



Brunswick County Literacy Council

Orientation/ 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 for 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!



Selecting Texts of Appropriate Difficulty

Independent

Easy reading for your learner. Five or less word calling errors in 100 words of text, and 100 percent accuracy on comprehension questions about the story. A student could read alone with ease.

Instructional

Reading a text at this level requires some assistance. The oral word error range is from 5 to 10 word calling errors per 100 words of text (90-95% accuracy or better), with at least 80 percent comprehension on simple recall questions about the story. Reading at this level during tutoring is where the best progress is made.

Frustration Reading Level

This text is too hard for the reader to manage. Word errors are over 10 per 100 words of text. Comprehension is below 70 percent accuracy.

Reading and Writing about Writing

Steps in the Writing Process

1. Rehearse: Decide and discuss what to write about
2. Draft: Get ideas 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: used for many purposes; seeing a lot of writing models
- Support: getting encouragement and reinforcement from others
- Teaching

Things to Think About

- 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

Roadblocks to 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

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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?**



The Role of a Tutor

- Work as a partner with your learner to define and plan the work you do together; when necessary, offer your student choices instead of making decisions yourself
- Build instruction on your student's strengths, experiences, needs, and interests. Use real life situations and examples
- Assume your student is smart and capable of learning; have high and appropriate expectations for success
- Encourage your student to bring materials and topics of interest to him/her to the lesson
- Meet regularly with your learner, be prepared for the lesson, and use a consistent, flexible, and instructional format
- Teach by example; explain and model what skilled readers and writers do to remember new skills and problem solve when facing difficulty
- Teach your student what s/he can do (and how to do it) outside the tutoring session to build skill, especially by practicing reading
- Treat your student as an adult and an equal



Think about the bullets above

- If you were to assume the role of a tutor, which ONE of these most excites you?

- With which ONE might you need some additional support?

Tips from Tutors

- ✓ Meet your student where s/he is; not where you think s/he should be
- ✓ Find out what your learner wants to learn, and teach it
- ✓ Adult learners are different from children. Make adult learning different from school
- ✓ Don't take poor attendance personally, but do ensure you're meeting the student's needs
- ✓ Learning takes time. Don't be discouraged by slow progress. It takes time to develop a relationship and set up a good learning routine
- ✓ Your student is likely to be more nervous than you are
- ✓ Relax, have fun, and be creative



Reflect on these “Tips”

What are **2** key words or short phrases?

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What is **1** point to ponder?

Things I LOVE to Do!


Materials: Paper and pencils

Time: Depends on how many things are chosen

Directions:

1. Give each participant the handout folded along the vertical line to the immediate right of the “What I LOVE to do” box. **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 categories that they checked.

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!

