



THE TIF-LENS SERIES: “ZOOM IN” ON LEARNING STRATEGIES

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WHO'S WHO?

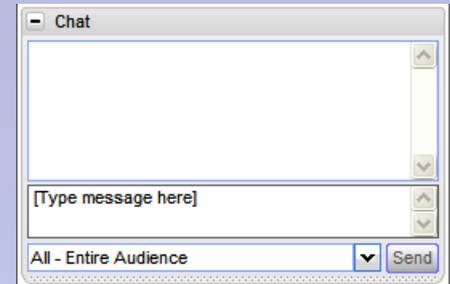


- Introductions of the host and facilitator
- Who's present?
- Who's ready to go?
 - Speakers working?
 - Microphone?
- Check out the “mute” webinar tool & make sure you are muted.
- When you're called on, unmute yourself, introduce yourself, and re-mute.
- Ready, Set, Go-To!



AGENDA: *Today we will...*

- Recognize the purpose of the Transitions Integration Framework (TIF)
- Explore the Learning Strategies (LS) category of the TIF and its skills >
Chat
- Explore LS sample activities found in the complete TIF > *Share Out*  
- Use the A-C-E-S process to integrate LS skills into a lesson
- Explore TIF methods to integrate LS skills into a classroom at all levels





ACES

ACADEMIC, CAREER, & EMPLOYABILITY SKILLS

MISSION

To ensure that ABE programs are able to provide effective contextualized instruction integrating post-secondary education and training readiness, employability skills, and career readiness *at all levels.*

LEARNING STRATEGIES: MATCHING SKILLS & SUB SKILLS

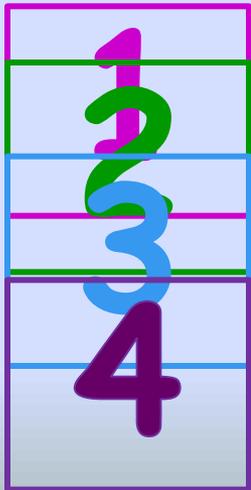


- The Learning Strategies category of the TIF contains 4 skills
- Each skill is broken down into sub skills
- Take a minute to look at p.2 of your handout and get ready for a speedy quiz
- On the next slide, review the LS skills.
- As sub skills are introduced, read and *chat* which skill of the 4 it matches.

WHICH SKILL IS IT?

LS Skills: Students will be able to...

- **Skill 1:** Apply appropriate strategies for comprehending oral or written language in texts and listening activities
- **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 on learn language and content



Identify

Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word)

IT'S A BIRD, IT'S A PLANE, NO...IT'S A POLE!

- Where are you at with Learning Strategies?
- Evaluate your current integration of Learning Strategies (LS) skills into your instruction.

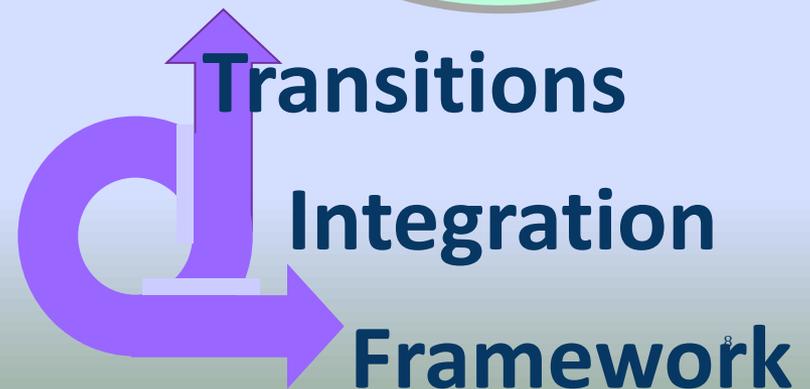


TIF: TRANSITIONS INTEGRATION FRAMEWORK

Complete TIF contains:

- Categories & definitions
- Skills & sub skills
- Sample activities ranging from simple to complex
- Sample technology ideas to practice skills
- Ideas to contextualize for community, school, or work

Outlines the skills needed for successful transitions .
Serves as a guide for integrating transition skills into instruction.



“Zoom in” ON LEARNING STRATEGIES : COMPLETE TIF SAMPLE ACTIVITIES

- Let’s look at some sample activities from a couple of the LS sub skills.
- Choose which level of complexity best matches the level you teach
- Choose a sample activity and decide what modifications you would make to that activity for your level and context
- Take notes on the grid on handout p. 5.
- ***“Raise your hand”*** to share out.

