

Learning English

American Stories

Pigs is Pigs

by Ellis Parker Butler

Lesson Plan
by Jill Robbins, Ph.D.

Introduction

This lesson plan is to accompany the American Stories series episode, Pigs is Pigs, by Ellis Parker Butler.

A transcript of the story is included at the end of this lesson to print so students can read as they listen. A script is also included for students to act out the story. Some of the words in the story were changed for the script. Teachers who cannot play the audio from the website can read the story aloud or have students read it.

This lesson plan is based on the CALLA Approach. See the end of the lesson for more information and resources on teaching with the CALLA approach. The following slide shows the five parts of this lesson plan.

Lesson Elements

Prepare

Present

Practice

Self-Evaluate

Expand

Prepare

Introduce the story. “Today we will read Pigs is Pigs, by Ellis Parker Butler. It is a story about how someone tried to ship guinea pigs. He runs into a problem at the shipping company office. Have you ever had trouble with mailing or shipping something?”

Listen to students’ answers. Give an example of having to fill out forms in order to send something to another town. Explain that sometimes people are surprised by the cost of shipping things, as the man in today’s story was.

Explain the new words.

Guinea Pigs



A woman holding guinea pigs.

Vocabulary

interurban - n. between cities or towns

guinea pig - n. a small animal that is often kept as a pet

hippopotamus - n. a large African animal that has an extremely large head and mouth and short legs and that spends most of its time in water

genus - n. a group of related animals or plants that includes several or many different species

telegram - n. a message that is sent by telegraph (an old-fashioned system of sending messages over long distances by using wires and electrical signals)

Present

Introduce the task to students: “As we read the story today, we will practice the strategy *act it out* to help us understand the story. I’ll show you how to do this. As I read, I’m going to act out the lines in the story.”

Play or read aloud to “That rule means common pigs, not guinea pigs!”

Model the strategy: “First I’m going to ask someone to help me act out this part.” Choose a student who is dramatic and has a loud voice. “You’ll be Mr. Morehouse. I’ll be Mr. Flannery.” Read the script aloud as shown on the next slide.

Act it Out (Section 1)

Section 2

Parts: Mike Flannery, Mr. Morehouse, Tariff Dept. Head, President of company

Mike Flannery: "Pigs is pigs."

Mr. Morehouse: "Very well! You shall hear of this! Your president shall hear of this! It is an outrage! I have offered you fifty cents. You refuse it. Keep the pigs until you are ready to take the fifty cents. But, by George, sir, if one hair of those pigs' heads is harmed, I will have the law on you!"

Tariff Department Head: (*reading letter from Mr. Morehouse*) "Huh! Guinea pigs," "Probably starved to death by this time."

Mike Flannery: (Writing a letter and saying this aloud) "The rules say if I have a doubt about what rate to charge, I should charge the larger one. So I wanted to charge for domestic pigs. what the rules said about pigs. And as for the condition of the guinea pigs, they are all well. But there are eight of them now, all good eaters."

Tariff Department Head: (*reading letter from Mike Flannery*)

"By George! Flannery is right. Pigs is pigs. I'll have to get something official on this. I think I'll ask the president of the company.

(*Pretends to use a telephone.*)

President: (*Talking on phone to Tariff department head*) "What is the rate on pigs and on pets?"

Tariff Department Head: (*talking on phone*) "Pigs thirty cents, pets twenty-five,"

President: "Then of course guinea pigs are pigs,"

Tariff Department Head: "Yes. I look at it that way too. A thing that can come under two rates is naturally to be charged at the higher one. But are guinea pigs, pigs? Aren't they rabbits?"

President: "Come to think of it, I believe they are more like rabbits. Sort of half-way between pig and rabbit. I think the question is this – are guinea pigs of the domestic pig family? I'll ask Professor Gordon. He is an expert about such things."

Practice

Ask students to form groups of 2. “Now it’s your turn. Get together with a classmate. I’ll give you a script. Act out the first part of the story as we did.

Hand out scripts and allow students to leave their seats to stand with their partner and act out the scene.

Ask one or two groups to perform for the class if they are willing. Give only positive feedback on their acting out. The goal of this exercise is not to provide good theater, but to help students process the events of the story by acting them out.

Prepare students for the next part, “The next part has four roles. So join your group with another group. I’ll give you a script. Let’s listen to some more of the story. As we listen, think of how you’ll *act it out*. Think about *how* the narrator is telling the story.”

Hand out the Section 2 script. Play or read aloud to “He is an expert about such things.”

