



Brunswick County Literacy Council



Adult Basic Literacy Workshop

Opportunities for Independent Learning (OIL)

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Lesson Planning Ideas

- Begin with a short discussion of what's new for each of you (new developments for the learner could lead to work on goals).
- Build on others; move from the simple to the complex and from the concrete to the abstract.
- End with encouragement by pointing to concrete evidence of improvement and growth; involve the learner in identifying examples.
- Ensure that learning is occurring by doing; make sure the student is doing the activity, not watching the tutor do it.
- Have a record of errors and difficulties to be used as the basis of future lessons.
- Include a planning process that includes deciding what will be taught, what materials will be needed, what activities/techniques will be used, how long it will take.
- Include some activities and instruction related to student goals.
- Include some time when student and tutor actually read!
- Introduce something new, leave time for practice, review and reinforcement, provide opportunities to apply and transfer skill(s) to real life and include adult reading and writing tasks.
- Make clear what will be taught, how, and WHY.
- Use real life materials related to student goals as much as possible.
- Vary the activities, have breaks, and vary the pace; work no more than 30 minutes on any one activity.

See Pages 140 – 145 in Teaching Adults for MORE!



Get the Facts about Colds



Americans get 600 million colds each year.
That's about two colds per person per year.
There are over 200 medicines to choose from for relief.

Experts say that knowing how colds spread can help you avoid them.

Colds aren't caused by a chill or by a wet head.
Even kissing isn't likely to pass a cold.

Colds usually travel between noses and hands.
Cold germs live best in these two places.

Think of blowing your nose and then shaking people's hands. Cold germs go from your nose to your hand, and then to other people's hands. When they touch their faces, the germs are like to take hold.

Follow these simple steps to keep others from getting your cold (and YOU getting theirs!):

- USE paper tissues, not a handkerchief. Throw tissues away.
- AVOID covering your face with a hand when you sneeze or cough. Turn away from people or towards the floor.
- WASH your hands often. People around you should do this, too.

Adapted from *News for You*, February 24, 1993, New Readers Press.

New Readers Press, © 1994.

Notes on Assigned Reading

Make notes about what a tutor might do if using a reading selection such as the one to the left.

BEFORE

DURING

AFTER

Identifying General Readability Criteria

Read the situation below and answer the questions that follow:

You are working with Ward, a 61-year-old white man. Ward completed the tenth grade but reads at about the third grade level. He is unsure of his ability to learn to read better. He has been in the program for four months. He has almost completed the first book in the reading series he is using, but he finds it hard to see his progress. You think it would be helpful to use other reading material as well. You remember that he is very interested in the Civil War and decide to look for a book that might be appropriate. You will use the book for duet reading (reading aloud together). You don't expect him to be able to read the book independently.

1. What will you consider in deciding if a particular book is appropriate?

Format: What should the book look like (cover, inside pages)?

Content: What will you look for in the information presented in either text or graphics (illustrations, photos, charts, etc.)?

2. If you wanted Ward to be able to read the book independently, what criteria would be most important?

New Reader's Press, © 1994.

For techniques you might want to explore that can develop fluent oral readers, check Pages 52 – 57 in your *Teaching Adults Resource Book*.

Writing for Meaning

Situation #1:

Phyllis and her tutor, Janet, have been working in Skill Book 1 of the Laubach Way to Reading series. They have been working on phonics and building Phyllis's sight vocabulary. The focus of this series is reading, and Phyllis has so far used only the writing activities that appear in the book. These include

- Printing small and capital letters (which Phyllis now does well)
- Copying words from the stories
- Filling in blanks in sentences (letters or short words) that are taken from the story

When Phyllis came to class today, she had done the reading part of her homework, but not the writing. She said she didn't have time. Janet knew it wouldn't have taken much time, because it was just more practice writing capital letters. Janet is getting annoyed that she has to make time in the lesson for Phyllis to do her homework.

Situation #2:

You are Phyllis's tutor and are planning your next lesson together. In your last lesson, Phyllis dictated the following language experience story to you. You typed it for the next class.

Going to the Doctor

Annie was eating breakfast. She didn't feel good. Least that's what she said. She said she got a sore throat, but she didn't look any sick to me. And she didn't have no temperature. She don't like school, so I figured she just didn't want to go like always.

But then she was just wanting to sleep all morning, so maybe she really was sick. So I took her to the doctor. We had to wait a long time, but he said it was good I brought her because she really was sick. He said it was strep. She got some medicine. And she got to take the pills for ten days.

New Readers' Press, 1994.

Go to P. 110 of *Teaching Adults*. Take a look at the Controlled Writing Activities (CWA) that continue to P. 115. Continue thinking about Situation #2 and respond to these prompts:

1. What is ONE CWA you might develop based on "Going to the Doctor"?
2. What kind of support or assistance might you have to provide in these activities?

