



**JOURNAL OF CURRICULUM STUDIES**

**HANDBOOK  
FOR  
INTEGRATING READING AND THINKING  
IN  
GRADE 11 CORE, EXTENDED AND IMMERSION  
FRENCH**

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These additional materials for French As a Second Language programs in Grade 11 Core, Extended and Immersion French courses are designed to help teachers implement the Grade 11 curriculum. These materials were created by and for members of the Ontario Modern Language Teachers' Association/Association ontarienne des professeurs de langues vivantes. The Ontario Ministry of Education funded the development of these resources.

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## JE LIS, ALORS JE PENSE!

### Introduction: Integrating Reading and Thinking

This handbook, *Je lis, alors je pense!*, provides additional resources for French As a Second Language (FSL) teachers to assist them in expanding their repertoire of instructional strategies to teach reading and to teach thinking in their Grade 11 FSL courses. In *The Ontario Curriculum, Grades 11 and 12, French as a Second Language - Core, Extended and Immersion French* - the Grade 11 curriculum expectations emphasize that students read to understand a variety of literary and informational texts, and to expand their understanding of francophone culture. It is expected that students in Core, Extended and Immersion French courses apply critical thinking and analyze information as they read, and that they go beyond the surface meaning in a text.

The teaching, learning and assessment strategies in the handbook, *Je lis, alors je pense!*, integrate the teaching of thinking critically and creatively into the teaching of reading effectively. These strategies have been designed to meet the required Grade 11 FSL curriculum expectations, and to link them to the related categories of the Achievement Chart. Activities unfold in a three-phase process of pre-reading, during-reading and post-reading.

In the handbook, a matrix summarizes the strategies used to develop thinking skills in each of the units, and a glossary defines and gives examples of the terminology. The handbook presents three, sample units that integrate reading and thinking, and that focus on the reading expectations in Grade 11 Core, Extended and Immersion University Preparation courses. The three units are:

- **Core French: *La Parure***

In this unit, students examine the literary genre of the short story and its key elements, including the historical and cultural context of the story. The teaching and learning methodologies build students' strategies for reading, and initiate their critical, creative and metacognitive thinking skills. As a final task, students do research for an oral presentation and a creative product on an aspect of the historical and cultural life of 19<sup>th</sup> century France.

- **Extended French: *La comparaison de deux contes***

In this unit, students use strategies and skills to read effectively, and to think critically and creatively in order to understand, analyse and compare two short stories on the same theme. As a final task, students compare elements of the same theme in the two short stories.

- **Immersion French: *En contact avec le monde francophone***

In this unit, students use a variety of reading strategies as they read short stories from various francophone regions. As a final task, students work in their groups of "Le Cercle des lecteurs au café", compose an e-mail message recommending the story they have selected, summarize its content, and give reasons for its selection.

### Each sample unit incorporates:

- a design-down model of curriculum development which follows a three-step process to answer the following questions:

Step 1: Identify the expectations

What will students know and be able to do at the end of this unit?

Step 2: Select tasks or performances for assessment and evaluation

How will I know that they have achieved the expectations?

Step 3: Design appropriate teaching and learning strategies, and select topics and resources

What are the appropriate teaching/ learning strategies and resources?

- a three-phase reading process with each phase presenting teaching, learning and assessment strategies that develop reading and thinking skills;
- a focus on reading expectations but includes expectations from all three strands. Students use

- integrated language skills as they anticipate the text and respond to text;
- strategies and tools to explicitly teach reading and thinking;
  - teaching strategies for Cooperative Learning and Multiple Intelligences
  - two charts or matrices:
    1. Assessment and Evaluation Matrix indicating the types of assessment, the achievement chart categories, and assessment and evaluation strategies and tools
    2. Phases of the Reading Process with examples of strategies for reading and thinking;
  - performance tasks that enable students to demonstrate, in meaningful activities, the knowledge and skills they have learned. A rubric is used as a scoring scale to evaluate the students, and guide them to a high level of performance. The rubric identifies key criteria by which the students' performance will be evaluated, and it provides descriptions that indicate the degree to which the key criteria have been met. These performance tasks, designed to specific curriculum expectations, involve critical and creative thinking skills and require integrated language use. Frequently, students create and perform these tasks in Co-operative Learning situations since a team effort is required.