LS Skill 1-Sub Skill d: Identify main ideas or themes when listening

Complexity



Read or listen to a short context-based passage and match with the main point of the passage given several choices

Read or listen to a passage and summarize the main point of the passage in one's own words. Cite evidence from the text to support why one feels that is the main point.

Read or listen to an extended text and summarize the main point of the text in one's own words. Examine sections of the text and determine the main point of each. Discuss how they connect to form the main idea . Cite evidence from the text to support one's choice .

Read a simple online story. Copy the text in to *wordle.net* and create a word map. Discuss how words that appear more often in the text are larger in the word map. Determine the main point of the story using the word map to help.

Read an online story. Copy the text into *wordle.net* and create a word map. Discuss how words that appear more often in the text are larger in the word map. Determine the main point of the story using the word map to help.

Copy sections of an extended text into *wordle.net* to create word maps of each section. Using word maps, write a sentence to summarize the main point of each section. Compile this information and write the main point of the entire text.

LS Skill 2-Sub Skill b: Select and use graphic organizers appropriate for a task (T-chart for pros and cons, Venn diagram for compare/contrast)

Complexity 

| | | |
|---|--|--|
| <p>Read or listen to a short topical narrative and put key events into a linear string.</p> | <p>Read or listen to a brief outline talk about a topic and choose between 2-3 graphic organizer options that best represent the text (e.g., description – use word web, narrative – use timeline)</p> | <p>Read an article or listen to a podcast about a topic of interest. Create a graphic organizer that best represent the organization of the information and use it to take notes.</p> |
| <p>Read a topical narrative and put key events into a linear string using an easy to use online graphic organizer such as <i>readwritethink</i> webbing tool.</p> | <p>Read a short text about a topic and choose an online graphic organizer from a website such as <i>exploratree</i> to best represent the text (e.g., description – use word web, narrative – use timeline.)</p> | <p>Read an article or listen to a podcast about a topic of interest. Create an online graphic organizer that best represents the organization of the information and use it to take notes.</p> |

LS Skill 3-Sub Skill d: Identify appropriate resources and/or means to fill in gaps in knowledge (ask a teacher, consult a dictionary, online search)

Complexity 

| | | |
|--|--|--|
| <p>Role play polite requests for help regarding an issue or problem with language in a particular context (What does “pedestrian” mean? I don’t understand what you mean by “benefits.”)</p> | <p>Conduct an online scavenger hunt for relevant resources and present findings to class.</p> | <p>Keep an on-going learning log of unknown words, phrases, and expressions seen or heard in different settings. Use an online dictionary to find definitions to create weekly glossary.</p> |
| <p>Open a simple online story in one tab and a translator in another. Read the story and identify unknown words. Switch to the other tab to translate unknown words after reading. Re-read text.</p> | <p>Open an online story in one tab and an online dictionary, thesaurus, or translator in another. Read the story and switch to the other tab (s) as needed to reference unknown words.</p> | <p>Use an online dictionary, thesaurus, or translator regularly to identify meanings of words found in written and oral discourse and strengthen word choice in writing and speech.</p> |

GIVE ME AN **A!** THE **ACES** PROCESS

A **ssess** instruction/materials/curriculum to identify where TIF skills are addressed

C **omplement** to intentionally integrate TIF skills

E **valuate** outcomes after delivering lesson/using materials/trying the activity

S **tudy** and reflect

What else do students need?

What else do I need?

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What else do students need?

What else do I need?

PRE A-C-E-S LESSON: *ASSESS*

| Lesson Components | Assess | Complement | Evaluate | Study & Reflect |
|-----------------------------|---------------|-------------------|-----------------|----------------------------|
| Warm-Up | NA | | | |
| Introduction | | | | |
| Guided Practice | | | | |
| Independent Practice | | | | |
| Extension | NA | | | |
| Assessment | | | | |

STEP 1: ASSESS

1. Find p. 3-4 “TIF @ a Glance: LS Snapshot to use as a resource.
2. Find the **ASSESS** column on p. 7.
3. As each component of the Pre-Lesson is revealed, take a minute to note in the “A” column which skills and sub skills are present.
4. Chat the skills and sub skills you identify in each lesson component.

PRE-ACES LESSON PLAN

INTRODUCTION: PRE-READING

- Ask students simple WH?s about images.
- Elicit student responses to the images/title from the text.
- Write prediction statements on the board.

PRE A-C-E-S LESSON: *ASSESS*

| Lesson Components | Assess | Complement | Evaluate | Study & Reflect |
|-----------------------------|---------------|-------------------|-----------------|----------------------------|
| Warm-Up | NA | | | |
| Introduction | LS 1c | | | |
| Guided Practice | | | | |
| Independent Practice | | | | |
| Extension | | | | |
| Assessment | | | | |

PRE-ACES LESSON PLAN

GUIDED PRACTICE: READING

- 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.

