

## Learning strategies for independent learning

Especially when parents and children are together all day, there is a great danger that your children would like to have you by their side all the time to learn or do their chores. In order for the children to be able to work as independently as possible, the following can be considered:

### tips

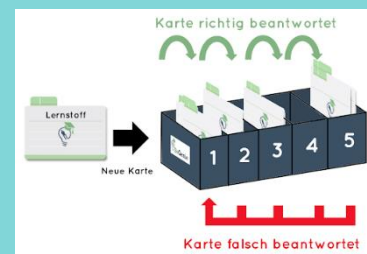
- Memorization with index cards (from Vocabulary, 1x1, 1+1, friends of ten...)

*Example:* Learning box for vocabulary

1. card index box with several compartments
2. write vocabulary on the front of the index card
3. write the translation/meaning on the back of the index card

*Procedure:*

1. Initially, all index cards are in the 1st compartment.
2. Correctly answered index cards slides into the next compartment.



[http://blog.begenie.de/Tipps/karteikarten\\_de\\_r\\_einfache\\_und\\_clevere\\_weg\\_zum\\_lernerfolg](http://blog.begenie.de/Tipps/karteikarten_de_r_einfache_und_clevere_weg_zum_lernerfolg)

3. If you can no longer answer a card correctly, it slides back into the box in front of it.

4. When all cards have reached the last box, you have internalized the vocabulary.

*Tip:* Try to work with your learning box every day.

- Planning your work with signal cards

*Example:*

1. print out the signal cards/do it yourself
2. explain the cards to the child
3. the child must follow each stage in turn
4. What is my job?
5. What's my plan?
6. Carefully, step by step to the goal!
7. STOP, check!
8. I did good!



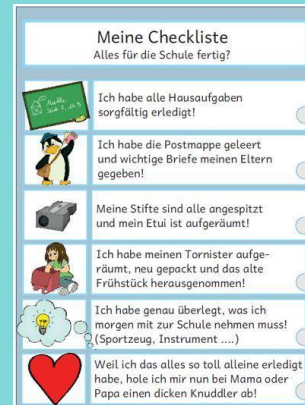
Döpfner, Schürmann, Frölich. 2019. *Therapieprogramm für Kinder mit hyperkinetischem und oppositionellem Problemverhalten THOP*. Verlagsgruppe Beltz

*Tip:* The signal cards can also be designed according to the individual needs of the child.

- Plan the work with checklists:

*Example for checklists:*

- Checklist for spelling rules
- Checklist for editing texts
- Checklist for the processing of factual tasks
- Checklist for the daily routine



<https://www.zaubereinmaleins.de/kommentare/checkliste-schule...711/>

*Tip:* The checklists can be designed according to the individual needs of the child.

- Learning rules with the help of mnemonic devices:

In order to remember things, you have difficulty remembering you need to repeat them often.

*Examples:*

- Use an existing mnemonic (p.ex. "Wer nämlich mit "h" schreibt ist dämlich)
- Build mnemonic devices yourself:
  - Associations (e.g. memorize a word that sounds similar or is written similarly when learning vocabulary)
  - Remember the first letter
  - Pictures/objects as mnemonic aids
- Checking knowledge in a playful way:
  - Present the learning material in the form of a quiz
    - Invent a quiz (thus, the learning material is queried)
    - Play quiz with family members (comprehension is checked)
  - Retrieve the learning material in role plays (e.g. the child plays the teacher): In this way the child reproduces the learning material (this can also be used when reading a text/book) in his/her own words.

- Visualisation of the learning material (imagine information differently):

- Mindmap

1. in the middle of the sheet the main theme is recorded

2. thoughts/sub-points are connected by lines

3. use different colours/shapes

- tables/diagrams

- pictures

- Supporting reading

- Colouring syllables

- Place a ruler under the sentence to be read

- Create and use your own reading ruler



- Accompany the reading with your finger if it helps the child to follow the text better.

- Colorize important information



- Introducing a task:
  - Look at the task together with your child, perhaps have the work instruction read out to you or read it together with the child to make sure that the instructions are understood.
  - Together, divide the tasks into manageable and feasible "portions" (cover parts of the worksheet, cut the worksheet into parts...) and consider together how much is to be done and when a break is necessary.
  - Do a task together with your child in order to identify or clarify ambiguities or procedures.
  - Let your child work on a task alone in your presence.
  - Now that everything is understood, let your child continue working alone.
  - The child should work on all tasks of this task type and only ask for your help when he or she is at a loss.