

The TIF-Lens Series: “Zoom in” on Learning Strategies



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Objectives:

You will...

1. Recognize the purpose of the Transitions Integration Framework (TIF)
2. Explore the Learning Strategies category of the TIF and its skills
3. Use the A-C-E-S process to integrate Learning Strategies skills into a lesson
4. Explore TIF-ing methods to integrate Learning Strategies Skills into a classroom at all levels

ACES Webpage @ www.atlasabe.org

- *Transitions Integration Framework:* www.atlasabe.org/professional/transitions
- ACES PLC and Support Materials: www.atlasabe.org/resources/aces

Matching Learning Strategies Skills

Read the following Learning Strategies (LS) **skills** and decide which LS **sub skills** (below) go with each skill. Write the number of the skill (**1, 2, or 3**) in the small box to the left of each sub skill.

LS Skills: Students will be able to...

Skill 1: Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor's directions, listening to a lecture)

Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall

Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge

Skill 4: Articulate awareness of what helps one learn language and content

LS Sub Skills: Students will be able to...

- | | |
|--|--|
| <input type="checkbox"/> Identify appropriate resources and/or means to fill in gaps in knowledge (ask a teacher, consult a dictionary, online search) | <input type="checkbox"/> Use context clues to understand new information (formatting, pictures, surrounding text) |
| <input type="checkbox"/> Identify preferences for learning styles/modalities (learning through reading, writing, listening) | <input type="checkbox"/> Choose and apply preferred note-taking strategies based on personal preference or task (lists, outlines, highlight main points) |
| <input type="checkbox"/> Make predictions before and during reading and listening. | <input type="checkbox"/> Articulate one's strengths and areas for growth as a learner |
| <input type="checkbox"/> Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons) | <input type="checkbox"/> Determine what types of activities help one learn best (cooperative learning, using digital tools, hands-on learning) |
| <input type="checkbox"/> Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word) | <input type="checkbox"/> Choose and use strategies for reviewing, evaluating, and summarizing information (oral retell, flashcards, outline, highlights main points) |
| <input type="checkbox"/> Make use of background knowledge to understand new information | <input type="checkbox"/> Ask for repetition and clarification of unknown language and concepts |

TIF @ a Glance: Learning Strategies Snapshot

Learning Strategies (LS): Learning strategies are planned methods, steps, actions or techniques for facilitating and enhancing the learning and the use of new material. Examples in this category include organizing information, reading or listening for a specific purpose, keeping a learning log, note-taking, or making educated guesses. A successful learner knows when and how to apply a particular strategy. Teaching the skills in this category will help learners work with and understand new material more independently.

Skill 1:
SWBAT... Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor's directions, listening to a lecture)

Sub Skills:

- a. Make use of background knowledge to understand new information
- b. Make predictions before and during reading and listening
- c. Use context clues to understand new information (formatting, pictures, surrounding text)
- d. Identify main ideas or themes when reading or listening
- e. Scan written text or listen to oral text for specific information and details
- f. Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize)
- g. Make inferences and logical guesses (read and listen between the lines)

Skill 2:
SWBAT... Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall

Sub Skills:

- a. Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons)
- b. Select and use graphic organizers appropriate for a task (T-chart for pros and cons, Venn diagram for compare/contrast)
- c. Choose and apply preferred note-taking strategies based on personal preference or task (lists, outlines, word maps, highlighting, 2-column notes)
- d. Choose and use strategies for reviewing, evaluating, and summarizing information (oral retell, flashcards, outline, highlight main points)

Skill 3:
SWBAT... Apply appropriate strategies to compensate for and fill in gaps in knowledge

Sub Skills:

- a. Ask for repetition and clarification of unknown language and concepts
- b. Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word)
- c. Use context and what you know to figure out or guess meaning of language
- d. Identify appropriate resources and/or means to fill in gaps in knowledge (ask a teacher, consult a dictionary, online search)

Learning Strategies (LS) Continued...

Skill 4:

SWBAT... Articulate awareness of what helps one learn language and content

Sub Skills:

- a. Identify preferences for learning styles/modalities (learning through reading, writing, listening)
- b. Determine what types of activities help one learn best (cooperative learning, using digital tools, hands-on learning)
- c. Articulate one's strengths and areas for growth as a learner

Learning Strategies Sample Activities

Given each Learning Strategies **skill** from the complete TIF (pp. 14-21), read the sample activities (including technology activities) that are provided for that skill. Choose one sample activity at the level you teach (Beginning, Intermediate, or Advanced) that interests you.

Fill out the corresponding row on the grid below with your choice. Indicate the sub skill and activity level

- * Write a brief description of the activity
- * Describe how you might use this activity with your students, including any modifications you would make
- * “Raise your hand” to share out with the larger group.

TIF Category: Learning Strategies			
TIF Skill/Sub Skill	Level	Activity Description	How will you tweak it?
<u>Skill 1/Sub skill c</u>			
<u>Skill 2/Sub skill a</u>			
<u>Skill 3/Sub skill d</u>			
<u>Skill 4/Sub skill b</u>			

TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side

Pre A-C-E-S
<p>Warm-up: NA</p>
<p>Introduction:</p> <ul style="list-style-type: none"> • Ask students simple WH?s about the image. • Elicit student responses to the images/title from the text. • Write prediction statements on the board.
<p>Guided Practice:</p> <ul style="list-style-type: none"> • Read the story to the Ss, pausing to address predictions as needed. • Look together at the predictions made pre-reading. • Determine whether the predictions are T/F. • Read the story again and ask simple WH?s to assess their general understanding of the story. • Hand out the story and allow students to follow along while listening to the story. • Repeat the simple WH?s to address challenges. • Have students read three times: read to self (silently and aloud) and with a partner. • Read through the WH? comprehension questions, having students follow along.
<p>Independent Practice:</p> <ul style="list-style-type: none"> • Ss read the story independently again and answer the WH? comprehension questions. • Have Ss check answers with other Ss. • Re-read and explain the story as necessary. • Check the answers as a class.
<p>Extension: NA</p>
<p>Assessment:</p> <ul style="list-style-type: none"> • Check through the comprehension questions to see how many they answered correctly.

