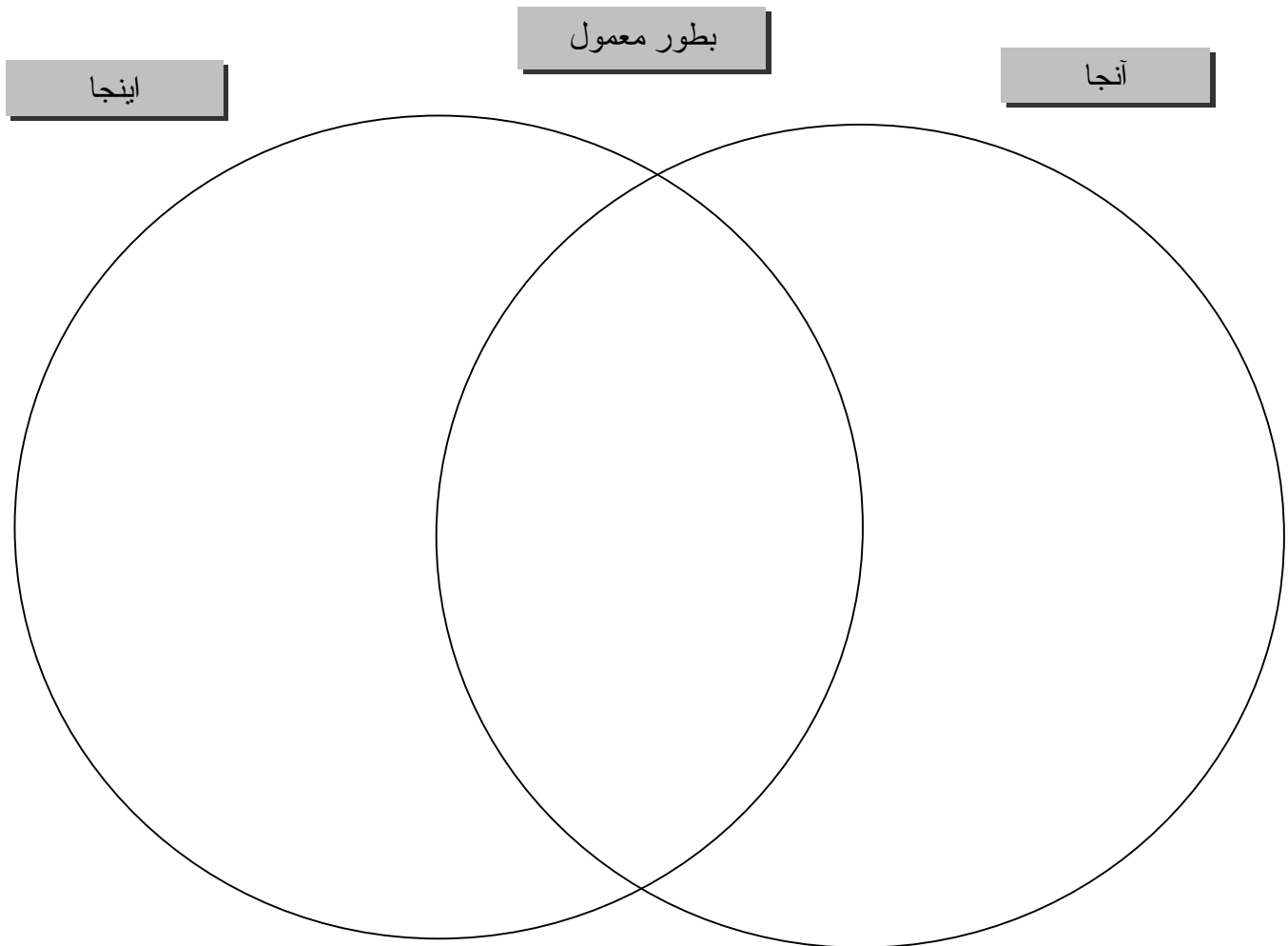
به نمونه وعده غذایی یک کاندایی در نقشه مفهومی توجه کنید. با توجه به مطالعات و تحقیقات منطقه ای و نمونه های غذایی مردم و مناطق، نقشه مفهومی زیر را کامل کنید.



Engaging in Reading: Sorting Ideas Using a Concept Map

INTERNATIONAL LANGUAGES Levels 1 / 2
Concept Map – Food (Personal Sample B) (Persian)

نمونه وعده غذایی خود را با فرهنگ مطالعه شده مقایسه کنید



Engaging in Reading: **Sorting Ideas Using a Concept Map**

INTERNATIONAL LANGUAGES Levels 1 / 2
 Concept Map – Food Extensions A (Persian)

از این نمودار جهت ثبت غذاهایی که در این هفته داشته اید استفاده کنید آماده باشید تا اطلاعاتتان را با تعدادی از دانش آموزان در هفته آینده مبادله کنید.

دوشنبه	سه شنبه	چهارشنبه	پنجشنبه	جمعه

صبحانه

نهار

شام

بین غذا

Engaging in Reading: Sorting Ideas Using a Concept Map

INTERNATIONAL LANGUAGES Levels 1/2
Concept Mp – Food Extensions B (Persian)

به نمودار توجه کنید چه غذاهایی در این هفته داشته اید موارد موجود در نمودار را در این تقسیم بندی جای دهید.

لبنیات

گوشت پروتئین

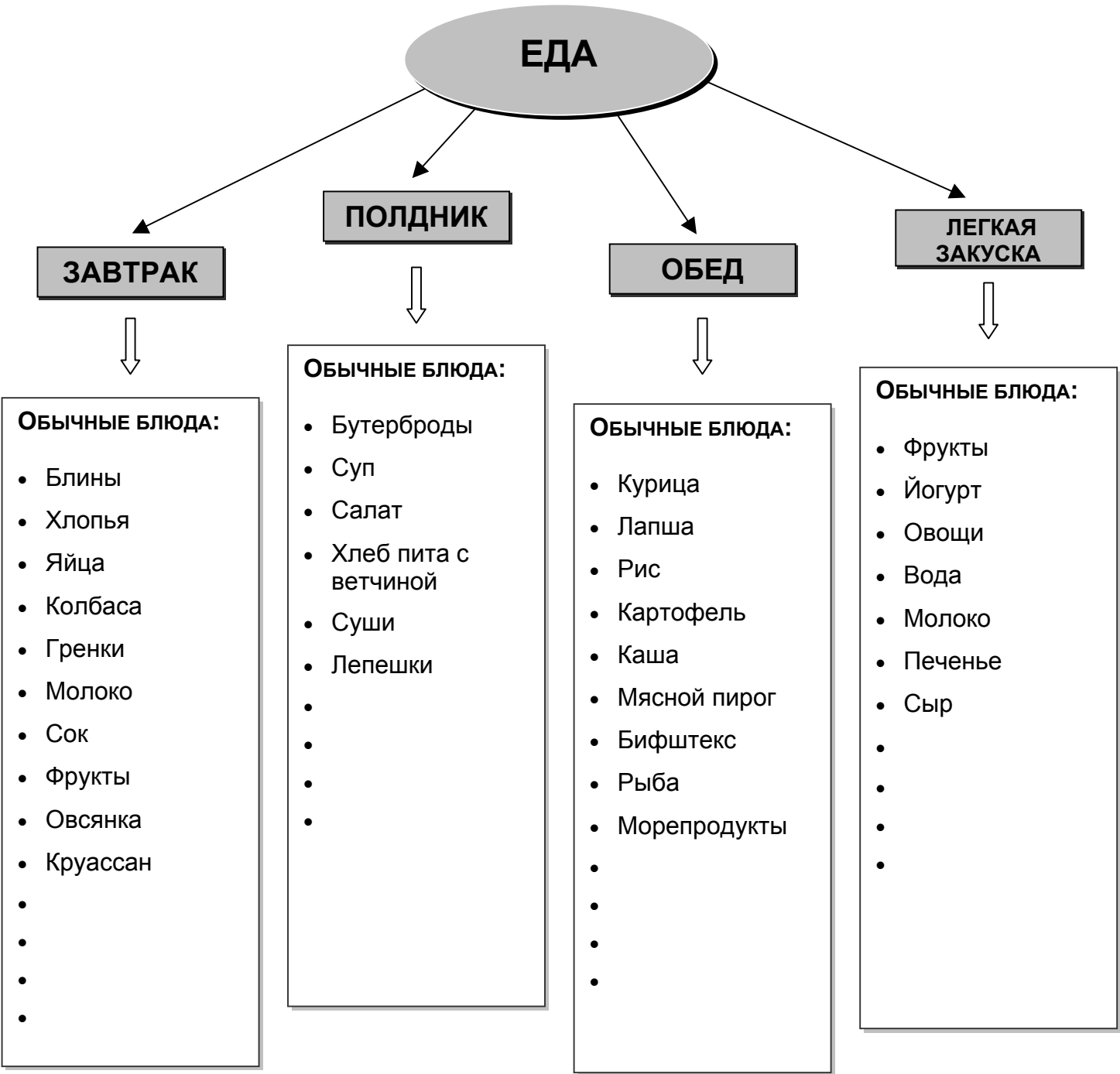
غلات

میوه جات و سبزیجات

Engaging in Reading: **Sorting Ideas Using a Concept Map**

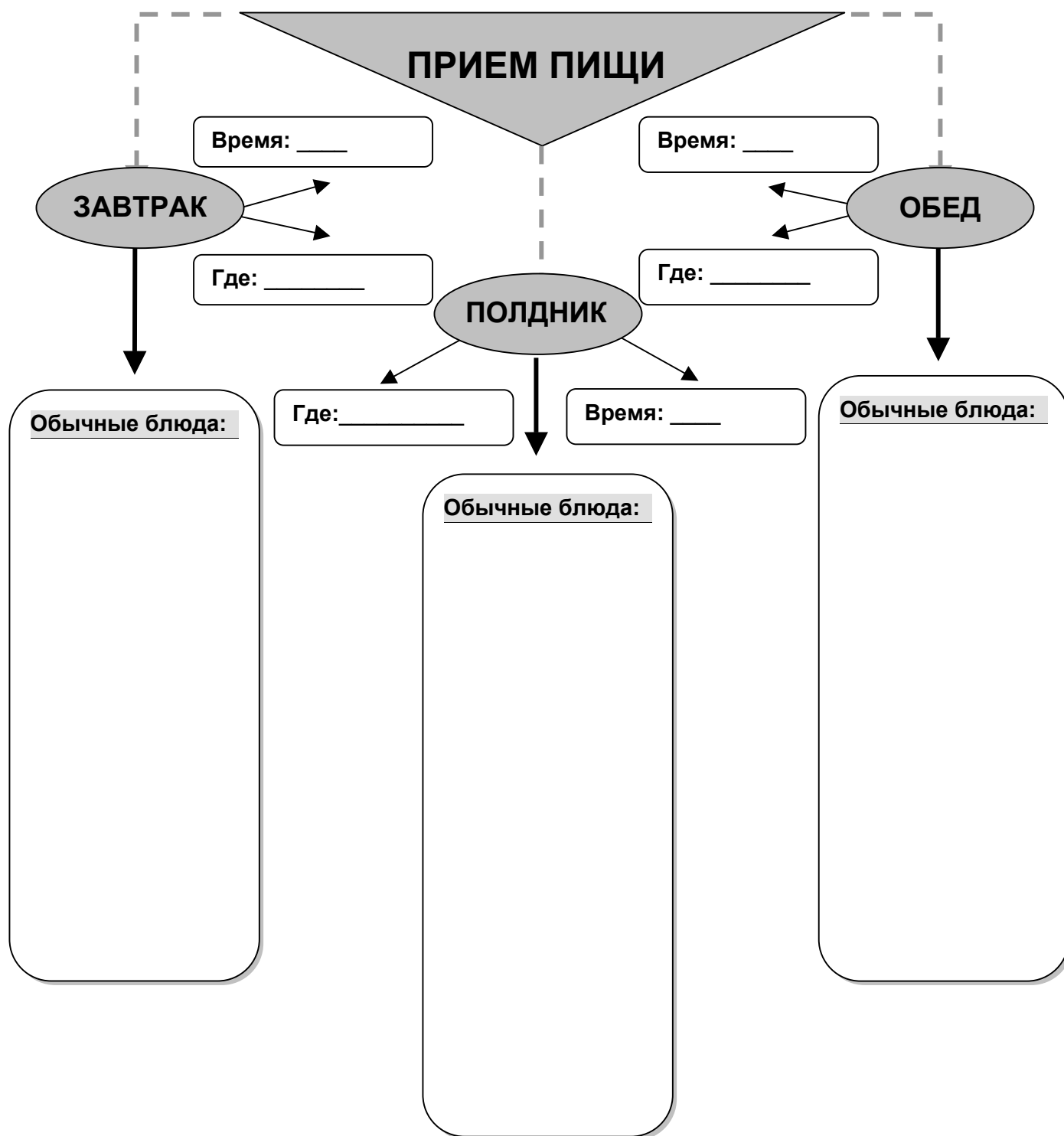
INTERNATIONAL LANGUAGES Levels 1/2
 Concept Map – Food Sample (Russian)

В этой таблице приведены примеры того, что едят канадцы. Существуют и другие варианты. Дополните списки названия продуктов в таблице.



Engaging in Reading: **Sorting Ideas Using a Concept Map**

INTERNATIONAL LANGUAGES Levels 1/2
Concept Map – Food (Personal Sample A) (Russian)

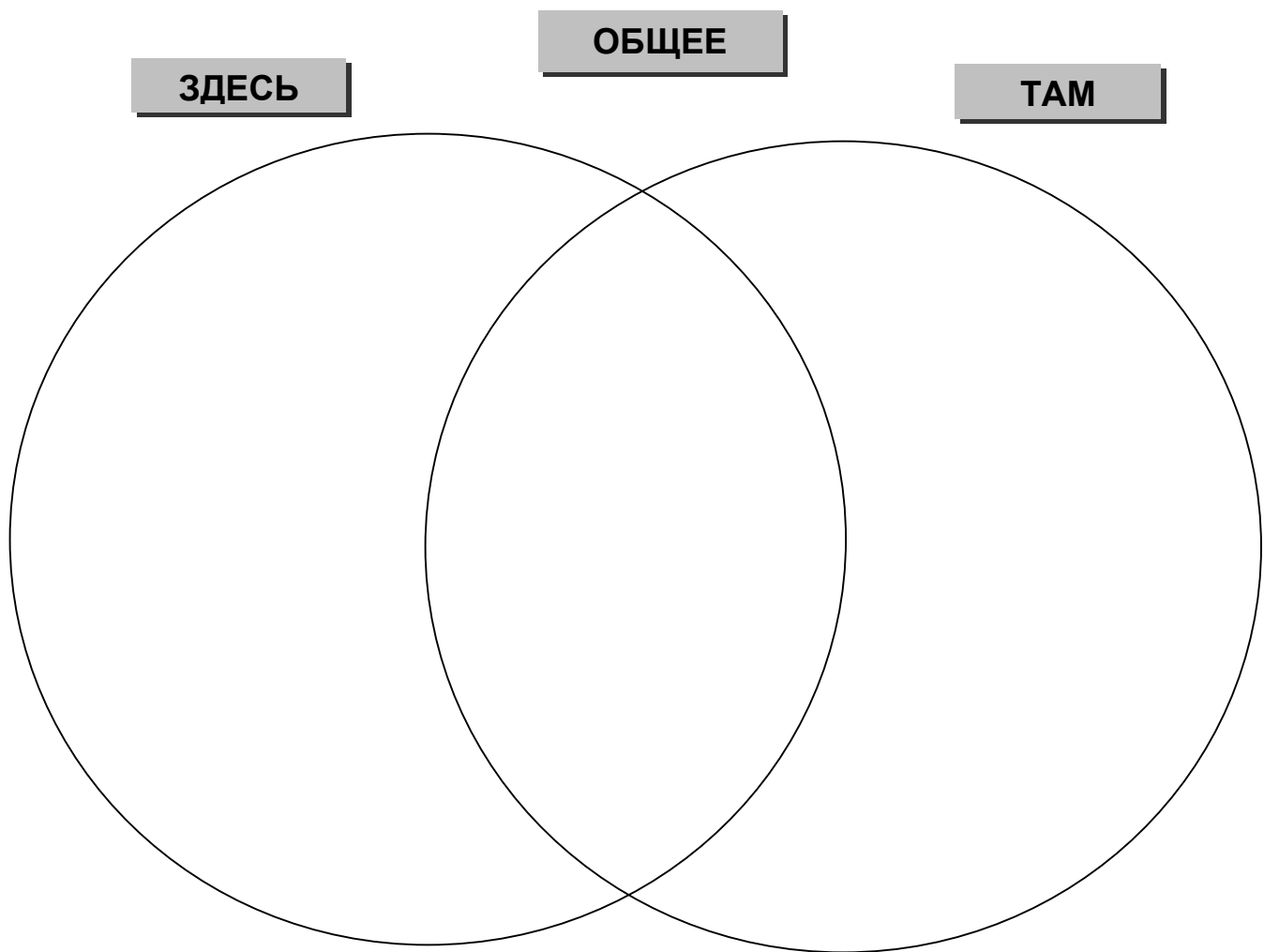




Engaging in Reading: Sorting Ideas Using a Concept Map

INTERNATIONAL LANGUAGES Levels 1 / 2
Concept Map – Food (Personal Sample B) (Russian)

Сравните обычную для Вас еду с едой, которая типична для России.



Engaging in Reading: Sorting Ideas Using a Concept Map

INTERNATIONAL LANGUAGES Levels 1 / 2

Concept Map – Food Extensions A (Russian)

Запишите в таблице что Вы ели на этой неделе. Будьте готовы на следующей неделе поделиться этой информацией со своими одноклассниками.

	Понедельник	Вторник	Среда	Четверг	Пятница
ЗАВТРАК					
ПОЛДНИК					
ОБЕД					
ЛЕГКАЯ ЗАКУСКА					



Engaging in Reading: Sorting Ideas Using a Concept Map

INTERNATIONAL LANGUAGES Levels 1/2

Concept Map – Food Extensions B (Russian)

Посмотрите на таблицу, в которой указано, что Вы ели на этой неделе. Распределите эту еду по ниже указанным категориям .

Молочные продукты

Мясо и протеин

Зерновые и каши

Овощи и фрукты

Engaging in Reading: Reading Between the Lines (Inferences)

INTERNATIONAL LANGUAGES Levels 1/2 Inferencing – In the Community

An inference is the ability to connect what is in the text with what is in the mind to create an educated guess. (Beers, 2003).

Making inferences from words that are read or spoken is a key comprehension skill. Students may miss vital information if they fail to make appropriate inferences. Language learners can increase comprehension of units by thinking of possible vocabulary and descriptions based on information embedded in texts. Practical real life examples of texts can be used to enable the language learner to fully comprehend meaning and ultimately function effectively in another language.

Purpose

- Draw meaning from text – through explicit details and implicit clues.
- Connect prior knowledge and experiences to the text in order to make good guesses about what is happening, may have happened or will happen in the future.

Payoff

Students will:

- develop greater awareness that texts can be understood on more than one level.
- become capable and confident in comprehending the subtle meanings in texts.

Tips and Resources

- *Explicit details* appear right in the text.
- *Implicit details* are implied by clues in the text. Readers are more likely to recognize implicit details if they relate to prior knowledge and experiences.
- *Inferences* are conclusions drawn from evidence in the text or reasoning about the text.
- Use inferences on thematic units in order to review key vocabulary and expand language use by having students decide on answers to descriptions or illustrations.
- Provide students with authentic writings in the international language so that reflection on meaning can be practical and applicable to daily life uses.
- You can encourage students to make inferences by providing sentence starters indicative of their levels (I think that..., My opinion is..., However,...).
- For more information, see Student Resource, *Inferencing – Where Do We Go?* and Student Resource, *Inferencing – What's That Sign?*

When Students Can't Read: What Teachers Can Do, Chapter 5.

Reading and Writing for Success, Senior, pp. 262-263.

Cross Curricular Literacy; Strategies for Improving Secondary Students' Reading and Writing Skills, pp. 26-27, 48-49.

Further Support

- Provide additional opportunities for students to practise making inferences with thematic texts in pairs or small groups and as whole class activities.
- Pair native and non-native speakers for some activities. Enlist native speakers for descriptions to use for inferencing.
- Sample materials also follow in German, Japanese, Persian and Russian.

Getting Ready to Read: Previewing a Text

INTERNATIONAL LANGUAGES Levels 1 / 2 Inferencing – In the Community

What teachers do	What students do
Before - Explain to students that some information is stated explicitly in the text (for example, names and definitions). On the other hand, sometimes readers must draw a conclusion about what is meant based on clues in the text. This strategy is called “making inferences” or good guesses, and is also referred to as “reading between the lines”. - Distribute Student Resource, <i>Inferencing – Where Do We Go?</i> - Ask students to read the situations described and determine which place in a community or neighbourhood could be required for each situation and why.	- Listen to the explanation on inferencing and reflect on its importance when studying a new language. - Read the first situation on the handout and reflect on the information provided. - Make inference about the meaning in the first situation, understanding the language required. - Reflect on possible places that come to mind when reading about the situation.
During - Direct students to read the remaining situations on the handout. - Engage the whole class in discussion about the meaning to be inferred from each situation. Students can work in small groups or independently to determine the places inferred by the situation.	- Infer meaning from the clues in each statement on the handout. - Provide various interpretations of the situations described in each statement. - Decide which place in the community is ideal for a visit based on what is understood and based on knowledge of the theme.
After Help students to transfer the skill of inferring meaning by providing a sample of authentic texts or pictures of posted signs from real life that require them to make inferences. See Student Resource, <i>Inferencing – What’s That Sign?</i> Have students decide on the identification of location and the actions allowed and not allowed from the signs provided.	- Practise inferring meaning of signs from the texts or from various pictures of signs presented in the target language. - Discuss context of signs in everyday life and/or future travel opportunities.

Notes



Engaging in Reading: **Reading Between the Lines**
(Inferences)

INTERNATIONAL LANGUAGES Levels 1 / 2
Inferencing – Where Do We Go?

Read the following and decide which neighbourhood places may be possible destinations for these situations. Explain your answers.

	Place
1. The family car is running on empty.	
2. Your three-year old brother needs to be picked up on the way home.	
3. The class is making gazpacho tomorrow and ingredients are needed.	
4. You need to refill your prescription.	
5. You want a book to read this weekend but would prefer not to buy one.	
6. There is a family medical emergency.	
7. Your friends want to see a current film with you.	
8. You need to save your babysitting earnings.	
9. It's time to get in shape.	
10. You've heard about a classic film that's not playing on television.	
11. There is an empty fishbowl in the house.	
12. Your parents want you to help to plan a trip.	

Getting Ready to Read: **Previewing a Text**

INTERNATIONAL LANGUAGES Levels 1 / 2
Inferencing – What's That Sign?

Read the signs below.

Think about the possible places where these signs could be found.

		What you can do	What you can't do
Please ensure that your bags are clearly identified.	Where?		
Guests must use their key to access the elevator and for entry after hours.	Where?		
Please do not use a flash in order to protect the artwork.	Where?		
Towels and lockers are provided to members only.	Where?		
BATHROOMS ARE FOR CLIENTS ONLY.	Where?		
All sales are final!	Where?		
A minimal fee is applied to all currency exchanges.	Where?		
Respect the reading time of others – turn cell phone ringers off.	Where?		
Swim at your own risk.	Where?		



Engaging in Reading: **Reading Between the Lines**
(Inferences)

INTERNATIONAL LANGUAGES Levels 1 / 2
Inferencing – Where Do We Go? (German)

Lies die nachfolgenden Sätze und entscheide, welche Orte in der Nachbarschaft mögliche Zielorte für diese Situationen sind. Erkläre deine Antworten.

Ort

1. Der Familienwagen hat fast kein Benzin mehr.
2. Dein dreijähriger Bruder muss auf dem Nachhauseweg abgeholt werden.
3. Die Klasse macht morgen Gazpacho, und dafür werden die Zutaten benötigt.
4. Du brauchst eine Neuverordnung deines Rezeptes.
5. Du möchtest dieses Wochenende ein Buch zum Lesen haben, aber du möchtest kein neues kaufen.
6. Es gibt einen Notfall in deiner Familie.
7. Deine Freunde möchten einen aktuellen Film mit dir sehen.
8. Du musst deinen Verdienst vom Babysitten sparen.
9. Es ist Zeit, wieder in Form zu kommen.
10. Du hast von einem klassischen Film gehört, der nicht im Fernsehen läuft.
11. Es gibt ein leeres Goldfischglas im Haus.
12. Deine Eltern wollen, dass du ihnen bei der Planung einer Reise hilfst.

Student/Teacher Resource

Getting Ready to Read: **Previewing a Text**

INTERNATIONAL LANGUAGES Levels 1 / 2
Inferencing – What's That Sign? (German)

Lies die folgenden Schilder.

An welchen möglichen Orten könnten diese Schilder stehen?

		Was kann man?	Was kann man nicht?
Bitte achten Sie darauf, dass Ihre Taschen deutlich gekennzeichnet sind.	Wo?		
Gäste müssen ihre Schlüssel für den Fahrstuhl benutzen und um zu später Stunde ins Haus hineinzukommen.	Wo?		
Bitte benutzen Sie kein Blitzlicht zum Schutz des Kunstwerks.	Wo?		
Handtücher und Schließfächer werden nur Mitgliedern zur Verfügung gestellt.	Wo?		
Toilettenbenutzung nur für Kunden.	Wo?		
Keine Rückgabe bei reduzierter Ware!	Wo?		
Eine Mindestgebühr wird bei jedem Währungs-Umtausch erhoben.	Wo?		
Respektieren Sie die Lesezeit anderer-stellen Sie Ihr Handy ab.	Wo?		
Schwimmen auf eigene Gefahr!	Wo?		