Have 4 students sit together and practice acting out the story. Ask one or two groups to perform for the class if they are willing. Give only positive feedback on their acting out. The goal of this exercise is not to provide good theater, but to help students process the events of the story by acting them out.

Act it Out (Section 2)

Mike Flannery: “Do as you like, then! Pay for them and take them. Or don’t pay for them and leave them here. Rules are rules, Mr. Morehouse. And Mike Flannery is not going to break them.”

Mr. Morehouse: “But you stupid idiot! Can’t you read it here – in your own book of transportation rates? ‘Pets, domestic, Franklin to Westcote, if correctly boxed, twenty-five cents each.’ What more do you want? Aren’t they pets? Aren’t they domestic? Aren’t they correctly boxed? What? Pets, P-E-T-S! Twenty-five cents each. Two times twenty-five is fifty! Can you understand that? I offer you fifty cents.”

Mike Flannery: “I don’t take fifty cents,”

“Here’s the rule for it: ‘When the agent be in any doubt about which two rates should be charged on a shipment, he shall charge the larger. The person receiving the shipment may put in a claim for the overcharge.’ In this case, Mr. Morehouse, I be in doubt. Pets them animals may be. And domestic they may be, but pigs I’m sure they do be. And my rule says plain as the nose on your face, ‘Pigs, Franklin to Westcote, thirty cents each.’”

Mr. Morehouse “Nonsense! Confounded nonsense, I tell you! That rule means common pigs, not guinea pigs!”

Have students return to their seats to listen again. Ask them to continue thinking of how they will act out the story.

Hand out the Section 3 script. Play or read aloud to the end of the story.

Ask students to rejoin their groups of four, choose roles to play, and act out the end of the story.

Ask students what they imagine the staff at the main office will do with the guinea pigs. Give students time to talk about the story's ending.

Act it Out (Section 3a)

Narrator: The president wrote to Professor Gordon. Unfortunately, the professor was in South America collecting zoological samples. His wife forwarded the letter to him at his work high in the Andes Mountains. The letter took many months to reach him. In time, the president forgot the guinea pigs. The head of the Tariff Department forgot them. Mr. Morehouse forgot them. But agent Flannery did not. The guinea pigs had increased to thirty-two.

Mike Flannery: "What should I do with all these guinea pigs?"

Tariff Department Head: "Don't sell the pigs, Mr. Flannery! They are not your property. Take care of them until the case is settled."

Narrator: The guinea pigs needed more room. Flannery made a large and airy room for them in the back of his office. Some months later he discovered he now had one hundred sixty of them! Soon, the president of the express company heard from Professor Gordon. It was a long letter. It said the guinea pig is in a different animal family from the domestic pig. The president told the head of the Tariff department.

President: "Guinea pigs are not pigs and must be charged only twenty-five cents as domestic pets. "

Tariff Department Head: *(to the president)* "I'll tell agent Flannery." *(turns to face Flannery)* "Take the one hundred sixty guinea pigs to Mr. Morehouse and collect twenty-five cents for each of them."

Act it Out (Section 3b)

Mike Flannery: “I’ve got eight hundred now. Shall I collect for eight hundred or what? How about the sixty-four dollars I paid for cabbages to feed them?”

Narrator: Many letters went back and forth. Flannery was crowded into a few feet at the extreme front of the office. The guinea pigs had all the rest of the room. Flannery now had four thousand sixty-four guinea pigs. He was beginning to lose control of himself. Then, he got a telegram from the company that said: “Error in guinea pig bill. Collect for two guinea pigs -- fifty cents.”

Flannery ran all the way to Mr. Morehouse’s home. But Mr. Morehouse had moved. Flannery searched for him in town but without success. He returned to the express office and found that two hundred six guinea pigs had entered the world since he left the office.

President: “Send the pigs to the main office of the company at Franklin.”

Narrator: Flannery did so. Soon, came another telegram. “Stop sending pigs. Warehouse full.” But he kept sending them. Soon, Flannery had no more guinea pigs.

Mike Flannery: “Rules may be rules, but so long as Flannery runs this express office, pigs is pets and cows is pets and horses is pets and lions and tigers and Rocky Mountain goats is pets. And the rate on them is twenty-five cents. Well, anyhow, it is not as bad as it might have been. What if them guinea pigs had been elephants?”

Self-Evaluate

Ask, “Now I’d like to ask – what do you think about using this strategy, ***act it out***, when you read? Did it help you understand the events of the story? Write a sentence or two on your paper to turn in about how *acting it out* helped you today.”

