

Navigating Systems: Sample Lesson

Level: ESL / ABE Advanced

Topic: Understanding Learning Styles

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Transitions Integration Framework (TIF) Snapshot

Navigating Systems (NS): Navigating Systems is the ability to successfully within the institutions and organizational structures (such as school, workplace, or community organizations) in one's life. Successful learners and are those who are able to adapt to their environment and problem solve when issues arise. Examples of activities in this category could include looking at and evaluating processes, evaluating and fitting into a particular environment, and understanding and breaking down policies. Teaching the skills in this category will assist the learner in understanding new experiences, and help them to become their own best advocate.

Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems
SWBAT...

Sub Skills:

- a. Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems (e.g., employee handbooks, HR department, student support services)
- b. Recognize, develop, and maintain relationships that may provide further or future assistance
- c. Demonstrate appropriate self-advocacy when faced with barriers

Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures
SWBAT...

Sub Skills:

- a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use)
- b. Use appropriate documentation processes for tasks (filing emails, cc-ing emails to others, taking messages)
- c. Differentiate formal and informal speech, dress and communication and apply appropriately to various situations
- d. Actively reflect on personal performance and seek feedback
- e. Acknowledge mistakes, recognize consequences for them, and offer options for redress

Skill 3: Identify and follow norms of an organizational structure
SWBAT...

Sub Skills:

- a. Identify the hierarchy or chain of command of an institution
- b. Choose appropriate processes for communication within a hierarchy (e.g., scheduling a meeting, using communication forms, completing documentation)
- c. Recognize one's rights and processes for appeals within an organization
- d. Identify opportunities for advancement within an organization

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

Pre A-C-E-S	Post A-C-E-S
	<p>Pre-Lesson Work:</p> <ul style="list-style-type: none"> • Ss worked on learning goal(s) while in ABE Orientation class. • Ss notified their teacher(s) of their goal(s) with a written essay on their goals. • Ss created a MyGED account in ABE Orientation or in the computer lab with classmates. • Ss took an official GED Ready! RLA practice test while in class. They shared their scores with the local program in order for the teacher(s) to view diagnostic reports. • Ss discussed the practice test in class the day following the practice test.
<p>Warm-up: NA</p>	<p>Warm-up:</p> <ul style="list-style-type: none"> • Brainstorm with Ss on learning styles and methods of learning. Try to elicit examples of each learning style and what it could look like in a classroom setting. (<i>Visual</i> = seeing and reading – <i>Auditory</i> = listening and speaking – <i>Kinesthetic/Tactile</i> = touching and doing)
<p>Introduction:</p> <ul style="list-style-type: none"> • Explain the basic concept of a learning styles inventory to Ss. (<i>To find out how one learns best – there are 3 primary learning styles Visual, Auditory, Kinesthetic/Tactile.</i>) • Brainstorm with Ss examples of each learning style and what it could look like in a classroom setting. (<i>Visual</i> = seeing and reading – <i>Auditory</i> = listening and speaking – <i>Kinesthetic/Tactile</i> = touching and doing) • Explain to Ss that they are going to have an opportunity to take a learning style inventory online (or in a paper format if a computer is not available) to help them determine how they may best learn. 	<p>Introduction:</p> <ul style="list-style-type: none"> • Explain to Ss that they are going to have an opportunity to take a learning style inventory online (or in a paper format if a computer is not available) to help them determine how they may best learn. • Model with Ss how to use the online learning style inventory by going to the URL and reading the questions aloud and choosing the answer that represents you. (You can do this with an overhead projector or have a copy of the questions in a paper format for Ss to preview prior to doing the online inventory.) • Remind Ss they should think about the statement carefully before choosing an answer. • Model how to submit answers and review the corresponding learning style inventory. • Ss then perform their own learning style inventory and record results.
<p>Guided Practice:</p> <ul style="list-style-type: none"> • Model with Ss how to use the online learning style inventory by going to the URL and reading the questions aloud and choosing the answer that represents you. (You can do this with an overhead projector or have a copy of the questions in a paper format for Ss to preview prior to doing the online inventory.) • Remind Ss they should think about the statement carefully before choosing their answer. 	<p>Guided Practice:</p> <ul style="list-style-type: none"> • Explain to Ss that they will do a jigsaw reading on learning style inventories and strategies for each learning style. There are 3 sections with information on the three learning styles. Ss will learn the information to become content experts and then present to the class. • Put Ss into 3 groups based on their learning style Group A = auditory learners, Group B = visual learners, Group C = tactile/kinesthetic learners (Note: if the class is large, you may need to have 2 groups for each learning style)