Engaging in Reading: Reading Between the Lines (Inferences)

INTERNATIONAL LANGUAGES Levels 1 / 2
Inferencing – Where Do We Go? (Japanese)

どこに行けばいいでしょうか。どうしてですか。

ば しよ
場 所

1. くるま い
車にガソリンを入れたいですが、
2. いえ かえ と ちゅう さん さい おとうと むか
家に帰る途 中で三 才の 弟 のお迎えを
しなくてははいけませんが、
3. あした つく ざい りょう
明日ガスパッチョを作るから、材 料を
か
買いたいですが、
4. しよ ほう やく
処 方 薬がほしいですが、
5. こんしゅう まつ ほん か よ
今 週 末に本を借りて読みたいですが、
6. びょう き
ひどい病 気にかかったら、

**Engaging in Reading: Reading Between the Lines
(Inferences)**

INTERNATIONAL LANGUAGES Levels 1 / 2
Inferencing – Where Do We Go? (2) (Japanese)

7. ^{とも}友だちが^{えい が}いっしょにはやっている映画を
^{み い}見ようと言いました。
8. ^{きゅう りょう}ベビーシッティングのお 給 料 を
ためなければいけませんが、
9. シェイプ・アップしたいですが、
10. ^{えい が}このクラシック映画はテレビで
^{ほう えい み}放 映されていませんが、見たいです。
11. ^{いえ きん ぎょ ばち から}家の金 魚 鉢は空っぽです。
12. ^{りょうしん わたし たび けいかく}両 親 は私に旅の計画を
^{た い}立てなさいと言われました。

Getting Ready to Read: **Previewing a Text**

INTERNATIONAL LANGUAGES Levels 1 / 2
 Inferencing – What’s That Sign? (Japanese)

ここはどこですか。

		やってもいいこと	やってはいけないこと
荷物にアドレスタグを付けて下さい	どこ?		
エレベーターをご使用のお客さまは キーをさしこむんで下さい	どこ?		
フラッシュ撮影禁止	どこ?		
タオルとロッカーはメンバーのみ 提供させていただきます	どこ?		
当店のお手洗はお客様のみ ご利用いただけます	どこ?		
返品はお受け出来ません ご了承ください	どこ?		
両替はお取扱い1件あたり 手数料をお支払いいただきます	どこ?		
携帯電話をマナーモードにして 通話はお止めください	どこ?		
水泳禁止	どこ?		

Engaging in Reading: Reading Between the Lines (Inferences)

INTERNATIONAL LANGUAGES Levels 1 / 2
Inferencing – Where Do We Go? (Persian)

موارد زیر را بخوانید و تصمیم بگیرید کجا هدف این موقعیتها می باشد. پاسخ خودتان را شرح دهید.

محل

1. ماشین خانواده از آنجا بیرون می آید.

2. برادر سه ساله تان نیاز دارد برای آمدن به خانه به دنبالش بروید.

3. کلاس آش رشته درست می کند و مواد اولیه آن مورد نیاز است.

4. لازم است که داروستان را پر کنید.

5. آخر هفته می خواهید کتاب بخوانید اما ترجیح می دهید آنرا نخرید.

6. اورژانس پزشکی خانوادگی وجود دارد.

7. دوستان تصمیم دارد فیلم جدید را با شما ببیند.

8. نیاز دارید که درآمد نگه داری از بچه را پس انداز کنید.

9. وقت آنست که خوش هیکل شویم.

10. در مورد فیلمی که تلویزیون نشان نداده شنیده اید.

11. یک ظرف خالی ماهی در خانه وجود دارد.

12. والدینتان به کمک شما برای برنامه ریزی سفر احتیاج دارند.

Getting Ready to Read: **Previewing a Text****INTERNATIONAL LANGUAGES Levels 1 / 2**
Inferencing – What's That Sign? (Persian)

	چکار می توانید بکنید	چکار نمی توانید بکنید
لطفا مطمئن شوید که کیفهائتان بازرسی شده است	کجا؟	
مهمانان برای استفاده از آسانسور برای ساعات بعد از اداری باید از کلیدشان استفاده کنند.	کجا؟	
به منظور حفاظت از آثار هنری از فلاش استفاده نکنید	کجا؟	
توالتها و انبارها فقط برای اعضاء در نظر گرفته شده است	کجا؟	
دستشویی مخصوص مشترک باز است	کجا؟	
پس از فروش تعویض یا پس گرفته نمی شود	کجا؟	
حداقل شارژ برای تبدیل ارز باید پرداخت شود	کجا؟	
به زمان مطالعه دیگران احترام بگذارید تلفن همراهتان را خاموش کنید	کجا؟	
با مسئولیت خودتان شنا کنید	کجا؟	

Engaging in Reading: Reading Between the Lines (Inferences)

INTERNATIONAL LANGUAGES Levels 1 / 2
Inferencing – Where Do We Go? (Russian)

Прочитайте описания следующих ситуаций и решите, куда вы пойдете в этих случаях.

МЕСТО

1. Бак вашей машины почти пуст. _____
2. По пути домой вам надо забрать трехлетнего брата. _____
3. В вашем классе завтра будут готовить еду и вам необходимо купить продукты. _____
4. Вам надо заказать лекарство _____
5. Вам надо прочитать книгу в ближайшие выходные, но вы не хотели бы покупать ее. _____
6. Кто-то в вашей семье нуждается в скорой медицинской помощи. _____
7. Ваши друзья хотят вместе с вами посмотреть новый фильм. _____
8. Вам нужно сохранить деньги, которые вы заработали, присматривая за соседским ребенком. _____
9. Вам пора привести себя в хорошую спортивную форму. _____
10. Вы слышали о классическом фильме, который не будут показывать по телевизору. _____
11. У вас в доме есть пустой аквариум. _____
12. Ваши родители попросили вас помочь спланировать путешествие. _____

Getting Ready to Read: **Previewing a Text**

INTERNATIONAL LANGUAGES Levels 1 / 2
 Inferencing – What’s That Sign? (Russian)

Прочитайте надписи, приведенные ниже. Подумайте о возможных местах, где они могли бы вам повстречаться.

		Что Вы можете сделать?	Чего Вы не можете сделать?
Пожалуйста убедитесь в наличии на багаже ярлыков с вашими данными	Где?		
Для пользования лифтом и для входа в здание после рабочего дня посетители должны пользоваться своими ключами	Где?		
Пожалуйста, не пользуйтесь фотовспышкой, тобы не повредить произведения искусства.	Где?		
Полотенца и шкафчики только для постоянных членов клуба	Где?		
ТУАЛЕТ (только для клиентов)	Где?		
РАСПРОДАЖА Купленные товары возврату не подлежат	Где?		
За валютно-обменные операции взимается минимальная оплата	Где?		
Уважай и других читателей, отключи мобильный телефон	Где?		
Купаясь здесь, ты рискуешь жизнью	Где?		

Reacting to Reading: Drawing Conclusions

INTERNATIONAL LANGUAGES Levels 1 / 2

I Read/I Think/ Therefore – Weather Reports

Readers draw conclusions based on the ideas and information that they read from one or more sources. Providing a graphic organizer *before reading* helps students to organize their thinking *during reading* in order to analyze, make inferences and draw conclusions *after reading*. Language classrooms can utilize such strategies in order to expand student language and enrich linguistic competencies regardless of the level of an individual learner. Tasks using this strategy can be modified to accommodate language needs and abilities.

Purpose

- Actively use prior knowledge and experiences when reading.
- Read and respond to the important concepts and issues in the course, making inferences and drawing conclusions.

Payoff

Students will:

- develop content and opinions for persuasive writing.
- become thoughtful speakers during whole-class and small-group discussions.

Tips and Resources

- Drawing conclusions involves gathering information and deciding what the information means.
- See Student /Teacher Resource, *Drawing Conclusions - Weather Report Sample*. This sample illustrates the thinking process that a reader might follow to gather information, reflect, and draw a conclusion in a practical manner, relevant to learners of an international language.
- Also see Student Resources, *Drawing Conclusions – Weather Reports* and *Drawing Conclusions – Weather Report Summaries*. The weather reports provide further readings to be used with the graphic organizers of weather report summaries. These help students organize their thinking while they are reading and will require making inferences and drawing conclusions. In column one (I Read), students record the relevant information from the text. In column two (I Think), students record what they know about that information and what they think it means. In the bottom row (Therefore), students record their conclusion based on all of the information gathered and their prior knowledge. For learners at these language levels, specific criteria can also be linked to the “Therefore” section. For example, based on what is understood by the weather reports students decide what is the appropriate clothing to wear, what things should be taken along, and how one plans a day, etc.
- Communicative uses of time aspects can be incorporated.

Cross-Curricular Literacy: Strategies for Improving Secondary Students; Reading and Writing Skills, pp. 50-51.
Reading in the Content Areas: If Not Me Then Who?, pp. 41-55.

Further Support

- Encourage students to use their real-life experiences as models for drawing conclusions.
- Create a wall chart to illustrate the strategy I Read/I Think/Therefore and post it as a reference for students.
- Use authentic materials from various forms of media (newspapers, advertisements, packaging, TV and radio spots and other realia) to make content more practical.
- Sample materials also follow in German, Japanese, Persian and Russian.

Reacting to Reading: Drawing Conclusions

INTERNATIONAL LANGUAGES Levels 1 / 2

I Read/I Think/ Therefore – Weather Reports

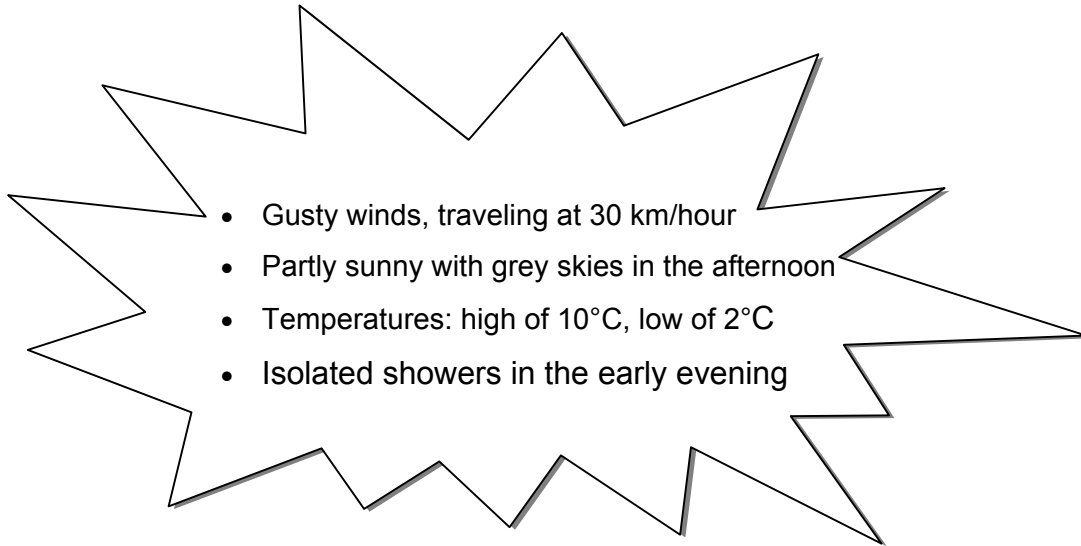
Notes

What teachers do	What students do
Before - Select a text (weather report) related to the current theme or topic. Create questions or prompts to guide facility with the reading. - Have students identify key words that trigger ideas. For example, key weather-related words in a weather report will assist in acquiring unfamiliar words.	- Read the weather report provided and identify key words that are familiar, related to this theme. - Discuss what is understood in this reading passage and seek clarification of new words.
During - Using a transparency, ask the class to consider responses to the I Read, I Think, Therefore sections, based on the weather report. - Provide possible answers to students from the transparency and record any new possibilities.	- Consider answers to I Read, I Think, and Therefore statement openers based on comprehension of the reading. - Check out the teacher's suggestions and offer ones that can also be recorded.
After - Review the information gathered in the <i>I Read/I Think/Therefore</i> sections and open discussion to other possibilities. - Distribute new weather report texts with graphic organizers (weather report summaries) to pairs or small groups. - Review instructions on completing the <i>I Read/I Think</i> sections and provide examples of the types of information students can seek out for the <i>Therefore</i> section. - Ask students to read their sample weather reports and share their summaries from the graphic organizers with the whole class.	- Review how information from the weather report provided information for the <i>I Read/I Think/Therefore</i> template. - Read new weather reports provided by the teacher and discuss in pairs or small groups to ensure comprehension. - Fill out the weather report summaries. - Prepare to share the weather reports and summaries with the whole class.

Getting Ready to Read: Previewing a Text

INTERNATIONAL LANGUAGES Levels 1 / 2
Drawing Conclusions - Weather Report Sample

Weather Report Sample

**I read...**

It's windy.

It's cool.

It will rain in the evening.

I think...

It will be dry for most of the day.

It will probably rain when it is dark only.

It sounds like an autumn (or possibly a spring) day.

Therefore...

I need to wear a jacket today.

I should take an umbrella with me if I am coming home late.

I have to be prepared for windy weather.

I can still take my sunglasses.

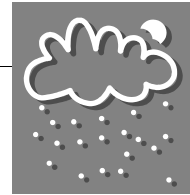
Getting Ready to Read: Previewing a Text

INTERNATIONAL LANGUAGES Levels 1/2 Drawing Conclusions – Weather Reports

Read these brief weather reports. Think about what is written. Make decisions for your day based on these reports and fill in the weather report summaries.

Weather Report #1

- High today of -1°C
- Low overnight of -10°C , wind chill -20°C
- Winds are light
- Snow beginning in the afternoon with an accumulation of 10 cm
- Partly cloudy



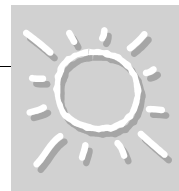
Weather Report #2

- Overcast skies
- Temperature range 10°C to 14°C
- Strong winds throughout the day
- Scattered showers
- Chance of afternoon thunderstorms



Weather Report #3

- Sunny and humid
- A low of 22°C in the evening
- Day time high of 29°C , 35°C with humidity
- UV index is high





Reacting to Reading: Drawing Conclusions
INTERNATIONAL LANGUAGES Levels 1/2
Drawing Conclusions – Weather Reports Summaries

Weather Report Summary #1

I Read...	I Think...
Therefore... <i>(Think about how you will prepare for the day, what you will wear, etc.)</i>	

Weather Report Summary #2

I Read...	I Think...
Therefore... <i>(Think about how you will prepare for the day, what you will wear, etc.)</i>	

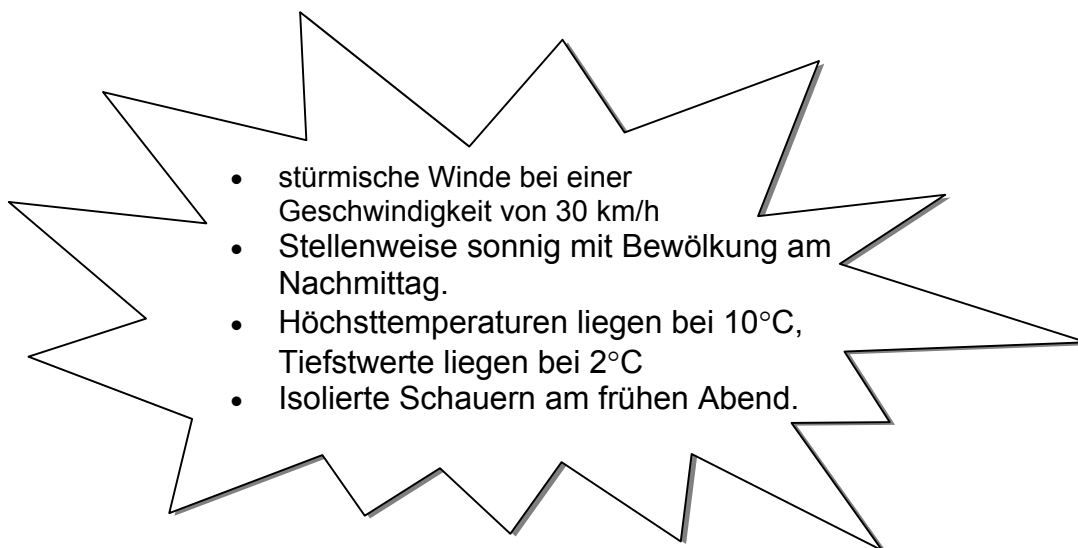
Weather Report Summary #3

I Read...	I Think...
Therefore... <i>(Think about how you will prepare for the day, what you will wear, etc.)</i>	

Getting Ready to Read: Previewing a Text

INTERNATIONAL LANGUAGES Levels 1 / 2
Drawing Conclusions - Weather Report Sample (German)

Beispiel für einen Wetterbericht



Ich lese...

Es ist windig.

Es ist kühl.

Es wird am Abend regnen.

Ich denke...

Es wird fast den ganzen Tag trocken sein.

Es wird wahrscheinlich erst regnen, wenn es dunkel ist.

Es klingt wie ein Herbst- (oder vielleicht wie ein Frühlings-) Tag.

Deshalb...

Ich muss heute eine Jacke anziehen.

Ich sollte heute einen Regenschirm mitnehmen, wenn ich spät nach Hause komme.

Ich muss auf windiges Wetter eingestellt sein. Ich kann noch meine Sonnenbrille mitnehmen.

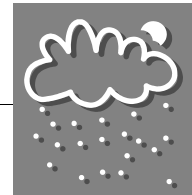
Getting Ready to Read: Previewing a Text

INTERNATIONAL LANGUAGES Levels 1/2
Drawing Conclusions – Weather Reports (German)

Lies diese kurzen Wetterberichte. Denk darüber nach. Triff aufgrund dieser Berichte Entscheidungen für deinen Tag, und fülle die Wetterbericht-Zusammenfassungen aus.

Wetterbericht #1

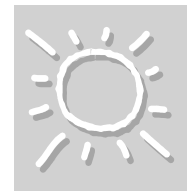
- Höchsttemperatur -1°C
- Tiefstwerte über Nacht -10°C, Windkältefaktor -20°C
- Leichte Brise
- Schneefall am Nachmittag mit einer Anhäufung von 10cm
- Zum Teil bewölkt

**Wetterbericht #2**

- bedeckter Himmel
- Die Temperaturen liegen bei 10°C -14°C
- Heftige Winde während des ganzen Tages
- Vereinzelte Regenschauern
- Möglichkeit von Gewittern am Nachmittag

**Wetterbericht #3**

- Sonnig und schwül
- Tiefstwerte am Abend 22°C
- Höchsttemperatur am Tag 29°C, mit Luftfeuchtigkeit 35°C
- Der UV-Index ist hoch





Reacting to Reading: Drawing Conclusions

INTERNATIONAL LANGUAGES Levels 1/2

Drawing Conclusion – Weather Reports Summaries (German)

Wetterbericht-Zusammenfassung #1

Ich lese...	Ich denke...
Deshalb... (Überlege dir, wie du dich auf den Tag vorbereitest, was du anziehen wirst, usw.)	

Wetterbericht-Zusammenfassung #2

Ich lese...	Ich denke...
Deshalb... (Überlege dir, wie du dich auf den Tag vorbereitest, was du anziehen wirst, usw.)	

Wetterbericht-Zusammenfassung #3

Ich lese...	Ich denke...
Deshalb... (Überlege dir, wie du dich auf den Tag vorbereitest, was du anziehen wirst, usw.)	

Getting Ready to Read: **Previewing a Text**INTERNATIONAL LANGUAGES Levels 1 / 2
Drawing Conclusions - Weather Report Sample (Japanese)

れい てん き よ ほう

例: 天 気 予 報

- ・ 時速30キロメートルの突風が吹きます。
じ そく とつふう ふ
- ・ 晴れときどきくもりです。
は
- ・ 最高気温は10度で、最低気温は2度です。
さいこう き おん ど さいてい き おん ど
- ・ 夜は雨が降るでしょう。
よる あめ ふ

よ ない よう
読んだ内容は…かぜ つよ すず
風が強いです。 涼しいです。よる あめ ふ
夜は雨が降るでしょう。おも
…と思います。いち にち ちゅう あめ ふ
一 日 中、雨が降らないでしょう。くら あめ ふ
暗くなったら、たぶん雨が降るでしょう。きょう あき はる ひ
今日は秋(春)の日のようです。

そして…

き で
ジャケットを着て出かけます。かえ おそ も で
帰りが遅かったら、かさを持って出かけます。かぜ つよ だい じょう ぶ で
風が強くても大 丈 夫なっこうで出かけます。で
サングラスもつけて出かけます。

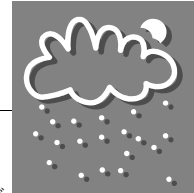
Getting Ready to Read: Previewing a Text

INTERNATIONAL LANGUAGES Levels 1/2 Drawing Conclusions – Weather Reports (Japanese)

てん き よ ほう よ かんせい
天気予報を読んで、天気予報のサマリーを完成しましょう。

天気予報のサマリー #1

- さいこう き おん れい か ど
• 最高気温は零下1度です。
- ひとばんちゅう さいてい き おん れい か ど たい かんおんど れい か ど
• 一晩中 の最低気温は零下10度で、体感温度は 零下20度です。
- そよ かぜ
• 微風です。
- ときどき くも
• 時々 曇りです。



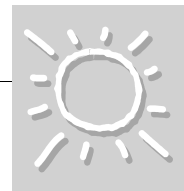
天気予報のサマリー #2

- くも
• 曇りです。
- おん ど ど
• 温度は10度から14度くらいです。
- いちにち ちゅう きょうふう ふ
• 一日 中 強 風が吹きます。
- あめ ふ
• にわか雨が降るでしょう。
- ご ご らい う み
• 午後は雷雨になる見込みです。



天気予報のサマリー #3

- あつ
• むし暑いです。
- よる さいてい き おん ど
• 夜の最低気温は22度です。
- につ ちゅう さいこう き おん ど たいかんおん ど
• 日 中の最高気温は29度で、体感温度は35度です。
- し すう たか
• UV指数は高いです。



**Reacting to Reading: Drawing Conclusions**

INTERNATIONAL LANGUAGES Levels 1/2

Drawing Conclusion – Weather Reports Summaries (Japanese)

天気予報のサマリー #1

読んだ内容は…	…と思います。
そして…（〇〇を着て、〇〇を持って出かけます。）	

天気予報のサマリー #2

読んだ内容は…	…と思います。
そして…（〇〇を着て、〇〇を持って出かけます。）	

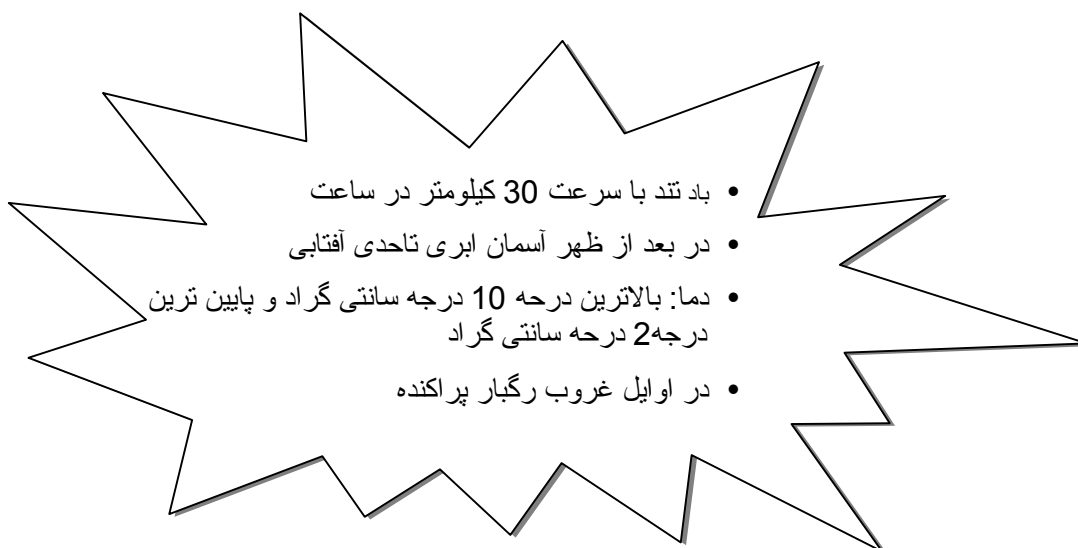
天気予報のサマリー #3

読んだ内容は…	…と思います。
そして…（〇〇を着て、〇〇を持って出かけます。）	

Getting Ready to Read: **Previewing a Text**

INTERNATIONAL LANGUAGES Levels 1/2 Drawing Conclusions – Weather Reports (Persian)

نمونه گزارش هوا



من فکر می کنم...

تمام روز هوا خشک خواهد بود.
فقط در غروب باران خواهد بارید.
هوا مثل روزهای پائیزی است (یا در بهار امکان دارد).

من می خوانم...

هوا بادی است.
هوا خنک است.
احتمال بارش باران وجود دارد.

در نتیجه...

من نیاز دارم امروز کت بپوشم.
اگر دیر به خانه بر میگردم باید با خودم چتر داشته باشم.
باید برای یک هوای بادی آماده باشم.
می توانم هنوز عینک آفتابی استقاده کنم.

Reacting to Reading: Drawing Conclusions**INTERNATIONAL LANGUAGES Levels 1/2****Drawing Conclusions – Weather Reports Summaries (Persian)**

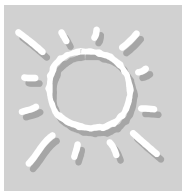
گزارشات مختصر زیر را مطالعه کنید. در مورد چیزی که نوشته شده فکر کنید. بر اساس این گزارشات برای روزتان تصمیم بگیرید و خلاصه گزارشات را پر کنید.

گزارش هوا # 1

- بالاترین دما 1- درجه سانتی گراد
- کمترین دمای شب 10- درجه سانتی گراد ، باد سرد 20- درجه سانتی گراد
- باد ملایم
- شروع بارش برف از بعد از ظهر با تجمع 10 سانتی متر
- تاحدی ابری

گزارش هوا # 2

- آسمان ابری
- درجه هوا بین 10 تا 14 درجه سانتی گراد
- باد شدید در سراسر روز
- رگبار پراکنده
- احتمال طوفان تندی در بعد از ظهر

گزارش هوا # 3

- آفتابی و مرطوب
- حداقل 22 درجه سانتی گراد در غروب
- درجه هوا در روز بین 29 تا 35 درجه سانتی گراد با رطوبت
- شاخص اشعه "UV" بالا

Getting Ready to Read: **Previewing a Text**

INTERNATIONAL LANGUAGES Levels 1 / 2
Drawing Conclusions - Weather Report Sample (Persian)

خلاصه گزارش هوا #1

می خوانم	فکر میکنم...
در نتیجه... (در مورد اینکه چگونه در روز آماده خواهید شد و چه چیزی خواهید پوشید فکر کنید)	

خلاصه گزارش هوا #2

می خوانم	فکر میکنم.....
در نتیجه... (در مورد اینکه چگونه در روز آماده خواهید شد و چه چیزی خواهید پوشید فکر کنید)	

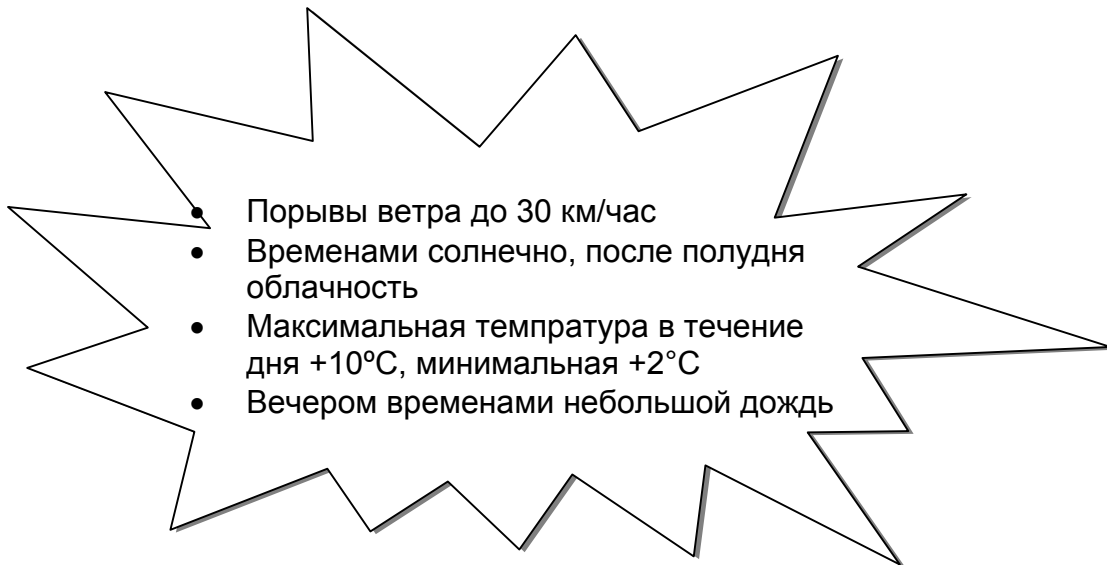
خلاصه گزارش هوا #3

می خوانم	فکر میکنم...
در نتیجه... (در مورد اینکه چگونه در روز آماده خواهید شد و چه چیزی خواهید پوشید فکر کنید)	

Getting Ready to Read: **Previewing a Text**

INTERNATIONAL LANGUAGES Levels 1 / 2
Drawing Conclusions - Weather Report Sample (Russian)

ОБРАЗЕЦ ПРОГНОЗА ПОГОДЫ



Я ПРОЧИТАЛ...