Expand

Ask students, “Are there other times when you can *act it out*?”

Listen to students’ responses.

Continue, “This strategy is helpful in both reading and listening. When we *act out* a work of literature, we use our imagination to think of the setting and the characters. Acting out also means you need to imagine the feelings of the people in the story.” Besides English class, what other times can you use this strategy, *act it out*?” Possible answers are ‘doing a group project, giving a book report, or getting ready for a speech.’

Our story today is called "Pigs is Pigs." It was written by Ellis Parker Butler.

Mike Flannery, the agent of the **Interurban** Express Company, leaned over the desk in the company's office in Westcote and shook his fist. Mr. Morehouse, angry and red, stood on the other side of the desk shaking with fury. The argument had been long and hot. At last Mr. Morehouse had become speechless. The cause of the trouble lay on the desk between the two men. It was a box with two **guinea pigs** inside.

"Do as you like, then!" shouted Flannery. "Pay for them and take them. Or don't pay for them and leave them here. Rules are rules, Mr. Morehouse. And Mike Flannery is not going to break them."

"But you stupid idiot!" shouted Mr. Morehouse, madly shaking a thin book beneath the agent's nose. "Can't you read it here – in your own book of transportation rates? 'Pets, domestic, Franklin to Westcote, if correctly boxed, twenty-five cents each.'"

He threw the book on the desk. "What more do you want? Aren't they pets? Aren't they domestic? Aren't they correctly boxed? What?"

He turned and walked back and forth rapidly, with a furious look on his face. "Pets," he said. "P-E-T-S! Twenty-five cents each. Two times twenty-five is fifty! Can you understand that? I offer you fifty cents."

Flannery reached for the book. He ran his hand through the pages and stopped at page sixty-four.

"I don't take fifty cents," he whispered in an unpleasant voice. "Here's the rule for it: 'When the agent be in any doubt about which two rates should be charged on a shipment, he shall charge the larger. The person receiving the shipment may put in a claim for the overcharge.' In this case, Mr. Morehouse, I be in doubt. Pets them animals may be. And domestic they may be, but pigs I'm sure they do be. And my rule says plain as the nose on your face, 'Pigs, Franklin to Westcote, thirty cents each.'"

Mr. Morehouse shook his head savagely. "Nonsense!" he shouted. "Confounded nonsense, I tell you! That rule means common pigs, not guinea pigs!"

“Pigs is pigs,” Flannery said firmly.

Mr. Morehouse bit his lip and then flung his arms out wildly. “Very well!” he shouted. “You shall hear of this! Your president shall hear of this! It is an outrage! I have offered you fifty cents. You refuse it. Keep the pigs until you are ready to take the fifty cents. But, by George, sir, if one hair of those pigs’ heads is harmed, I will have the law on you!” He turned and walked out, slamming the door. Flannery carefully lifted the box from the desk and put it in a corner.

Mr. Morehouse quickly wrote a letter to the president of the transportation express company. The president answered, informing Mr. Morehouse that all claims for overcharge should be sent to the Claims Department.

Mr. Morehouse wrote to the Claims Department. One week later he received an answer. The Claims Department said it had discussed the matter with the agent at Westcote. The agent said Mr. Morehouse had refused to accept the two guinea pigs shipped to him. Therefore, the department said, Mr. Morehouse had no claim against the company and should write to its Tariff Department.

Mr. Morehouse wrote to the Tariff Department. He stated his case clearly. The head of the Tariff Department read Mr. Morehouse’s letter. “Huh! Guinea pigs,” he said. “Probably starved to death by this time.” He wrote to the agent asking why the shipment was held up. He also wanted to know if the guinea pigs were still in good health.

Before answering, agent Flannery wanted to make sure his report was up to date. So he went to the back of the office and looked into the cage. Good Lord! There were now eight of them! All well and eating like **hippopotamuses**.

He went back to the office and explained to the head of the Tariff Department what the rules said about pigs. And as for the condition of the guinea pigs, said Flannery, they were all well. But there were eight of them now, all good eaters.

The head of the Tariff Department laughed when he read Flannery’s letter. He read it again and became serious.

“By George!” he said. “Flannery is right. Pigs is pigs. I’ll have to get something official on this. He spoke to the president of the company. The president treated the matter lightly. “What is the rate on pigs and on pets?” he asked.

“Pigs thirty cents, pets twenty-five,” the head of the Tariff Department answered. “Then of course guinea pigs are pigs,” the president said.