### **Explicit Teaching of Strategies for Reading and Thinking: A Rationale**

The following justifications for explicitly teaching learning strategies are quoted from pages 11 and 12 of the book, *Catch Them Thinking*, by James Bellanca and Robin Fogarty.

- Cognitive research is the study of those effective teaching strategies which help students process information so that they extract meaning from it.
- Cognitive research has special meaning for the improvement of learning. ...Rather than place emphasis on drill and practice, the teacher who operates from a cognitive perspective, has the assurance that the time spent in processing information through wait-time, higher order thinking discussions and co-operative learning is the more valuable instructional activity for all students.
- Interestingly, some of the best research has come from the area of reading. ...Research suggested that the teacher could improve reading by cognitive instruction that encouraged the student to draw on the reader's knowledge base, provide the student with new strategies for thinking about reading, and refine the student's thinking skills with corrective feedback.
- No piece of research has more value to us than the studies in metacognition. By teaching students to plan purposefully how they intend to think through a reading task and use learned strategies, how they can check or monitor their strategic reading, and how they can self evaluate and refine their thinking after the task, the researchers noted how much greater the successes were in reading achievement.

### **Identifying Thinking for Meeting FSL Curriculum Expectations**

Critical and creative thinking are defined on page 48 in the document, *The Ontario Curriculum, Grades 9 and 10, French As a Second Language Core, Extended and Immersion French, 1999*, in the following way:

- Critical thinking is "The process of thinking through ideas or situations in order to make a judgement about what is sensible or reasonable to believe or do".
- Creative thinking is "The process of thinking about ideas or situations in inventive and unusual ways in order to understand them better and respond to them in a new and constructive manner".

The T-Chart following provides a view of some learning activities that readers in an FSL course might demonstrate as they think critically and creatively.

Critical Thinking looks/sounds/feels like...	Creative Thinking looks/sounds/feels like...
<ul style="list-style-type: none"> <li>• Analyzing For Assumptions</li> <li>• Analyzing For Bias</li> <li>• Attributing</li> <li>• Classifying</li> <li>• Comparing</li> <li>• Contrasting</li> <li>• Determining Cause And Effect</li> <li>• Drawing Conclusions</li> <li>• Making Decisions</li> <li>• Prioritizing</li> <li>• Sequencing</li> <li>• Solving For Analogies</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Evaluating</li> <li>• Generalizing</li> <li>• Hypothesizing</li> <li>• Imagining</li> <li>• Inferring</li> <li>• Inventing</li> <li>• Making Analogies</li> <li>• Personifying</li> <li>• Predicting</li> <li>• Solving Problems</li> <li>• Visualizing</li> </ul>

In the publication by the American Federation of Teachers, *The Goal of Critical Thinking from Educational Ideal to Educational Reality*, the concept of critical thinking defines as follows:

- The "critical spirit" is composed of attitudes (or dispositions) and skills, both of which are essential to the process. This critical spirit is an *attitude* toward inquiry, a *knowledge* of the methods of reason and inquiry, and *skill* in applying them.
- Cornbleth says that critical thinking is a dynamic process of questioning and reasoning, of raising and pursuing questions about our own or others' claims and conclusions, definitions and evidence, belief and actions (page 8).
- Scriven noted that critical thinking skills are not commonly recognized as a necessary part of curriculum, whereas they are in fact the glue that connects knowledge of facts with any application of that knowledge (page 20).

### Linking Instruction of Higher Order Thinking Skills to the Achievement Chart Categories

Teachers and students who wish to develop the art of thinking critically and creatively in the FSL classroom can use bloom's taxonomy of educational objectives. Traditionally, FSL instruction has been concentrated in the bottom, three categories of Bloom's taxonomy - knowledge, comprehension and application. The requirement to link instruction to the Achievement Chart categories, demands that FSL instruction include a greater focus on learning in the top, three levels of Bloom's taxonomy - analysis, synthesis and evaluation. Jane Harper and Madeleine Lively in their handbook, *We've Got the "HOTS" for Foreign Languages*, identify the following strategies for teaching "Higher Order Thinking Skills":