<ul style="list-style-type: none"> • Model how to submit answers and review the corresponding learning style inventory.
<p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> • Ss will perform an online learning style inventory. • Help Ss complete the learning style inventory and note or print results as needed. • The online learning style inventory (http://www.personal.psu.edu/bxb11/LSI/LSI.htm) consists of 24 questions and should take about 10 – 15 minutes.
<p><u>Extension:</u> NA</p>
<p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Ss complete online learning style inventory and note results. • Check through the results Ss generated and make sure they are noted and understood.

<ul style="list-style-type: none"> • Distribute the various parts of the handout to the groups. They will follow the directions on the top of each page. • Ss present their sections to the class while other Ss take notes on each style presented on a separate notes page • Check for comprehension orally to review of the main points covered in each presentation
<p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> • Ss will review material pertaining to their own learning style and develop a plan that includes strategies that support their preferred method of learning. • Ss will fill out information in Educational Plan and Testing Log document.
<p><u>Extension:</u></p> <ul style="list-style-type: none"> • Ss will use the Education Plan and Testing Log with teacher during conferences. • After a few weeks of learning plan implementation, Ss will reflect on the plan and make adjustments as needed.
<p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Ss complete the chart with information gathered from their learning style inventory. • Examine the charts Ss generated after completion and again during conferencing. • Teacher uses diagnostics from TABE and GED Practice Tests to inform instruction.

Sample TIF-ed Lesson (Advanced)

1. The first column describes the lesson components. Normal font represents the original lesson. *Italicized* font represents the TIF complements or additions to the lesson.
2. **Assess** the original lesson to identify where TIF skills are addressed. TIF skills in the original lesson are written in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that address additional TIF skills. Additional lesson components are added and the TIF skills addressed in those are written in the “Complement” column.
4. **Evaluate** the outcomes of the lesson, using student evidence, *after* you deliver instruction to your students.
5. **Study** and reflect about what else your students need as well as what you need.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
Warm-up:	NA	NS:		
Introduction:	NS: 1a	NS: 1a		
Guided Practice:	NS: 1a	NS: 1a; 2b; 2d (EC 1a – 1e; 2b; 2c)		
Independent Practice:	NS: 1a	NS: 1a; 2b; 2d; 2e (LS: 2a – 2d)		
Extension:	NA	NS: 1a; 2b; 2d; 2e (LS: 2a – 2d)		
Assessment:	NS: 1a	NS: 1a; 2b; 2d; 2e		

Pre A-C-E-S Lesson Plan

Objectives (General):

1. Understand the idea and structure behind learning styles
2. Take an online learning styles assessment
3. Review and note results from personal learning style assessment

TIF Objectives:

- NS: 1a** Seek information or assistance appropriately from others in order to successfully navigate specific systems
- Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems (e.g., employee handbooks, HR department, student support services)

Warm up: NA

Introduction:

- Explain the basic concept of a learning styles inventory to Ss. (*To find out how one learns best – there are 3 primary learning styles Visual, Auditory, Kinesthetic/Tactile.*)
- Brainstorm with Ss examples of each learning style and what it could look like in a classroom setting. (*Visual = seeing and reading – Auditory = listening and speaking – Kinesthetic/Tactile = touching and doing*)
- Explain to Ss that they are going to have an opportunity to take a learning style inventory online (or in a paper format if a computer is not available) to help them determine how they may best learn. This may help them navigate their learning experience.

Guided Practice:

- Model with Ss how to use the online learning style inventory by going to the URL and reading the questions aloud and choosing the answer that represents you. (You can do this with an overhead projector or have a copy of the questions in a paper format for Ss to preview prior to doing the online inventory.)
- Remind Ss they should think about the statement carefully before choosing an answer.
- Model how to submit answers and review the corresponding learning style inventory.

Independent Practice:

- Ss will perform an online learning style inventory.
- Help Ss complete the learning style inventory and note or print results as needed.
- The online learning style inventory (<http://www.personal.psu.edu/bxb11/LSI/LSI.htm>) consists of 24 questions and should take about 10 – 15 minutes.

Extension: NA

Assessment:

- Ss complete online learning style inventory and note results.
- Check through the results Ss generated and make sure they are noted and understood.