Ветренно
Прохладно
Вечером будет дождь

Я ДУМАЮ...

Будет сухо большую часть дня
Когда начнет смеркаться может пойти дождь.
День будет похож на осенний (или весенний).

ПОЭТОМУ...

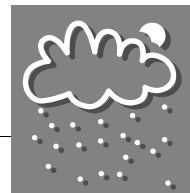
Сегодня надо надеть куртку.
Я должен взять зонтик, если собираюсь вернуться домой поздно.
Надо быть готовым к ветренной погоде.
Не мешает взять с собой темные очки.

Getting Ready to Read: Previewing a Text

INTERNATIONAL LANGUAGES Levels 1/2 Drawing Conclusions – Weather Reports (Russian)

Прочитайте краткие прогнозы погоды. Подумайте. На основании данных прогнозов примите решения на день и запишите итоги в приведенной на следующей странице таблице.

ПРОГНОЗ № 1



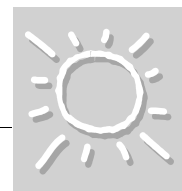
- Максимальная температура в течение дня -1°C
- Минимальная температура в течение дня -10°C , с учетом ветра -20°C
- Небольшой ветер
- После полудня ожидается снег, до 10 см
- Легкая облачность

ПРОГНОЗ № 2



- Сплошная облачность
- Температура в пределах от $+10^{\circ}\text{C}$ до $+14^{\circ}\text{C}$
- В течение дня сильный ветер
- Местами дождь
- После полудня возможна гроза

ПРОГНОЗ № 3



- Солнечно и влажно
- Вечером температура снизится до $+22^{\circ}\text{C}$
- Днем температура достигнет $+29^{\circ}\text{C}$, а с учетом влажности – $+35^{\circ}\text{C}$
- Высокий индекс ультрафиолетового излучения

**Reacting to Reading: Drawing Conclusions****INTERNATIONAL LANGUAGES Levels 1/2**
Drawing Conclusions – Weather Reports Summaries (Russian)**Выводы из прогноза №1**

Я прочитал(а)...	Я думаю...
Поэтому... (Подумайте, как Вам подготовиться к этим погодным условиям, что надеть и т.д.)	

Выводы из прогноза №2

Я прочитал(а) ...	Я думаю...
Поэтому... (Подумайте, как Вам подготовиться к этим погодным условиям, что надеть и т.д.)	

Выводы из прогноза №3

Я прочитал(а)...	Я думаю...
Поэтому... (Подумайте, как Вам подготовиться к этим погодным условиям, что надеть и т.д.)	

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2 Graffiti Responses – Language Learning

Good readers 'wake up' and use the information they have about a topic in order to help them understand what they are reading. (Cris Tovani, 2000)

Graffiti is a collaborative learning strategy that can be used before or after an assigned reading involving students working in groups to generate and record ideas on chart paper. The teacher sets up as many chart pages as there are groups. On each chart page, the teacher writes a topic related to the assigned reading. The groups travel in rotation from chart to chart, writing responses to the topic and to the comments previously written by other groups.

Purpose

- Provide an opportunity for students to make a personal connection to a topic or unit of work by expressing their opinions, demonstrating their understanding of the assigned text, and making connections to their prior knowledge and experience.

Payoff

Students will:

- connect their personal knowledge and experience with a curriculum topic or issue.
- expand their understanding of the reading by seeing and hearing the ideas and opinions of others.

Tips and Resources

- Assign a role to each group member. For sample role descriptions see the **Group Roles** strategy in the Oral Communication section of *Think Literacy: Cross-Curricular Approaches, Grades 7-12* p.158 and in the *International Languages Supplement*, p. 30.
- Each group uses a different coloured marker. Each station has a specific question. See Student/Teacher Resource, *Graffiti Responses – Group Questions on Language Learning*.
- After a specified period, and at a specific signal, each group rotates clockwise to the next chart page until the group has travelled full circle and arrived back at its original station.
- The rotation and recording aspect of the strategy should be limited. If groups have too much time at any chart page, there won't be anything for subsequent groups to write.
- Subsequent groups may comment on what is already written or add new information and ideas to the chart page. Question marks can be used for clarification or to indicate language not understood.
- See Teacher Resource, *Graffiti Responses - Sample Text on Language Learning*. This could be used in the first language at the start of an international language program to raise awareness on the topic.
- For step-by-step instructions on leading the class through the graffiti strategy, see Teacher Resource, *Graffiti Strategy – Sample Procedures for Language Learning Awareness*.
- Provide groups with instructions. See Student Resource, *Graffiti Responses – Group Instructions for Language Learning*. Use follow up strategies such as graphic organizers to summarize text information. See *Graffiti Responses – Summary Sheet on Language Learning*.

Further Support

- Pre-teach some vocabulary related to the topic. Consider putting key terms on a word wall.
- Assign the role of reporter to two students, to ensure that new and experienced learners work cooperatively.
- Sample materials also follow in German, Japanese, Persian and Russian.

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2 Graffiti Responses – Language Learning

What teachers do	What students do
Before - Assign the reading to students. - Determine how many groups you will have in the class, and set up a corresponding number of “stations”. At each station, put chart paper and a different coloured marker. On each page, post one question related to the reading. - Define <i>graffiti</i> for the class or ask students for definitions. - Explain the graffiti process to students. Groups of students will begin at a chart paper page, choosing one student to record their information and ideas with a coloured marker. Provide the sheet of instructions to students. - Ask students to work together and decide on duties for recording and reporting within their groups, depending on the amount of roles and students in each group.	- Read the assigned text. Seek comprehension on important words. - Listen carefully to instructions about the process. Clarify if needed. See the sheet of instructions. - Contribute to the discussion about graffiti. - Determine roles and responsibilities within the group.
During - After a specified length of time, ask groups to rotate to the next station, taking the same coloured marker with them. At the next station ideas and information are recorded on the chart paper about the new question. - Monitor activity and remind students of the task and process.	- Rotate as a group to each chart page, keeping the same coloured marker. - Respond to the next topic or question using the same coloured marker. - Swap roles at each station. - Take turns contributing ideas and information to the graffiti page. - Ensure that each group member has an opportunity to contribute to the graffiti. - Conclude at the original chart page.
After - Designate reporters and displayers for each chart page. - Keep all students accountable until the last moment. - As each group reports, ask other students to record in their notes important and interesting items. - Invite students to reread the assigned reading and complete summary sheets based on the reading.	- Review the original chart page together to ensure that all items are understood. - Display and report the information as requested by the teacher to the whole class. - As other groups report, individually record key information. - Reread the text and fill in a summary sheet based on the reading and class discussions.

Notes

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2**Graffiti Responses – Sample Text on Language Learning**

Learning a New Language

Learning a language can be a very rewarding experience but it requires time and commitment. It allows the learner the opportunity to communicate with more people and to understand a new culture. Those who speak more than one language often develop excellent communication skills and are able to explain concepts effectively to others. In addition, multilingual people develop good intercultural skills that help them to understand different perspectives easier. As well, multilingual citizens increase their employment opportunities because of their ability to converse with more people.

When learning a new language, it is important to remember that a language does not just automatically appear, but rather, the learner must invest time and commitment to the process. Learners need to review what they have learned regularly and try out new knowledge as much as possible by repeating new words and phrases to themselves as well as trying out what they know with other learners and with speakers of the target language. Practice is certainly important if one wants to improve. Therefore, repetition is key. It is also important to experiment with a new language. It is useful to make connections between things that have already been learned to help make sense of new concepts.

Errors are a natural part of the language learning process and should be respected. Errors don't primarily demonstrate what a learner doesn't know but what he does know. Sometimes errors can be used for further training or can show how one experiments with language to try and reach higher levels. Learners should definitely see errors as part of the learning experience and should not fear producing errors. They should also not be critical of someone else's language errors.

Language learning takes patience and hard work. It is helpful for learners to stay motivated by thinking about the practical uses of the language. Reflecting on where, when and with whom a language can be used may increase motivation. Communicating with friends or relatives in person, by e-mail or through postcards will make the language real. Learners can also research the local and global places where the language of study is used and try to connect various cultural factors to personal interests. For example, those interested in music may want to discover songs in the language, while others who are interested in sports could locate information about sport teams from various countries. The Internet can be a useful tool in increasing one's personal interest in a language.

Learning a new language can increase one's communication skills but can also enhance one's global perspectives, as the ability to speak, read and write another language means accessing more information about other countries, cultures and people. Not only will learners be better informed globally about various issues, but they will also be ready to travel to more places and experience many cultures first hand. Learning a language is truly an enriching experience.

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2
Graffiti Response – Sample Procedures for Language Learning Awareness

- Assign the reading: *Learning a New Language*.
- Have students discuss the reading in groups.
- Assign each group to one graffiti corner or station. Each group is given a coloured marker that stays with them during the activity.
- Have each group work cooperatively at each station to write their reflections pertaining to the item listed on the chart paper. Designate the time allowed.
- When signalled, each group will move clockwise to the next station and this process continues until each group returns to its respective original station.
- Each group summarizes the graffiti on its respective chart paper.
- All fill in a summary sheet based on the reporting and after re-reading the text.



Reacting to Reading: **Responding to Text (Graffiti)**

INTERNATIONAL LANGUAGES Levels 1/2
Graffiti Responses – Group Questions on Language Learning

What are the benefits of learning another language?

How can we learn a new language?

Why are errors important?

What are some ways to motivate ourselves to learn another language?

Where and when can we use our languages?



Reacting to Reading: **Responding to Text (Graffiti)**

INTERNATIONAL LANGUAGES Levels 1/2
Graffiti Responses – Summary Sheet on Language Learning

The Benefits

-
-
-
-

Ways to Learn

-
-
-
-

Errors are...

-
-
-
-

Ideas for Motivation

-
-
-
-

Ways to Use Language

-
-
-
-



Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2
Graffiti Responses – Group Instructions for Language Learning

Group: # _____

Language Learning

- Read the text provided.
- Discuss the text in groups paying close attention to key vocabulary.
- Fill in the group number at the top of this sheet that your group represents.
- Go to the first graffiti station assigned by your teacher and pick up the colour of marker that your group has been assigned.
- Read the question at the graffiti station and as a group decide on comments to write on the chart paper. You have five minutes unless otherwise informed by your teacher.
- When notified move clockwise to the next station and follow the same process.
- When you reach your original station, read all the comments on the chart paper and be ready to summarize. You may pick a reporter if you like.
- Summarize all information on your own and/or in groups.

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2

Graffiti Responses – Sample Text on Language Learning (German)

Das Erlernen einer Sprache

Das Erlernen einer Sprache kann eine sehr bereichernde Erfahrung sein, aber es bedarf Zeit und Engagement. Es ermöglicht dem Lerner, mit mehr Menschen zu kommunizieren und eine neue Kultur kennenzulernen. Diejenigen, die mehr als eine Sprache sprechen, entwickeln oft eine ausgezeichnete Kommunikationsfähigkeit und sind in der Lage, anderen Personen erfolgreich Konzepte zu erklären. Hinzu kommt, dass mehrsprachige Menschen gute interkulturelle Fähigkeiten entwickeln, die ihnen dazu verhelfen, verschiedene Perspektiven einfacher zu verstehen. Aufgrund ihrer Fähigkeit, sich mit mehr Menschen zu unterhalten, verbessern mehrsprachige Bürger ihre Chancen, eine Anstellung zu finden.

Wenn man eine neue Sprache lernt, ist es wichtig, sich daran zu erinnern, dass eine Sprache nicht automatisch auftaucht, sondern, dass der Lernende Zeit und Engagement für diesen Prozess investieren muss. Lernende müssen wiederholen, was sie regelmäßig gelernt haben, und sie müssen ihr neues Wissen so viel wie möglich ausprobieren, sei es, dass sie selbst neue Wörter und Ausdrücke wiederholen, sei es, dass sie ihr Wissen mit anderen Lernenden oder mit Sprechern der Zielsprache ausprobieren. Das Üben der Sprache ist natürlich wichtig, wenn man sich verbessern will. Der Schlüssel dazu ist deshalb Wiederholung. Es ist auch wichtig, mit einer neuen Sprache zu experimentieren. Es ist hilfreich, Verbindungen zwischen Dingen herzustellen, die schon erlernt wurden, damit man sich neue Konzepte zusammenreimen kann.

Dass man sich irren kann, ist ein natürlicher Teil des Lernprozesses von Sprachen, was respektiert werden sollte. Irrtümer demonstrieren nicht in erster Linie, was ein Lerner nicht weiß, sondern, was er weiß. Manchmal können Irrtümer für weiteres Lernen nützlich sein, oder sie können zeigen, wie man mit der Sprache experimentiert, um auf eine höhere Stufe zu gelangen. Lernende sollten Irrtümer auf jeden Fall als Teil der Lernerfahrung sehen und sollten keine Angst davor haben, sich zu irren. Sie sollten auch nicht die Fehler von anderen kritisieren.

Das Erlernen von Sprachen erfordert Geduld und harte Arbeit. Es ist für die Lernenden hilfreich, motiviert zu bleiben, indem man über den praktischen Gebrauch der Sprache nachdenkt. Es mag die Motivation erhöhen, wenn man darüber reflektiert, wo, wann und mit wem eine Sprache angewandt werden kann. Die Sprache wird Wirklichkeit, indem man mit den eigenen Freunden oder Verwandten durch E-Mail oder Ansichtskarten kommuniziert. Die Lernenden können auch die lokalen und globalen Orte der Zielsprache recherchieren und versuchen, die verschiedenen kulturellen Faktoren mit persönlichen Interessen zu verbinden. Zum Beispiel könnten diejenigen, die sich für Musik interessieren, Songs in der Zielsprache herausfinden, während andere, die Interesse an Sport haben, Informationen über Sportmannschaften in verschiedenen Ländern ausfindig machen könnten. Das Internet könnte ein nützliches Mittel sein, um das persönliche Interesse an der Sprache zu vergrößern.

Das Erlernen einer neuen Sprache kann nicht nur die eigene Kommunikationsfähigkeit, sondern auch den globalen Blickwinkel vergrößern, da die Fähigkeit, eine andere Sprache zu sprechen, zu lesen und zu schreiben beinhaltet, dass man sich zu mehr Informationen über andere Länder, Kulturen und Menschen Zugang verschafft. Lernende werden nicht nur besser über verschiedene globale Themen informiert sein, sondern sie werden auch eher bereit dazu sein, mehr zu reisen und Kulturen aus erster Hand zu erfahren. Eine Sprache zu erlernen ist eine wahrhaftig bereichernde Erfahrung.

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2
Graffiti Response – Sample Procedures for Language Learning
Awareness (German)

- Lassen Sie den Text: "Das Erlernen einer neuen Sprache" lesen.
- Lassen Sie die Schüler den Text in Gruppen diskutieren.
- Schicken Sie jede Gruppe in eine Graffiti-Ecke oder zu einer Station. Jede Gruppe erhält einen bunten Filzstift, den die Gruppe während der Aktivität benutzt und der bei der Gruppe bleibt.
- Jede Gruppe soll an jeder Station kooperativ arbeiten und ihre Reflektionen aufschreiben, die auf die Punkte auf dem Diagramm des Arbeitsblattes Bezug nehmen. Geben Sie ein Zeitlimit an.
- Nach einem abgesprochenen Zeichen bewegt sich jede Gruppe im Uhrzeigersinn zur nächsten Station, und dieser Prozess dauert so lange, bis jede Gruppe zu ihrer jeweiligen Ausgangsstation zurückgekehrt ist.
- Jede Gruppe fasst den Inhalt ihres jeweiligen Arbeitsblattes mündlich zusammen.
- Alle füllen ein zusammenfassendes Arbeitsblatt aus, wobei die Informationen der Vorträge und die Ergebnisse nach nochmaligem Lesen des Textes verwandt werden sollen.

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2
Graffiti Responses – Group Question on Language Learning (German)

Was sind die Vorteile vom Erlernen einer anderen Sprache?

Wie können wir eine neue Sprache lernen?

Warum sind Irrtümer wichtig?

Wie können wir uns dazu motivieren, eine andere Sprache zu erlernen ?

Wo und wann können wir unsere Sprachen benutzen?

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2
Graffiti Responses – Summary Sheet on Language Learning (German)

Der Nutzen

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Art und Weisen zu lernen

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Irrtümer sind...

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Ideen zur Motivation

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**Art und Weisen, die Sprache zu
benutzen**

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Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2
Graffiti Responses – Group Instructions for Language Learning
(German)

Gruppe:#

Das Erlernen von Sprache

- Lies den Text " Das Erlernen einer neuen Sprache".
- Diskutiere den Text in Gruppen, indem du auf die Schlüsselwörter achtest.
- Trage die Gruppen-Nummer, die deine Gruppe repräsentiert, rechts oben auf dieses Arbeitsblatt ein.
- Geh zur ersten Graffiti-Station, die dir dein/e Lehrer/in zuweist, und nimm einen Filzstift mit der Farbe, die deiner Gruppe zugewiesen wurde.
- Lies die Frage an der Graffiti-Station und entscheidet als Gruppe, welche Kommentare ihr auf das Arbeitsblatt mit dem Diagramm schreibt. Ihr habt 5 Minuten Zeit, es sei denn, der/die Lehrer/in gibt eine andere Zeit an.
- Wenn ihr ein abgesprochenes Zeichen erhaltet, bewegt euch im Uhrzeigersinn zur nächsten Station und handelt dort nach derselben Methode wie bei der letzten Station.
- Wenn ihr eure Ausgangsstation erreicht habt, lest die Kommentare auf dem Arbeitsblatt mit dem Diagramm, und bereitet euch darauf vor, den Inhalt zusammenzufassen. Ihr könnt einen/eine Reporter/in auswählen, wenn ihr das möchtet.
- Fass die Information allein und/oder in Gruppen zusammen.

Reacting to Reading: Responding to Text (Graffiti)**INTERNATIONAL LANGUAGES Levels 1/2****Graffiti Responses – Sample Text on Language Learning (Japanese)**

言語は時間をかけて一生懸命に勉強しなければいけません。でも、言語を学ぶのは非常にやりがいのあることだし、多くの人々とコミュニケーションができるし、新しい文化を理解することもできます。言語を一つ以上話す人は、より素晴らしいコミュニケーション力で、自分の思ったことがスムーズに言えます。さらに、数か国語をしゃべる人は、異文化間のコミュニケーション力があって、異なった見方もほかの人より簡単に理解できるようになります。また、数か国語を話す人は、そのコミュニケーション力で、職のを見つける機会も増えます。

新しい言語を学ぶのは、ごいや言い回しなどを繰り返して暗記したり、他の学習者とネイティブ・スピーカーと言語の練習をしたり、時間をかけてやることです。習った言語を繰り返して練習すれば、上達します。そして、知っていることばの類義語や反対語なども覚えれば、その言語を学ぶのに役に立ちます。

ミスをすることは言語を学ぶプロセスの一つで、学習者のわからないことを示すより、なにが習ったかを示します。生徒たちのミスを授業でランゲージのトレーニングに使ったり、言語のレベルがより高くなる実験をしたりすることができます。学習者にとって、ミスは学習経験の一部で、こわがることはありません。また、他の誰かのことばのミスについて、批判的にならないようにしましょう。

言語の学習は根性と努力が必要です。友達や親せきと会話をしたり、メールとはがきで文通をしたり、習ったことばは日常生活に役に立てれば、学習者も勉強しつづきたくなります。そして、学習者の好きな歌やスポーツチームなどを教材として学校で勉強して、インターネットでいろんなリサーチをしてもらえば、言語の学習もたのしくなります。

新しい言語を学ぶと、コミュニケーション力も高めるし、グローバルな考え方にも伸ばせます。ほかの言語を話す、読む、書く能力を身に付いたら、その国の文化や人々に関する詳しい情報がアクセスできます。学習者が様々なことをグローバルな視点で理解できるようになるだけではなく、いろんな所へ旅行して、直接に多くの文化が体験できます。言語を学ぶのは、本当に、学習者の人生を豊かにするよい経験です。

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2
Graffiti Response – Sample Procedures for Language Learning
Awareness (Japanese)

- 読み物「新しい言語を学ぶ」を各グループに分けて読ませて下さい。
- 各グループで読み物の内容をディスカッションさせて下さい。
- 各グループに色別のマーカーを渡して、グラフィティー・コーナーに割り当て下さい。
- 時間内に各グループがディスカッションした内容をグラフィティー・コーナーのチャート・ペーパーに書かせてください。
- 時間を決めて、各グループを右回りで、元のグラフィティー・コーナーに戻るまで移動させて下さい。
- 各グループはそれぞれのチャート・ペーパーをまとめるようにさせて下さい。
- 各グループはそれぞれのチャート・ペーパーの報告をして、テキストを再読したら、クラス全員でサマリー・シートを完成させてください。

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2

Graffiti Responses – Group Questions on Language Learning (Japanese)

だい に げんご なら わたし やく
第二言語を習うことは私たちににとってどう役に
た
立ちますか。

あた げん ご まな
したら新しい言語が学べますか。

じゅう よう
ミスはどうして重 要ですか。

だい に げんご まな き お ほうほう
第二言語を学ぶためにやる気を起こす方法はい
くつありますか。

なら げん ご つか
いつにどこで習った言語が使えますか。

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2
Graffiti Responses – Summary Sheet on Language Learning (Japanese)

役に立つこと

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習う方法

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ミスは...

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気を起こす方法

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言語を使う機(き)会(かい)

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Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2 Graffiti Responses – Group Instructions for Language Learning (Japanese)

グループ: # _____

言語の学習

- テキストを読みましょう。
- キーワードを見ながら、グループでテキストの内容をディスカッションしましょう。
- グループ・ナンバーをシートに書きましょう。
- 割り当てられたグラフィティ・コーナーに行きましょう。
- グラフィティ・コーナーの質問を読んで、グループべつの色マーカーを使って、グループでディスカッションした答をチャート・ペーパーに書きましょう。時間は五分間です。
- 先生の合図を聴いて、各グループは右回りをして、次のグラフィティ・コーナーに移動しましょう。そして、次の質問の答をマーカーで書きましょう。
- 元のグラフィティ・コーナーに戻ったら、チャート・ペーパーに書いた答を読みま しょう。
- チャート・ペーパーに書いた答をまとめて一人で、あるいは、グループでテキストのサマリーを書きましょう。

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2

Graffiti Responses – Sample Text on Language Learning (Persian)**یادگیری زبان جدید**

یادگیری زبان میتواند یک تجربه خیلی ارزشمند باشد اما نیازمند زمان و پشتکار است. یادگیری زبان به یادگیرنده فرصت برقراری ارتباط بیشتر با مردم و یادگیری فرهنگ جدید را می دهد. افرادی که بیشتر از یک زبان استفاده میکنند غالباً مهارت ارتباط برقرار کردنشان پیشرفته تر است و قادر هستند که مفاهیم را با تاثیر بیشتری برای دیگران توضیح دهند. به علاوه افراد دو زبانه ای که مهارت چند فرهنگی بودنشان را توسعه می دهند به آنها کمک میکند که ارتباطات دیگر را راحتتر متوجه شوند به همین ترتیب شهروندان چند زبانه فرصتهای شغلی بیشتری هم نسبت به سایرین دارند چون قابلیتشان برای صحبت کردن با افراد گوناگون بیشتر است.

زمانیکه یک زبان جدید یاد می گیرید این نکته مهم است که به یاد داشته باشید که زبان بطور خود به خود ظاهر نمیشود بلکه نیازمند صرف زمان و پشتکار است. یادگیرنده ها نیاز دارند که چیزهایی را که بطور معمول یاد می گیرند فکر و تکرار کنند و سعی کنند دانش خود را با تکرار لغات جدید و عبارتها هر چه بیشتر افزایش دهند و چیزهایی را که می دانند با افرادی که زبان اصلی شان است تمرین کنند.

تمرین مهمترین نکته ای است که اگر کسی می خواهد زبانش بهبود پیدا کند باید در نظر داشته باشد. بنابراین تکرار کلید حل معما است. تکرار یک آزمایش مهم در یک زبان جدید می باشد. تکرار باعث ایجاد ارتباط بین چیزهای که یاد گرفته شده و مفاهیم جدید می شود. خطا بخش طبیعی از روند یادگیری زبان است و قابل احترام می باشد. خطاها عمدتاً بیانگر این نیست که یادگیرنده چیزی نمی داند، بلکه نشانه این است که او می داند بعضی اوقات خطاها می توانند جهت یادگیری بیشتر مورد استفاده قرار گیرند و می تواند نشانه این باشد که یادگیرنده یک درجه پیشرفت کرده است. یادگیرنده ها باید قطعاً خطاها را به عنوان بخشی از یادگیری بدانند و نباید از ایجاد آنها بترسند. همچنین آنها نباید از خطا های زبانی شخص دیگر انتقاد کنند.

یادگیری زبان کار سخت و پر حوصله ای است. برای یادگیرنده مفید است که با فکر کردن به استفاده های کاربردی زبان، انگیزه اش را حفظ کند. اثر مکان، زمان و افرادی که باعث استفاده زبان میشوند میتواند باعث افزایش انگیزه شود. ارتباط برقرار کردن با دوستان و اقوام به وسیله ایمیل یا کارت پستال باعث تقویت زبان میشود. یادگیرنده ها می توانند تحقیقات محلی و جهانی در مورد زبانی که یاد میگیرند انجام دهند. به عنوان مثال تحقیق در مورد موزیک مورد علاقه و یا ورزش مورد علاقه. اینترنت می تواند ابزار مفیدی برای تقویت زبان باشد.

