LingroToGo in the Classroom

Scaffolding Thinking Routines

Thinking Routines

Thinking Routines are activity sequences that guide learners' thought processes as they digest and acquire new information. There are a variety of routines designed for different types of thinking (e.g., critical, creative, analytical). For more information, see Harvard's Project 0 main page (http://www.pz.harvard.edu/projects/visible-thinking). For an overview of research-based thinking routines, check out Deep Design Thinking (http://deepdesignthinking.com/visible-thinking-routines/).

How Do Thinking Routines Relate to *LingroToGo*?

When integrating *LingroToGo* in the classroom, we suggest incorporating Thinking Routines into your daily practice. By engaging learners with the routines in class, you will empower them to think on their own when they use *LingroToGo* and any other resources outside of your class. Thinking Routines pair particularly well with the strategies and pragmatics videos that are part of each *LingroToGo* unit.

Can I See an Example?

Here is an overview of a classroom activity in which learners are exposed to a Thinking Routine. This routine, *Parts, Purpose, Complexities,* (http://www.agencybydesign.org/wp-content/uploads/2014/10/AbD_PPC.pdf) helps learners understand the complexities of a language function that may seem straightforward on the surface. When implementing any Thinking Routine, the routine should be repeated multiple times in the classroom to facilitate the habit of profound thinking as well as student buy-in. For the activity featured below, this routine was chosen for its overt parallels with an approach to incorporating pragmatics in the world language classroom.[1] This approach advocates that learners observe a language function, analyze it, and engage in an extension activity to follow up.

…Because the Party for Spanish Speakers Doesn't Stop!

1. Introduce students to their learning goal for the lesson—to understand written invitations.

2. **Parts**: Have learners download *LingroToGo* from Google Play or the App Store. Direct learners to Digital World > On Social Media > Creating an Invitation and have them watch the first 30 seconds of Video: Stating dates and times in an invitation. Students

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[1] Ishihara, N., & Cohen, A. D. (2010). *Teaching and Learning Pragmatics: Where Language and Culture Meet*. New York: Routledge.

should note what information is typically included on social media invitations sent by Spanish speakers. These notes can be bulleted on paper and should include event title, times, dates, and addresses.

3. **Purpose:** Ask learners to identify 1) why the information is listed in the invitation, and (2) what differences exist between how the Spanish invitation looks compared to how it might look in English. Learners will likely point out Spanish conventions for using a 24-hour clock for times as well as for writing street addresses. Then have them watch the rest of the video. They should note that it is customary for Spanish speakers to avoid listing an end time on invitations.

4. **Complexities:** Ask learners to rephrase why it is customary in Spanish-speaking countries to omit the end time from invitations. Have them imagine how that custom might feel to them as English speakers. Is there anything about the custom that they love? That would make them uncertain or nervous? Discuss as a class.

5. **Practice:** Have learners draft invitations to send via social media according to the conventions listed in the video. To add interest, allow learners to pick the social media platform of their choice and share how the invitation might be represented differently on different platforms.

6. **Extend:** Continue using *LingroToGo* videos in class and encourage or assign learners to do so on their own as well. Remind them to use the *Parts, Purpose, Complexities* Thinking Routine as a useful way to help get more out of the information that they uncover in each video.

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