

Navigating Systems: Sample Lesson

Level: ESL Beginning

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
SWBAT... specific systems

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
SWBAT... organizational structures

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

Pre A-C-E-S
<p>Warm-up: N/A</p>
<p>Introduction:</p> <ul style="list-style-type: none"> • Introduce students to the idea that there are three main learning styles: visual, auditory and kinesthetic. Explain that each style corresponds to one of our senses (sight, hearing and touch). • Distribute the reading (Preparing for a Spelling Test). • Read the text together and explain any new vocabulary words.
<p>Guided Practice:</p> <ul style="list-style-type: none"> • Distribute the Learning Styles Inventory handout. • In small groups, Ss determine which style each character in the story represents. • Ss discuss in small groups which of the three styles helps them to learn best. Explain to students that most people use a mix of all three styles to be successful, but today we are going to focus on identifying the style they most prefer. • Ss identify their preferred learning style on the Learning Styles Inventory handout by checking the box.
<p>Independent Practice:</p> <ul style="list-style-type: none"> • Ss work to answer the questions that go along with the text. • Ss check their answers against those of another learner.

Post A-C-E-S
<p>Warm-up:</p> <ul style="list-style-type: none"> • Ask students to discuss in small groups how they prepare for a quiz or test, like a spelling test. • Ss share with the large group what preparation methods they use. • Make a list on the board of the different methods that Ss call out.
<p>Introduction:</p> <ul style="list-style-type: none"> • Introduce students to the idea that there are three main learning styles: visual, auditory and kinesthetic. Explain that each style corresponds to one of our senses (sight, hearing and touch). • Make a chart with three columns. Draw a picture of eyes at the top of the 1st column, an ear at the top of the 2nd column, and a hand at the top of the 3rd column. Ask students to sort the methods that they identified in the warm-up activity into these 3 columns. • Distribute the reading (<i>Preparing for a Spelling Test</i>). • Read the text together and explain any new vocabulary words. • Return to the 3-column chart that you created. Ask students if they think any of the methods should be moved to a different column after reading the story.
<p>Guided Practice:</p> <ul style="list-style-type: none"> • Distribute the Learning Styles Inventory handout. • In small groups, Ss determine which style each character in the story represents. • Ask students to identify which key words from the reading helped them to determine the different styles. • Ss discuss in small groups which of the three styles helps them to learn best. Explain to students that most people use a mix of all three styles to be successful, but today we are going to focus on identifying the style they most prefer. • Ss identify their preferred learning style on the Learning Styles Inventory handout by checking the box.
<p>Independent Practice:</p> <ul style="list-style-type: none"> • Divide students into three groups depending on learning style preference. For example, all of the visual learners should work together. • Ss work together to brainstorm one or two ways that a person with this learning style can learn and study. If Ss struggle with this, remind them of the

examples from the reading. Ideally, students would use one example from the reading and add one more original example.

- Ss create a poster that shows how a person with their learning style can be successful at school.
- Ss share the finished posters with the large group.

Extension:

- When conferencing with students or sharing test scores, have them set a learning goal that incorporates some aspect of their preferred learning style. There is a sample conferencing form included with this lesson.
- Create learning journals in which students regularly record the activities that they do in order to be successful at school.

Assessment:

- Teacher uses CASAS testing data to help Ss determine if incorporating some aspect of their preferred learning style has been a successful strategy. Adjust learning goal as needed.

Extension: N/A

Assessment:

- Ss write 3-5 sentences explaining how they like to learn. Teacher evaluates sentences for both grammar and content.

Sample TIF-ed Lesson

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
<u>Warm-up:</u>	N/A	NS: 1a (EC: 1e)		
<u>Introduction:</u>	NS: 1a	NS: 1a (CT: 1b)		
<u>Guided Practice:</u>	NS: 1a; 2d	NS: 1a; 2d (CT: 1d)		
<u>Independent Practice:</u>	NS: 1a	NS: 1a; 2c (EC: 1e)		
<u>Extension:</u>	N/A	NS: 1a; 2b & 2d		
<u>Assessment:</u>	NS: 1a	NS: 2d		

Pre A-C-E-S Lesson Plan

Objectives (General):

1. Understand that students have different preferred ways of learning
2. Identify his/her own preferred way of learning
3. Use this information to create a strategy for reaching a learning goal

TIF Objectives:

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

- 1a: Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems

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

- 2d: Actively reflect on personal performance and seek feedback

Warm up: N/A

Introduction:

- Introduce students to the idea that there are three main learning styles: visual, auditory and kinesthetic. Explain that each style corresponds to one of our senses (sight, hearing and touch).
- Distribute the reading (*Preparing for a Spelling Test*).
- Read the text together and explain any new vocabulary words.