یادگیری یک زبان جدید مهارت ارتباط برقرار کردن شخص را افزایش می دهد و همچنین زوایای جهاتی یک شخص را تقویت می کند. از آنجاییکه قابلیت صحبت کردن، خواندن و نوشتن زبان دیگر به معنی دسترسی به اطلاعات بیشتر در مورد کشورها، فرهنگها و مردم می باشد، یادگیرنده اطلاعات گوناگونی در مورد این موارد بدست خواهد آورد. یادگیری یک زبان حقیقتاً یک تجربه ارزشمند است.

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2

Graffiti Response – Sample Procedures for Language Learning Awareness (Persian)

- اختصاص دادن به خواندن: یادگیری یک زبان جدید
- بحث کردن پیرامون خواندن بطور گروهی
- اختصاص دادن هر گروه به یک قسمت از دیوار نوشته : به هر گروه یک مایژیک رنگی داده شود و تا آخر همراهشان باشد.
- هر گروه در ایستگاههای مختلف قرار گیرد و نظریات متعلق به گروه را در نمودار کاغذی نشان دهد. (زمان در نظر گرفته شود)
- با اشاره هر گروه به سمت مکان دیگر حرکت کند و این کار ادامه داشته باشد تا هر گروه به ایستگاه اولیه اش برگردد.
- هر گروه خلاصه شعار دیواری را بر روی نمودار کاغذی خلاصه کند.
- همه کاغذها پس از بازخوانی جمع آوری گردد.



Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2

Graffiti Responses – Group Questions on Language Learning (Persian)

یادگیری زبان دیگر چه مزایایی دارد؟

چگونه می توانیم زبان دیگر را یاد بگیریم؟

چرا خطا ها مهم هستند؟

چه راههایی برای حفظ انگیزه جهت یادگیری زبان وجود دارد؟

کجا و چه وقت می توانیم از زبانمان استفاده کنیم؟

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2
Graffiti Responses – Summary Sheet on Language Learning (Persian)

روشهای یادگیری

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مزایا

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-

خطاها

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انگیزش ها

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روشهای استفاده از زبان

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Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2
Graffiti Responses – Group Instructions for Language Learning
(Persian)

یادگیری زبان

- خواندن متن
- صحبت کردن گروهی پیرامون متن و توجه به لغات کلیدی
- شماره گروه را در این جای خالی قرار دهید
- به اولین شعار دیواری که توسط معلمان مشخص شده رجوع کنید و یک مژیک رنگی برای گروهتان انتخاب کنید
- سئوالات شعار دیواری را بخوانید و بطور گروهی در خصوص نظری که باید روی نمودار بنویسید، تصمیم بگیرید (5 دقیقه فرصت دارید)
- به محض آگاه شدن به موقعیت بعدی بروید و این روند را ادامه دهید.
- وقتی که به موقعیت اولیه برگشتید، همه نظریات را بخوانید و آماده خلاصه کردن باشید (می توانید یک گزارشگر انتخاب کنید)
- کلیه اطلاعات شخصی و گروهی را خلاصه کنید.

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2**Graffiti Responses – Sample Text on Language Learning (Russian)**

Изучение Нового Языка

Для того чтобы изучение языка дало хорошие результаты и принесло удовлетворение, необходимо приложить усилия, потратить время. Позволяя общаться с большим количеством людей, язык помогает лучше понять национальную культуру и традиции. Те, кто говорят более чем на одном языке развивают в себе способность более эффективно общаться, лучше объяснять свою и понимать чужую точку зрения. Кроме того, эти люди обычно имеют больше шансов получить хорошую работу так как знание языков дает им возможность разговаривать с большим количеством людей.

Изучая новый язык, важно помнить, что знание и понимание его не возникают сами по себе, что для этого требуется много времени и терпения. Изучающие язык должны постоянно повторять то, что уже изучили и пробовать применять новые слова и выражения как самостоятельно, так и в общении с одноклассниками или с людьми для которых этот язык родной. Разговорная практика очень важна для тех, кто хочет преуспеть в изучении языка. Ключ к успеху – в повторении, а также в экспериментировании с языком и в стремлении находить логическую связь в уже знакомых языковых структурах.

Ошибки - это естественное явление в процессе изучения языка и к ним следует относиться с уважением. Ошибки выявляют не столько то, чего ученик не знает, сколько демонстрируют его знания. В некоторых случаях на ошибках можно даже построить учебный материал. Изучающие язык должны рассматривать ошибки как часть учебного процесса и не бояться их. Не следует так же критически относиться к тем, кто их допускает.

Изучение языка требует терпения и трудолюбия. Задумайтесь над тем как можно применить его на практике, с кем, где и когда можно его использовать. Это может послужить вам хорошим стимулом. Личное общение с друзьями или родственниками, письма обычные и электронные делают язык реальностью. Учащиеся могут также собрать информацию о странах, где говорят на данном языке и связать всевозможные факты со своими личными интересами. Например, тем кто увлекается музыкой, было бы интересно услышать и понять слова песен; для тех, кто увлекается спортом, было бы любопытно узнать о спортивных соревнованиях в различных странах. Интернет также может стать полезным инструментом для повышения интереса к изучению языка.

С расширением возможностей общения улучшается и способность понимать глобальные проблемы и перспективы, так как умение говорить, читать и писать на другом языке обеспечивает доступ к большому количеству информации о других странах, культурах и людях. Изучающие язык не только лучше информированы о различных проблемах современного мира, но и больше стремятся к путешествиям чтобы открыть для себя неизведанное, увидеть мир своими глазами. Изучение нового языка – это несомненный источник духовного обогащения.

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2
Graffiti Response – Sample Procedures for Language Learning
Awareness (Russian)

- Дайте задание по чтению: ИЗУЧЕНИЕ НОВОГО ЯЗЫКА
- Предложите ученикам обсудить прочитанное по группам.
- Расположите группы по организованным в классной комнате рабочим станциям. Дайте каждой группе на все время ее работы маркер одного определенного цвета.
- Каждая группа должна поработать на каждой из станций. Задача состоит в том чтобы написать комментарии по теме данной на плакате. Ограничьте время для этой работы.
- После завершения работы на станции, группа по часовой стрелке перемещается на следующую, до тех пор, пока не окажется на своем первоначальном месте.
- Каждая группа записывает итоги работы на своем плакате.
- Каждый из учащихся, перечитав текст, ссуммирует всю проделанную работу на отдельном листе бумаги.



Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2

Graffiti Responses – Group Questions on Language Learning (Russian)

Каковы преимущества изучения нового языка?

Как мы можно выучить новый язык?

Почему ошибки так важны?

Каким образом можно повысить мотивацию при изучении нового языка?

Где и как можно использовать знание языков?



Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2
Graffiti Responses – Summary Sheet on Language Learning (Russian)

Преимущества

-
-
-
-

Способы изучения

-
-
-
-

Ошибки...

-
-
-
-

Как повысить мотивацию

-
-
-
-

Применение языка

-
-
-
-

Reacting to Reading: Responding to Text (Graffiti)

INTERNATIONAL LANGUAGES Levels 1/2
Graffiti Responses – Group Instructions for Language Learning
(Russian)

Группа № _____

ИЗУЧЕНИЕ ЯЗЫКА

- Прочитайте текст об изучении нового языка.
- Обсудите статью по группам, обращая особое внимание на ключевые слова.
- Поставьте номер вашей группы в верхней части страницы.
- Подойдите к первой рабочей станции, указанной вашим учителем, возьмите маркер того цвета, которым будет пользоваться только ваша группа.
- Прочитайте вопрос на первой рабочей станции, вместе решите какие комментарии написать на плакате. Ваше время ограничено.
- По истечении времени идите к следующей станции и повторите процесс.
- Когда вернетесь на станцию, с которой начинали, прочитайте все комментарии, которые вы записали, будьте готовы подвести итоги. От имени всей группы может выступить один из ее членов.
- Сделайте выводы от своего имени или от имени всей группы.

Generating Ideas: **Rapid Writing**

INTERNATIONAL LANGUAGES Levels 1/2 Rapid Writing – A Day in My Life

When students engage in *rapid writing* at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other assignments. When teaching an international language, it is beneficial to involve students with this strategy in order to become accustomed to the language and to allow production of the target language without being stalled on grammar and spelling.

Purpose

- Help students to start writing and ultimately to produce more writing.
- Encourage fluency in generating ideas for writing on any topic, in any subject area.
- Help students begin organizing ideas.

Payoff

Students will:

- rapidly generate fresh ideas about topics in any subject area.
- write down ideas without self-editing.
- generate raw material for more polished work.
- complete writing activities on time, overcome writer's block, and improve test-taking skills.

Tips and Resources

- This strategy may be used in a number of ways, including: prewriting; brainstorming for a specific question; writing for reflection, learning logs, composing descriptive pieces, etc.
- This strategy may also be used as a pre-reading strategy, as an assessment of previous knowledge regarding a topic or as a review of essential language pertaining to a specific theme.
- Students can apply this strategy when writing tests or examinations, by “scribbling down” information they are afraid of forgetting just before they begin responding to the questions, and to recall key language.
- Use the rapid writing drafts to give students practice in proofreading and reviewing their writing for flow of ideas. Use this strategy at the computer with the monitor turned off so that they can discover themselves what they can produce.
- For early levels of an international language this activity helps students reduce the distance to the new language and helps them to review their vocabulary.
- See Student/Teacher Resource, *Rapid Writing – A Day in My Life*.

Further Support

- Encourage students to use the rapid writing strategy to overcome anxiety for tests or assignments. Group students by same or cross ability to review thematic language.
- Use timed writing for parts of a task e.g., as many words as possible in three minutes, then as many more as possible in the next three minutes and so on.
- Save completed rapid writing to use later to teach writing conventions or organization of ideas.
- Link themes to give focus to the language to be produced. Early language levels may need more structured guidelines for this activity such as writing about a specific topic.
- Post the topic-related vocabulary in the classroom as an aid for struggling students.
- Try playing music as a stimulant during this activity, fade out and then stop the music when time is up.
- A key strategy when learning a language is to not get stuck on words that one wishes to translate. Explain to students about explaining around something if they lack specific vocabulary.
- Sample materials also follow in German, Japanese, Persian and Russian.

Generating Ideas: Rapid Writing

INTERNATIONAL LANGUAGES Levels 1/2 Rapid Writing – A Day in My Life

What teachers do	What students do
Before - Plan a topic for rapid writing or invite the students to suggest one. - Explain that the purpose of rapid writing is to allow students to record what they know about the topic, subject, or activity, without worrying about spelling, grammar, or other issues. - Give directions for rapid writing.	- Consider a rapid writing topic that is related to themes covered in the class. - Listen to the teacher's explanation of the rapid writing process. - Think about what you could write about under the topic: <i>A Day in My Life</i>.
During - Give directions. - Turn the music on to begin. - Time the students. Fade out the music when time is starting to run out.	- Read the instructions on the handout: <i>A Day in My Life</i>. - When the music starts, write (or type) as quickly as possible without stopping to make corrections, check grammar or look up words in the dictionary. Stop writing when the music stops.
After - Debrief. - Ask for the ideas produced. - Discuss the ideas generated, based on what the students have written. Encourage students who don't usually participate. - Focus the students' attention on how their rapid writing can be the starting point for more polished pieces. - Organize students into small groups to share their rapid writing and to assemble their language into a summary for sharing with the whole class. - Expand examples as you call on each group.	- Count the number of ideas generated. Compare what kinds of things were mentioned by how many students. - Discuss the topic by reading aloud parts of what has been written. - In pairs, share your results. - In groups, catalogue all the language samples and consider how to assemble the language together for sharing with the whole class.

Notes



Generating Ideas: Rapid Writing

INTERNATIONAL LANGUAGES Levels 1/2
Rapid Writing – A Day in My Life

A Day in My Life



When the music begins, write about what you regularly do most days, and feel free to expand into anything else that connects to the language you are learning. This activity will help with your approach to the language and make use of your language knowledge.

Tips:

- Do not worry about errors.
- Continue to write anything you are thinking about.
- If you get stuck, look at the title and what you have written so far and try to expand your ideas.
- If you have only words and no ideas for making formal sentences, just write them down and worry about structures later.



When done, be ready to talk about features of your typical day with others.



Generating Ideas: **Rapid Writing**

INTERNATIONAL LANGUAGES Levels 1/2
Rapid Writing – A Day in My Life (German)

Ein Tag in meinem Leben



Wenn die Musik beginnt, schreibe darüber, was du fast jeden Tag regelmäßig machst, und wenn du möchtest, führe weiter aus, was deinen Tag mit der deutschen Sprache verbindet. Diese Übung hilft dir mit deinem Zugang zur deutschen Sprache und mit der Anwendung deiner Sprachkenntnisse.

Tipps:

- Es ist nicht schlimm, wenn du Fehler machst.
- Schreibe weiter alles auf, was dir einfällt.
- Wenn du nicht weiter weißt, schau dir das Thema und was du bisher geschrieben hast an, und versuche, deine Ideen weiter auszubauen.
- Wenn du nur Worte aber keine Ideen hast, um Sätze zu bilden, schreibe sie auf, und denke später an die Satzstruktur.



Wenn du fertig bist, bereite dich darauf vor, über besondere Merkmale deines typischen Tages mit anderen zu sprechen.



Generating Ideas: Rapid Writing

INTERNATIONAL LANGUAGES Levels 1/2 Rapid Writing – A Day in My Life (Japanese)

わたし いち にち
私の一日



おんがく き にちじょう せいかつ か
音楽を聞きながら、あなたの日常生活について書きましょう。

ヒント:

- ミス^きを気^{おも}にしないで、思い付^ついたこと^かを書きましょう。
- 書く^かことがなかったら、タイトルと今まで書いた文^{いま}章^かを見て、
アイディア^{おも}が思い付^つくようにがんばりましょう。
- アイディア^{ぶん}がなくても、文^{しょう}章^かが書けなくても、思い付^{おも}いた単語^{つ たんご}だけで
書^かきましょう。



か お
書き終わったら、クラスメートにあなたの
いちにち はな
一日についてを話しましょう。



Generating Ideas: **Rapid Writing**

INTERNATIONAL LANGUAGES Levels 1/2
Rapid Writing – A Day in My Life (Persian)



یک روز زندگی ام

وقتی که موزیک شروع می شود، در مورد اینکه روزها چه کار می کنید بنویسید. در توسعه هر چیز که به زبانتان کمک می کند آزادی عمل دارید. این فعالیت باعث می شود که شما از دانش زبانتان استفاده کنید و زبانتان را بهبود ببخشید.

- در مورد خطاها نگران نباشید.
- در مورد هر چیز که فکر می کنید بنویسید.
- اگر در نوشتن دچار مشکل شدید فقط به عنوان توجه کنید.
- چیزی را که ننوشته اید برای توسعه عقیده تان استفاده کنید.
- اگر فقط لغت می دانید و ایده ای برای نوشتن ندارید، آنها را به ترتیب بنویسید و نگران ساختار جمله بعدی نباشید.
- زمانیکه کار نوشتن تمام شد، آماده باشید در مورد آن با دیگران صحبت کنید.



وقتی کارتان تمام شد، حاضر باشید تا در مورد یک روز عادی زندگیتان با دیگران صحبت کنید.



Generating Ideas: Rapid Writing

INTERNATIONAL LANGUAGES Levels 1/2
Rapid Writing – A Day in My Life (Russian)

Мой День



Когда услышите музыку, начните писать о том, что вы обычно делаете в течение дня. Будет хорошо, если вы напишите о том, что имеет отношение к изучению русского. Это задание поможет в подходе к изучению языка и позволит вам применить уже имеющиеся знания.

СОВЕТЫ:

- Не беспокойтесь об ошибках.
- Продолжайте писать обо всём, что Вам хочется.
- Если ваша работа вдруг остановилась, ещё раз взгляните на название темы, на то, что вы уже написали, и постарайтесь продолжить свою мысль.
- Если Вам на ум приходят только отдельные слова, которые вы не можете оформить в связный рассказ, просто запишите их. У Вас будет возможность завершить работу позднее.



Когда закончите работу, будьте готовы поговорить с другими учениками о том, как проходит Ваш обычный день.

Generating Ideas: Adding Content (Pass It On!)

INTERNATIONAL LANGUAGES Levels 1/2 Adding Content – Postcards

This strategy provides feedback to students *before* they start their first draft. Students exchange their *brainstorming* and *notes* for any written tasks, and provide and obtain questions to help draw out more details and clarify early drafts of writing tasks.

Purpose

- Identify ideas and information that may have been omitted.
- Reconsider and revise initial thinking (such as brainstorming) *before* writing the first draft.
- Teach students how to question others and themselves.

Payoff

Students will:

- ask who, what, where, when, why and how (5W+H), and predict questions while writing.
- add and support ideas, with the help of others and then on their own.

Tips and Resources

- This activity is a good follow-up to **Rapid Writing**.
- This strategy may be used before and during any writing tasks.
- See Teacher Resource, *Adding Content – Postcard Sample* for a sample piece that can be used to model a type of writing, in this case a postcard.
- Demonstrate to students samples of the writing to be produced and have them produce their own, making language as relevant as possible. Use Student Resource, *Adding Content – Postcard Template*.
- Provide stick-on notes if students find it too confusing to have other students writing on their work, or provide a chart to list the questions and comments on a student's writing. See Student Resource – *Adding Content – Postcard Questions*.
- Link this activity with relevant writing tasks conducive to language development at this level, but vary the expectations between native and non-native speakers (e.g., write a postcard or a letter). See Student Resources, *Adding Content – Postcard Template* and *Adding Content – Postcard Starters*.

Further Support

- Teachers should model the process of asking questions about a piece of writing. Alternatively, teachers may post a piece of personal writing and invite students to ask questions about various parts of the piece. An example activity is to distribute written postcards to the class that model the type of writing to be used.
- Students may use brainstorming or first drafts of any assignment they are working on. A review of key vocabulary from a recent unit may be beneficial.
- To accommodate communicative approaches and authentic purposes for writing that are key to language teaching, ensure a relevant and practical outcome for the writing (e.g. write a postcard to a classmate overseas or at another school in Canada). Use postcard starters to help focus context for writing or to assist students in approaching the international language. See Student Resource, *Adding Content – Postcard Starters*.
- Sample materials also follow in German, Japanese, Persian and Russian.

Generating Ideas: Adding Content (Pass It On!)

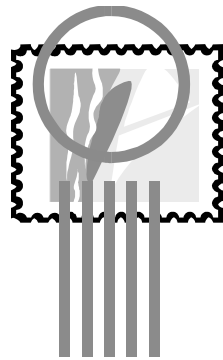
INTERNATIONAL LANGUAGES Levels 1/2
Adding Content – Postcards

What teachers do	What students do
Before - Provide students with a sample writing piece for a chosen theme, such as a sample postcard. - Review question words such as Who / What / Where / Why / When and How and have students pose questions directed to the content of the postcard. - Remind students that the purpose is to seek clarification of the writing and to revise the writing piece.	- Read the postcard sample provided. - Review with the teacher questions using Who / What / Where / Why / When and How that can be directed to the postcard sample. - Think about how the questions can help the writer to develop the writing into future drafts.
During - Have students use previously written examples of their own writing or write their own versions in class based on the example. - Provide starter sentences for assistance. - Let students share their work in pairs or small groups. - Ask students to attach stick-on notes of questions they have to the postcards they read from others, or to fill in a chart with their feedback questions and comments.	- Write (or use previously written) postcards incorporating the starter sentences provided by the teacher. - Swap postcards in pairs or small groups for reading. - Provide feedback to others' postcards by attaching notes or listing questions on a chart provided.
After Use the edited work with students to revise examples of written work and to encourage individual rewriting.	Revise postcard writing based on peer feedback and teacher's assistance.

Notes

Generating Ideas: Adding Content (Pass It On!)**INTERNATIONAL LANGUAGES Levels 1/2**
Adding Content – Postcard Sample

Hello there!



My trip was smooth but I lost my luggage! I don't know how it happened, but it did. Luckily, I packed the most important things in my carry-on bag so I can survive. The weather is beautiful and I'm glad to be here but I'll be much happier when I get my suitcases back from the airline. They say that I should get them back within a day so I won't panic yet. Everyone here is very friendly and helpful and they have made sure to ask me if I need anything. I told them I'm fine but that if my suitcase doesn't arrive by tomorrow, I'll have to go shopping for a few things. Oh well! That's life! I'll send you an email as soon as everything is settled.

Your friend



Generating Ideas: Adding Content (Pass It On!)

INTERNATIONAL LANGUAGES Levels 1/2
Adding Content – Postcard Template

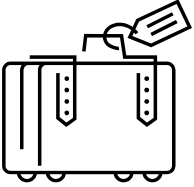
Write a postcard to a friend based on the postcard starters provided in class. Your partner will read your postcard and respond to your writing.

PLEASE
PLACE
STAMP
HERE

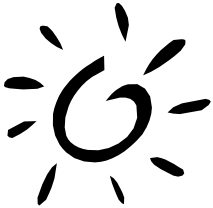
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Generating Ideas: Adding Content (Pass It On!)

INTERNATIONAL LANGUAGES Levels 1/2
Adding Content – Postcard Starters



My trip was smooth but I lost my luggage.



I just arrived and it is really hot here.



I'm writing to you from a small café.



I'm emailing you a picture of me and some new friends I've made.



This postcard shows you a view that is very similar to the one from my hotel.



I'm visiting my relatives and am glad I took those language classes!



Generating Ideas: Adding Content (Feedback Instructions)

INTERNATIONAL LANGUAGES Levels 1/2
Adding Content – Postcard Questions

Question words: *Who? What? Where? Why? How?*

Sample Constructions:

- **Who** did the most? **Who** played the biggest part?
- **What** happened? **What** else?
- **When** did this happen?
- **Where** did this happen?
- **Why** did you do that? **Why** did you think so?
- **How** did you feel? **How** was that? **How** did others respond?

Instructions:

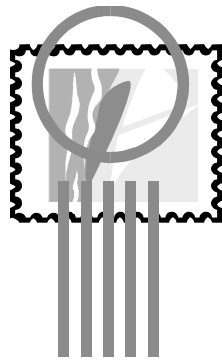
1. Read the postcard.
2. Write your questions and/or comments about what was written on sticky-on notes and attach to the postcard. Write out questions that will help the writer expand on what was written. Comments can be used to show areas where clarification is needed.
3. Be ready to explain your comments if they are not understood by your partner. You can also use this chart if you need space for your comments.

You wrote " ...

My questions/comments are...

Generating Ideas: Adding Content (Pass It On!)**INTERNATIONAL LANGUAGES Levels 1/2**
Adding Content – Postcard Sample (German)

Hallo!



Meine Reise verlief wie geplant, aber ich habe mein Gepäck verloren. Ich weiß nicht, wie es dazu kam, aber es ist nun einmal passiert. Zum Glück habe ich meine wichtigsten Sachen in meinem Handgepäck verstaut, so dass ich überleben kann. Das Wetter ist wunderschön, und ich bin so froh, hier zu sein, aber ich werde viel glücklicher sein, wenn ich meine Koffer von der Flugesellschaft zurückbekomme. Mir wurde gesagt, dass ich sie innerhalb eines Tages zurückbekommen soll, also werde ich nicht paniken. Jeder ist hier so freundlich und hilfsbereit und vergewissert sich, ob ich irgendetwas brauche. Ich habe ihnen gesagt, dass es mir gut geht aber dass ich mir ein paar neue Sachen kaufen muss, wenn mein Koffer nicht bis morgen ankommt. Na ja !Schicksal! Ich werde dir eine E-Mail schicken, sobald alles geregelt ist.



Student Resource

Generating Ideas: Adding Content (Pass It On!)

INTERNATIONAL LANGUAGES Levels 1/2
Adding Content – Postcard Template (German)

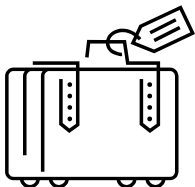
Schreibe eine Postkarte an einen Freund/eine Freundin nach den Regeln, die ihr im Unterricht gelernt habt. Dein Partner/deine Partnerin wird deine Postkarte lesen und dir zurückschreiben.

Stelle
für die
Brief-
marke

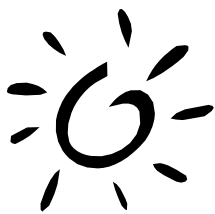
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Generating Ideas: Adding Content (Pass It On!)

INTERNATIONAL LANGUAGES Levels 1/2
Adding Content – Postcard Starters (German)



Meine Reise verlief wie geplant, aber ich verlor mein Gepäck.



Ich bin gerade angekommen, und es ist wirklich heiß hier.



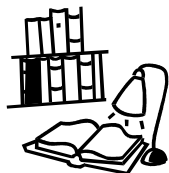
Ich schreibe dir von einem kleinen Café.



Ich emaile dir ein Bild von mir und ein paar neuen Freunden, die ich kennengelernt habe.



Diese Postkarte zeigt dir eine Aussicht, die der von meinem Hotel aus sehr ähnelt.



Ich besuche meine Verwandten, und ich bin froh, dass ich den Sprachkurs gemacht habe.



Generating Ideas: Adding Content (Feedback Instructions)

INTERNATIONAL LANGUAGES Levels 1/2 Adding Content – Postcard Questions

Question words: Wer? Was? Wo? Warum? Wie?

Beispielsätze:

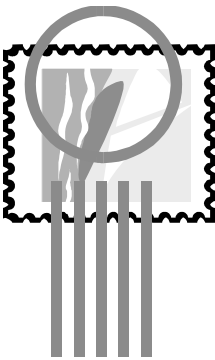
- **Wer** hat am meisten gemacht? **Wer** war am wichtigsten?
- **Was** ist passiert? **Was** noch?
- **Wann** ist das passiert?
- **Wo** ist das passiert?
- **Warum** hast du das gemacht? **Warum** hast du so gedacht?
- **Wie** hast du dich gefühlt? **Wie** war das? **Wie** haben andere geantwortet?

Anweisungen:

1. Lies die Postkarte.
2. Schreibe deine Fragen und/oder Kommentare, worüber geschrieben wurde, auf Haftnotizen, und hefte sie auf die Postkarte. Schreibe Fragen auf, die dem Schreiber helfen, das Geschriebene auszuführen. Kommentare können benutzt werden, um Stellen aufzuzeigen, die der Klärung bedürfen.
3. Bereite dich darauf vor, deine Kommentare zu erklären, wenn sie nicht von deinem Partner verstanden wurden. Du kannst auch diese Tabelle benutzen, wenn du Platz für Kommentare brauchst.

Du hast geschrieben " "...

Meine Fragen/Kommentare sind...

