

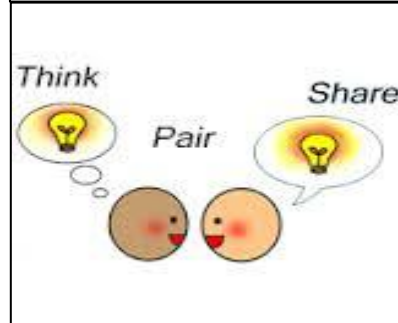


Learning Strategy

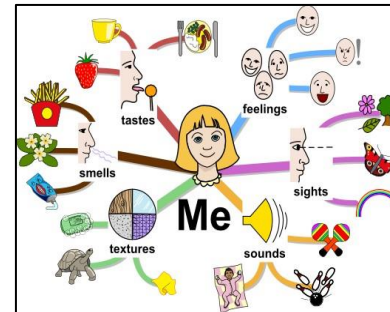
Brainstorm



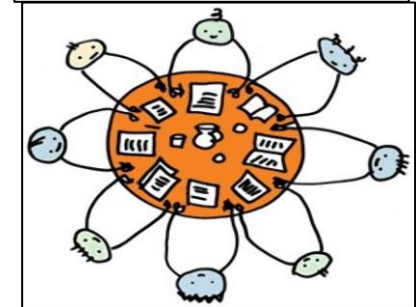
Think Pair Share



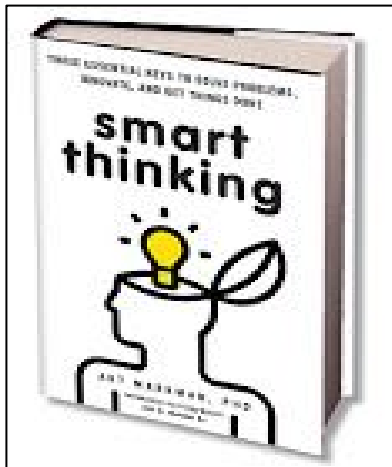
Mind Map



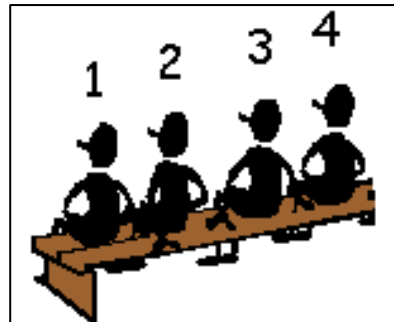
Round table



SQ3R



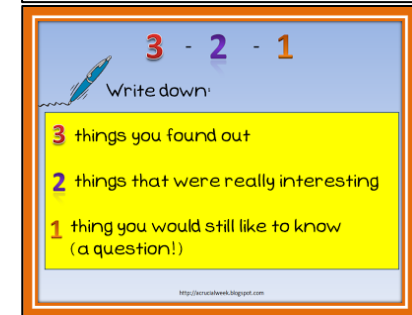
Numbered Heads



GROUPWORK

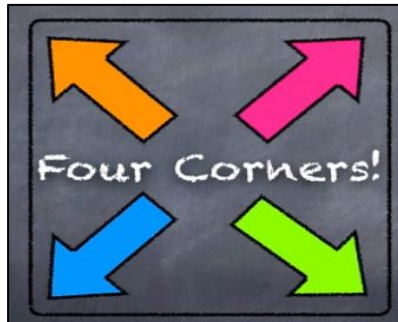


3-2-1 strategy



Learning Strategy

4 corners



Jigsaw



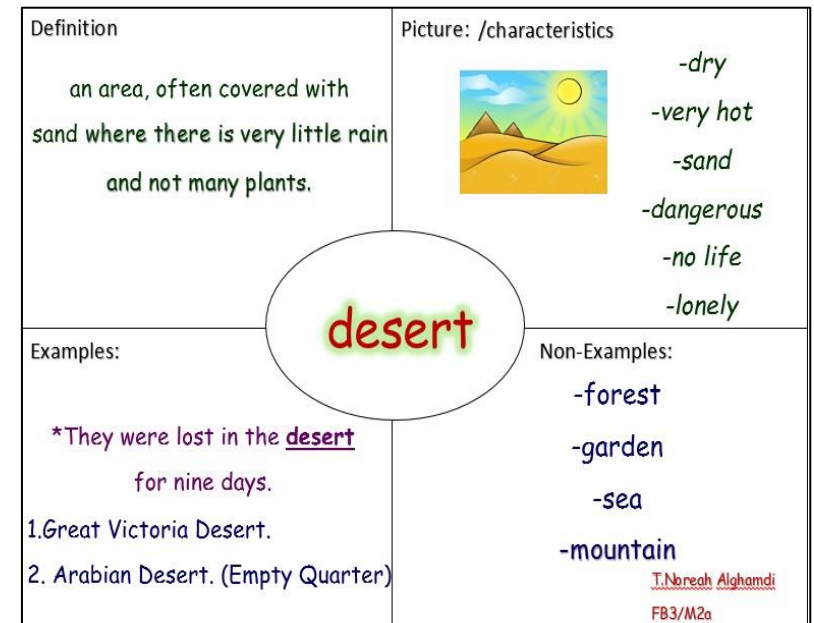
Hot Seat



Role-play



Fryer Model



Learning Strategy

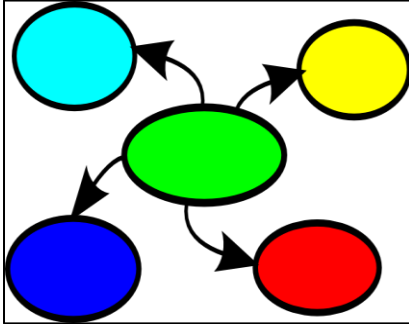
5 خطوات للقراءة المركزة- استراتيجية SQ3R

1. Brainstorm
2. Round table
3. Think Pair Share
4. Four Corners
5. SQ3R
6. Numbered Heads
7. Hot Seat
8. Role Play
9. Fryer Model
10. Jigsaw
11. 3-2-1 strategy
12. Group Work
13. Mind Map
14. concept maps
15. anticipation guide
16. Visualizing
17. story map
18. Reciprocal teaching (التعلم التبادلي)

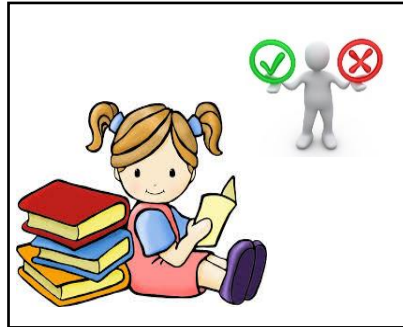
وتعني استطلاع أو مسح أو تصفح المادة المنوي قراءتها وذلك بالنظر إلى جميع العناوين الواردة في الفصل : عن أي شيء يتحدث الكتاب ؟ عن أي شيء يتحدث الوحدة الأولى ؟الوحدة الثانية الخ	(S)survey	استطلع تصفح