Pre A-C-E-S Lesson Materials**Learning Styles Inventory**

Use the online Learning Styles Inventory at: <http://www.personal.psu.edu/bxb11/LSI/LSI.htm#ShowResults>

The questions can be previewed below:

1. I can remember more about a subject through the lecture method with information, explanations and discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
2. I prefer information to be presented the use of visual aids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
3. I like to write things down or to take notes for visual review.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
4. I prefer to make posters, physical models, or actual practice and some activities in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
5. I require explanations of diagrams, graphs, or visual directions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
6. I enjoy working with my hands or making things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
7. I am skillful with and enjoy developing and making graphs and charts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
8. I can tell if sounds match when presented with pairs of sounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
9. I remember best by writing things down several times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
10. I can understand and follow directions on maps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
11. I do better at academic subjects by listening to lectures and tapes as opposed to reading a textbook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
12. I play with coins or keys in pockets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
13. I learn to spell better by repeating the words out loud than by writing the word on papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
14. I can better understand a news article by reading about it in the paper than by listening to the radio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
15. I chew gum, smoke, or snack during studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
16. I feel the best way to remember is to picture it in your head.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often

17. I learn spelling by tracing the letters with my fingers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
18. I would rather listen to a good lecture or speech than read about the same material in a textbook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
19. I am good at working and solving jigsaw puzzles and mazes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
20. I play with objects in hands during learning period.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
21. I remember more by listening to the news on the radio rather than reading about it in the newspaper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
22. I obtain information on an interesting subject by reading relevant materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
23. I feel very comfortable touching others, hugging, handshaking, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often
24. I follow oral directions better than written ones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Seldom	Sometimes	Often

Scoring Procedures

Directions: Place the point value on the line next to the corresponding item below.
Add the points in each column to obtain the preference score under each heading.

OFTEN = 5 points SOMETIMES = 3 points SELDOM = 1 points

VISUAL		AUDITORY		TACTILE	
NO.	PTS.	NO.	PTS.	NO.	PTS.
2		1		4	
3		5		6	
7		8		9	
10		11		12	
14		13		15	
16		18		17	
19		21		20	
22		24		23	
VPS =		APS =		TPS =	
VPS = Visual Preference		APS = Audio Preference		TPS = Tactile Preference	

From: *Learning Styles Inventory* by Brett Bixler -
<http://www.personal.psu.edu/bxb11/LSI/LSI.htm#ShowResults> -

Post A-C-E-S Lesson Plan

Objectives (General):

1. Understand the idea and structure behind learning styles
2. Take an online learning styles assessment
3. Review results from personal learning style assessment
4. Reflect on learning style inventory results to develop a learning plan with evidence/data

TIF Objectives:

NS:1a

Seek information or assistance appropriately from others in order to successfully navigate specific systems

- *Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems (e.g., employee handbooks, HR department, student support services)*

NS:2b, 2d, 2e

Identify and comply with rules, policies and performance expectations within institutions and organizational structures

- *Use appropriate documentation processes for tasks (filing emails, cc-ing emails to others, taking messages)*
- *Actively reflect on personal performance and seek feedback*
- *Acknowledge mistakes, recognize consequences for them, and offer options for redress*

Pre-Lesson Work:

- Ss made learning goal(s) while in ABE Orientation class.
- Ss notified their teacher(s) of their goal(s) with a written essay on their goal(s).
- Ss created a MyGED account in ABE Orientation or in the computer lab with classmates. (See attached worksheet)
- Ss took an official GED Ready! RLA practice test while in class. They shared their scores with the local program in order for the teacher(s) to view diagnostic reports.
- Ss discussed the practice test in class the day following the practice test. (See attached worksheet)
- Ss took a TABE reading test as part of formal assessment.

Warm up:

- Brainstorm with Ss on learning styles and methods of learning. Try to elicit an example from each learning style and what it could look like in a classroom setting. (*Visual* = seeing and reading – *Auditory* = listening and speaking – *Kinesthetic/Tactile* = touching and doing)
- Ss continue to brainstorm in table groups to come up with 2 – 3 methods of learning for each learning style.
- Ss report and share their examples.