Generating Ideas: Adding Content (Pass It On!)**INTERNATIONAL LANGUAGES Levels 1/2**
Adding Content – Postcard Sample (Japanese)

おげんきですか。

無事に着きましたが、荷物をなくしました。どうやってなくしたのかはわかりませんが、運がよく、必要品はすべて持ち込み手荷物の中に入れました。ここは天気もいいし、ここにいるとうれしくなります。もしスーツケースが取り戻せたら、私はもつとうれしくなるでしょう。エアラインの人は、一日もあれば、スーツケースが取り戻せると言ったので、私は少しも慌ていません。この人たちはとても親切で、なにがいかと聞いてくれました。いまは大丈夫だけれど、スーツケースが明日までに届かないと、私は必要品を買いに行かなければならないと彼らに言いました。まあ！人生は山あり谷ありですよ。スーツケースが取り戻せたら、すぐメールでお知らせします。

さようなら。

たろう

Generating Ideas: Adding Content (Pass It On!)

INTERNATIONAL LANGUAGES Levels 1/2
Adding Content – Postcard Starters (Japanese)



ぶ じ つ に も つ
無事に着きましたが、荷物をなくしました。



あ つ
ここはとても暑いです。



い ま ち い か
今は小さいカフェで、このはがきを書いて
います。



わ た し あ た ら と も だ ち し ゃ し ん お く
メールで私と新しくできた友達の写真を送った
ところです。



け し き み わ た し と ま
このはがきの景色を見てください。私が泊って
いるホテルの周りによく似ていますよ。



し ん あ は な に
親せきと会って、いろんなことを話しました。日
ほん ご な ら お も
本語を習ってよかったと思います。

Generating Ideas: Adding Content (Feedback Instructions)

ぎ もんし

疑問詞: だれ? なに? どこ? なぜ? どうやって?

サンプル:

- だれがしましたか。だれが主役でしたか。
- なにが起きましたか。ほかになにがありましたか。
- いつ起きましたか。
- どこで起きましたか。
- なぜそれをしましたか。どうしてそのように思いましたか。
- どう思いましたか。どのようにですか。

ひと

ほかの人はどう思いましたか。

やりかた:

1. パートナーのはがきを読みましよう。
2. はがきについて、パートナーがもっとよい内容が書けるように質問、
またはコメントを書きましよう。
3. パートナーにどうして質問、またはコメントを書いたのかを説明しましよう

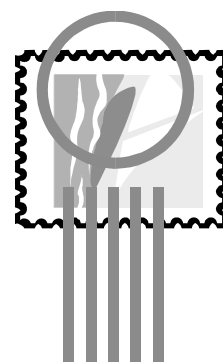
書いた内容”

”...

質問 / コメント ...

Generating Ideas: Adding Content (Pass It On!)

INTERNATIONAL LANGUAGES Levels 1/2
Adding Content – Postcard Sample (Persian)



سفر جالبی داشتم، اما چمدانم را گم کردم. نمی دانم چطور اتفاق افتاد؟ ولی اتفاق افتاد. من اکثر چیزهای مهم را در کیف دستی ام گذاشته بودم در نتیجه جان سالم به در بردم.
هوا عالی است و من خوشحالم که اینجا هستم اما زمانی خوشحال تر می شوم که چمدانم را هم پیدا کنم.

آنها میگویند که تا چند روز دیگه به دستم می رسد، بنابراین نگرانی ندارم. همه اینجا خیلی رابطه دوستانه با من دارند و به من بسیار کمک میکنند و از من می پرسند که چه چیزهایی احتیاج دارم. من به آنها گفته ام که اگر تا فردا چمدانم را پیدا نکنم، مجبورم چیزهای کمی بخرم.
همه چیز خوب است. به زودی برات یک ایمیل میفرستم. همه چیز درست خواهد شد.

INTERNATIONAL LANGUAGES Levels 1/2

Adding Content – Postcard Template (Persian)

لطفاً تعبر
را اینجا
بجسایید



Generating Ideas: Adding Content (Pass It On!)

INTERNATIONAL LANGUAGES Levels 1/2
Adding Content – Postcard Starters (Persian)



سفر جالبی داشتم، اما چمدانم را گم کردم.



من تازه رسیده ام، اینجا هوا خیلی گرم است.



دارم از یک کافه کوچک برات نامه مینویسم.



برات عکس خودم و چند تا از دوستان تازه ام را فرستادم.



این کارت نمایی را بهت نشان می دهد که خیلی شبیه هتل من است.



من اقوامم را ملاقات کردم و خیلی خوشحالم که به کلاس زبان می روم.



Generating Ideas: Adding Content (Feedback Instructions)

INTERNATIONAL LANGUAGES Levels 1/2
Adding Content – Postcard Questions (Persian)

کلمات پرسشی کلمات پرسشی: چه کسی؟ چی؟ کجا؟ چرا؟ چگونه؟

نمونه ساختار:

- چه کسی همه کارها را انجام داد؟ چه کسی بزرگترین قسمت را بازی کرد؟
- چه اتفاقی افتاد؟ چه چیز دیگری؟
- چه وقت اتفاق افتاد؟
- کجا اتفاق افتاد؟
- چرا این کاری را می کنی؟
- چه احساسی داری؟ چطور بود؟ واکنش های دیگر چه طور بود؟

ساختارها:

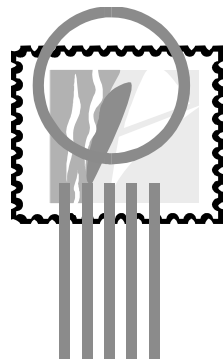
- کارت را بخوانید.
- سئوالها و نظریاتتان را روی کاغذ چسب دار بنویسید (سئوالهایی بنویسید که به نویسنده کمک کند تا نظریه اش را در جهت مناسب بکار ببرد).
- آماده باشید نظریاتتان را توضیح دهید.
- همچنین می توانید از این نمودار استفاده کنید.

“شمانوشته اید...”

نظریات/پیشنهادات...

Generating Ideas: Adding Content (Pass It On!)**INTERNATIONAL LANGUAGES Levels 1/2**
Adding Content – Postcard Sample (Russian)

Привет!



Моё путешествие прошло гладко, вот только я потерял свой багаж! Не знаю как это произошло. По счастливой случайности, я сложил самые необходимые вещи в ручную кладь, так что как-нибудь продержусь. Погода здесь стоит прекрасная, и мне здесь хорошо, но будет ещё лучше, когда я получу свой чемодан. Авиакомпания обещала доставить его в течение дня, поэтому я пока не беспокоюсь. Люди здесь дружелюбные, готовы помочь, все спрашивают, не нужна ли я в чём-либо. Я говорю им, что у меня все в порядке, но если не получу чемодан до завтра, то мне придется купить кое-что из необходимых вещей. Ну что ж! Такова жизнь! Когда всё устроится, я сообщу тебе.

Твой друг



Generating Ideas: Adding Content (Pass It On!)

INTERNATIONAL LANGUAGES Levels 1/2
Adding Content – Postcard Template (Russian)

Напишите открытку другу, используя начальные фразы из классного задания. Ваш партнер по заданию прочтёт открытку и ответит на неё.

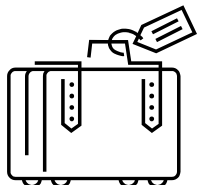
Место
для
марки

153

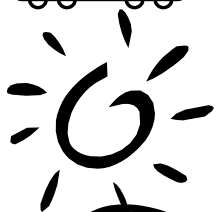


Generating Ideas: Adding Content (Pass It On!)

INTERNATIONAL LANGUAGES Levels 1/2
Adding Content – Postcard Starters (Russian)



Моё путешествие прошло гладко, но я потерял багаж...



Я только что приехал, и здесь по-настоящему жарко...



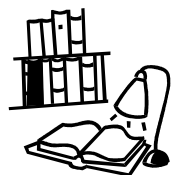
Я пишу тебе из маленького кафе...



Я посылаю тебе по электронной почте фотографии, на которых я и мои новые друзья...



На открытке – вид, похожий на тот, который виден из окна моей гостиницы...



Я навещаю своих родственников, и я рад что занимался языком...



Generating Ideas: Adding Content (Feedback Instructions)

INTERNATIONAL LANGUAGES Levels 1/2 Adding Content – Postcard Questions (Russian)

Вопросительные слова: Кто ? Что ? Где ? Почему ? Как ?

Примеры вопросительных конструкций:

1. Кто сделал большую часть? Кто сыграл наибольшую роль?
2. Что произошло? Что ещё?
3. Когда это произошло?
4. Где это произошло?
5. Почему ты это сделал(а)? Почему ты так подумал(а)?
6. Какие у тебя были ощущения? Как это было? Как отреагировали другие?

Инструкции:

1. Прочитайте открытку.
2. Напишите Ваши вопросы и/или комментарии к тексту и прикрепите их к открытке. Отдельно напишите вопросы которые помогут автору открытки дополнить её содержание. Ваши комментарии укажут на места в открытке, нуждающиеся в дополнительном разъяснении.
3. Будьте готовы объяснить суть ваших комментариев, если их не поймет автор открытки. Для записи комментариев можно использовать предложенную таблицу.

Ты пишешь... “ ”...	Мои вопросы и комментарии...

Developing and Organizing Ideas: **Webbing, Mapping and More**

INTERNATIONAL LANGUAGES Levels 1/2

Webbing Activities – The Classroom

Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their language. New and experienced language learners in multilevel classrooms can work together to organize and reorganize language samples through graphic organizers on a given theme. This strategy prepares any groupings for level specific tasks.

Purpose

- Identify relationships and make connections among ideas and information.
- Select ideas and information for possible topics and subtopics.

Payoff

Students will:

- model critical and creative thinking strategies.
- learn a variety of strategies that can be used throughout the writing process.
- re-read notes, gathered information and writing that are related to a specific writing task.
- organize ideas and information to focus on the writing task.

Tips and Resources

- Strategies for webbing and mapping include: *clustering* (looking for similarities and grouping them), *comparing* (identifying similarities), *contrasting* (identifying differences), *generalizing* (describing the overall picture based on the ideas and information presented), *outlining* (organizing main ideas, information, and supporting details based on their relationship to each other), *relating* (showing how events, situations, ideas and information are connected), *sorting* (arranging or separating based on various criteria), *trend-spotting* (identifying things that generally look the same).
- Develop written and oral activities for follow up that utilize the language from the webbing activities.
- Language learners can make good use of webbing activities to review and take inventory of language acquired on a certain theme.
- Mapping techniques can clarify how language changes in structure due to specific contexts.
- See Student/Teacher Resource, *Webbing Activities – Web Templates*.
- For examples of extension activities for the language classrooms see Student/Teacher Resources, *Webbing Activities – Classroom Web* and *Webbing Activities – Classroom Web Extensions*.

Further Support

- Provide students with sample graphic organizers that guide them in sorting and organizing information and notes e.g., cluster (webs), sequence (flow charts), compare (Venn diagram).
- Have students create a variety of graphic organizers for different writing tasks. Create a collection for students to refer to and use.
- Select a familiar theme or topic. Have students form discussion groups. Ask students to recall what they already know and what they still need to know. Encourage students to build on the ideas of others. Sort and organize responses into meaningful clusters and ask students to identify possible categories.
- Language learners may benefit from the additional use of pictures and labels.
- Sample materials also follow in German, Japanese, Persian and Russian.

Developing and Organizing Ideas: **Webbing, Mapping and More**

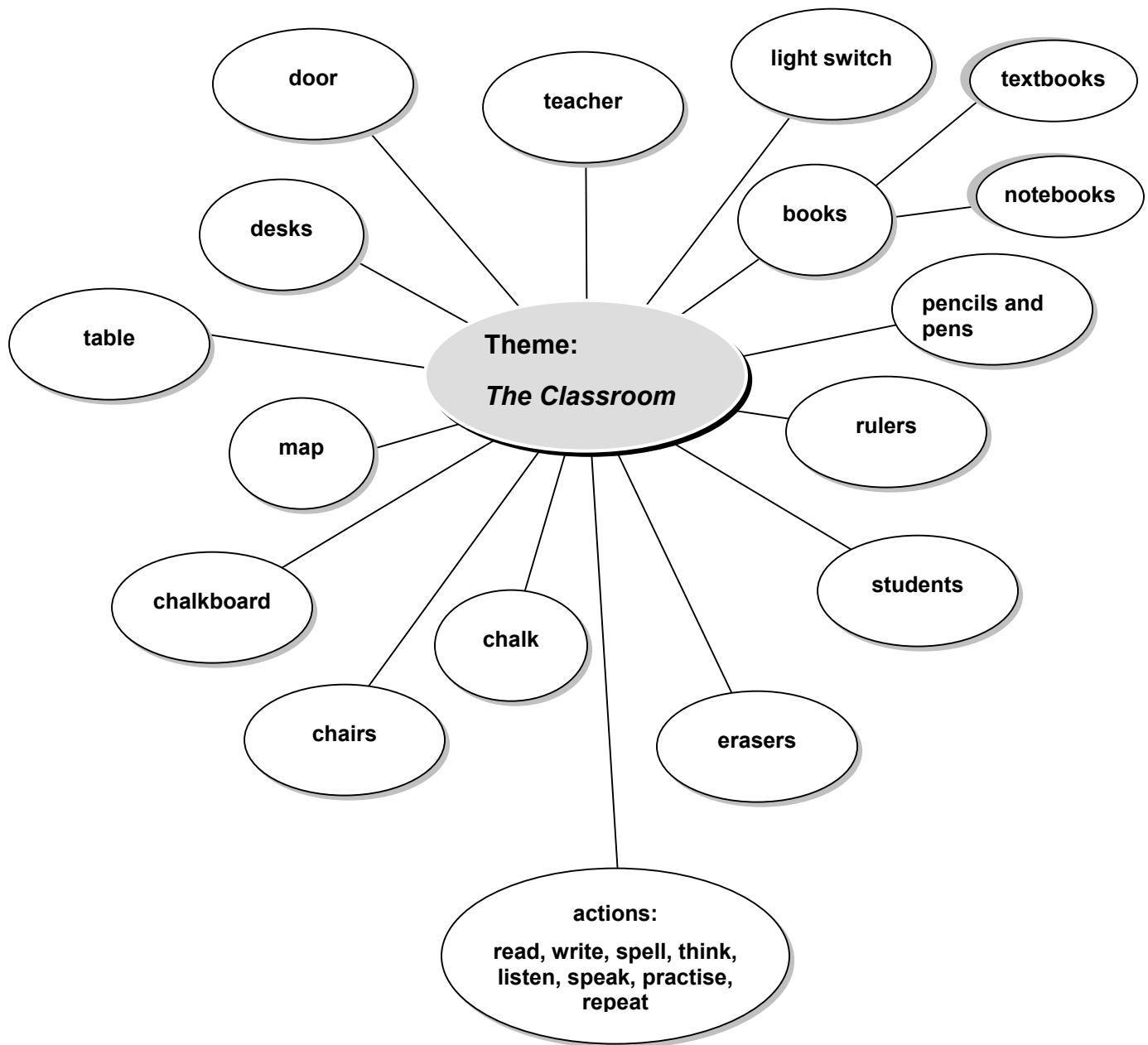
INTERNATIONAL LANGUAGES Levels 1/2 Webbing Activities – The Classroom

What teachers do	What students do
Before - Select a current theme. - Prepare an overhead transparency or chart-paper sample of possible language related to the theme. - Fill in a web of class-generated language. Prompt and give clues to produce more language. - Using a marker, model for students how to make connections among the ideas and information (e.g., number, circle, colour-code, draw arrows). - Using a strategy such as webbing or mapping makes it easier to see connections and relationships. Writers often create a graphic organizer to manipulate and group their information into meaningful clusters. Take language from the web sample and categorize information in other graphic organizers.	- Recall what is already known about the theme. - Contribute to discussion on the theme by suggesting vocabulary of relevance. - Make connections to own notes. - Note the links and connections that the teacher makes among ideas and information. - Recall past use of a webbing strategy to record or organize thinking. Consider how to reorganize the amount of language in different ways.
During - Ask students to contribute to the web by identifying language and by suggesting how to organize language on a web or in a different graphic organizer. - Ask students to categorize language. For example, take language associated with the classroom and put into categories. Try categorizing objects and verbs separately for these levels. - Model for students how to use the web to create a possible outline or template for writing a first draft. Consider having students take actions and other vocabulary to create simple sentences (Level 1) or relevant descriptions (Level 2). - Ask students to create language based on what is in their various graphic organizers.	- Contribute to the discussion. - Take language from the web and separate into categories. - Consider a list of actions that relate to the theme and list action verbs separately to prepare for other language tasks. - Looking at the language organized on the graphic organizers available, create language pieces based on language found in the graphic organizers.
After - Have students refer to their notes from the writing task. - Ask groups of students to web a sub-topic or a new theme to initiate further writing and oral production of language. Have them pay close attention to webbing a theme and breaking down sub-topics of a theme.	- Reread notes and identify important items to use in producing language. - Share with others. - Make the connection between the web and possible ways of organizing the information and ideas into a template for writing. - Prepare to web a sub-topic or a new topic with others.

Notes

Webbing Ideas: **Sample Templates**

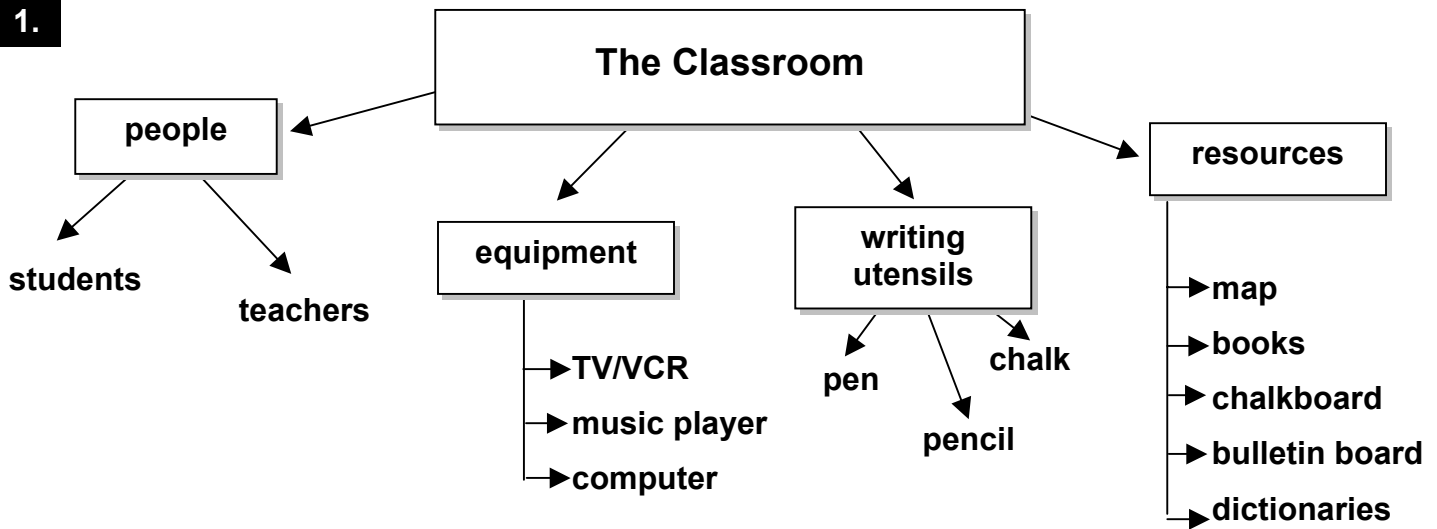
INTERNATIONAL LANGUAGES Levels 1/2
Webbing Activities – Classroom Web



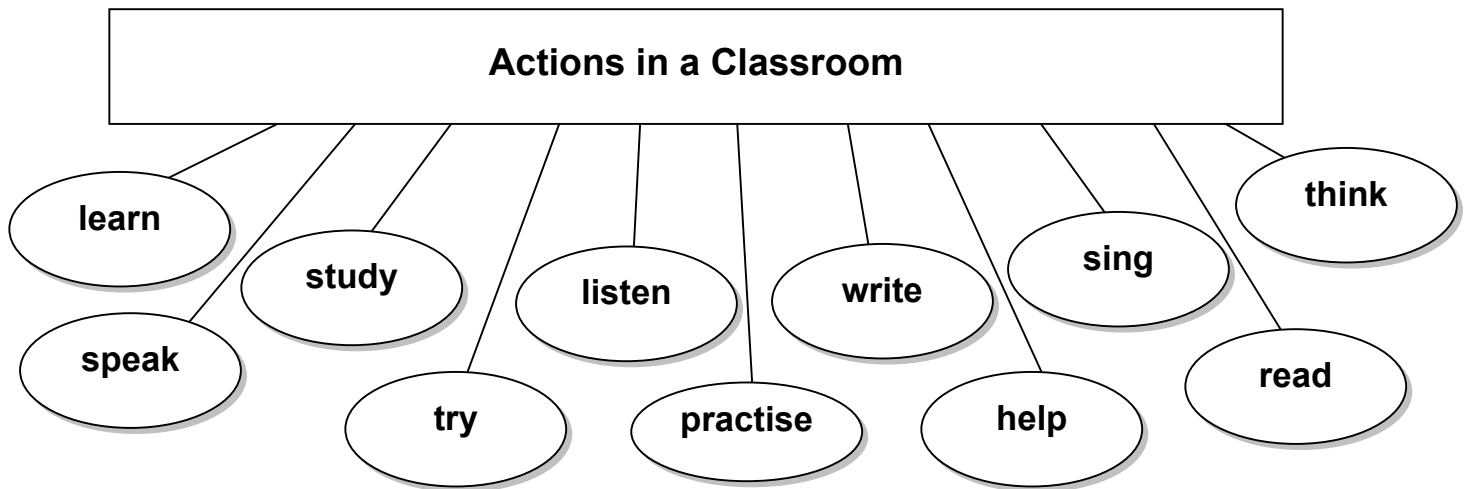
Webbing Ideas: Follow up Activities

INTERNATIONAL LANGUAGES Levels 1/2
Webbing Activities – Classroom Web Extensions

1.



2.



Create sentences in groups using the vocabulary from the brainstorm session.

e.g., We write in our notebooks or on the chalkboard to practise language.

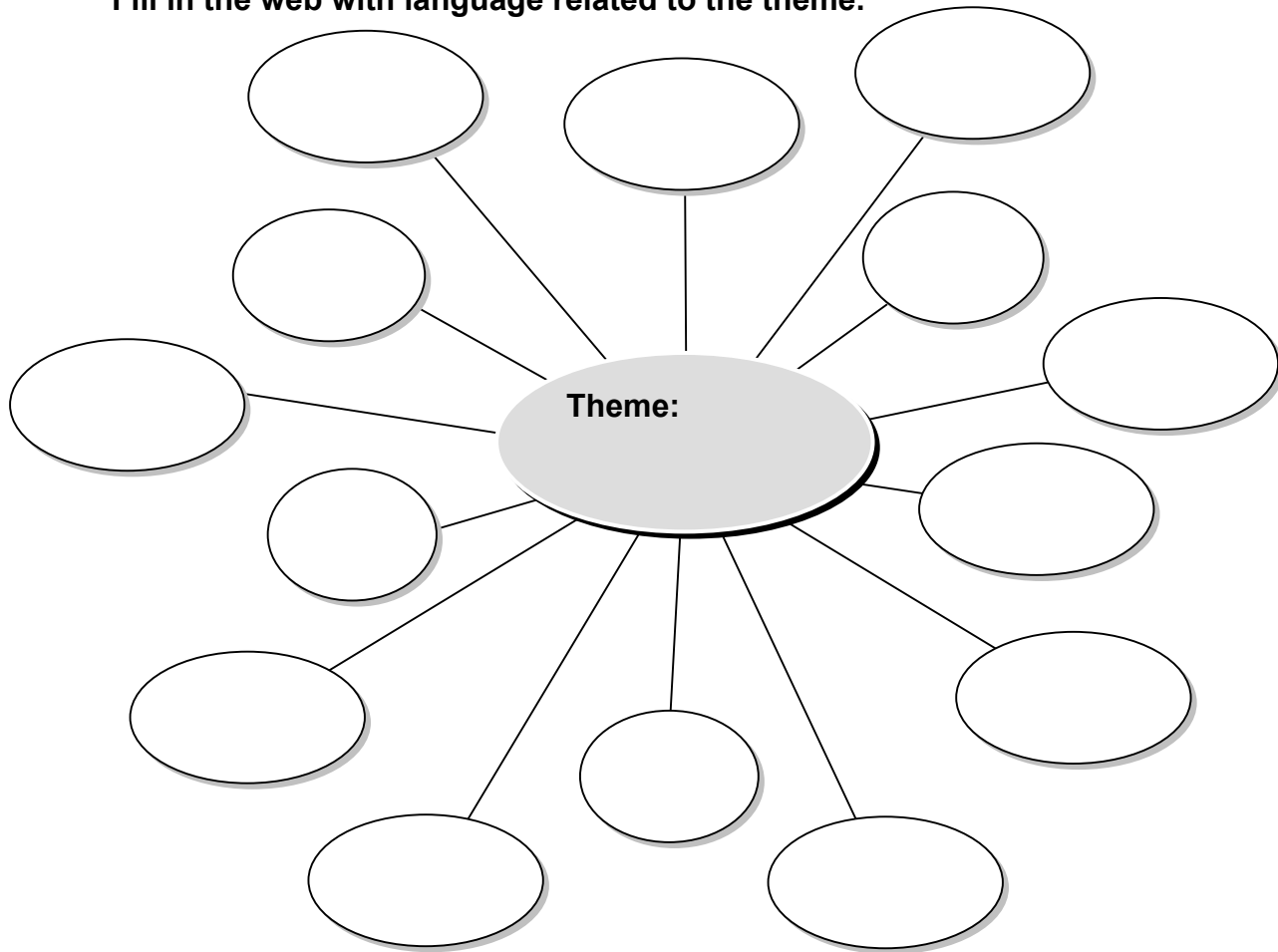


Webbing Ideas: Sample Templates

INTERNATIONAL LANGUAGES Levels 1/2
Webbing Activities – Web Templates

Choose a theme.

Fill in the web with language related to the theme.



