



STRATEGY CARDS



It was as big as this.

GESTURE

Make physical actions that convey or support messages.



That's OK.

You said it was OK?

RECAST

Restate what someone else has just said to verify comprehension.



This idea is very good!

It's a great idea!

REPHRASE

Express in an alternative way.



Um... Let me think.

STALL FOR TIME

Buy time to think out a response.

STRATEGY CARDS

Communication and Learning Strategies: Secondary Cycle One program • Strategy Cards 2 • MEQ 2005

A cartoon character is sitting at a desk, looking at a checklist. The checklist has three items: 'STEP 1: Goal', 'STEP 2: language', and 'STEP 3: tools'. The character is holding a pen and has just checked off 'STEP 1: Goal'.

PLAN

Foresee the necessary elements to achieve a goal.

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A cartoon character is sitting at a desk, looking at a clock. A speech bubble says 'I need to listen for the project deadline.' Another speech bubble says '...blah blah next Monday blah blah...'. The character is looking stressed.

PAY SELECTIVE ATTENTION

Decide in advance to notice particular details.

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A cartoon character is sitting at a desk, looking at a computer screen. A speech bubble says 'This is what I need to do.' Another speech bubble says 'e-mail', 'chat', 'computer game', and 'finding the information'. The character is looking at the screen with a determined expression.

DIRECT ATTENTION

Decide to pay attention to the task and avoid irrelevant distractors.

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A cartoon character is sitting at a desk, looking at a computer screen. A speech bubble says 'You know, the machine that we use to search on Internet...'. The character is looking at the screen with a thoughtful expression.

SUBSTITUTE

Use less precise expressions or words circumlocution to replace more precise but unknown ones.

STRATEGY CARDS

They all sound the same but have different meanings.



There Their They're

COMPARE

Note significant similarities and differences.


Let's brainstorm about summer vacations.



camping fishing travelling
swimming

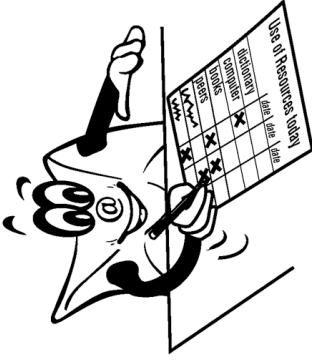
ACTIVATE PRIOR KNOWLEDGE

Link new information to what is already known.



SELF-MONITOR

Check and correct one's own language.



SELF-EVALUATE

Reflect on what has been learned.

STRATEGY CARDS

It's a dark and rainy night.
A stranger dressed in black...

I think this story will be a mystery.

PREDICT

Make hypotheses based on prior knowledge, topic, task at hand, title, pictures, glancing through a text.

May I borrow...?

May I say something?

May I go to the washroom?

PRACTISE

Reuse language in authentic situations.

Oh! That's what "peace" means.

PEACE

- Love
- No more fear

INFER

Make intelligent guesses based on prior knowledge of available cues such as context, cognates, words and expressions, visual clues, contextual cues, intonation or patterns.

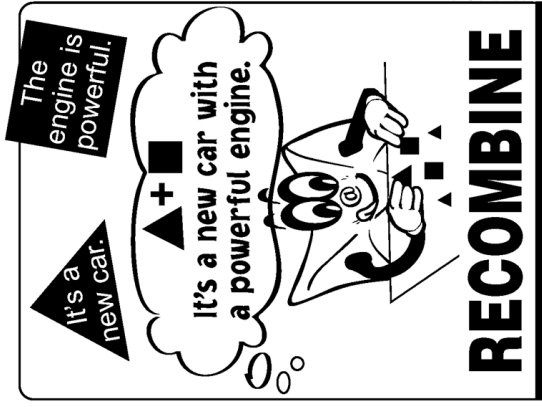
Let me think about that.

now I know what it is.

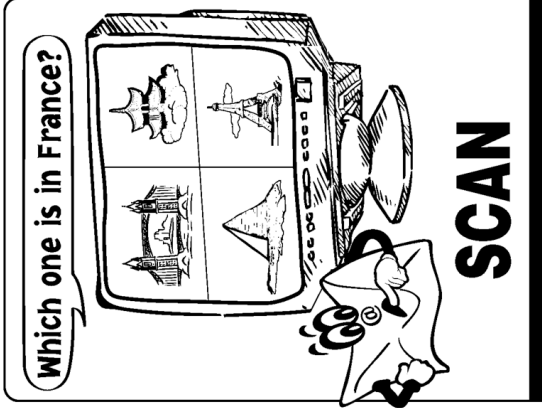
DELAY SPEAKING

Take time to listen and speak when comfortable.