ANALYSIS	SYNTHESIS	EVALUATION
<ul style="list-style-type: none"> <li>• Classifying</li> <li>• Determining sequence and consequence</li> <li>• Comparing and contrasting</li> <li>• Seeing cause and effect relationships</li> <li>• Making associations verifying</li> </ul>	<ul style="list-style-type: none"> <li>• Generalizing</li> <li>• Decision making</li> <li>• Making inferences</li> <li>• Hypothesizing</li> <li>• Creating</li> <li>• Imagining</li> <li>• Predicting</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing value</li> <li>• Making judgements and formulating reactions based on personal experience or available facts</li> <li>• Persuading</li> <li>• Problem solving</li> </ul>

Fogarty 's taxonomy of thinking, *The Three-Story Intellect*, condenses Bloom's taxonomy into three levels of thinking: *Factual Thinking/Gather*, *Critical Thinking/Process*, and *Creative Thinking/Apply*. Teaching and learning strategies that link the taxonomy of thinking with the categories of the Achievement Chart, as illustrated below, effectively develop and integrate the processes of thinking and

reading in FSL instruction

<b>LEVEL 3 = CREATIVE THINKING /APPLY</b>		
<b>THINKING SKILL PROCESS/TASK</b>		<b>ACHIEVEMENT CHART CATEGORY</b>
Apply Predict Judge	Infer Evaluate Reflect	<b>Application</b>
<b>LEVEL 2 = CRITICAL THINKING / PROCESS</b>		
<b>THINKING SKILLS PROCESS/TASK</b>		<b>ACHIEVEMENT CHART CATEGORY</b>
Analyze Classify Compare Contrast Explain	Interpret Prioritize Reason	<b>Thinking &amp; Inquiry</b> <ul style="list-style-type: none"> <li>• Critical &amp; Creative thinking in reading, writing, speaking</li> <li>• Inquiry in research</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>• Speaking, Writing</li> </ul>
<b>LEVEL 1 = FACTUAL THINKING / GATHER</b>		
<b>THINKING SKILLS PROCESS/TASK</b>		<b>ACHIEVEMENT CHART CATEGORY</b>
Ask Describe Identify Name Match	Recall Recognize Select Recite	<b>Knowledge &amp; Understanding</b> <ul style="list-style-type: none"> <li>• reading/listening comprehension</li> <li>• language structures</li> <li>• vocabulary</li> </ul>

### Reading As A Process

In the Grade 11 FSL curriculum, the expectations for reading require students to apply critical thinking as they read to enable them to become effective and critical readers of French texts. An effective reader is one who is able to use appropriate reading and thinking strategies to grasp the essential ideas in a piece of writing, and who is able to apply these ideas in new contexts.

Reading is a complex process that provides a bridge between speech and writing. In real-life situations, readers use a variety of strategies to understand the meaning of texts. The various strategies evolve from the readers need to read for information or enjoyment. Once readers know their reason to read, they select appropriate strategies. For example, two friends planning a trip, based on their prior experience and knowledge of this type of text, select travel brochures to read. As they read the brochures, they evaluate the usefulness of the information given. After reading the brochures, and finding the information satisfactory, they decide to visit a travel agent to book a trip. Reading in the FSL classroom, as in real-life, is not an isolated activity, but an integrated language experience developed through a three-phase process with before-, during-, and after-reading activities. A three-phase reading program that links the expectations in the Grade 11 FSL curriculum with the categories of the Achievement Chart will enable students to be critical and creative thinkers as they prepare to read, respond to text, and apply their learning to new contexts.

### **Reading and Second Language Readers**

In order to become independent and fluent readers in a second language, students need to read frequently and to develop the skills in reading for different purposes. Reading in a second language enhances students' language development in French, and provides a way to acquire information, discover literature, and gain cultural awareness.

Although students in Grade 11 FSL programs have generally mastered the mechanics of reading in English, they need a repertoire of reading strategies to more effectively make meaning of texts in a second language. Cognitively, students in Grade 11 FSL programs are at the same level as their peers in English language programs. However, linguistically, their French language competence is not at the same level as their English language competence because they are still learning the French language. For this reason, they have difficulty comprehending texts and expressing complex ideas in French. They often have difficulty understanding the gist or general meaning of a text in French because they get lost in the details when the words are not familiar. It is important, therefore, that teachers help students to learn effective reading strategies to understand texts in French. As stated in the Grade 11 & 12 FSL Curriculum document " Students should develop and use a range of reading strategies to determine the meaning of a text or example, using previous knowledge and context clues: using knowledge of word families and root words: making inferences; rereading; skimming text for information".