PRE A-C-E-S LESSON: *ASSESS*

| Lesson Components | Assess | Complement | Evaluate | Study & Reflect |
|-----------------------------|---------------|-------------------|-----------------|----------------------------|
| Warm-Up | NA | | | |
| Introduction | LS 1c | | | |
| Guided Practice | LS 1b, 1e | | | |
| Independent Practice | | | | |
| Extension | | | | |
| Assessment | | | | |

PRE-ACES LESSON PLAN

INDEPENDENT PRACTICE: POST-READING

- 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.

PRE A-C-E-S LESSON: *ASSESS*

| Lesson Components | Assess | Complement | Evaluate | Study & Reflect |
|----------------------|-----------|------------|----------|-----------------|
| Warm-Up | NA | | | |
| Introduction | LS 1c | | | |
| Guided Practice | LS 1b, 1e | | | |
| Independent Practice | LS 1f | | | |
| Extension | NA | | | |
| Assessment | LS 1f | | | |

SETTING THE SCENE

- What contributes to a person's interest in life-long learning?
- Research on non-literate
- Laying the foundation
- Routine

STEP 2: COMPLEMENT

Now watch the video clip of the Post ACES lesson one segment at a time

- Access video: [click on video in materials section of the control panel](#)
- Return to webinar after each segment
- **Chat:** How did the teacher **COMPLEMENT** the lesson with additional LS skills and sub skills?

POST-ACES LESSON PLAN WARM-UP

Warm-up: (video time: 0:00-2:50)

- Introduce self.
- Ask Ss introduction questions.
- Either use the grid (or go paperless) for mingle asking/answering questions.

POST A-C-E-S: *COMPLEMENT*

| Lesson Components | Assess | Complement | Evaluate | Study & Reflect |
|----------------------|--------|------------|----------|-----------------|
| Warm-Up | NA | LS 1a | | |
| Introduction | LS 1c | | | |
| Guided Practice | LS 1b | | | |
| Independent Practice | LS 1f | | | |
| Extension | NA | | | |

POST-ACES LESSON PLAN

INTRODUCTION

Introduction: (Video Time: 10:10-11:20)

- Explicitly introduce WH?s and their meanings.
- Match questions with the pictures as a group.
- Individual volunteers draw matching lines between the concepts.

POST A-C-E-S: *COMPLEMENT*

| Lesson Components | Assess | Complement | Evaluate | Study & Reflect |
|----------------------|--------|------------|----------|-----------------|
| Warm-Up | NA | LS 1a | | |
| Introduction | LS 1c | LS 1c, 1f | | |
| Guided Practice | LS 1b | | | |
| Independent Practice | LS 1f | | | |
| Extension | NA | | | |

POST-ACES LESSON PLAN

GUIDED PRACTICE

Guided Practice: (Video Time: 16:30-20:45)

- Elicit student responses to the images/title from the text on what the story is about.
- Read the story aloud to the Ss, pausing to address predictions as needed.
- Hand out the story and allow students to follow along while listening to the story.
- Ask Ss simple WH? comprehension questions.

POST A-C-E-S: *COMPLEMENT*

| Lesson Components | Assess | Complement | Evaluate | Study & Reflect |
|----------------------|--------|------------|----------|-----------------|
| Warm-Up | NA | LS 1a | | |
| Introduction | LS 1c | LS 1c, 1f | | |
| Guided Practice | LS 1b | LS 1b-g | | |
| Independent Practice | LS 1f | | | |
| Extension | NA | | | |

POST-ACES LESSON PLAN

INDEPENDENT PRACTICE

Independent Practice: (Video Time: 26:30-28:10)

- Have groups sort images from story into WH?
- Line up the images so they match the story.
- Ss orally answer WH? questions from the teacher.
- Once in order use the graphic organizer to write key vocabulary.

POST A-C-E-S: *COMPLEMENT*

| Lesson Components | Assess | Complement | Evaluate | Study & Reflect |
|----------------------|--------|--------------------|----------|-----------------|
| Warm-Up | NA | LS 1a | | |
| Introduction | LS 1c | LS 1c, 1f | | |
| Guided Practice | LS 1b | LS 1b-g | | |
| Independent Practice | LS 1f | LS 1a, c, e, f; 2a | | |
| Extension | NA | | | |