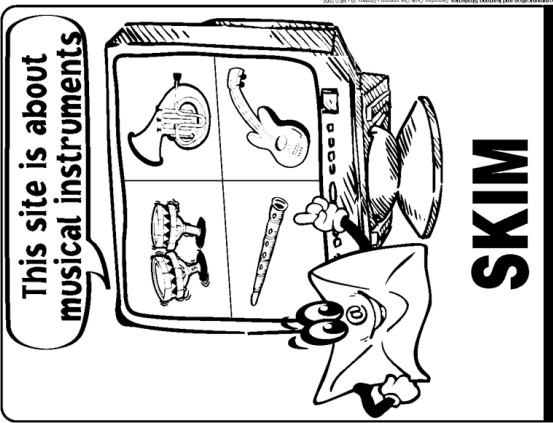
STRATEGY CARDS



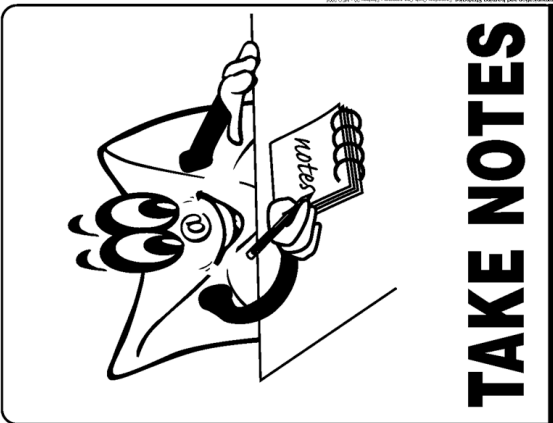
Put together smaller meaningful elements in a new way.



Look for specific information in a text.



Read through a text quickly to get a general overview.



Write down relevant information.

STRATEGY CARDS

**ENCOURAGE
SELF
AND OTHERS**

I can do this
and you
can too!

Congratulate
or reward self
and / or
others.

COOPERATE

Work with others
to achieve a
common goal
while giving
and receiving
feedback.

**ASK FOR HELP,
REPETITION,
CLARIFICATION,
CONFIRMATION**

Request
assistance,
reiteration,
precision and
reinforcement.

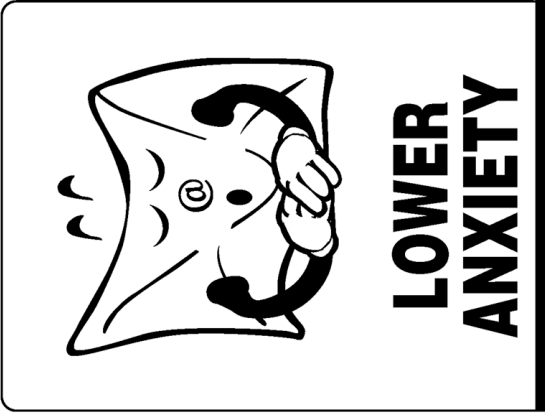
**USE SEMANTIC
MAPPING**

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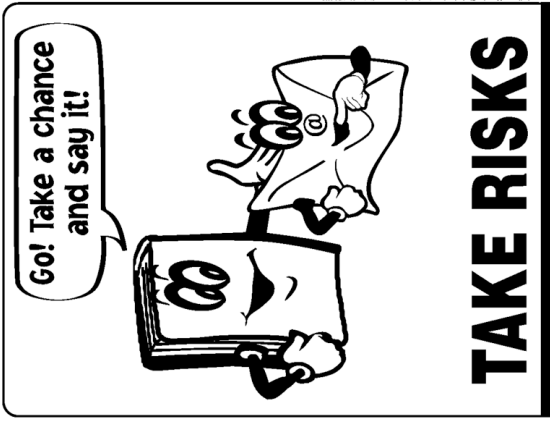
graph TD
    FOOD --> drinks
    FOOD --> meals
    drinks --> milk
    drinks --> juice
    drinks --> water
    meals --> breakfast
    meals --> lunch
    meals --> dinner
    
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Group ideas
into meaningful
clusters.

STRATEGY CARDS



Reduce stress through relaxation techniques or laughter, or by reminding oneself of goals, progress made and resources available.



Experiment with language without fear of making mistakes.