### **Integrating Phases of Reading and Thinking**

Students learn to read by reading, and to think by thinking. Expressing and understanding thought, especially higher-order thoughts, require higher-levels of thinking and language. The following chart demonstrates how teachers and students can use thinking skills in each phase of the reading process. The three levels of thinking described by Fogarty (factual, creative and critical thinking) can occur in any of the phases of the reading process. Teachers need to diagnose their students' second language reading skills, and if necessary, teach them these skills, and how to use them while reading. The outcome will be a more accessible and pleasurable reading experience for students, - one that reflects a real reading experience, and not just a dictionary and vocabulary list activity.

#### **Instructional strategies in the pre-reading phase anticipate a text, or sections of a text by:**

- introducing the text's type, author, historical or cultural background;
- using students' prior knowledge of the theme, type/genre of text, title and vocabulary to predict the author's intent or storyline, as well as the type of reading required (e.g., reading for bias in a news' article);
- introducing key vocabulary to facilitate reading fluency;
- using thinking strategies such as:
  - brainstorming in cooperative groups to find out how much students know about the topic;
  - making predictions and hypothesizing;
  - clarifying main ideas.

#### **Instructional strategies in the first reading phase, encourage students to gather information to answer the 5W's (who, what, why, when, where) by:**

- skimming the text for information;
- using reading strategies to derive main ideas from context and language clues (word families and root words), and not to decipher the meaning of each word;
- using thinking strategies such as:
  - making predictions and verifying their hypotheses as they read.

#### **Instructional strategies in the second reading phase, encourage students to focus on events or ideas essential to comprehension by:**

- eliciting individual responses to open-ended questions related to the text;
- using visual formats: charts and graphic organizers (e.g., Venn diagram, web, sequence chart, t-chart, KWL, PMI) to discuss characters, plot, theme;
- identifying and recording their learning strategies in a reading log or metacognition journal;
- using critical thinking strategies such as:
  - comparing and contrasting ideas, events, predictions;
  - sequencing developments and events;
  - drawing conclusions;
  - determining cause and effect;
  - analysing plot, characters, style;
- using creative thinking strategies such as:
  - inferring, and generalizing;
  - making predictions, verifying and elaborating hypothesis;
  - solving problems.

**Instructional strategies in the post-reading phase, encourage students to consolidate their understanding, and to continue to explore meaning through interpretations and personal responses of the text by:**

- discussing the text in group discussions, and after presentations;
- dramatizing segments of the text e.g. role-play;
- rewriting from another point of view, in another time or place, or in another genre;
- reading and comparing another work by the same author, or another work on the same theme;
- doing research to acquire data from a variety of sources, to organize information, to evaluate and interpret information;
- using factual, critical and creative thinking skills as they analyze, synthesize, and evaluate information to create the assigned performance task.

In classroom discussions, teachers may wish to use different types of responses:

Personal responses

- focus on opinions on various aspects of the text, and make reference to personal experiences and memories evoked by the text.

Topical responses

- focus on issues raised in the text that can lead to comparisons between views expressed by the author, characters, and the readers.

Interpretive responses

- focus on the text and involve students' making inferences about what the author has said, and require bringing evidence to support their interpretation.

Comments on form

- focus on the manner and effectiveness of the author's mode of presentation, and include comments on such things as the use of language, the development of plot and characters, and special effects.

## Reading Materials

Students learn to read by reading, and to think by thinking. A well-balanced reading program will provide students with opportunities to consolidate orally learned language, build vocabulary and develop comprehension skills. Students should read a wide variety of materials for information and enjoyment. Materials should be appropriate to their age, interests and level of proficiency in French. Through their readings of informational and literary texts, students will develop cultural insights and gain an appreciation of the French presence in Canada and across the world.

For each Grade 11 FSL course, the curriculum document states the type of reading materials (media text, article, essay, novel, poem, play, and short story), and specifies its cultural origins.

In Core French, students will expand their understanding of francophone culture around the world, through the reading of a wide range of literary and informational texts. In Extended French, students will extend their understanding of the culture of French-speaking people in Canada through the reading of a variety of texts. In Immersion French, students will read a range of literary and other works to gain an appreciation of francophone culture around the world.

