



## Senk kesyon ki ede elèv yo aprann nouvo materyèl *Five Questions that Help Students Learn New Material*

Konekte nouvo materyèl ak sa yon elèv te deja aprann se yon bagay chak jou nan klas yo. Li pa toujou fasil pou konnen ki jan nouvo aprantisaj konekte ak sa ki deja kouvri. Pou anpil timoun, nouvo leson yo ka santi tankou yon lòt lide oswa konsèp pou lite, memorize pou yon tès, oswa eksplike nan yon devwa ekri.



*Connecting new material to what a student has already learned is a daily occurrence in classrooms. It is not always easy to figure out how new learning connects to what's already been covered. For many kids, new lessons can feel like just another random idea or concept to grapple with, memorize for a test, or explain in a writing assignment.*

Li enpòtan pou ede elèv yo konprann pi gwo fondasyon fason lide ak konesans bati youn sou lòt. Lè w ede elèv yo wè ki jan yo ap konstwi yon bann enfòmasyon, sa ede yo aprann kijan pou yo pran pwòp aprantisaj yo.

*Helping students understand the larger framework of how ideas and knowledge build upon each other is critical. Helping students see how they are building information banks also helps them learn how to take ownership of their own learning.*

Ede elèv yo devlope abitud panse ki reflekte sou pwosesis aprantisaj yo, lè li ede yo aprann kijan pou trete nouvo enfòmasyon tou. Nouvo enfòmasyon sa a ka eksplike kòm yon kalite devinèt enfòmasyon ki ede grandi konesans yo.

*Helping students develop thinking habits that actively reflect on their learning process is strengthened by also helping them learn how to process new information. This new information can be explained as a type of information puzzle that helps grow their knowledge.*

**Men senk kesyon pou ede elèv yo aprann kijan pou yo devlope abitud pou evalye nouvo materyèl yo epi pou yo grandi kòm elèv konpetan, endepandan:**

*Here are five questions to help students learn how to build the habits to evaluate new materials and grow as competent, independent learners:*

**1. Ki sa ki kanpe pou mwen ? Ki sa ki fè m 'sezi ?**

*What stands out to me? What makes me wonder?*

Mande elèv yo pratike yon egzèsis «Mwen remake, mwen sezi».

Elèv yo pase kèk minit pou egzamine nouvo materyèl leson yo epi pou yo note sa ki enpòtan pou yo. Sa a ede elèv yo ralanti epi vrèman konsantre sou sa ki devan yo. Yo ekri sou sa yo remake epi answit pale ak yon kondisip klas pou amelyore ak atire atansyon sou bagay yo te ka rate. Lè yo bay elèv yo tan pou yo reflechi pou tèt yo epi poze kesyon sou nouvo materyèl la, sa



ede yo pèmèt yo angaje yo yon fason kritik ak li. Egzèsis la fini nan mande elèv yo kisa yo mande, kreye yon fenèt pou elèv yo pataje kote yo ta ka bezwen plis enstriksyon. Sa a ede yo reflechi tou sou twou vid ki genyen nan enfòmasyon yo. Fè elèv yo poze tèt yo kesyon se kle isit la. Sa a ede elèv yo gade pi fon nan pwòp pwosesis yo.

*Ask students to practice an "I notice, I wonder" exercise. Students spend a few minutes examining the new lesson materials and noting what stands out to them. This helps students slow down and really focus on what's in front of them. They write about what they notice and then talk to a classmate to enhance and draw attention to things they may have missed. By giving students time to think for themselves and ask questions about the new material, helps empower them to engage critically with it. The exercise is wrapped up by asking students what they wonder, creating a window for students to share where they might need further instruction. This helps them also reflect on their own information gaps. Getting students to ask themselves questions are key here. This helps students look deeper into their own processing.*

**2. Ki pati oswa tèm ki nouvo pou mwen e ki pati mwen rekonèt ?**

*Which parts or terms are new to me and which parts do I recognize?*

Sa elèv yo panse yo konnen ak sa yo konnen aktyèlman pa toujou sipèpoze. Yo souvan surestime kijan yo byen konprann kontni ak ki jan yo prepare pou tès oswa egzamen. Men, refleksyon aktif pandan y ap rankontre nouvo materyèl ka ede—chache twou vid ki genyen nan sa yo konnen, pike sipozisyon sou yon sijè, ak kontanple fason panse yo dakò ak nouvo enfòmasyon.

*What students think they know and what they actually know don't always overlap. They frequently overestimate how well they understand content and how prepared they are for tests or exams. But active reflection as they encounter new material can help— looking for gaps in what they know, poking at assumptions about a subject, and contemplating how their thinking agrees with new information.*

Pou ede ogmante aprantisaj nouvo tèm vokabilè yo ak bati ajans elèv yo, Rebecca Alber, nan Graduate School of Education UCLA a, fè chak elèv nan klas li kreye yon tablo. Sou tablo a, elèv yo ekri tèm kle oswa konsèp ki soti nan yon nouvo inite epi klase yo kòm «konnen li», «sòt konnen li,» oswa «pa konnen li ditou.» Sou menm papye a, elèv yo eseye defini tèm yo idantifye kòm sa yo konnen oswa kalite yo konnen. Sa a bay yon pwofesè yon plan wout pou zòn yo konsantre ansèyman epi ede elèv yo jwenn yon imaj pi klè sou kote yo bezwen plis travay.