Post A-C-E-S
<p>Warm-up:</p> <ul style="list-style-type: none"> • Introduce self. • Ask Ss introduction questions. • Either use the grid (or go paperless) for mingle asking/answering questions.
<p>Introduction:</p> <ul style="list-style-type: none"> • Explicitly introduce WH?s and their meanings. • Match questions with the pictures as a group. • Individual volunteers draw matching lines between the concepts.
<p>Guided Practice:</p> <ul style="list-style-type: none"> • Ask students simple WH?s about the image from the story – write answers on board. • Elicit student responses to the images/title from the text on what the story is about. • Write responses as prediction statements on the board. • Read the story aloud to the Ss, pausing to address predictions as needed. • Look together at the predictions made pre-reading and determine whether the predictions are T/F using “Yes” and “No”, check if answers to WH?s were accurate. • Hand out the story and allow students to follow along while listening to the story. • Have students read three times: read to self (silently and aloud) and with a partner. • Ask Ss simple WH? comprehension questions.
<p>Independent Practice:</p> <ul style="list-style-type: none"> • Have groups sort images from story into “Who”, “What are they doing”, “When”, “Where” and “How long”. • Once images are categorized, help Ss line up the images so they match the story. Ex. Packager, put things in boxes, in the factory, from 1996 to 2000 – line them up First, Next, Then • Once in order use the graphic organizer to write key vocabulary from the story. • Ss read the story independently again. • Using the grid they can practice asking/answering WH?s about the story in partners. • As a wrap up, Ss orally answer WH? questions from the teacher.
<p>Extension:</p> <ul style="list-style-type: none"> • Have each student write a summary statement about a different, but related image by filling in a graphic organizer with the person, action, place and time. • Students ask/answer questions about their images.
<p>Assessment:</p> <ul style="list-style-type: none"> • Check through the graphic organizer to ensure words are sorted correctly. • Check through the graphic organizer to ensure concepts match up. • Orally ask individuals about the story.

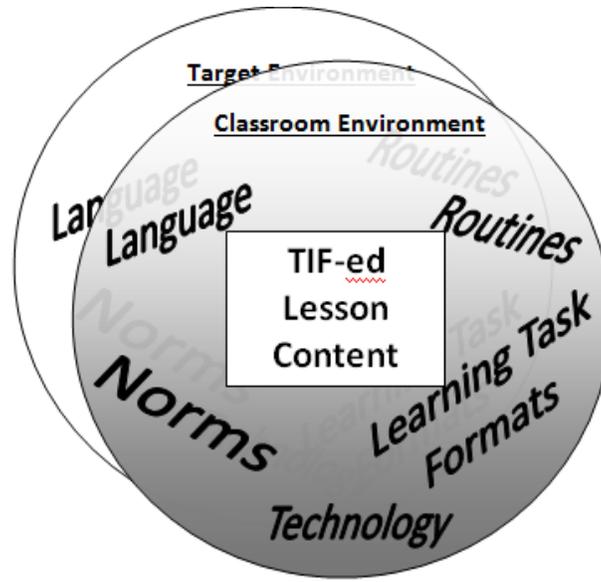


GRID 1: TIF-ing a Lesson

1. The first column outlines standard lesson components.
2. **Assess** the original “Pre-ACES” lesson to identify which TIF skills are addressed in each applicable lesson component.
 - Write the skills in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that integrate *additional* TIF skills.
 - Watch the video lesson. Write these skills in the “Complement” column.
4. **Evaluate** the outcomes of the lesson after instruction using **student evidence**.
 - What evidence of student learning did you see in the video? Note this in the “Evaluate” column.
5. **Study** and reflect about what else the students need as well as what the instructor needs.
 - What more do the teacher and students need? Note in the “Study & Reflect” column.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
Warm-up: Video Time: 0:00 – 2:50	NA			
Introduction: Video Time: 10:10-11:20				
Guided Practice: Video Time: 16:30-20:45				
Independent Practice: Video Time: 26:30-28:10				
Extension: Not featured: see lesson plan	NA			
Assessment:				

TIF Methods



This TIF-ing the Classroom model presents the classroom environment as a mirror of the target environment, i.e. the environment into which your students plan to transition such as post-secondary education and training, the workplace, or increased participation in one's community or family. Inside the box, is the lesson content with integrated TIF skills. Outside the box, within the circle of the classroom environment, are the methods we can use to integrate TIF skills regardless of lesson content.

- **Routines:** a sequence of *actions* regularly followed; a routine *process*
- **Norms:** standards of acceptable *behavior*; *expectations* within a specified context
- **Learning Task Formats:** routine *structures* for activities and tasks that provide practice of lesson content
- **Language:** *vocabulary* and *language structures* that are necessary to effectively address a specified TIF skill
- **Technology:** technology use that mirrors what is necessary in the “target” environment.

These methods can be labeled in more than one way. For example, setting up the expectation for students to email completed assignments is both *technology* and a *norm*. Expecting students to speak courteously in class is a *norm* but when you highlight the necessary language structures to do this effectively (e.g. Could/can/may I...), it is also a *language* method. The important thing to note is that all of these methods provide a way to reinforce TIF skills consistently and authentically regardless of lesson content.