POST-ACES LESSON PLAN EXTENSION

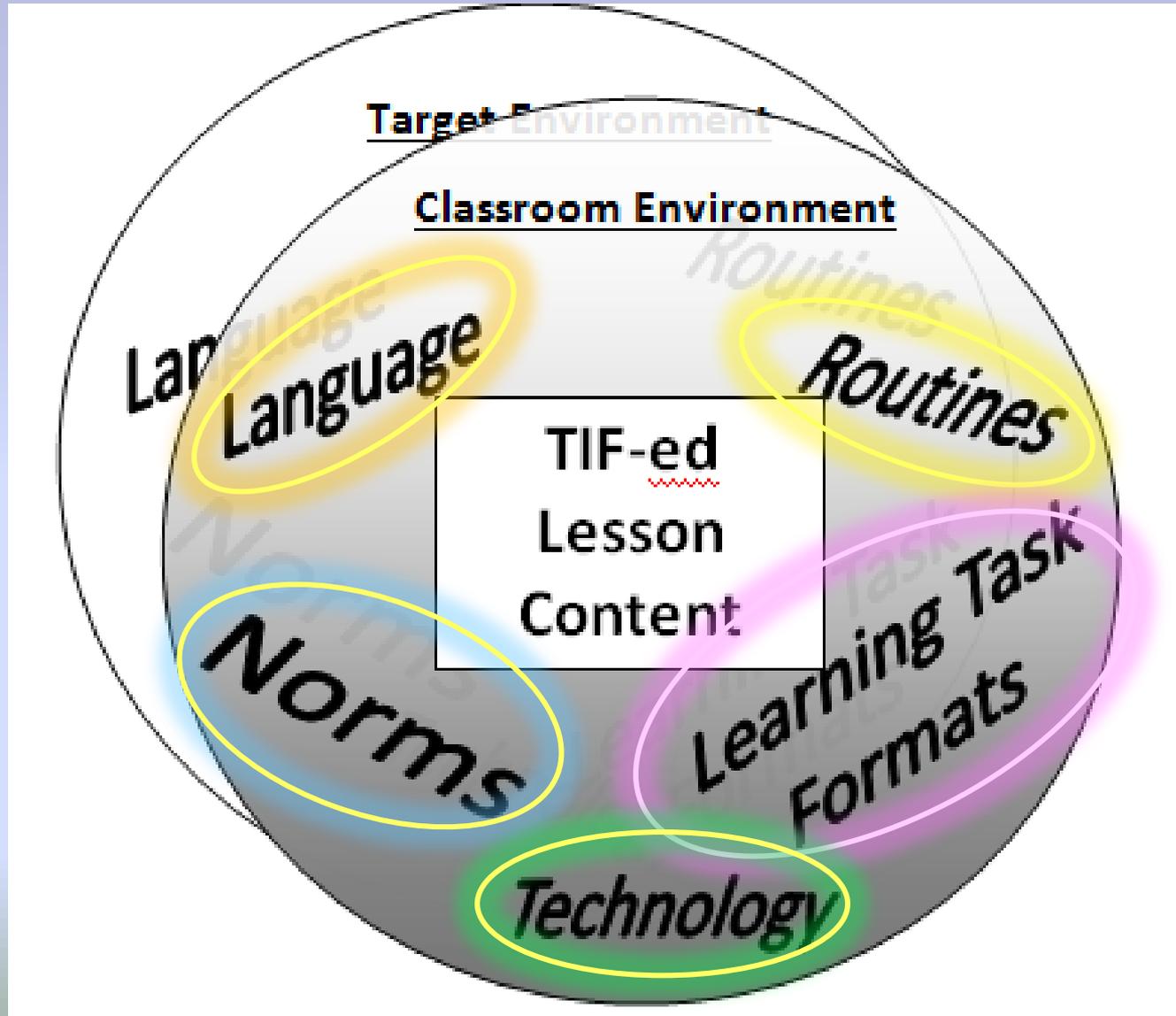
Extension: [Not featured in video]

- Students answer written comprehension questions.
- Students 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.

POST A-C-E-S: *COMPLEMENT*

| Lesson Components | Assess | Complement | Evaluate | Study & Reflect |
|----------------------|----------|--------------------|----------|-----------------|
| Warm-Up | NA | LS 1a | | |
| Introduction | LS 1b-1c | LS 1c, 1f | | |
| Guided Practice | LS 1b | LS 1b-g | | |
| Independent Practice | LS 1f | LS 1a, c, e, f; 2a | | |
| Extension | NA | LS 1d, 1f; 2a | | |
| Assessment | LS 1f | LS 1f; 2a | | |

TIF METHODS



TIF METHODS DEFINITIONS

- **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.

WHICH TIF METHOD IS WHICH?

