

Characteristics of Learning Phases

(developed by Tara Fortune and Diane Tedick based on Cloud et al., 2000; Kucer et al., 1995)

“Into” Activities: The Preview Phase

- Provide students the conceptual, linguistic and cultural foundation needed to understand and carry out main activity
- Are meaningful and significant
- Activate prior knowledge
- Create a common experience base
- Entice student interest
- Assist students in making connections between previous and future learning experiences

“Through” Activities: The Focused-learning Phase

- Focus students' attention and highlight what is of significance in understanding the theme/topic
- Give students the opportunity to confirm their understandings and correct misconceptions
- Provide a model and then practice in the use of concepts, skills, language and strategies being learned
- Act as learning events that scaffold and develop independent communication and thinking abilities

“Beyond” Activities: The Expansion or Extension Phase

- Support, extend, or integrate student understanding of theme/topic by inviting student to revisit now-familiar knowledge for more focused study
- Provide opportunities for students to apply what they've learned
- Encourage the re-presentation of learned information in a new and different format
- Provide opportunities for students to reflect on and creatively respond to what they have learned in personally and socially relevant ways
- May assist students in linking the current learning experience with previous and future activities within the same theme/unit

Sources:

Cloud, N., Genesee, F., & Hamayan, E. (2000). *Dual language instruction: A handbook for enriched education*. Boston, MA : Heinle & Heinle.

Kucer, S. B., Silva, C., Delgado-Larocco, E. L. (1995). *Curricular conversations: Themes in multilingual and monolingual classrooms*. York, ME : Stenhouse Publishers.