Reading and Writing about Writing

The Writing Process

- Learners often are more resistant to writing; they think it is harder or they are afraid of making mistakes or spelling words incorrectly
- Teaching materials the tutor chooses might emphasize reading over writing
- Tutors may feel less sure of their own writing skills or how to teach writing

Steps in the Writing Process

1. Rehearse: Decide what to write about
2. Draft: Get it down on paper without worrying about being correct
3. Revise: Clarify and expand the content
4. Edit: Make final improvements or corrections
5. Publish: Share the writing with others

What Helps People Learn to Write?

- Models: seeing others write
- Purpose: having a reason for writing
- Confidence: believing that they can learn
- Writing: seeing writing used for many purposes; lots of models
- Support: getting encouragement and reinforcement from others
- Teaching

Written vs. Spoken Language

- Written has to be just as you want your message communicated
- Tutors will want to create an environment that helps the new writer develop a positive attitude about writing and build on existing skills
- It's important to provide the learner with lots of opportunities to write without being corrected

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- Reflect on the information above
 - Capture your thinking/learning with five (5) different sentences
 - Have the sentences start with “W” “R”, “I”, “T” and “E”

Teaching Strategies

- Orient the student to what they will be doing (and WHY). Reduce orientation and directions to what is essential. Be specific about what you are asking the learner to do
- Present information in small, logical steps. Build on what is already known. Relate new material to student's everyday lives. Make connections to previous lessons
- Be concrete; give examples

- Use all kinds of aids to help learner retain information including flash cards, word and number games, crossword puzzles, maps, color-coding, etc
- Instead of asking "Do you understand?", ask students to demonstrate understanding
- Use organizational aids such as 3-ring binders, calendars, folders, etc
- Slow down. Reduce stress by setting a slower pace
- Avoid distractions; meet in a quiet place
- Provide frequent and focused feedback

- It is so important to slow down enough. While it is important to have high expectations and make demands, student's progress should set the pace
- Sometimes quiet can be a distraction. You and your student will work this out as you work together
- Don't always say, "Great Job" just to be saying something. Be specific with your feedback
- If after you work with your learner for a while, you have serious concerns about his/her ability to learn, discuss it with the Program Coordinator

- **Think back on your learning with "Teaching Strategies"**
- **In "light" of your thinking what is one strategy you will "STOP" doing?**
- **What is one you will "CONTINUE" to do?**
- **And what is one you will "START" doing?**



Things I LOVE to Do!

Materials: Paper and pencils

Time: Depends on how many things are chosen

Directions:

1. Give each participant the folded handout. **KEEPING THE PAPER FOLDED**, ask them to list ___ things they LOVE to do! The participants should be encouraged to think as creatively and broadly as possible. It may help them if you suggest some things that people like to do in a variety of settings such as; indoors/outdoors; fall/winter/spring/summer; alone/with people; at school/at home; or entertainment/study.
2. Now unfold the paper. In the first column, check any item which costs more than \$10.00 each time it is done. In the second column, check any item that involves risk. This risk could be emotional, spiritual or physical. In the third column, check any item which they think others would consider un-conventional or unusual. In the fourth column, check any item they think will probably appear on your list five years from now. In the fifth column, check your most favorite activity on the list.
3. Open up the conversation. Ask people to compare the things they like to do and the different codes that they checked for these items.

Things I LOVE to Do!

What I LOVE to do	Costs more than \$10	Some risk, physical and/or emotional	Others might think this is unusual	Probably <i>will</i> "love" to do this" 5 years from now	



**Three (3) Things
I LOVE to Do!**

Learning Styles Inventory

Place a check mark in front of each statement that describes you.

Group 1

- I like to read when I have free time.
- I remember what I read better than I remember what I hear.
- I can “see” words in my mind when I need to spell them.
- I picture what I read.
- I can remember something by “seeing” it in my mind.
- I remember what the pages look like in books I’ve read.
- I remember people’s faces better than I remember their names.

Total number of checks
for **Group 1**: _____

Group 2

- I remember more when I listen to the news on TV than when I read about it.
- I usually remember what I hear.
- I learn better by having someone explain something to me than by reading about it.
- I remember things best when I say them out loud.
- I talk to myself when I try to solve problems.
- I communicate better on the telephone than I do in writing.
- I understand material best when I read it out loud.

Total number of checks
for **Group 2**: _____

Group 3

- I like to make things with my hands.
- I learn best by handling objects.
- I find it hard to sit still when I study.
- I pace and move around a lot when I am trying to think through a problem.
- I take notes when I read to better understand the material.
- I like to recopy my lecture notes to better understand the material.
- I communicate better when I write than when I speak.

Total number of checks
for **Group 3**: _____

The most checked group is likely to be your preferred learning style.

Group 1: Visual

Group 2: Auditory

Group 3: Kinesthetic/Tactile