Introduction:

- Explain to Ss that they are going to have an opportunity to take a learning style inventory online (or in a paper format if a computer is not available) to help them determine how they may best learn.
- Model with Ss how to use the online learning style inventory by going to the URL (**Use the online Learning Styles Inventory at:** <http://www.personal.psu.edu/bxb11/LSI/LSI.htm#ShowResults>) and reading the questions aloud and choosing the answer that represents you. (You can do this with an overhead projector or have a copy of the questions in a paper format for Ss to preview prior to doing the online inventory.)
- Remind Ss they should think about the statement carefully before choosing an answer.
- Model how to submit answers and review the corresponding learning style inventory.
- Ss then perform their own learning style inventory and record results.
- (Note: you may want to have students write on an index card what they believe is their learning style prior to taking the inventory.)

Guided Practice:

- Explain to Ss that they will do a jigsaw reading on learning style inventories and strategies for each learning style. There are 3 sections with information on the three learning styles. Ss will learn the information to become content experts and then present to the class. Ss will present 3 – 4 strategies for their learning style to give ideas other groups may wish to incorporate.
- Put Ss into 3 groups based on their learning style Group A = auditory learners, Group B = visual learners, Group C = tactile/kinesthetic learners (Note: if the class is large, you may need to have 2 groups for each learning style).
- Distribute the various parts of the handout to the groups. They will follow the directions on the top of each page.
- Ss present their sections to the class while other Ss take notes on each style presented on a separate notes page.
- Check for comprehension orally to review of the main points covered in each presentation.

Independent Practice:

- Ss will review material pertaining to their own learning style and develop a plan that includes strategies that support their preferred method of learning.
- Ss will fill out information in Educational Plan and Testing Log document with information and data from learning style inventory, TABE reading test, GED Ready diagnostics, etc.

Extension:

- Ss will use the Education Plan and Testing Log with teacher during conferences.
- After a few weeks of learning plan implementation, Ss will reflect on the plan and make adjustments as needed.

Assessments:

- Ss complete the worksheet with information gathered from their learning style inventory.
- Teacher examines the worksheets Ss generated after completion and again during conferencing.
- Teacher uses diagnostics from TABE and GED Practice Tests to inform instruction.

Post A-C-E-S Lesson Materials

Guided Practice:

Teacher Directions for Jigsaw Reading

- 1) Put students into 4 groups labeled A, B, C based on their learning style.
- 2) Hand out one section A of the reading to group A, handout out section B to group B and so on, so each of the 3 groups has their own labeled reading.
- 3) Ask each group of students to read their section (A, B, C) silently and then share their findings within their group. Explain how they are reading to become experts of the material and then to share their knowledge from their section with the other groups.
- 4) Tell students when they are done reading silently, they should turn their papers over and discuss what their section is about to others in their group. They should also discuss how they would like to present the materials to the other groups. Students should choose 3 – 4 strategies presented in their materials to the other groups. Explain that the other groups will have to take notes in order to understand. Remind students when they are presenting information to the class, they should not read directly from their own section. They should paraphrase the information and present it to the class.
- 5) After groups have read and discussed their section, each group will present their section of the reading to the class. The other groups will take notes (on attached worksheet or in notebook) of the material presented in order to learn more about learning styles.

Learning Styles – Student Presentations

Student Group A - The Auditory Learner

Directions:

Read the information below silently. You will become the content experts for the material. When everyone in your group has finished reading, discuss the information and what it means to you. Make sure you all understand the information and material well. You are now the subject area experts and you will present 3 – 4 strategies from your learning style to the other groups. Make a plan on how you will present the information. You should paraphrase (use your own words) the material rather than read it word by word.

The Auditory Learner learns through listening...

The auditory learner needs to be able to focus on what is being said, and may find taking in information through the other senses at the same time distracting. The auditory learner processes new information in the order in which it is presented, but also benefits from verbal discussion following the presentation.

Auditory learners learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard.

If you are an AUDITORY learner, you may wish to: use audio recordings. Recorded lectures can help you fill in the gaps in your notes. But do listen and take notes, reviewing notes frequently. Sit in the lecture hall or classroom where you can hear well. After you have read something, summarize it and recite it aloud.

Make your learning style work for you! Auditory Learners ...