“Yes,” the head of the Tariff Department agreed. “I look at it that way too. A thing that can come under two rates is naturally to be charged at the higher one. But are guinea pigs, pigs? Aren’t they rabbits?”

“Come to think of it,” the president said, “I believe they are more like rabbits. Sort of half-way between pig and rabbit. I think the question is this – are guinea pigs of the domestic pig family? I’ll ask Professor Gordon. He is an expert about such things.”

The president wrote to Professor Gordon. Unfortunately, the professor was in South America collecting zoological samples. His wife forwarded the letter to him.

The professor was in the High Andes Mountains. The letter took many months to reach him. In time, the president forgot the guinea pigs. The head of the Tariff Department forgot them. Mr. Morehouse forgot them. But agent Flannery did not. The guinea pigs had increased to thirty-two. He asked the head of the Tariff Department what he should do with them.

“Don’t sell the pigs,” agent Flannery was told. “They are not your property. Take care of them until the case is settled.”

The guinea pigs needed more room. Flannery made a large and airy room for them in the back of his office.

Some months later he discovered he now had one hundred sixty of them. He was going out of his mind.

Not long after this, the president of the express company heard from Professor Gordon. It was a long and scholarly letter. It pointed out that the guinea pig was the *cavia aparoea*, while the common pig was the **genus** *sus* of the family *suidae*.

The president then told the head of the Tariff Department that guinea pigs are not pigs and must be charged only twenty-five cents as domestic pets. The Tariff Department informed agent Flannery that he should take the one hundred sixty guinea pigs to Mr. Morehouse and collect twenty-five cents for each of them.

Agent Flannery wired back. "I've got eight hundred now. Shall I collect for eight hundred or what? How about the sixty-four dollars I paid for cabbages to feed them?"

Many letters went back and forth. Flannery was crowded into a few feet at the extreme front of the office. The guinea pigs had all the rest of the room. Time kept moving on as the letters continued to go back and forth.

Flannery now had four thousand sixty-four guinea pigs. He was beginning to lose control of himself. Then, he got a **telegram** from the company that said: "Error in guinea pig bill. Collect for two guinea pigs -- fifty cents."

Flannery ran all the way to Mr. Morehouse's home. But Mr. Morehouse had moved. Flannery searched for him in town but without success. He returned to the express office and found that two hundred six guinea pigs had entered the world since he left the office.

At last, he got an urgent telegram from the main office: "Send the pigs to the main office of the company at Franklin." Flannery did so. Soon, came another telegram. "Stop sending pigs. Warehouse full." But he kept sending them.

Agent Flannery finally got free of the guinea pigs. "Rules may be rules," he said, "but so long as Flannery runs this express office, pigs is pets and cows is pets and horses is pets and lions and tigers and Rocky Mountain goats is pets. And the rate on them is twenty-five cents."

Then he looked around and said cheerfully, "Well, anyhow, it is not as bad as it might have been. What if them guinea pigs had been elephants?"

Words in This Story

interurban - *n.* between cities or towns

guinea pig - *n.* a small animal that is often kept as a pet

hippopotamus - *n.* a large African animal that has an extremely large head and mouth and short legs and that spends most of its time in water

genus - *n.* a group of related animals or plants that includes several or many different species

telegram - *n.* a message that is sent by telegraph (an old-fashioned system of sending messages over long distances by using wires and electrical signals)

Section 1 (Teacher and student demonstration; two students)

Mike Flannery: “Do as you like, then! Pay for them and take them. Or don’t pay for them and leave them here. Rules are rules, Mr. Morehouse. And Mike Flannery is not going to break them.”

Mr. Morehouse: “But you stupid idiot! Can’t you read it here – in your own book of transportation rates? ‘Pets, domestic, Franklin to Westcote, if correctly boxed, twenty-five cents each.’ What more do you want? Aren’t they pets? Aren’t they domestic? Aren’t they correctly boxed? What? Pets, P-E-T-S! Twenty-five cents each. Two times twenty-five is fifty! Can you understand that? I offer you fifty cents.”

Mike Flannery: “I don’t take fifty cents. Here’s the rule for it: ‘When the agent be in any doubt about which two rates should be charged on a shipment, he shall charge the larger. The person receiving the shipment may put in a claim for the overcharge.’ In this case, Mr. Morehouse, I be in doubt. Pets them animals may be. And domestic they may be, but pigs I’m sure they do be. And my rule says plain as the nose on your face, ‘Pigs, Franklin to Westcote, thirty cents each.’”