*To help increase learning new vocabulary terms and build student agency, Rebecca Alber, at UCLA's Graduate School of Education, has each student in her classroom create a chart. On the chart students write down key terms or concepts from a new unit and rank them as "know it," "sort of know it," or "don't know it at all." On the same paper, students then attempt to define the terms they identified as ones they know or kind of know. This gives a teacher a roadmap for areas to focus instruction and help students get a clearer picture of where more work is needed.*

### **3. Ki jan sa konekte ak sa mwen deja konnen ?**

*How does this connect with what I already know?*

Kòmansman yon inite se yon opòtinite ekselan pou elèv yo reflechi pi pwofondman sou fason nouvo aprantisaj ka mare ak konesans anvan yo. Sa a fè sans epi elèv yo ta dwe regilyèman gen opòtinite pou yo sispann ak kontanple, poze tèt yo kesyon sou ki jan sa yo ap aprann, ak ki jan li anfòm nan kad konesans ki egziste deja yo.

*The beginning of a unit is an excellent opportunity for students to think more deeply about how new learning may be tied to previous knowledge. This is sense-making and students should regularly have opportunities to stop and contemplate, asking themselves questions about what they're learning and how it fits into their existing knowledge framework.*



Kat konsèp yo ka ede elèv yo wè ki jan enfòmasyon konekte. Dyagram vizyèl ki montre relasyon ki genyen ant lide ak enfòmasyon—ka ede elèv yo òganize ak estriktire sa yo konnen epi ankouraje kreyasyon koneksyon ki pi pwofon, ki pi rich.

Menm jan ak yon kat wout nan yon vil, elèv yo ka vizyalize kijan enfòmasyon yo konekte ak lòt enfòmasyon.

*Concept maps can help students visualize how information connects. Visual diagrams that show the relationships between ideas and information—can help students organize and structure what they know and prompt the creation of deeper, richer connections. Just like a road map in a city, students can visualize how the information links to other information.*



#### **4. Ki kesyon swivi mwen genyen ?**

***What follow-up questions do I have?***

Anpil elèv yo ezite poze kesyon, oswa yo pa konekte santiman yo nan konfizyon ak yon bezwen pou plis enfòmasyon. Ekri kesyon sou yon leson konfizyon ka ede elèv yo idantifye sa yo konfonn sou ak Lè sa a, ki jan yo travay sou li. Kat endèks yo ka itilize pou reponn kesyon an: «Ki pati ki twouble materyel nan klas la jodi a ?» Sa a ka mete aksan sou yon «pwen ki pi difisil» nan leson an.

*Many students are hesitant to ask questions, or don't connect their feelings of confusion to a need for more information. Writing questions about a confusing lesson can help students identify what they are confused about and then how to work on it. Index cards can be used to answer the question: "What was most confusing part of the material explored in class today?" This can highlight a "muddiest point" of the lesson.*

Itilizasyon regilye pwen ki difisil la nan klas yo bay yon ton ke konfizyon se yon pati nan aprantisaj e ke pataje konfizyon se pa sèlman enfòm enstriktè a, men tou pou enfòm elèv yo tèt yo; jenere dyalòg nan sesyon revizyon yo.

*Regular use of the Muddiest Point in classrooms sets a tone that confusion is a part of learning and that sharing confusions is not just to inform the instructor, but also to inform students themselves; generating dialogue in review sessions.*

#### **5. Poukisa lide sa a enpòtan ?**

***Why is this idea important?***

Ankouraje elèv yo pou yo reflechi sou poukisa yon nouvo konsèp oswa konpetans enpòtan, ak fason li konekte ak mond reyèl la, ede yo jwenn pwòp koneksyon yo ak materyèl la. Konsantre sou sa a ede elèv yo devlope



disiplin ak devouman pou aprann. Elèv yo ka reponn kesyon sa a atravè yon jounal senp oswa yon diskisyon rapid nan klas.

*Encouraging students to think about why a new concept or skill is important, and how it links to the real world, helps them find their own connections to the material.*

*Focusing on this helps students develop discipline and dedication to learn. Students can answer this question via a simple journal or a quick classroom discussion.*

Tradikte pa Edelyne Mathurin

*Translated by Edelyne Mathurin*

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<http://thejosephschool.org/>

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Kontinye Fè Gran Aktivite an Ayiti

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Sèvi ak HALO lè ou bezwen enprime pou a anplwaye ayisyen yo, mete lajan nan ekonomi lokal la, ankouraje alfabetizasyon an Ayiti epi edike anpil timoun.

Nou pibliye Super Teacher Worksheets gratis selman pou ede pwofese ayisyen yo amelyore enstriksyon nan klas yo. Epi nou pibliye anpil liv timoun pou achte. Yo genyen leson moral ak espirityèl ke profesè ak paran yo ka itilize pou bay sa jès, pasyans, jantiyès, jenerozite, fidelite ak plis lot bagay anko pou nouvo jenerasyon Ayisyen an. Ou kapab wè li konplè sou sit entènèt nou an.

### **Our Mission**

Continue the Great Commission in Haiti

### **About Us**

Haitian Advanced Learning Opportunities is a 501(c)(3) nonprofit Christian ministry in Haiti. Our goal is to send as many young adults as we can to high school, trade school, and college. We fund the tuition costs through our publishing and printing business in Haiti.

Using HALO for your printing needs employs Haitians, puts money into the local economy, promotes literacy in Haiti and educates many.

We publish these free Super Teacher Worksheets solely to help Haitian teachers improve their instruction. We also publish children's books for purchase. They contain moral and spiritual lessons that teachers and parents can use to instill wisdom, patience, kindness, generosity, faithfulness and more into the future generation of Haiti. You can see the complete list at our website.

[www.halolearning.org](http://www.halolearning.org)

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