- Tend to remember and repeat ideas that are spoken, so think aloud and talk to yourself to remember
- Learn well through lectures
- Get described as an excellent listeners
- Find it easy to reproduce symbols, letters or words by hearing them
- Like to talk
- Enjoy play, dialogues, and dramas
- Learn concepts by listening to CDs
- Enjoy music and may create musical jingles and mnemonics to aid memorization
- Find it easy to repeat or fulfill verbal instructions
- When doing math computations by hand, use graph paper to help you keep your columns aligned
- Recite important information over and over to better memorize material
- Discuss ideas with a friend
- Enjoy question/answer sessions
- Like small group discussions and prefer to discuss things with others
- Like to participate in class discussions or debates
- Like to make speeches and presentations
- Do well at telling the difference between sounds, musical notes, and tones
- Memorize by listening to something over and over
- Have difficulty copying from the blackboard – you may want to sit near the side or back of the classroom where there is less visual stimulation

Learning Styles – Student Presentations

Student Group B - The Visual Learner

Directions:

Read the information below silently. You will become the content experts for the material. When everyone in your group has finished reading, discuss the information and what it means to you. Make sure you all understand the information and material well. You are now the subject area experts and you will present 3 – 4 strategies from your learning style to the other groups. Make a plan on how you will present the information. You should paraphrase (use your own words) the material rather than read it word by word.

The Visual Learner learns through seeing...

Visual learners can either process information randomly or absorb what unfolds in sequence before their eyes. They need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads).

If you are a VISUAL learner, then by all means be sure that you look at all study materials. Use charts, maps, videos, notes and flashcards. Practice visualizing or picturing words/concepts in your head. Write out everything for frequent and quick visual review.

Make your learning style work for you! Visual Learners ...

- Should have a clear view of teachers when they're speaking to see their body language and facial expressions
- Highlight important information
- Keep pencil and paper handy so you can write down good ideas and notes
- Participate actively in class – this will keep you involved and alert
- "Translate" word messages into pictures or images so illustrate your ideas as a picture and use mind maps
- Use multi-media such as computers or videos
- Get very distracted by noise or people talking in the background so study in a quiet place away from verbal disturbances
- Follow written directions well
- Process what you hear slowly
- Closely watch a speaker's body language and facial expression
- Use mental pictures to remember things
- Use visual representations to understand ideas, e.g. graphs, organizers, pictures, slides, videos, diagrams, demonstrations, overheads, flip charts, handouts etc.
- Know something by seeing it
- Conjure up the image of a form by seeing it in your "mind's eye"
- Have a vivid imagination
- Often stare, need something to watch
- Become impatient or lose focus when extensive listening is required
- Prefer the visual arts and media
- Often prefer to take notes or draw pictures to absorb information
- Like to write on the blackboard
- Remember quickly and easily what is read
- Learn better after seeing or writing something
- Grasp important concepts on first reading of material
- Love to read books, journals, magazines
- Perform hands-on tasks well

Learning Styles – Student Presentations

Student Group C - The Tactile or Kinesthetic Learner

Directions:

Read the information below silently. You will become the content experts for the material. When everyone in your group has finished reading, discuss the information and what it means to you. Make sure you all understand the information and material well. You are now the subject area experts and you will present 3 – 4 strategies from your learning style to the other groups. Make a plan on how you will present the information. You should paraphrase (use your own words) the material rather than read it word by word.

A Tactile/Kinesthetic Learner learns through moving, doing, and touching...

Tactile or kinesthetic students like a "hands-on" approach to learning. They learn best by doing, by being directly or emotionally involved in their learning. They process information as their body moves. Because the entire body is involved, this type of student takes longer to process new information.

If you are a TACTILE learner, trace words as you are saying them. Facts that must be learned should be written several times. Keep a supply of scratch paper for this purpose. Taking and keeping lecture notes will be very important. Make study sheets.

Make your learning style work for you! Tactile/Kinesthetic Learners ...

- Learn better when able to move during learning
- Take frequent study breaks and vary activity
- Use bright colors to highlight reading material
- Involve the sense of touch in learning
- Skim through reading material to get a rough idea what it is about before settling down to read it in detail
- Like to do artwork or doodle
- Like to trace words and pictures
- Succeed with tasks requiring manipulation
- Like to chew gum while studying
- Have a hard time paying attention to visual or auditory presentations
- Try things out
- Talk with their hands
- Want to be "doing" something – have a tennis ball or something to squeeze while studying
- Get accused of being a poor listener
- Have a hard time being still when music is playing
- Like to move hands (doodling, tapping) while learning
- Use movement to help concentrate
- Work standing up
- Listen to music while studying
- Use spatial note taking techniques such as mind mapping
- Visualize complex projects from start to finish before beginning – this will allow you to keep the big picture in mind

Learning Style Inventory – Student Presentations

Notes from Student Presentations (for all students to use)

Group A: Auditory Learners

Notes:

Group B: Visual Learners

Notes:

Group C: Tactile/Kinesthetic Learners

Notes:



Minneapolis Adult Education Educational Plan

I, _____ am committed in furthering my education at Minneapolis Adult Education. I understand that one step in my education is to develop a plan and define strategies I can use to achieve the plan.