**Summarizing the Thinking Strategies and Tools in the Three Sample Units**

<p><b>CORE FRENCH</b> <b>La Parure</b></p>	<p><b>EXTENDED FRENCH</b> <b>Une comparaison de deux contes</b></p>	<p><b>IMMERSION FRENCH</b> <b>En contact avec le monde francophone</b></p>
<ul style="list-style-type: none"> <li>▪ <b>Classify , compare and contrast</b> using Attainment and Concept Formation strategies</li> <li>▪ <b>Predict and solve problems</b> using graphic organizer , a PMI chart</li> <li>▪ <b>Evaluate</b> information to determine research using graphic organizer, a KWL chart</li> <li>▪ <b>Predict and verify hypotheses</b> in the pre-reading and reading phases of the reading process</li> <li>▪ <b>Analyze and evaluate</b> one's thinking (Metacognition) using Dialectical Journal and Metacognitive Journal</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Imagine</b> to introduce story</li> <li>▪ <b>Analyse</b> short stories for plot, character, style</li> <li>▪ <b>Draw conclusions</b> using Wait-time Think-time strategy</li> <li>▪ <b>Verify hypotheses</b> using research</li> <li>▪ <b>Brainstorm</b> using graphic organizer, a Web</li> <li>▪ <b>Compare</b> hero in both stories using graphic organizer, a Venn diagram</li> <li>▪ <b>Compare and contrast</b> elements of same theme in two short stories</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Create</b> a survey, and <b>create</b> mind-map based on findings of survey</li> <li>▪ <b>Analyse</b> chart and use think-pair-share strategy to <b>solve problems</b></li> <li>▪ Research newspapers of francophone regions , <b>analyze</b> results of research and <b>compare and contrast</b> using graphic organizer, a Venn diagram</li> <li>▪ <b>Brainstorm</b> and <b>classify</b> adolescent themes and <b>create</b> graphic mind –map</li> <li>▪ <b>Compare</b> schéma narratif and reading guide</li> <li>▪ <b>Predict</b> outcomes and <b>compare and contrast</b> predictions</li> <li>▪ <b>Predict and verify hypothesis</b> in the pre-reading and reading phases of the reading process</li> </ul>

**Glossary of Terms**

The following list of terms with definitions and examples is intended to clarify the tools/strategies used to develop critical and creative thinking in the three units.

**Cooperative Learning:**

In the Forward to Julie High's book "*Second Language Learning through Cooperative Learning*", Spencer Kagan outlines how Cooperative Learning maximizes language learning because it puts into practice five fundamental principles of language acquisition theory. Firstly, listening and speaking in pairs, as opposed to one student speaking in a whole class situation, maximizes student language output. Secondly, the situation is a communicative one with a real reason to communicate. Thirdly, the supportive, small group context reduces fear and encourages speech. The positive interdependence factor motivates students to participate, and to tutor each other. Lastly, teaching students expressions or gambits

to ensure good cooperative behaviour (e.g., "Does anyone else have an idea to add?" to prevent one person from dominating), empowers students to function more effectively in social situations, and to experience linguistic development. Cooperative Learning structures are interactive, and each structure involves processes of listening, speaking, reading and writing. For example, Roundrobin structures sharing orally by taking turns around the table; roundtable structures sharing in writing by taking turns around the table. The Kagan structures used in the three units are - Brainstorming, Jigsaw, Round Table, Round Robin, Think-Pair-Share, Think-Pair-Share -Square, Three Step Interview. Resources for Cooperative Learning are listed in the resources section.

### **Graphic Organizers**

Graphic organizers are instructional tools that help students visually structure their thinking and provide an easily recalled guide in new situations. The categories of thinking skills listed below indicate the different types of graphic organizers used in the sample units. For more information on graphic organizers, teachers may wish to consult the web site <http://www.graphic.org/goindex.html> listed in the Resource section.

#### **Generation of Ideas, Divergent Thinking**

**Brainstorming** is a divergent thinking process used to solve specific problems, gather information, stimulate creative thinking, develop new ideas by spontaneous participation in a discussion using a set of rules. Examples of a graphic organizers used to brainstorm are:

- A **Web** is a graphic organizer used to help students to list facts, definitions, attributes or examples related to a single topic, concept or theme.
- A **Mindmap** is a graphic organizer used to help students to quickly gather information, stimulate creative thinking, organize or brainstorm ideas.