Mr. Morehouse “Nonsense! Confounded nonsense, I tell you! That rule means common pigs, not guinea pigs!”

Section 2 (4 students)

Parts: Mike Flannery, Mr. Morehouse, Tarriff Dept. Head, President of company

Mike Flannery: "Pigs is pigs."

Mr. Morehouse: "Very well! You shall hear of this! Your president shall hear of this! It is an outrage! I have offered you fifty cents. You refuse it. Keep the pigs until you are ready to take the fifty cents. But, by George, sir, if one hair of those pigs' heads is harmed, I will have the law on you!"

Tariff Department Head: *(reading letter from Mr. Morehouse)* "Huh! Guinea pigs,"
"Probably starved to death by this time."

Mike Flannery: *(Writing a letter and saying this aloud)* "The rules say if I have a doubt about what rate to charge, I should charge the larger one. So I wanted to charge for domestic pigs. what the rules said about pigs. And as for the condition of the guinea pigs, they are all well. But there are eight of them now, all good eaters."

Tariff Department Head: *(reading letter from Mike Flannery)*

"By George! Flannery is right. Pigs is pigs. I'll have to get something official on this. I think I'll ask the president of the company.

(Pretends to use a telephone.)

President: *(Talking on phone to Tarriff department head)* "What is the rate on pigs and on pets?"

Tariff Department Head: *(talking on phone)* "Pigs thirty cents, pets twenty-five,"

President: "Then of course guinea pigs are pigs,"

Tariff Department Head: "Yes. I look at it that way too. A thing that can come under two rates is naturally to be charged at the higher one. But are guinea pigs, pigs? Aren't they rabbits?"

President: "Come to think of it, I believe they are more like rabbits. Sort of half-way between pig and rabbit. I think the question is this – are guinea pigs of the domestic pig family? I'll ask Professor Gordon. He is an expert about such things."

Section 3 (4 students)

Parts: Narrator, Mike Flannery, Tariff Dept. Head, President of company

Narrator: The president wrote to Professor Gordon. Unfortunately, the professor was in South America collecting zoological samples. His wife forwarded the letter to him at his work high in the Andes Mountains. The letter took many months to reach him. In time, the president forgot the guinea pigs. The head of the Tariff Department forgot them. Mr. Morehouse forgot them. But agent Flannery did not. The guinea pigs had increased to thirty-two.

Mike Flannery: "What should I do with all these guinea pigs?"

Tariff Department Head: "Don't sell the pigs, Mr. Flannery! They are not your property. Take care of them until the case is settled."

Narrator: The guinea pigs needed more room. Flannery made a large and airy room for them in the back of his office. Some months later he discovered he now had one hundred sixty of them! Soon, the president of the express company heard from Professor Gordon. It was a long letter. It said the guinea pig is in a different animal family from the domestic pig. The president told the head of the Tariff department.

President: "Guinea pigs are not pigs and must be charged only twenty-five cents as domestic pets. "

Tariff Department Head: *(to the president)* "I'll tell agent Flannery." *(turns to face Flannery)* "Take the one hundred sixty guinea pigs to Mr. Morehouse and collect twenty-five cents for each of them."

Mike Flannery: "I've got eight hundred now. Shall I collect for eight hundred or what? How about the sixty-four dollars I paid for cabbages to feed them?"

Narrator: Many letters went back and forth. Flannery was crowded into a few feet at the extreme front of the office. The guinea pigs had all the rest of the room. Flannery now had four thousand sixty-four guinea pigs. He was beginning to lose control of himself. Then, he got a **telegram** from the company that said: "Error in guinea pig bill. Collect for two guinea pigs -- fifty cents."

Flannery ran all the way to Mr. Morehouse's home. But Mr. Morehouse had moved. Flannery searched for him in town but without success. He returned to the express office and found that two hundred six guinea pigs had entered the world since he left the office.

President: "Send the pigs to the main office of the company at Franklin."

Narrator: Flannery did so. Soon, came another telegram. "Stop sending pigs. Warehouse full." But he kept sending them. Soon, Flannery had no more guinea pigs.

Mike Flannery: "Rules may be rules, but so long as Flannery runs this express office, pigs is pets and cows is pets and horses is pets and lions and tigers and Rocky Mountain goats is pets. And the rate on them is twenty-five cents. Well, anyhow, it is not as bad as it might have been. What if them guinea pigs had been elephants?"

About the CALLA Approach

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.





CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.