My educational goal(s) is _____

_____.

My Preferred Learning Style is _____.

Three strategies I can use to increase my reading comprehension and GED® Ready! score are:

1. _____

2. _____

3. _____

Two strategies I can use to improve my digital literacy skills to help improve my GED® Ready! score are:

1. _____

2. _____



Testing Log

TABE Test

TABE subject	Date/Score	Date/Score	Date/Score	Date/Score
Reading				
Language Arts				
Math				

GED[®] Ready! Practice Test

GED [®] subject	Date/Score	Date/Score	Date/Score	Date/Score
Reasoning through Language Arts				
Social Studies				
Math				
Science				

GED[®] Official Test

GED [®] subject	Date/Score	Date/Score	Date/Score	Date/Score
Reasoning through Language Arts				
Social Studies				
Math				
Science				



Student Progress Report

Student: _____

Teacher: Heather Turngren

Course: Reading 255

Conf. Date: March 2015

Course Benchmarks:

- yes not yet 1. I can determine main ideas or themes of texts (fiction and nonfiction) and identify the key supporting details and ideas.
- yes not yet 2. I can distinguish fact from opinion and can identify cause and effect.
- yes not yet 3. I can explain the author’s overall purpose for writing a text.
- yes not yet 4. I can identify cause and effect relationships and analyze how individuals, events, and ideas develop and interact over the course of a text.
- yes not yet 5. I can compare and contrast two or more texts that address similar themes or topics.
- yes not yet 6. I can identify the argument and specific claims in a text.
- yes not yet 7. I can identify word parts and can demonstrate the meaning of a word or phrase within the passage based upon the context clues of the sentence.
- yes not yet 8. I can read and comprehend technical information like policies, procedures, or a staff handbook.
- yes not yet 9. I can analyze and interpret visual information such as graphs, tables, diagrams, political cartoons, maps, and charts.

Previous CASAS/TABE Reading Test:

Test/Form _____ Date: December 2014 Score: _____

Current TABE Reading Test:

Test/Form _____ Date: March 2015 Score: _____

GED Ready! Practice Test:

Test _____ Date: March 2015 Score: _____

Areas of Strength:

Areas for Work:



Name: _____

How to Create a MY GED Account

Follow the steps below to create a My GED[®] account. You will need this in order to take the official GED[®] Ready! practice tests and to take the GED[®] tests.

1. Go to URL: www.GED.com
2. Click on "Create an account" (right side)
3. Enter a valid email address write it below.

4. Enter your email address a second time to verify it is correct
5. Create a password that is at least 8 characters long – it needs one number or symbol (i.e.: "**password8**")
write your password **here** _____
6. **Type** in the personal information requested
7. Read and **click** "accept" the terms and conditions by checking the box
8. **Click** "Continue"
9. Complete your contact information and **click** "Next"
10. You must type in **two phone numbers** – primary and secondary (they can be the same number)
11. Click "continue"
12. Make sure "**Minnesota**" is in listed as the place you want to take the test and it says "**no**" for being enrolled in high school, then **click** "continue"
13. Click "**no**" for accommodations and **click** "continue"
14. Take a "tour" of the MyGED website.
15. Click on "Test Tips" and "Tutorial" to practice the computer basics for the GED[®] test. Practice a few times to make sure you know all of the skills needed.



GED® Ready! Practice Test Reflection

You recently took the GED® Ready! Reasoning through Language Arts (RLA) practice test. For many of you, it was the first time seeing what the GED® test is like. In order to prepare an educational plan, take a moment to reflect upon the test. Answer the questions below *independently* then discuss them in your table groups.

1. What part of the test was the easiest for you?

2. What part of the test was the most difficult for you?

3. Did you feel prepared with the technology skills used on the test?

4. Did you feel prepared with the writing on the test?

5. Did you feel you had enough time to answer the questions?

6. What is a strategy you can work on outside of class to improve your score on future tests?