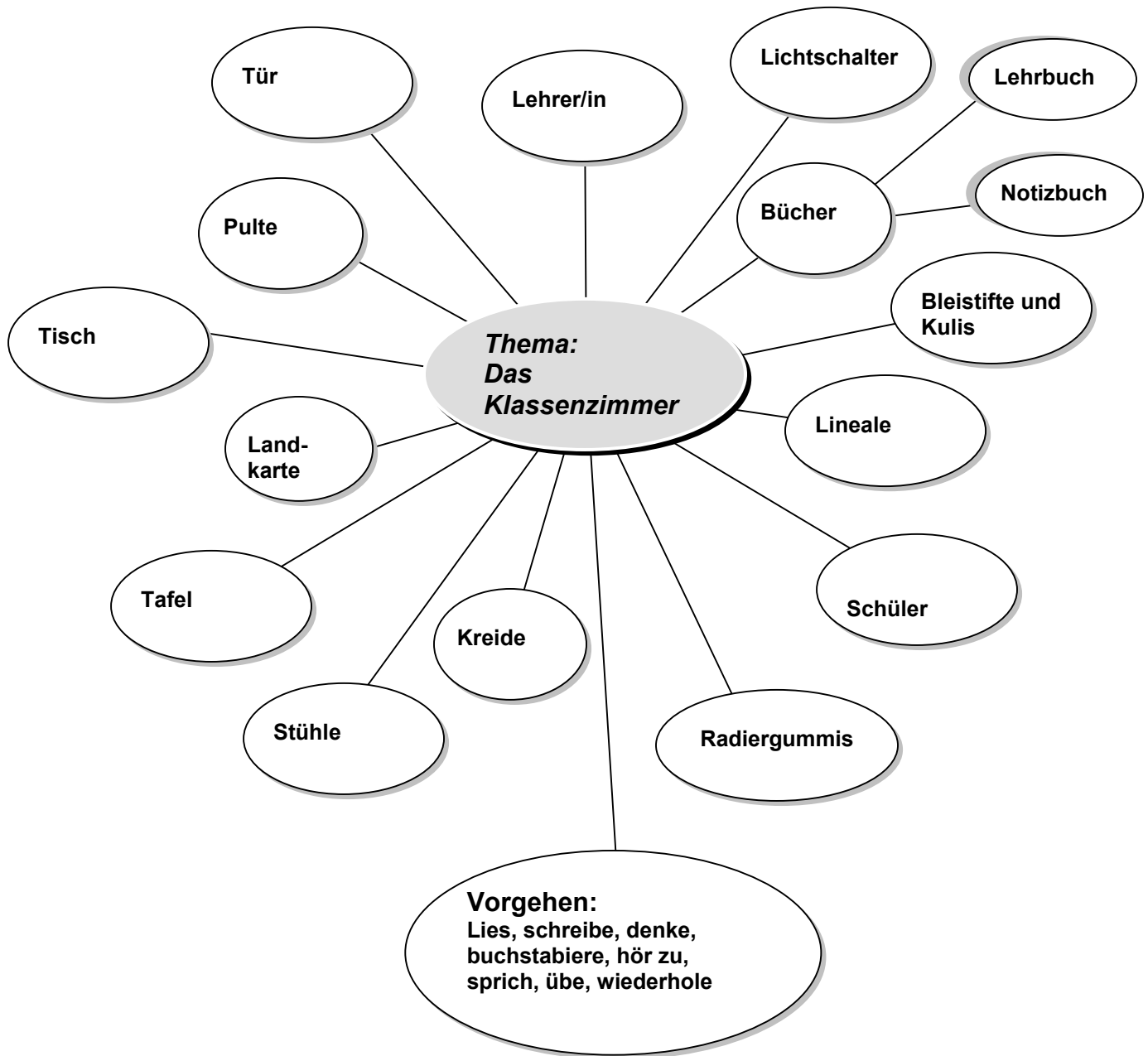
Sub-topics that require breakdowns:

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Webbing Ideas: Sample Templates

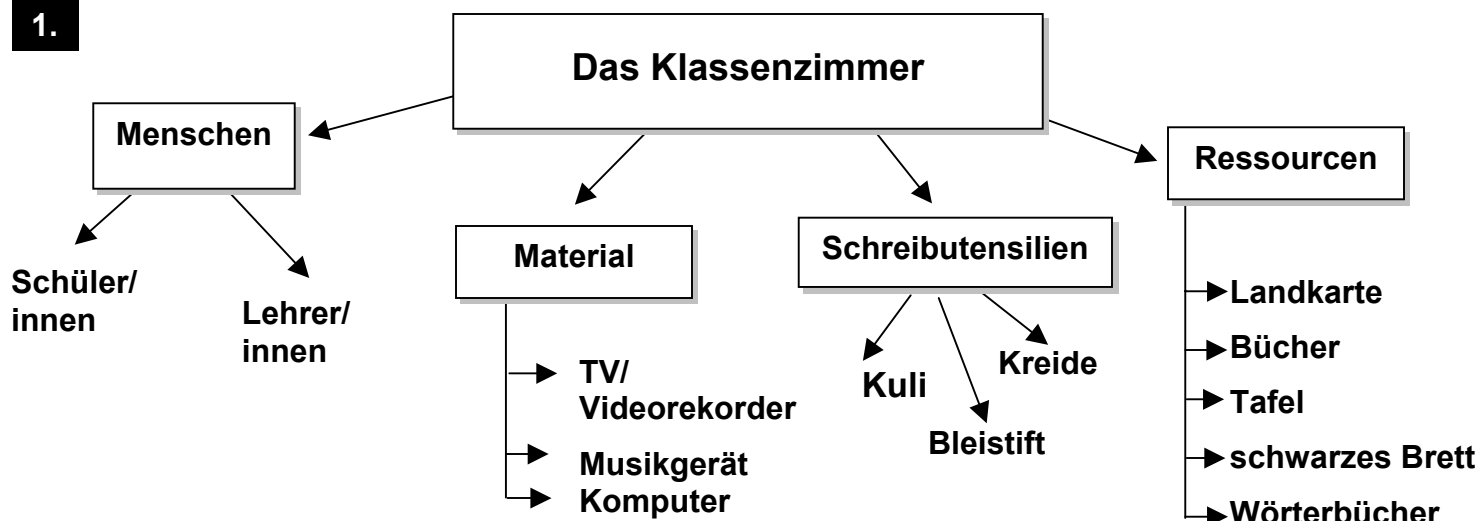
INTERNATIONAL LANGUAGES Levels 1/2
Webbing Activities – Classroom Web (German)



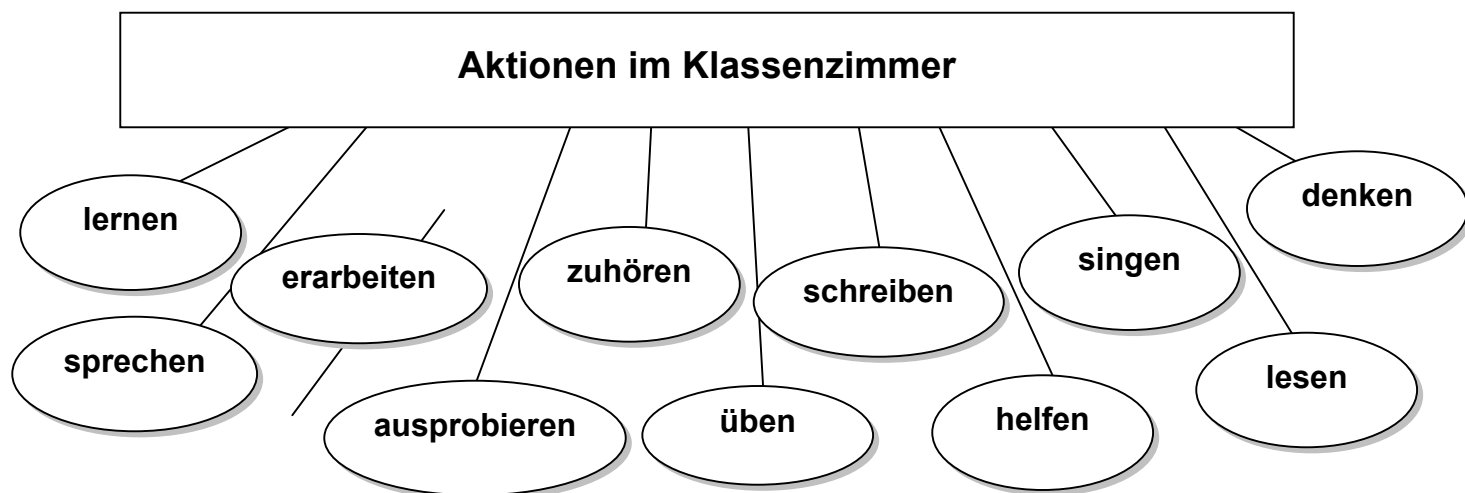
Webbing Ideas: Follow up Activities

INTERNATIONAL LANGUAGES Levels 1/2
Webbing Activities – Classroom Web Extensions (German)

1.



2.



Bilde Sätze in Gruppen und benutze das Vokabular von der Brainstorm-Phase.

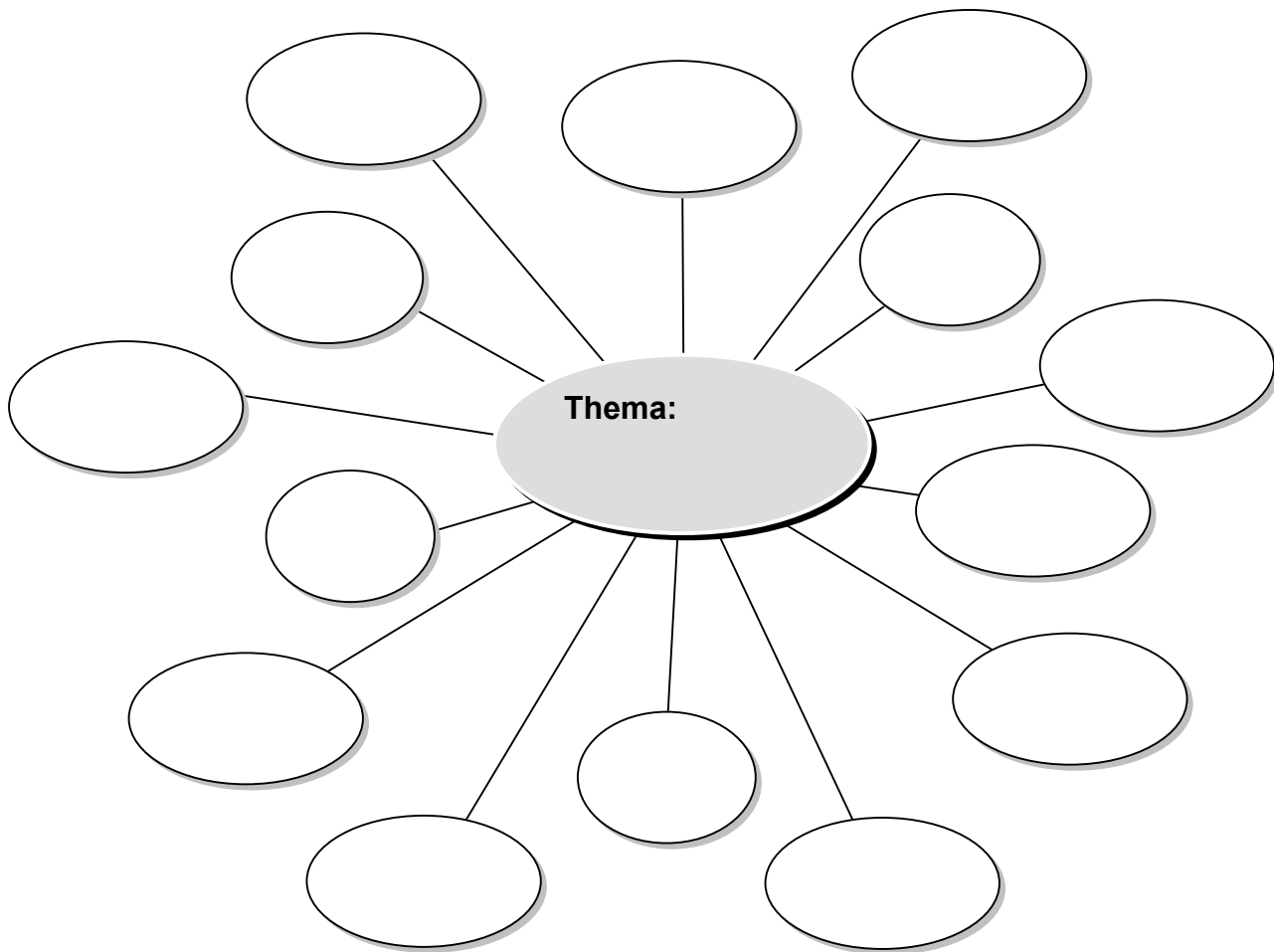
z.B.: Wir schreiben in unsere Notizbücher oder an die Tafel, um die Sprache zu üben.

Webbing Ideas: Sample Templates

INTERNATIONAL LANGUAGES Levels 1/2 Webbing Activities – Web Templates (German)

Wähle ein Thema

Fülle die Blasen mit Sprache aus, die zum Thema passt.



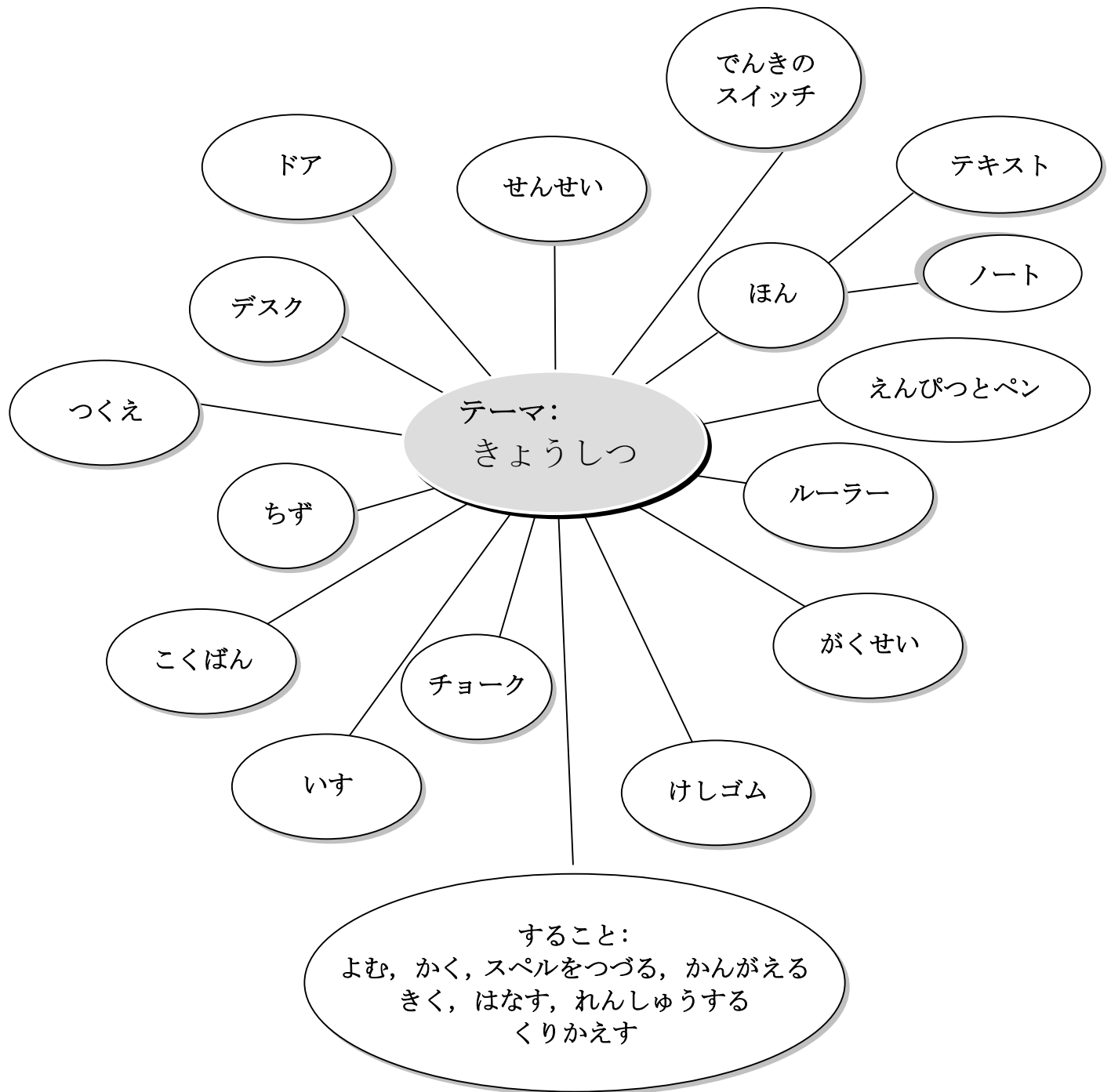
Unterthemen, die unterteilt werden müssen:

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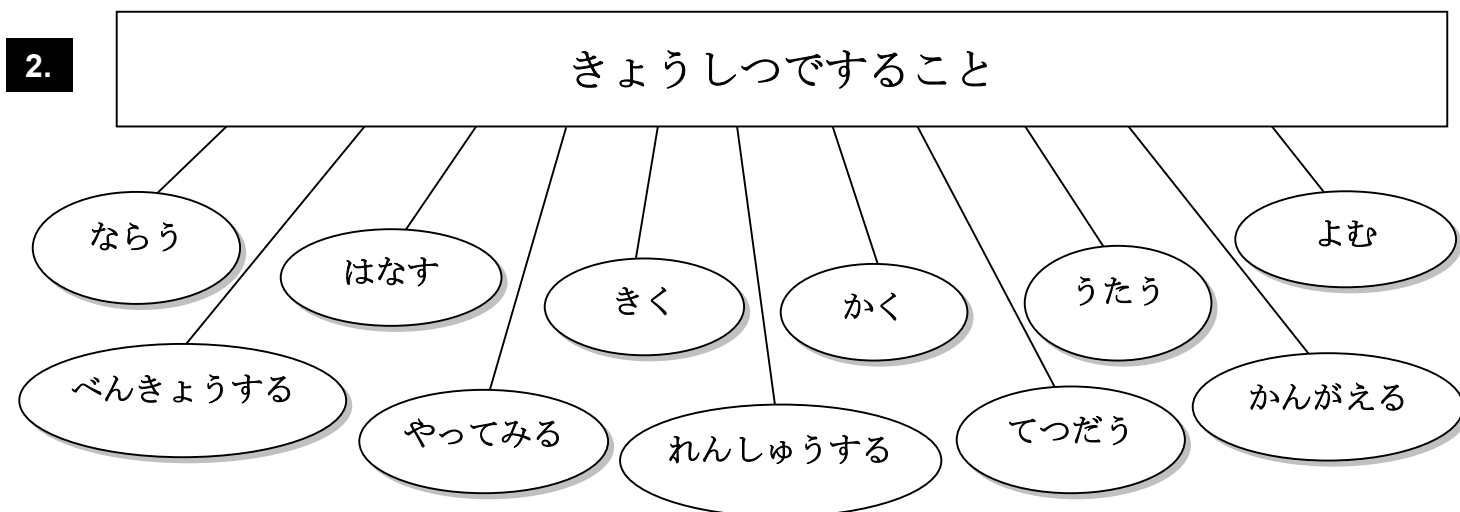
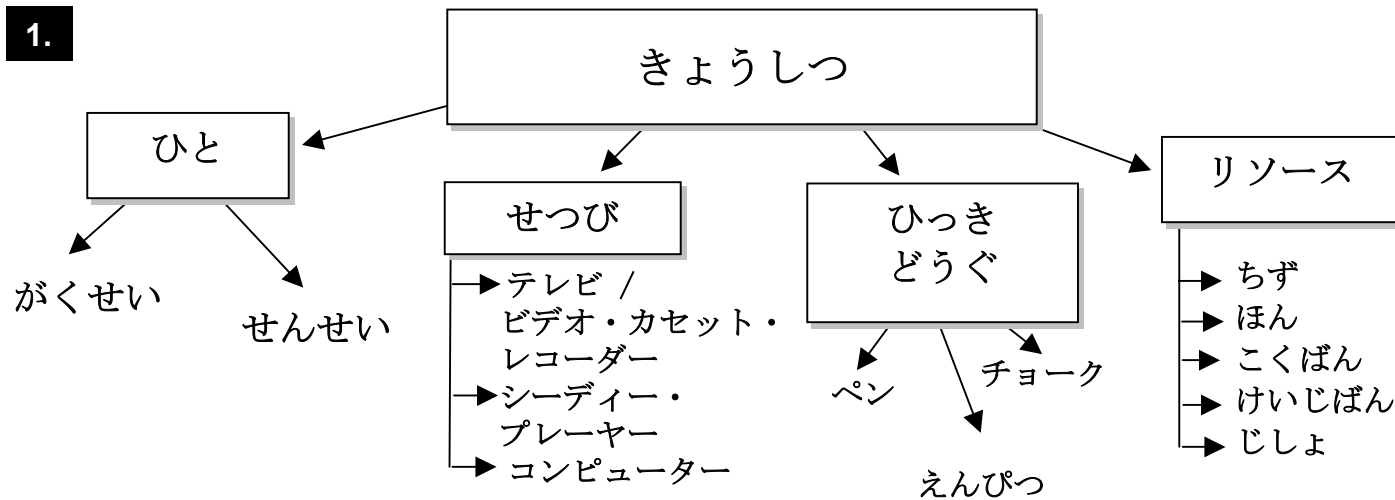
Webbing Ideas: Sample Templates

INTERNATIONAL LANGUAGES Levels 1/2
Webbing Activities – Classroom Web (Japanese)



Webbing Ideas: Follow up Activities

INTERNATIONAL LANGUAGES Levels 1/2 Webbing Activities – Classroom Web Extensions (Japanese)



3. グループでブレイン・ストーミングしたことばをつかって、ぶんしょうをつくりましょう。

例:

わたしたちはにほんごを ノート と こくばん に

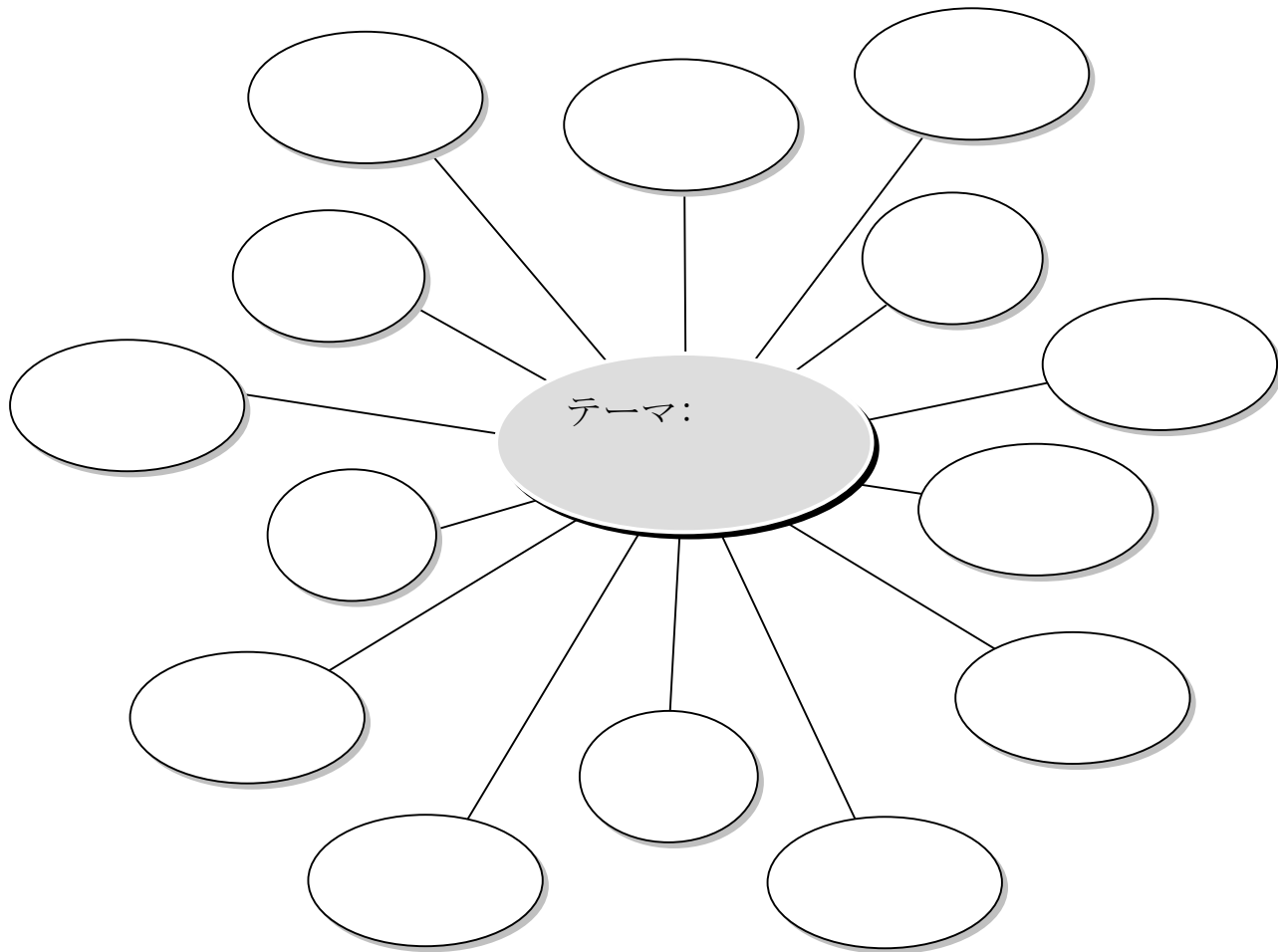
かいて、げんごの れんしゅうをします。

Webbing Ideas: Sample Templates

INTERNATIONAL LANGUAGES Levels 1/2 Webbing Activities – Web Templates (Japanese)