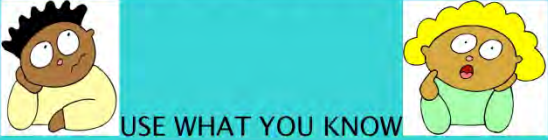




CALLA was developed by Anna Uhl Chamot and J. Michael O'Malley, and is being implemented in approximately 30 school districts in the United States as well as in several other countries.

See a list of language learning strategies below.







Metacognitive Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
METACOGNITIVE STRATEGIES		
Plan / Organize	 Planner	Before beginning a task: -Set goals. -Plan the task or content sequence. -Plan how to accomplish the task (choose strategies). -Preview a text.
Monitor / Identify Problems	 Check	While working on a task: -Check your progress on the task. -Check your comprehension as you use the language. Do you understand? If not, what is the problem? -Check your production as you use the language. Are you making sense? If not, what is the problem?
Evaluate	 I did it!	After completing a task: -Assess how well you have accomplished the learning task. -Assess how well you have used learning strategies. -Decide how effective the strategies were. -Identify changes you will make the next time you have a similar task to do.
Manage Your Own Learning	 Pace Yourself	-Determine how you learn best. -Arrange conditions that help you learn. -Seek opportunities for practice. -Focus your attention on the task.


Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
		
Use Background Knowledge	 I know.	<ul style="list-style-type: none"> -Think about and use what you already know to help you do the task. - Make associations between new information and your prior knowledge. -Use new information to clarify or modify your prior knowledge.
Make Inferences	 Use Clues	<ul style="list-style-type: none"> -Use context and what you know to figure out meaning. -Read and listen between the lines. -Go beyond the text to understand its meaning.
Make Predictions	 Crystal Ball	<ul style="list-style-type: none"> -Anticipate information to come. -Make logical guesses about what will happen in a written or oral text. -Make an estimate (math). -Make a hypothesis (science).
Personalize	 Me	<ul style="list-style-type: none"> -Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.


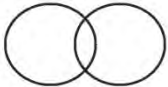


Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
Transfer / Use Cognates	 Coffee/Café	<ul style="list-style-type: none"> -Apply your linguistic knowledge of other languages (including your native language) to the target language. -Recognize cognates.
Substitute / Paraphrase	 Make it work	<ul style="list-style-type: none"> -Use a synonym or descriptive phrase for unknown words or expressions.
		
Use Images	 See it in your mind	<ul style="list-style-type: none"> -Use or create an actual or mental image to understand and/or represent information. -Use or draw a picture or diagram.
Use Sounds	 Sound Out	<ul style="list-style-type: none"> -Say or read aloud a word, sentence, or paragraph to help your understanding. -Sound out/vocalize. - Use your "mental tape recorder" to remember sounds, words, phrases, and/or conversations.






Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
Use Your Kinesthetic Sense		<ul style="list-style-type: none"> --Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language. -Use real objects to help you remember words, sentences, or content information.
  USE YOUR ORGANIZATIONAL SKILLS		
Find/Apply Patterns	 abacus	<ul style="list-style-type: none"> -Apply a rule. -Make a rule. -Recognize and apply letter/sound, grammar, discourse, or register rules. -Identify patterns in literature (genre). -Identify patterns in math, science, and social studies.
Classify/Sequence	 Life cycle	<ul style="list-style-type: none"> -Categorize words or ideas according to attributes. -Classify living things; identify natural cycles. -Identify order and sequences in math, science, and social studies. -Sequence events in history.

Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
Take Notes	 <p>PDA</p>	<ul style="list-style-type: none"> -Write down important words and ideas while listening or reading. -List ideas or words to include in speaking or writing..
Use Graphic Organizers	 <p>A Venn diagram</p>	<ul style="list-style-type: none"> -Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.
Summarize	 <p>Main Idea</p>	<ul style="list-style-type: none"> -Create a mental, oral, or written summary of information.
Use Selective Attention	 <p>Focus</p>	<ul style="list-style-type: none"> -Focus on specific information, structures, key words, phrases, or ideas.

Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
 		
USE A VARIETY OF RESOURCES		
Access Information Sources	 <p>Look it up!</p>	<ul style="list-style-type: none"> -Use the dictionary, the internet, and other reference materials. -Seek out and use sources of information. -Follow a model -Ask questions
Cooperate	 <p>Together</p>	<ul style="list-style-type: none"> -Work with others to complete tasks, build confidence, and give and receive feedback.
Talk Yourself Through It (Self-Talk)	 <p>I can do it!</p>	<ul style="list-style-type: none"> - Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.