بعد تكوين فكرة عامة عن المادة المقروءة ولكي تتحول إلى هادفة يضع القارئ أسئلة حول المادة ، فيضع سؤالاً حول العنوان وأسئلة حول العناوين الجانبية أو حول الأفكار التي دونها وبالتالي هذه الأسئلة تساعد فيما بعد على تذكر المادة	(Q) question	اسأل
وتعني استطلاع أو مسح أو تصفح المادة المنوي قراءتها وذلك بالنظر إلى جميع العناوين الواردة في الفصل : عن أي شيء يتحدث الكتاب ؟ عن أي شيء يتحدث الوحدة الأولى ؟الوحدة الثانية الخ	(R) read	اقرأ
بعد الفراغ من قراءة المادة المقرر قراءتها، يضع القارئ الكتاب جانباً ويحاول أن يستذكر ما قرأ وأن يجيب على كل سؤال طرحه في الخطوة الثانية. إن عملية الاستذكار هنا عملية تساعد على التذكر مدة أطول وفهم الفقرات اللاحقة فمها جيداً	(R) recite	استذكر
النسيان أمر طبيعي لدى القارئ ويمكن أن يحدث أحياناً بعد ثوانٍ قليلة من القراءة لذلك يجب أولاً العودة إلى الاجابة في الكتاب لكل سؤال لم ينجح في استذكاره ثانياً مراجعة المادة كلياً وعلى الفور وكذلك اجراء مراجعة لاحقة دورية للمادة	Acad_vocabulary (R) review	راجع

Reading Strategy

concept maps



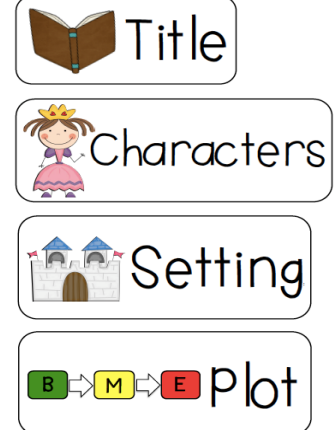
anticipation guide



Visualizing



story map




Reciprocal teaching (التعلم التبادلي)





7.GROUPWORK

3 - 2 - 1




Write down:

- 3** things you found out
- 2** things that were really interesting
- 1** thing you would still like to know (a question!)