テーマをえらびましょう。

テーマとかんけいのあることばをウェブ・チャートにかきましょう。



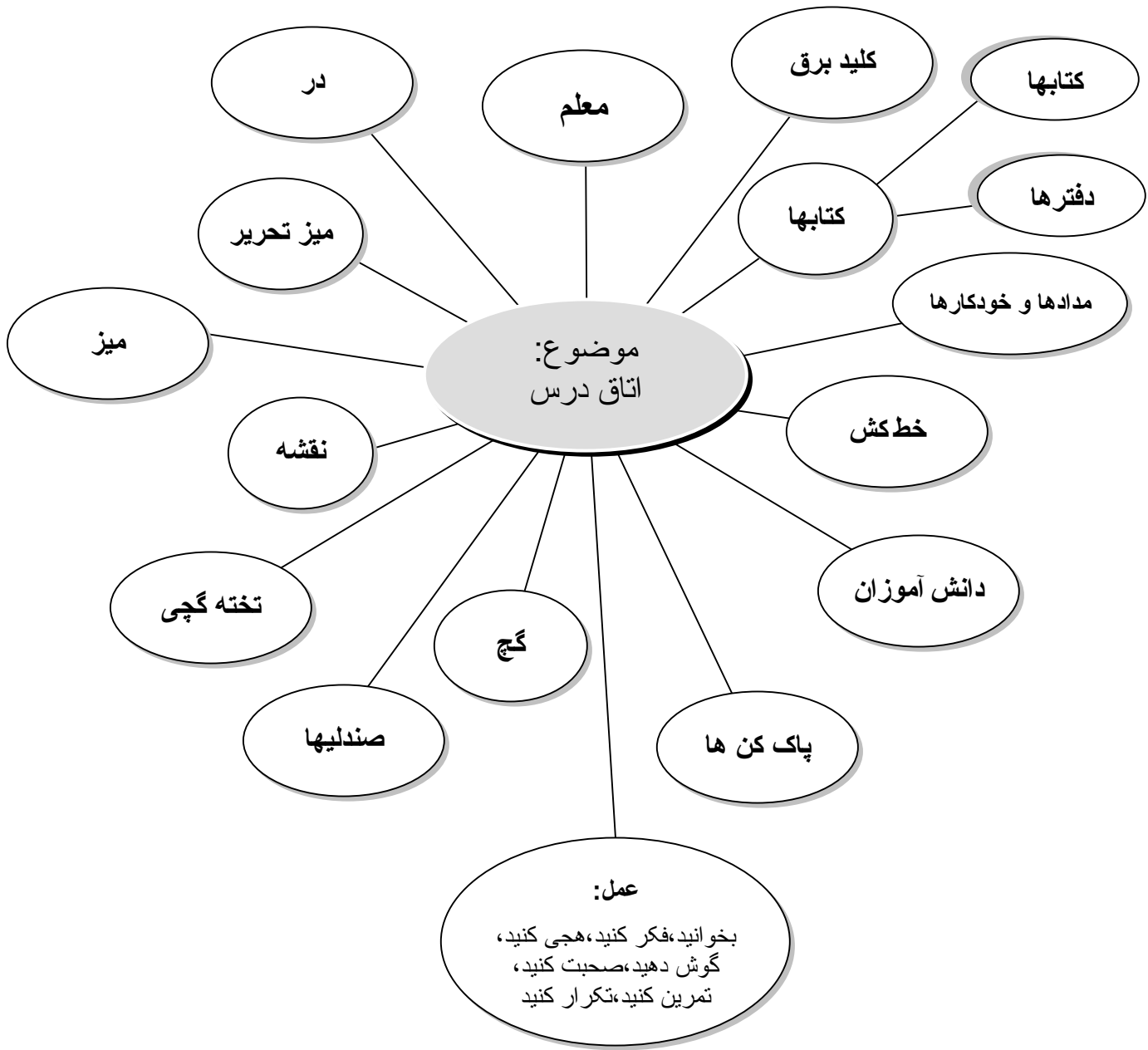
テーマについてほかのブレイン・ストーミングしたことば:

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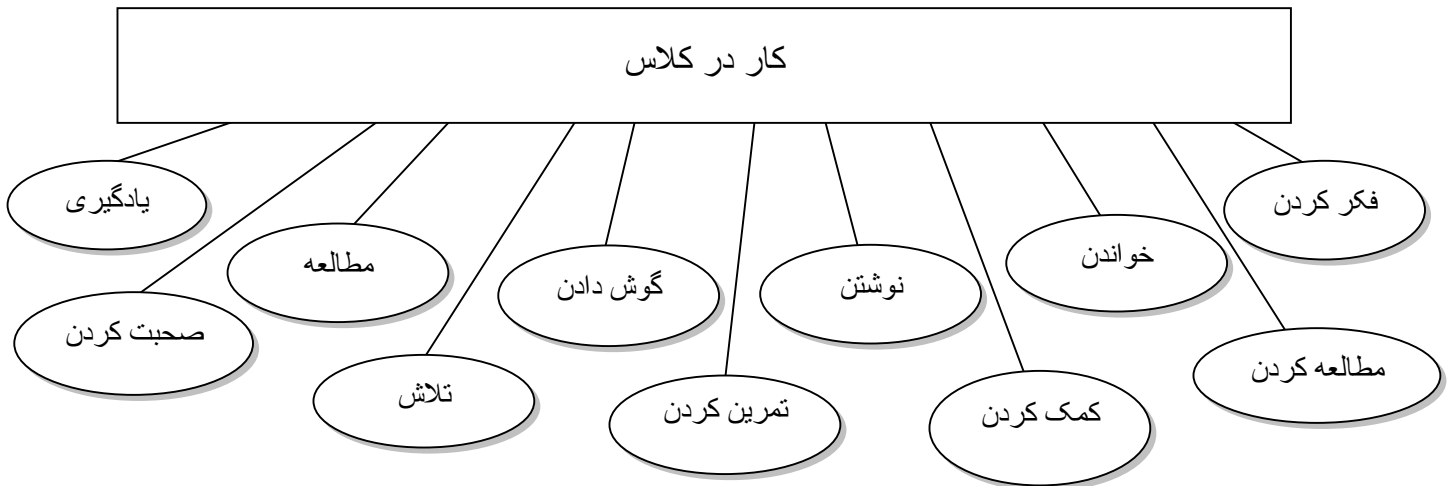
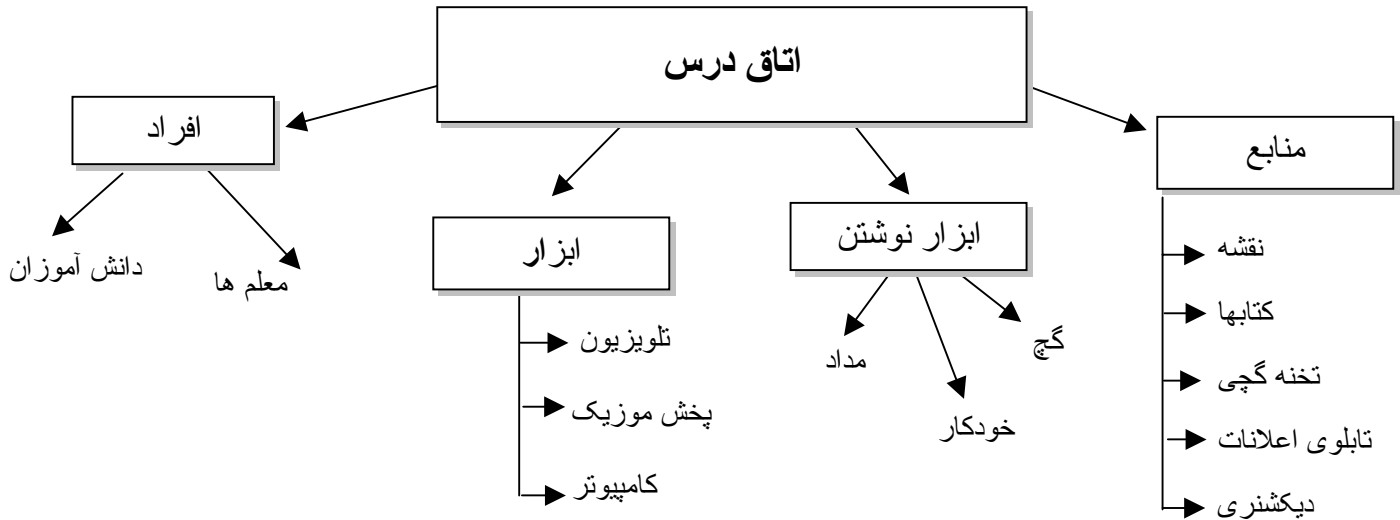
Webbing Ideas: Sample Templates

INTERNATIONAL LANGUAGES Levels 1/2
Webbing Activities – Classroom Web (Persian)



Webbing Ideas: Follow up Activities

INTERNATIONAL LANGUAGES Levels 1/2 Webbing Activities – Classroom Web Extensions (Persian)

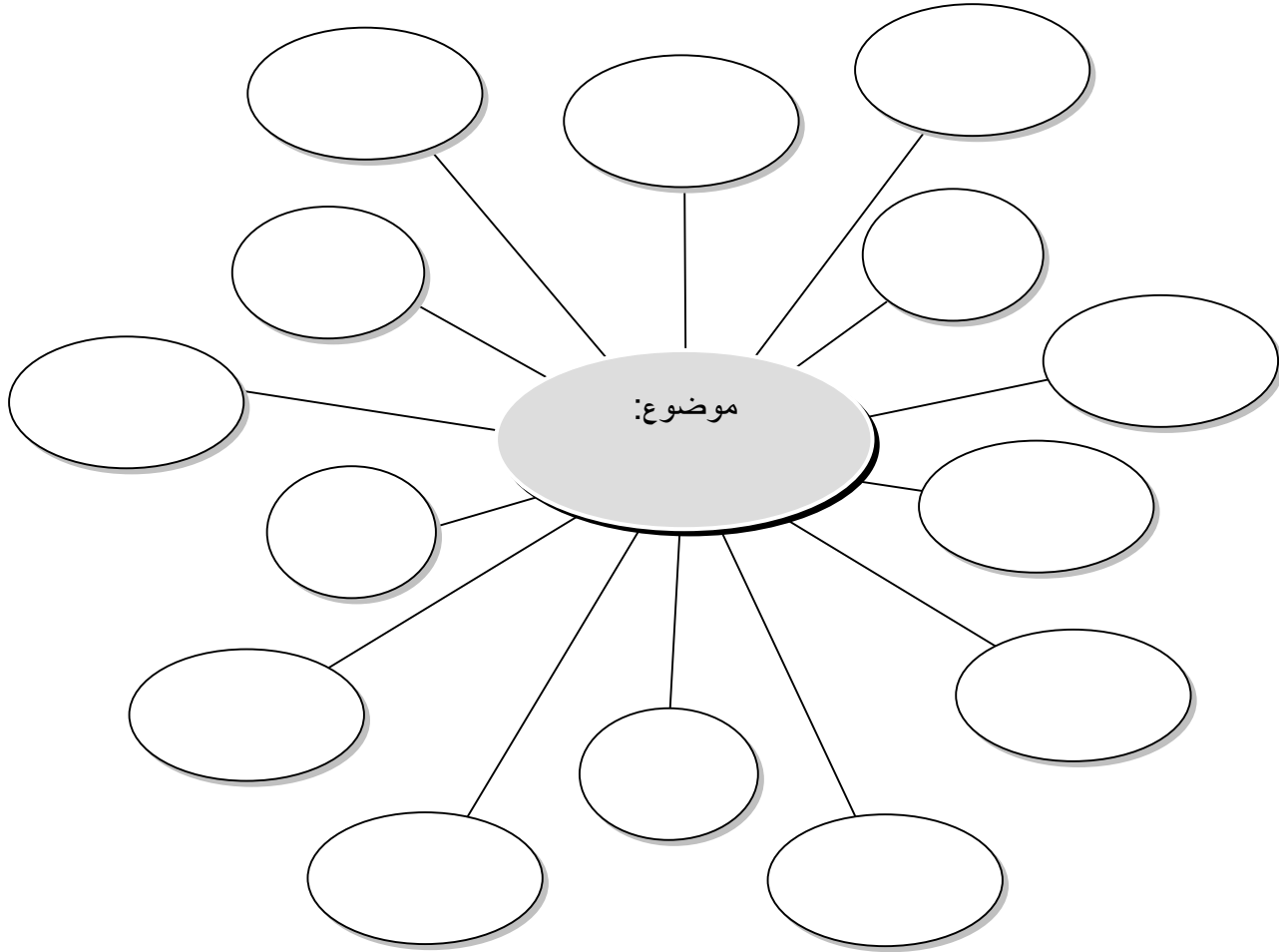


بصورت گروهی با استفاده از کلمات داده شده جملات جدیدی بسازید.
مثال: ما در دفتر یا روی تخته گچی می نویسیم و زبان را تمرین می کنیم.

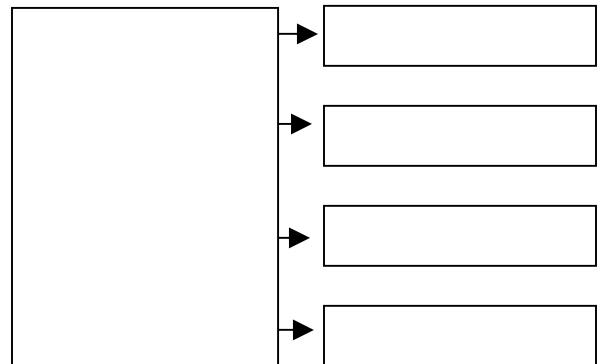
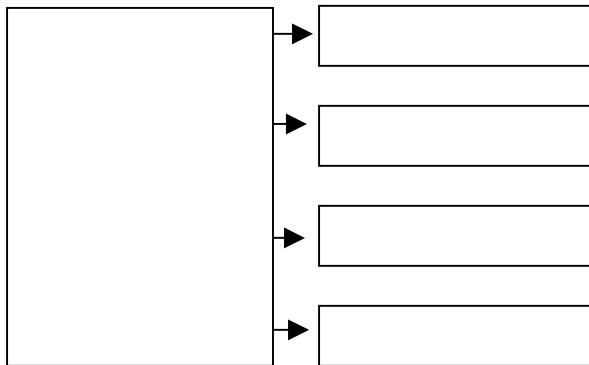
Webbing Ideas: Sample Templates

INTERNATIONAL LANGUAGES Levels 1/2
Webbing Activities – Web Templates (Persian)

نقشه زیر را با زبان مربوطه کامل کنید.



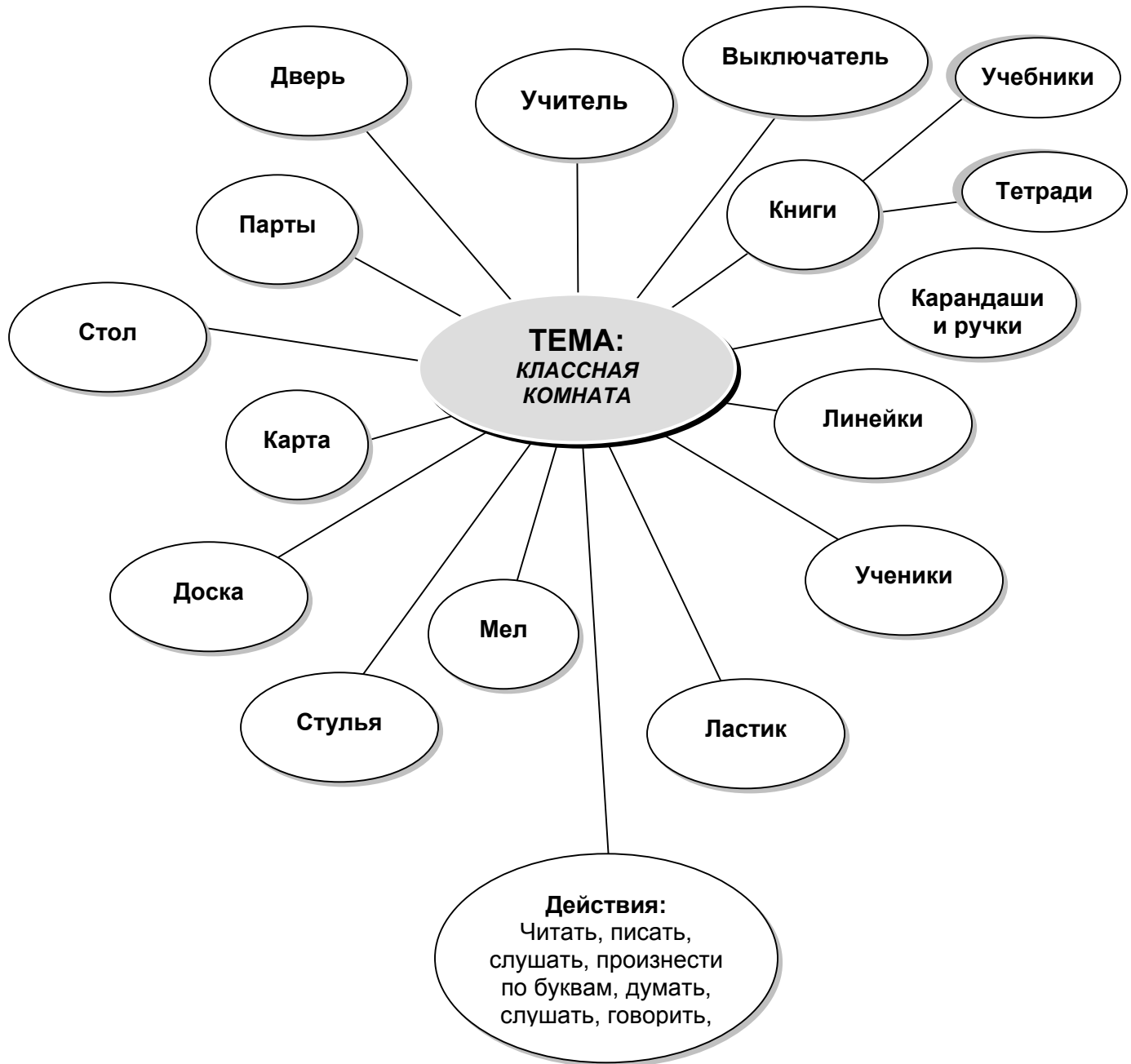
موضوعات جزئی که نیازمند اجزاء جزئی میباشند:





Webbing Ideas: Sample Templates

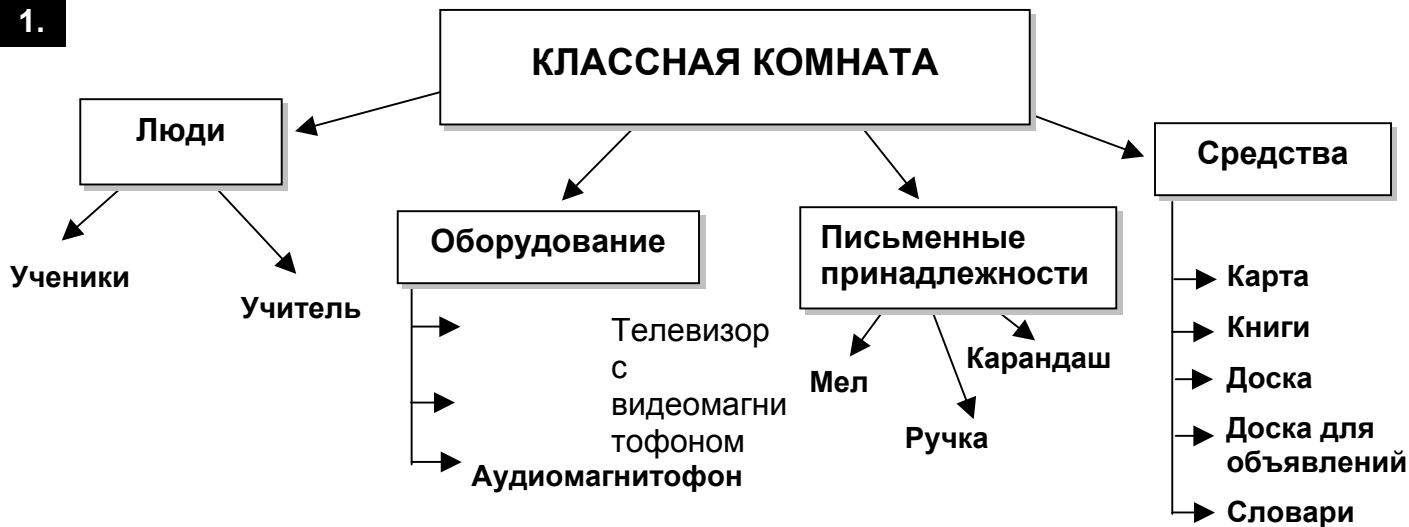
INTERNATIONAL LANGUAGES Levels 1/2
Webbing Activities – Classroom Web (Russian)



Webbing Ideas: Follow up Activities

INTERNATIONAL LANGUAGES Levels 1/2
Webbing Activities – Classroom Web Extensions (Russian)

1.



2.



Используя данные слова, коллективно придумайте предложения.

Пример: Мы пишем в наших тетрадах или на доске, чтобы упражняться.

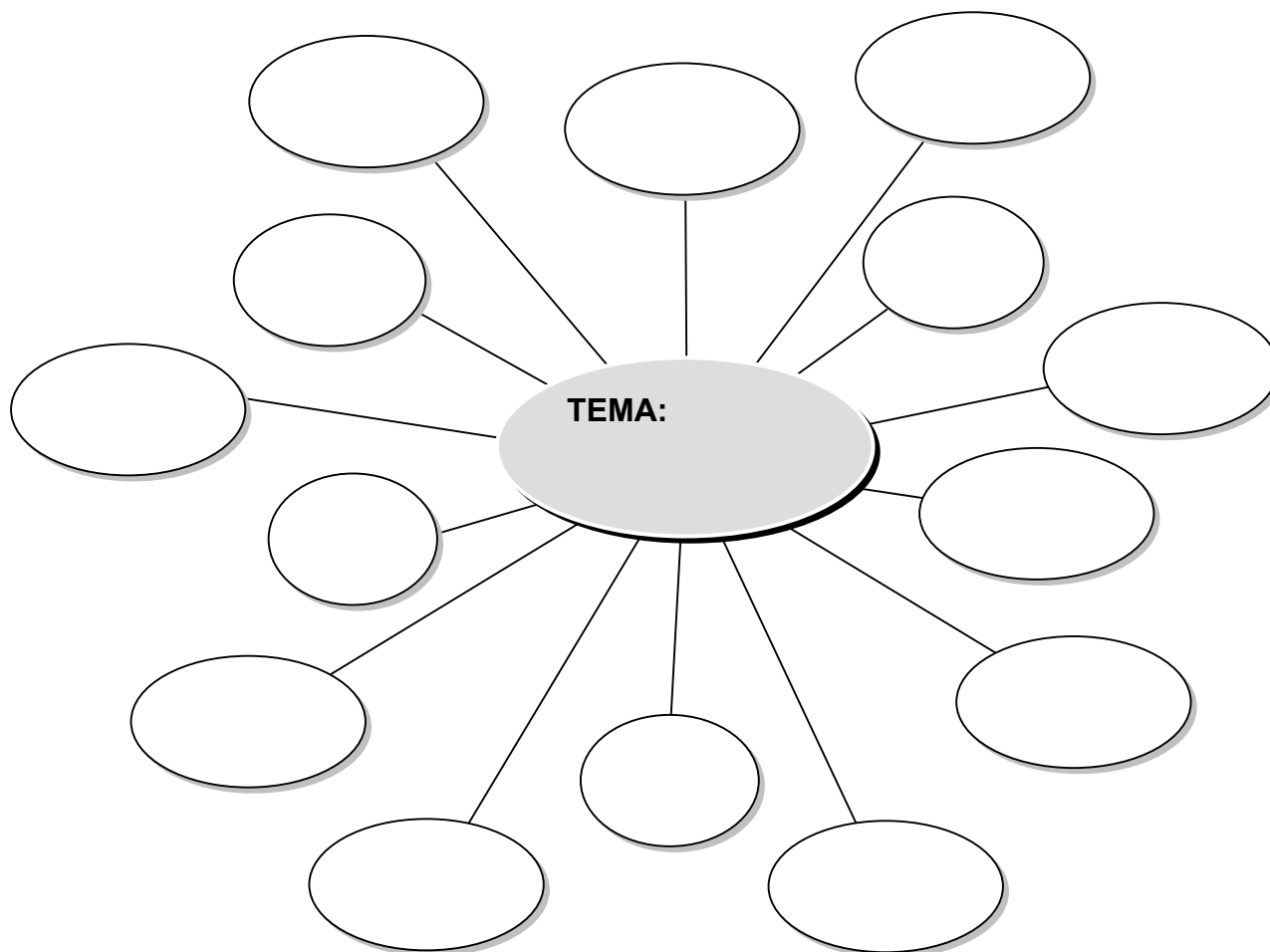


Webbing Ideas: Sample Templates

INTERNATIONAL LANGUAGES Levels 1/2
Webbing Activities – Web Templates (Russian)

Выберите тему.

Заполните схему словами связанными с выбранной темой.



Подтемы, которые требуют дальнейшего подразделения:

	→	
	→	
	→	
	→	

	→	
	→	
	→	
	→	

Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2 Adding Details – The Weekend

In this strategy, students ask questions to support and elaborate on the main idea from their first draft of a piece of writing. A structure for asking questions is provided.

Purpose

- Provide additional specific and supportive detail in their writing.

Payoff

Students will:

- Add depth and breadth to writing by including appropriate details.

Tips and Resources

- Make sure the paragraph composed for this activity is ‘bare-bones’, leaving out most details and many unanswered questions. For example, see Teacher Resource, *Adding Details – The Weekend (Original)*.
- Demonstrate to students how to ask questions of the writer to seek extension, expansion and elaboration of content, in other words, to add detail to the writing. See Teacher Resource, *Adding Details – The Weekend (Feedback Questions)*.
- Show a revised written sample after detail had been added. See Teacher Resource, *Adding Details – The Weekend (Revised)*.
- Provide a guideline for students with questions to assist in expanding, extending and elaborating on texts. See Teacher Resource, *Adding Details – Stretching Ideas*.

Further Support

- Encourage students to use anecdotes and example, as well as facts.
- Language learners can experiment with clauses, alternative structures and descriptions.
- Depending on the characteristics of the target language, incorporate reflection on specific aspects that require attention (past tenses, adjectives, adverbs, thematic unit reviews, etc.)
- Native speakers can be used to guide rewriting in cross-ability pairings.
- Sample materials also follow in German, Japanese, Persian and Russian.

Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2

Adding Details – The Weekend

What teachers do	What students do
Before - Compose a brief paragraph that explains or describes something inclusive of vocabulary reflecting the thematic unit and level of ability of students. - Review reading with the class and facilitate comprehension.	Read the paragraph provided by the teacher and ensure that concepts are understood.
During - Review strategies for adding details by explaining how to expand, extend and elaborate writing piece. - Provide students with Student/Teacher Resource, <i>Adding Details – Stretching Ideas</i>. - Go through each piece of the writing and discuss possible questions to ask for revising the written sample. Discuss strategies for stretching ideas.	- Listen to teacher explanations on expanding, extending and elaborating writing. - Review resource provided for stretching ideas in writing. - Contribute to discussions on how to add details/stretch ideas to the text provided.
After - Provide a revised piece of the original writing to students that demonstrates the strategies promoted. - Ask students to use the same strategies on their own writing drafts or by reading a partner's.	- Read the revised written sample and discover how the text has been expanded, extended and elaborated. - Use similar approaches to revise own writing or to assist a partner with his/her writing draft.

Notes



Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2
Adding Details – The Weekend (Original) [

This is what I did last weekend:

I was very happy when the weekend arrived. I met my friends on

Friday night and we had a great time. I woke up early on

Saturday morning to go to work. I was really busy and the time

flew by! On Saturday night I stayed at home and watched a few

videos with the family. Sunday was a quiet day. I spent most of

it studying for a math quiz and reviewing my notes from my

history class. I took a break to go to the gym with my best friend

for a game of tennis. I lost. Sunday dinner was one of my

favourite meals – pizza.



Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2
Adding Details – The Weekend (Feedback Questions)

Statements:	Feedback Questions:
I was very happy when the weekend arrived.	<i>Why were you happy?</i>
I met my friends on Friday night and we had a great time.	<i>What did you do?</i>
I woke up early on Saturday morning to go to work.	<i>What time? Where is your work?</i>
I was really busy and the time flew by!	<i>Why were you so busy?</i>
On Saturday night I stayed at home and watched a few videos with the family.	<i>What kind of videos?</i>
Sunday was a quiet day.	
I spent most of it studying for a math quiz and reviewing my notes from my history class.	<i>How do you feel about those subjects?</i>
I took a break to go to the gym with my best friend for a game of tennis.	
I lost.	<i>How did you feel when you lost?</i>
Sunday dinner was one of my favourite meals – pizza.	<i>What kind of pizza do you prefer?</i>



Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2**Adding Details – The Weekend (Revised)**

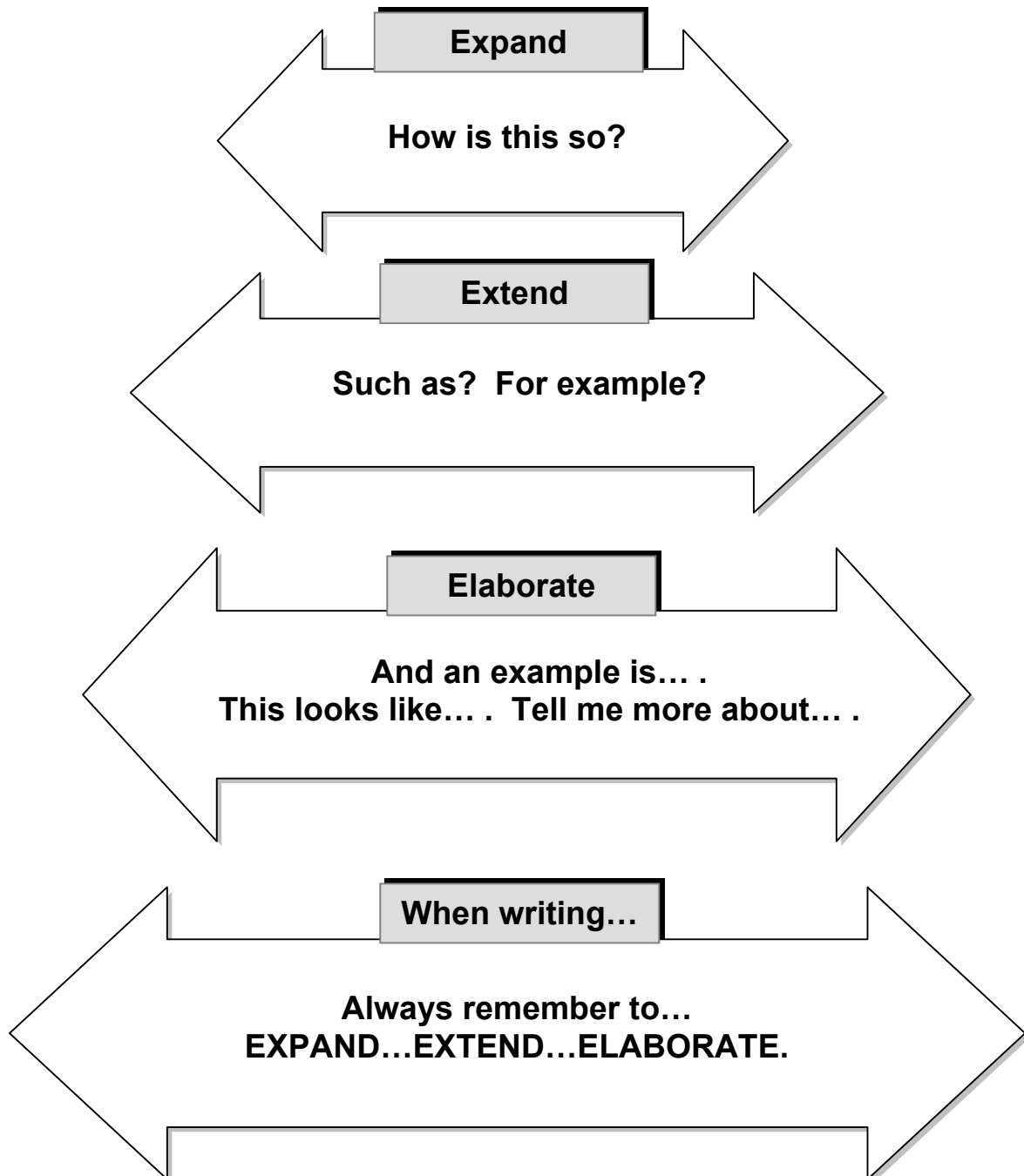
I was very happy when the weekend arrived, because it had been a very busy week at school and I needed a bit of a break. I met my friends on Friday night and we played a few board games at my house while we listened to some new music. I didn't get to bed very late because I needed to get up by 8 a.m. on Saturday to go to my job at the children's library where I shelve books. It was a busy day because many families visited the library to borrow books for the week, so the time just flew by. At night, I stayed at home and watched a few videos with my family – one comedy and one mystery. Both were good. Sunday was quiet. I spent most of the day studying for a math quiz because I find math a little challenging. I also reviewed my history notes because I have a test in two weeks and also, because I really enjoy history. I took a break for about one hour to go to the gym for a game of tennis with my best friend. I lost and was miserable for a moment, but happy afterwards for my friend. I went home to a great dinner where one of my favourite meals was served – vegetarian pizza with extra mushrooms and onions and a variety of peppers! Just how I like it!



Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2
Adding Details – Stretching Ideas

Stretching Ideas





Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2
Adding Details – The Weekend (Original) (German)

Das habe ich letztes Wochenende gemacht:

Ich war sehr froh, als das Wochenende kam. Ich habe meine Freunde am Freitagabend getroffen, und wir hatten viel Spaß zusammen. Ich bin am Samstagmorgen früh aufgewacht, um zur Arbeit zu gehen. Ich hatte sehr viel zu tun , und die Zeit verging schnell! Am Samstagabend blieb ich zu Hause und sah ein paar Videos mit der Familie. Sonntag war ein ruhiger Tag. Ich verbrachte die meiste Zeit damit, für einen Mathematik-Test zu lernen und meine Notizen von meinem Geschichtsunterricht anzuschauen. Ich machte eine Pause, um mit meinem besten Freund in der Halle Tennis zu spielen. Ich habe verloren. Am Sonntag aßen wir mein Lieblingsgericht zum Abendessen - Pizza.



Teacher Resource

Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2
Adding Details – The Weekend (Feedback Questions) (German)

Aussagen:	Feedback Fragen:
Ich war sehr froh, als das Wochenende kam.	<i>Warum warst du froh?</i>
Ich habe meine Freunde am Freitagabend getroffen, und wir hatten viel Spaß.	<i>Was hast du gemacht?</i>
Ich bin am Samstagmorgen früh aufgestanden, um zur Arbeit zu gehen.	<i>Um wieviel Uhr? Wo arbeitest du?</i>
Ich hatte viel zu tun, und die Zeit verging schnell.	<i>Warum hattest du so viel zu tun?</i>
Am Samstagabend blieb ich zu Hause und schaute mir ein paar Videos mit der Familie an.	<i>Was für Videos?</i>
Sonntag war ein ruhiger Tag.	
Ich verbrachte die meiste Zeit damit, für einen Mathematiktest zu lernen und meine Notizen vom Geschichtsunterricht anzuschauen.	<i>Was denkst du über diese Fächer?</i>
Ich machte eine Pause, um mit meinem besten Freund in der Halle Tennis zu spielen.	
Ich habe verloren.	<i>Wie hast du dich gefühlt, als du verloren hast?</i>
Am Sonntag hatten wir mein Lieblingsgericht zum Abendessen - Pizza.	<i>Was für Pizza magst du am liebsten?</i>



Developing and Organizing Ideas: Adding Details

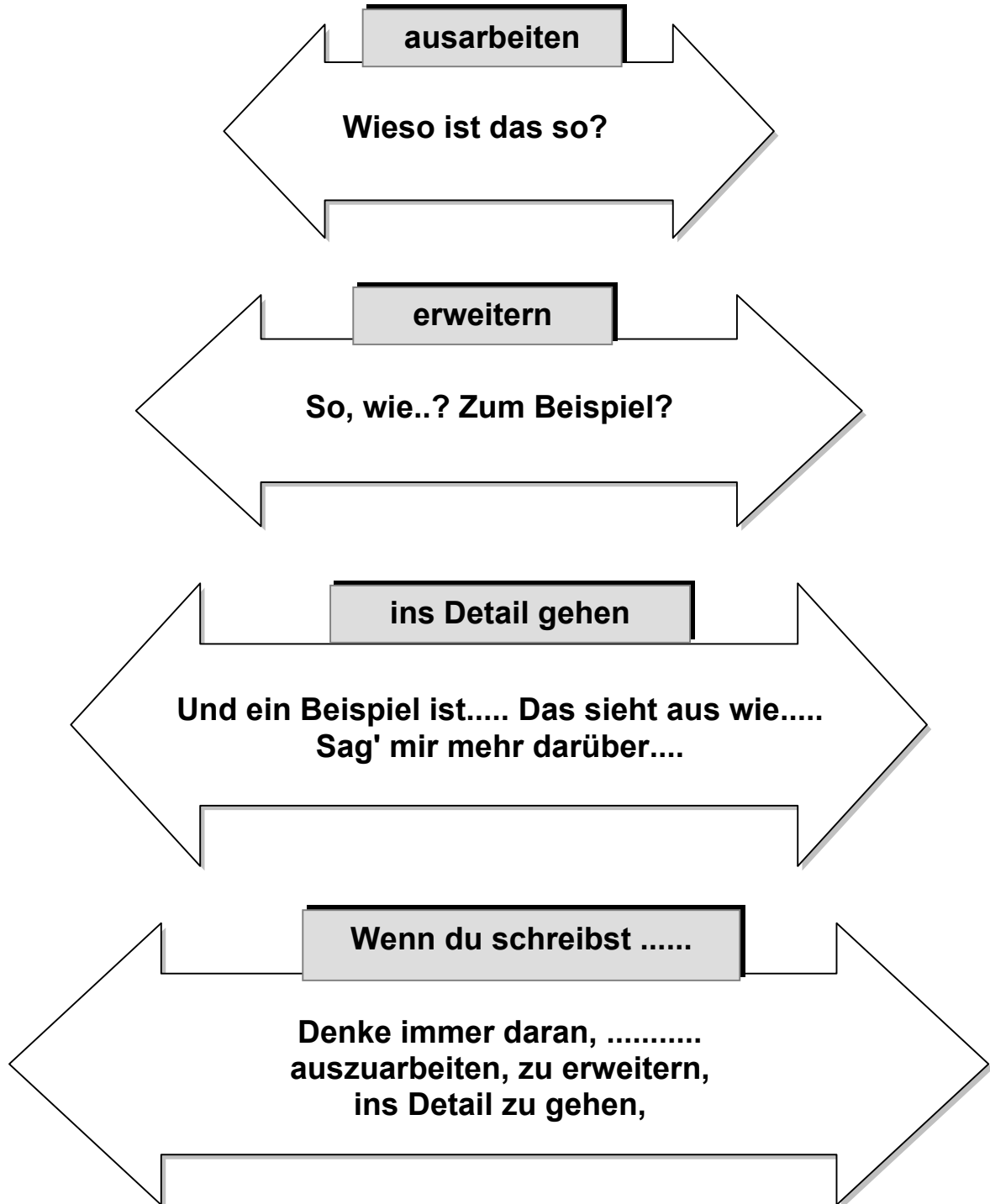
INTERNATIONAL LANGUAGES Levels 1 / 2
Adding Details – The Weekend (Revised) (German)

Ich war sehr froh, als das Wochenende kam, weil ich eine sehr stressige Woche in der Schule gehabt hatte und ich etwas Ruhe brauchte. Ich habe meine Freunde am Freitagabend getroffen, und wir spielten ein paar Brettspiele bei mir zu Hause, während wir dazu neue Musik hörten. Ich bin nicht sehr spät ins Bett gegangen, weil ich am Samstag um 8 Uhr aufstehen musste, um zur Kinderbücherei zu gehen, wo ich arbeite und Bücher in die Regale räume. Es war viel los, weil viele Familien in die Bücherei kamen, um Bücher für die Woche auszuleihen, also verging die Zeit schnell. Am Abend blieb ich zu Hause und schaute mir mit meiner Familie ein paar Videos an – eine Komödie und einen Kriminalfilm. Beide waren gut. Am Sonntag war es ruhig. Ich verbrachte fast den ganzen Tag damit, für einen Mathematiktest zu lernen, weil ich Mathematik ein bisschen schwierig finde. Ich schaute mir auch meine Aufzeichnungen von Geschichte an, denn wir schreiben in zwei Wochen einen Test, und außerdem mag ich Geschichte sehr gern. Ich machte ungefähr eine Stunde lang Pause, um mit meinem besten Freund in der Halle Tennis zu spielen. Ich habe verloren und fühlte mich einen Augenblick nicht gut, aber dann freute ich mich für meinen Freund. Ich ging nach Hause zu einem tollen Abendessen, bei dem es eines meiner Lieblingsgerichte gab – vegetarische Pizza mit einer extra Portion Pilze und Zwiebeln und verschiedenen Paprikasorten! Wie sehr ich das mag!

Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2
Adding Details – Stretching Ideas (German)

Ideen ansammeln





Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2
Adding Details – The Weekend (Original) (Japanese)

先週末のできごと

週末が来たとたんに、私はうれしくなりました。金曜日の夜は友達と会って、楽しく過ごしました。土曜日の朝は早く起きて、仕事をしていました。とても忙しかったので、時間が矢のように過ぎて行ってしまいました。土曜日の夜は家で家族とビデオを何本も見ました。日曜日はくつろいだ日でした。私は数学と歴史の勉強をして、そして、親友とテニスをしました。負けました。日曜日の夕食は私の大好きなピザでした。



Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2

Adding Details – The Weekend (Feedback Questions) (Japanese)

書いた内容:	フィードバック / 質問:
週末が来たとたんに、私はうれしくなりました。	なぜうれしかったですか。
金曜日の夜は友達と会って、楽しく過ごしました。	何をしましたか。
土曜日の朝は早く起きて、仕事をしていました。	何時に起きましたか。 どこで仕事をしていますか。
とても忙しかったので、時間が矢のように過ぎて行ってしまいました。	なぜ忙しかったですか。
土曜日の夜は家で家族とビデオを何本も見ました。	どんなビデオでしたか。
日曜日はくつろいだ日でした。	
私は数学と歴史の勉強をして、	数学と歴史をどう思いますか。
そして、親友とテニスをしました。	
負けました。	負けてどのように感じましたか。
日曜日の夕食は私の大好きなピザでした。	どんなピザが好きですか。



Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2
Adding Details – The Weekend (Revised) (Japanese)

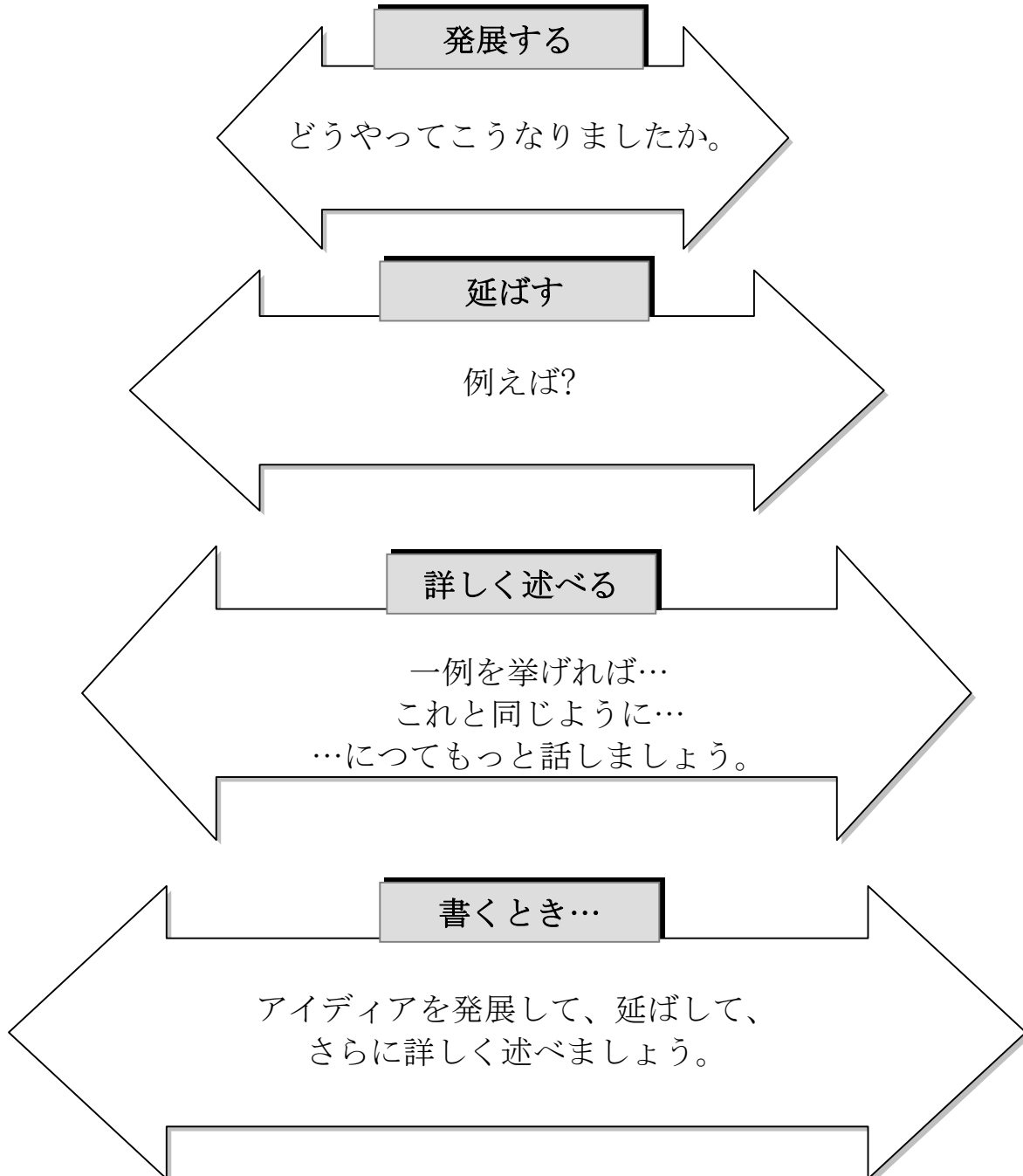
先週末のできごと

学校が非常に忙しかったし、休みたかったし、週末が来たとたん、私はうれしくなりました。金曜日の夜は友達と会って、音楽を聞きながらボードゲームをして、楽しく過ごしました。土曜日の朝は八時までに起きなければいけなかったのも、金曜日の夜は早く寝ました。土曜日は児童図書館で本を棚に置く仕事をしていました。本を借りる人が多かったし、とても忙しかったし、時間が矢のように過ぎて行っていました。土曜日の夜は家で家族とコメディとミステリーのビデオを一本ずつ見ました。両方もおもしろかったです。日曜日はくつろいだ日でした。数学クイズのために数学の勉強をしました。そして、二週間後にテストがあるから好きな歴史も勉強しました。勉強の後は親友とテニスをしました。負けました。くやしかったが、親友が勝ってよかったと思いました。家に帰ったら、夕食はピザでした。私の大好きなマッシュルームとたまねぎとピーマンのベジタリアン・ピザでした。

Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2
Adding Details – Stretching Ideas (Japanese)

アイディア / 文章を長く書くために





Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2
Adding Details – The Weekend (Original) (Persian)

کاری که من هفته گذشته انجام دادم.

خیلی خوشحال بودم وقتی که آخر هفته فرا رسید. دوستانم را جمعه شب ملاقات کردم، اوقات خیلی خوشی داشتیم. شنبه صبح زود از خواب بیدار شدم که سر کار بروم. واقعا سرم شلوغ بود و زمان به سرعت گذشت. شنبه شب در خانه ماندم و با خانواده یک کم فیلم ویدئویی تماشا کردیم. یکشنبه روز آرامی بود. اکثر روز را به مطالعه امتحان ریاضی و مرور نوشته های کلاس تاریخ گذراندم. برای استراحت به ورزشگاه رفتم و با بهترین دوستم تنیس بازی کردیم. من گم شدم. شام یکشنبه غذای مورد علاقه ام را داشتم. پیتزا !

Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2

Adding Details – The Weekend (Feedback Questions) (Persian)

عبارتها:	بازتاب سؤالات:
خیلی خوشحال بودم که آخر هفته فرا رسید.	چرا شما خوشحال بودید؟
شب جمعه دوستانم را ملاقات کردم.	چه کار کردید؟
شنبه صبح زود برای رفتن به سر کار بیدار شدم.	چه وقت و کجا کار می کنید؟
خیلی سرم شلوغ بود و زمان به سرعت میگذشت.	چرا سرت خیلی شلوغ بود؟
شنبه شب در خانه ماندم و با خانواده ویدئو تماشا کردیم.	چه ویدئویی؟
یکشنبه کاملاً آرام بود.	
اکثر روز را به مطالعه برای امتحان ریاضی گذراندم و نتهای کلاس تاریخ را مرور کردم.	چه احساس در مورد این موضوعات دارید؟
برای استراحت به ورزشگاه رفتیم و با بهترین دوستم تنیس بازی کردیم.	
من گم شدم.	چه احساسی داشتید وقتی گم شدید؟
شام یکشنبه یکی از غذاهای مورد علاقه ام را داشتم. پیتزا.	چه نوع پیتزایی مورد علاقه شماست؟



Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2
Adding Details – The Weekend (Revised) (Persian)

خیلی خوشحال بودم که آخر هفته فرا رسیده است، برای اینکه هفته پر مشغله ای را در مدرسه گذرانده بودم و احتیاج به کمی استراحت داشتم. جمعه شب یکی از دوستانم را دیدم و در حالیکه به موزیک گوش می دادیم و با هم کمی تخته بازی کردیم.

خیلی دیر خوابیدم، چون باید ساعت 8 بیدار می شدم که به کتابخانه بچه ها بروم برای کار کردن در محلی که کتابها را در قفسه ها میگذاریم. روز شلوغی بود و زمان به سرعت می گذشت چون خیلی از خانواده ها برای قرض کردن کتاب به کتابخانه آماده بودند.

شب در خانه ماندم و کمی ویدئو با خانواده ام تماشا کردم. (یک کمدی و یک فیلم اجتماعی) که هر دو خوب بودند.

یکشنبه روز آرامی بود، اکثر روز را به مطالعه برای امتحان ریاضی گذراندم و نتهای کلاس تاریخ را مرور کردم. ریاضی کمی برام سخت است.

برای استراحت یک ساعتی به ورزشگاه رفتم و با بهترین دوستم تنیس بازی کردیم. برای چند دقیقه ای گم شدم اما خوشحال بودم که دوستم پیدام خواهد کرد. وقتی خانه رفتم، شام غذای مورد علاقه ام که پیتزای سبزیجات با قارچ و پیاز اضافه بود داشتیم.

چقدر دوست داشتم!

Developing and Organizing Ideas: **Adding Details**

INTERNATIONAL LANGUAGES Levels 1 / 2
Adding Details – Stretching Ideas (Persian)

گسترش ایده ها

توسعه

این چگونه است؟

گسترش

به عنوان مثال ؟ مثل اینکه.....؟

مشروح

یک مثال این است.
..این طور به نظر میرسد.....بیشتر در موردش بگو

زمانیکه می نویسید

همیشه توسعه، گسترش و شرح موضوعات را به یاد داشته باشید



Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2
Adding Details – The Weekend (Original) (Russian)

ЧТО Я ДЕЛАЛ НА МОИХ ВЫХОДНЫХ

Я был очень рад, когда наступил конец недели. Я встретился с моими друзьями в пятницу вечером, и мы чудесно провели время. В субботу, я встал очень рано утром, чтобы идти на работу. Весь день был очень занят, и время быстро пролетело. Субботний вечеря я провел дома и мы всей семьей посмотрели несколько видеофильмов. Воскресный день был тихий. Провел его большую часть, в подготовке к контрольной по математике и просматривая заметки к уроку истории. В перерыве сходил со своим лучшим другом в спортзал поиграть в теннис. Я проиграл...

На воскресный обед была моя любимая пицца.



Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2

Adding Details – The Weekend (Feedback Questions) (Russian)

Утверждения:	Вопросы для обратной связи:
Я был рад, когда наступил конец недели.	<i>Почему ты обрадовался?</i>
Я встретился с друзьями в пятницу вечером, и мы чудесно провели время.	<i>Что вы делали?</i>
В субботу утром я встал рано, чтобы идти на работу.	<i>В какое время? Где твоя работа?</i>
Я был очень занят, и время пролетело быстро.	<i>Почему ты был так занят?</i>
В субботу вечером я был дома и вместе с семьей посмотрел несколько видеофильмов.	<i>Какие именно видеофильмы?</i>
Воскресный день прошел спокойно.	
Провёл я большую его часть, готовясь к контрольной по математике и просматривая конспект к уроку истории.	<i>Что ты думаешь об этих учебных предметах?</i>
Сделал перерыв, чтобы пойти в спортзал со своим лучшим другом поиграть в теннис.	
Я проиграл...	<i>Какое чувство ты испытал после поражения?</i>
На обед была моя любимая пицца.	<i>Какую пиццу ты любишь больше всего?</i>



Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2
Adding Details – The Weekend (Revised) (Russian)

Я был счастлив, когда наступили выходные, потому что у меня была очень загруженная неделя в школе, и мне была необходима передышка.

В пятницу вечером ко мне пришли друзья, и мы, слушая музыку, поиграли в разные настольные игры. Спать лёг не очень поздно, потому что мне нужно было встать в 8 часов утра в субботу, чтобы пойти на работу в детскую библиотеку, где я расставляю на полках книги. В этот день я был очень занят, ведь многие семьи приходят в библиотеку, чтобы взять книги на неделю, так что время пролетело быстро. Вечер я провел дома и мы всей семьей посмотрели пару видеофильмов – комедию и детектив. Оба фильма оказались интересными. Воскресенье прошло спокойно. Большую часть дня я провёл готовясь к контрольной по математике, так как для меня математика сложновата. Также просмотрел свои конспекты к уроку истории, потому что у меня через две недели зачет, и еще просто потому что я люблю историю. Сделал перерыв примерно на час и со своим лучшим другом сходил в спортзал поиграть в теннис. Я проиграл и в первую минуту очень огорчился, но потом порадовался за своего друга. Домой я вернулся к отличному ужину: была приготовлена моя любимая вегетарианская пицца с грибами, луком, разными сортами перца... Именно такая какую я люблю!



Developing and Organizing Ideas: Adding Details

INTERNATIONAL LANGUAGES Levels 1 / 2

Adding Details – Stretching Ideas (Russian)

РАЗВИТИЕ МЫСЛИ