#### **Inductive Thinking**

**Classifying** is a thinking process used to group things into definable categories on the basis of common attributes. **Comparing and contrasting** are thinking processes used to examine two or more objects or ideas in order to note similarities and differences. An example of a graphic organizer used to classify and compare is:

- A **Venn diagram**, made of three, overlapping circles, is a graphic organizer used to help students to analyse similarities and differences between two things (people, place, events, ideas) by placing individual characteristics in either the left or right sections, and common characteristics within the overlapping sections.

#### **Inquiry, Evaluation**

- **KWL** is a graphic organizer used to help students activate and evaluate prior knowledge in order to solve a problem.  
**K**-Recall what group **KNOWs** about the subject; **W**-determine what group **WANTS** to learn;  
**L**-identify what group **LEARNed**, and still needs to know

#### **Problem Solving, Examination of Opposite Points of View**

- **PMI** is a graphic organizer used to help students to create objectivity in dealing with a problem by examining both sides of an issue. **P** represents the pluses, the positive results; **M**, the minuses or the negative results; **I** represents interesting aspects or questions about the positive or negative results.

### **Models of Teaching Information Processing**

- **Concept Formation and Concept Attainment are models of classification strategies.** A concept is a mental construct represented by a word in society. Bruner identified five elements of a concept:
  1. **Name:** term given to the category (e.g., dog)
  2. **Examples/exemplars:** refer to instances of the concept (e.g., Positive exemplars are bulldog, bark; negative exemplars are cat, meow.)
  3. **Attributes:** common features (e.g., DNA of wolf, bark, hair, four legs, tail)
  4. **Attribute values:** essential (e.g., DNA of wolf, bark) or non-essential (webbed feet)

5. **Rule**: definition identifying the essential attributes of a concept
- **Concept formation** (founder: Hilda Taba) is an inductive teaching strategy that progresses through the three instructional steps involved in the inductive thinking process. Concept Formation helps students organize the data by comparing and contrasting the examples of the concept, by classifying them by similarities, and by naming the concepts. The students define the categories, not the teacher.
  - **Concept Attainment** (founder: Jerome Bruner) presents data in pairs of positive and negative "exemplars" of the concept, and helps students discover the attributes of the concept previously selected and presented by the teacher.

### Note Concerning Permissions

In this unit, specific works are outlined as resources for teachers. Before reproducing materials for student use, teachers should ensure that their school board has a Cancopy licence that covers the resources they wish to use. It is also important to note that many Internet resources are protected the copyright of the person or organization that created the work. Reproduction of any work, or a substantial part of any work, on the Internet is not allowed without the permission of the owner.

Teachers are encouraged to integrate resources that are available in their own schools.

### Print Resources

- Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Alexandria, VA: ASCD. 1994. ISBN 0-87120-230-1
- Bellanca, James and Fogarty, Robin. *Catch Them Thinking: A Handbook of Classroom Strategies*. Palatine, Illinois: IRI/ Skylight Publishing, Inc., 1992. ISBN 0-932935-02-8
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- Bennett B., Rolheiser C., and Stevahn, L. *Cooperative Learning: Where Heart Meets Mind*. Canada: Educational Connections, 1991. ISBN 0-9695388-0-4
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- Marzano, Robert and Pickering, Debra. *Assessing Student Outcomes: Performance Assessment Using Dimensions of Learning*. Alexandria, VA: ASCD. 1993. ISBN 0-87120-225-5
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- Paul, R., Blinker, A., Martin, D. and Adamson, K. *Critical Thinking Handbook: High School*. Rohnert Park, CA. The Centre for Critical Thinking and Moral Critique. 1989. ISBN 0-944583-03-2
- Tremblay, Roger. *Plan de perfectionnement en français langue seconde: Compréhension écrite*. Anjou, Québec: Centre Éducatif et Culturel inc., 1989. ISBN 2-7617-0604-8
- Walsh, D. and Paul, R. *The Goal of Critical Thinking from Educational Ideal to Educational Reality*. Washington, D.C. American Federation of Teachers. 1989.

**Note:** The writers verified the URLs for the websites prior to publication. Given the frequency with which these designations change, teachers should always verify the website prior to assigning them for student use.

### **Internet**

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#### Websites

<http://www.vcu.edu/engweb/home/theory.html>

<http://www.graphic.org/goindex.html>

\*Saskatchewan Ministry of Education French immersion Document – Reading Strategies Package in French – <http://www.sasked.gov.sk.ca/docs/francais/frlang/inter/ccom14.html>