- TIF methods can be labeled in more than one way:
 - Expecting students to email assignments is both *technology* and a *norm*.
 - Expecting students to speak courteously is a *norm* but when you highlight the language structures (e.g. Could/can/may I...), it is also a *language* method.
- The important thing is that all of these methods reinforce TIF skills *consistently* and *authentically* regardless of lesson content.

WHICH IS WHICH? GROUP ACTIVITY

- Look at the example of each TIF method on the following slides
- *Chat* the TIF method it primarily matches.
- Although there is one primary method for each example, they may match to other methods as well.

ROUTINE!

Example 1: Daily Question

- Write the “Daily Question” on the board. This question can be as simple as “What did you do last night?” or as complex as giving an opinion on a controversial topic. Using the question as a warm-up for the upcoming lesson is a good way to access student prior knowledge and prepare them for the lesson to come.
- First students write the question and their complete answer to the question.
- Students then travel around the room collecting other students’ answers to the question. For lower-level students, you may want to use a grid template to help them organize this information.
- After 5 minutes, students share out the answers they collected.
- The data is written on the board and general patterns and trends are discussed.
- These patterns can be used to generate deeper discussions if desired.
- Finally, students use the data on the board to write a short paragraph in their journals about the data & discussion.

NORM!

Example 2: Teamwork

- Working with a team is an important part of education and the workplace. In this class, you will often be required to work in a team. It is important that you take responsibility for your role in the team and complete the tasks you agree to do. It is also important to participate in the group discussions, giving your input in a positive and constructive way.

LANGUAGE!

Example 3: Using Polite Language and Tone

- It is an expectation in this class that we treat each other with respect and courtesy. One way to show respect is to make requests using polite language and tone. When you need help or simply want to get clarification, using the following phrases is the courteous way to achieve this:
- I would like... --Instead of -- I want/need...
- Could you.../Can you... --Instead of -- Give me...
- Could I.../Can I.../May I... --Instead of -- I'm going to...

LEARNING TASK FORMAT!

Example 4: Survey Template-Oral

Ask your classmates the questions. Put a tally (/) in the correct box.

| Questions | Choices | | | |
|---|----------------------------|----------------------|----------------------|----------------------------|
| <i>Example: What is your goal after getting your GED?</i> | <i>Vocational training</i> | <i>2-year degree</i> | <i>4-year degree</i> | <i>Certificate program</i> |
| | <i>////</i> | <i>///</i> | <i>//</i> | <i>////</i> |
| Class Survey | | | | |
| Questions | Choices | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

TECHNOLOGY!

Example 5: Emailing for requests

- At work, the manager may be too busy to answer all your questions. Or, you may be at home and realize there is some information you need from your manager. Calling him or her is not the best way to handle this situation. Many managers feel that phone calls are disruptive. However, sending an email is a great way to get the help you need while still respecting your manager's time. Be sure to be courteous when requesting information.
- For this class, it is important that you learn this work skill. Therefore, you will be required to use email on a regular basis to get the help you need. When you finish this class, you will know how to access your email account and how to use it appropriately.

THINK-PAIR-SHARE: TIF-ING YOUR CLASSROOM: DISCUSSION

1. What is a TIF method in your classroom that already addresses one or more of the LS sub skills?
2. Share out.

HOW READY ARE YOU TO TAKE THE LS PLUNGE?



ACES 6-PACK ABES*! THE MUSCLE BEHIND THE MISSION!

**ADULT BASIC EDUCATION SUPPORT*

1. **ACES Resource Library 6-pack:**
www.atlasabe.org/resources/aces
 - Pre & Post A-C-E-S Lesson Plan (3-pack)
 - TIF-ed Lesson Video
 - PowerPoint with Workshop Handouts and Activities
 - Bonus pack of TIF methods
2. **ACES Face-2-Face PLC s**
3. **ACES Hybrid PLCs**
4. **ACES Regional Workshops**
5. **ACES Webinars**
6. **ACES Collaborations**



ACES RESOURCE LIBRARY

- ACES *Transitions Integration Framework* (TIF) at ATLAS website:
www.atlasabe.org/professional/transitions
 - *Complete TIF with sample activities and technology activities*
- ACES PLC and Support Materials
www.atlasabe.org/resources/aces
 - *Under construction: Sample pre and post TIF-ed lessons and classroom videos for each category of the TIF*

ACES RESOURCE LIBRARY

<http://atlasabe.org/resources/aces>

atlas

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ACES Resources

More info coming soon!

To learn even more about ACES in Minnesota ABE, visit the [ACES page](#).

If you are having trouble finding what you are looking for, try using the **SEARCH** function in the box above.



ACES RESOURCES

ACES PLC Facilitation
Effective Communication
Critical Thinking
Self-Management

THANK YOU!!