<http://acrucialweek.blogspot.com>

3 - 2 - 1



Write down:

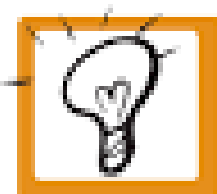
- 3** things you found out
- 2** things that were really interesting
- 1** thing you would still like to know (a question!)

<http://acrucialweek.blogspot.com>

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- List 3 things you remember from the lesson.
- Give 2 examples of what you learned.
- Write 1 question you have or something you are confused about.

PREDICTING



WHEN I PREDICT, I:

GUESS • ESTIMATE • ASSUME
INFER • SPECULATE • SUSPECT
BELIEVE • FORECAST • PROJECT

PREDICTING QUESTIONS/STATEMENTS:

- | | |
|---|--|
| • What do you think will happen? | • What will the author do or tell you next? |
| • What clues tell you what will happen? | • What clues from the passage help you remember what has happened? |

CLARIFYING



WHEN I CLARIFY, I:

EXPLAIN • REREAD • SOLVE
MONITOR • REFINE • SIMPLIFY
DEFINE • SHARPEN • REMEMBER

CLARIFYING QUESTIONS/STATEMENTS:

- | | |
|--|--|
| • I need help understanding this part of this section. | • What context clues help you? |
| • Words I don't know or understand are... | • Add another example to figure out the meaning. |

QUESTIONING



WHEN I QUESTION, I:

SEARCH • ASK • INVESTIGATE
CHALLENGE • EXAMINE • DISPUTE
DOUBT • EXPLORE • INQUIRE

QUESTIONING QUESTIONS/STATEMENTS:

- | | |
|---|---|
| • What questions do you have about the topic? | • What did you think about as you read? |
| • Share what you think the author meant when... | • What else do you know about this subject? |

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SUMMARIZING



WHEN I SUMMARIZE, I:

SUM UP • CONCLUDE • JUDGE
DETERMINE • REVIEW • DECIDE
SURMISE • ORGANIZE

SUMMARIZING QUESTIONS/STATEMENTS:

- | | |
|--|--|
| • Tell me about what you just read. | • What is the most important part of the story? |
| • What clues from the passage helped you organize your thinking? | • What sentences sum up the meaning of the entire passage? |

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VISUALIZING



WHEN I VISUALIZE, I:

**IMAGINE • PICTURE • SEE
PRETEND • DREAM • ENVISION**

VISUALIZING QUESTIONS/STATEMENTS:

- | | |
|----------------------------------|-------------------------------------|
| • When I read, I imagine that... | • The picture I am making is... |
| • As I read, in my mind I see... | • As I read, I make movies about... |



? Questioner



My job is to create questions about the main ideas in the text to help everybody understand it.

Summarizer



My job is to summarize the key points in the text in a few sentences.

Clarifier



My job is to answer questions and make sure everybody understands what is happening in the text.

Reciprocal teaching (التعلم التبادلي)

The Questioner

The questioner asks questions that will assist in understanding the text.

The questioner needs to:

- ▶ think of questions as they are reading
- ▶ ask questions to help make meaning from the text
- ▶ model a range of question types e.g. literal and inferential.



The Clarifier

The clarifier highlights sections of the text that may require clarification.

The clarifier needs to:

- ▶ look for unfamiliar words and phrases
- ▶ identify complex ideas or concepts
- ▶ work with the group to find meaning.



The Predictor

The predictor uses evidence to predict what might happen next in the text.

The predictor needs to:

- ▶ suggest what the text might be about before reading
- ▶ use clues from the text to support predictions
- ▶ share their predictions and evidence with the group.



The Summarizer

The summarizer retells the most important parts of the text in their own words.

The summarizer needs to:

- ▶ identify the main idea of the text
- ▶ locate key vocabulary
- ▶ summarize the key details.



The Questioner

My job is to create questions about the main ideas in the text to help everybody understand it.



- think of questions as they are reading.

The Clarifier



My job is to answer the questions and make sure everybody understands what is happening in the text.

- look for unfamiliar words and phrases.
- identify complex ideas or concepts.
- work with the group to find meaning.

The Predictor

My job is to predict what the text about and to use evidence to predict what will happen next in the text.

- to use the clues in the text to make a guess about what will happen next.

The Summarizer

My job is to retell the most important parts of the text in my own words.

- Identify the main idea of the text.