Guided Practice:

- Distribute the Learning Styles Inventory handout.
- In small groups, Ss determine which style each character in the story represents.
- Ss discuss in small groups which of the three styles helps them to learn best. Explain to students that most people use a mix of all three styles to be successful, but today we are going to focus on identifying the style they most prefer.
- Ss identify their preferred learning style on the Learning Styles Inventory handout by checking the box.

Independent Practice:

- Ss work to answer the questions that go along with the text.
- Ss check their answers against those of another learner.
- Ss create a simple learning goal based on their preferred learning style. A visual learner, for example, might decide to try making flash cards to study new vocabulary words.

Extension: N/A

Assessment:

- Ss write 3-5 sentences explaining how they like to learn. Teacher evaluates sentences for both grammar and content.

Pre A-C-E-S Lesson Materials:**Introduction:****Studying for the Spelling Test**

Julio, Lina and Mai are all students learning English in Adult Education classes. Every week on Monday their teacher gives them a list of ten words to learn. Every Friday the students have a spelling test. Learning the new words is very important to all three students. However, they have three different ways of studying for the test.

Julio likes to make flash cards to study the words. He writes the word in English on one side of the card, and he writes the word in Spanish on the other. If Julio looks at the words everyday, it is easier for him to remember them. Sometimes he draws a picture to help him remember what a word means.

Lina likes to practice saying the words out loud to help her study. Hearing the words helps her to remember them. She reads the words out loud each day and then practices spelling them by saying each letter. Sometimes she records herself saying the words and then listens to the recording. She also tries to use the new words in conversations with other people.

Mai likes to write the words to help her study. She will write each word many times on a piece of paper. Forming the letters with a pencil helps her to remember the words. Sometimes she doesn't use any paper at all. She just traces the words with her finger on a table or in her lap.

Even though the students study in different ways, when Friday comes they are all ready for the test.

Guided Practice:

Learning Styles Inventory

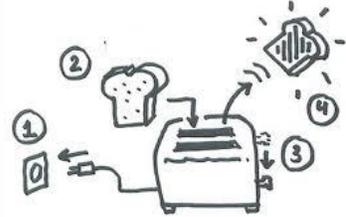
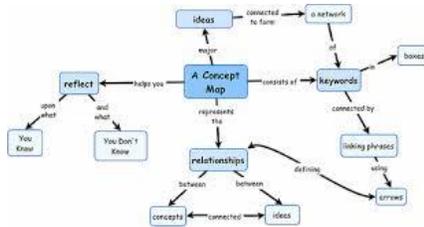
Look at the pictures.

Choose the way that you like to learn by putting a check in the box.



Visual Learner: Learns by seeing

Likes to take notes, look at pictures, and use maps and charts



Auditory Learner: Learns by hearing

Likes to listen to directions and information, talk in class, ask questions



Kinesthetic Learner: Learns by doing

Likes to put things together, draw or do artwork, and move around



Independent Practice:

Directions: Answer these questions about the reading.

1. When do the students get the list of their spelling words every week?

2. How many words are on the list each week?

3. How does Julio study for the spelling test?

4. Who likes to study by writing the words?

5. Lina likes to say the words out loud. How else does she practice the spelling words?

What about you? How do you like to study for a test or learn new things? Write your ideas on the lines below.

Learning Goal:

Based on your learning style, what is one thing that you can do to help you learn English?

Post A-C-E-S Lesson Plan

Objectives (General):

1. Understand that students have different preferred ways of learning
2. Identify his/her own preferred way of learning
3. Share ideas for how to incorporate this learning style into study habits
4. Use this information to create a strategy for reaching a learning goal

TIF Objectives:

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

- 1a: Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems

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

- 2b: Use appropriate documentation procedures and protocols regarding behavior and tasks
- 2c: Differentiate formal and informal speech, dress and communication and apply appropriately to various situations
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Warm up:

- Ask students to discuss in small groups how they prepare for something like a spelling test.
- Ss share with the large group what preparation methods they use.
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Guided Practice:

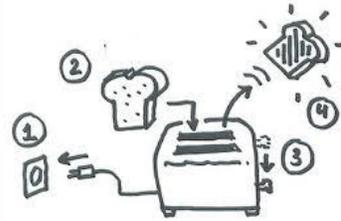
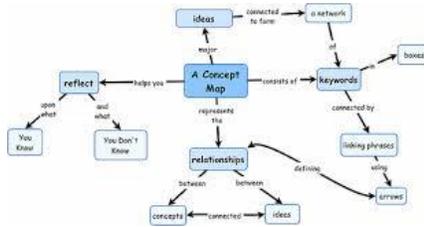
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Extension:



Student Progress Report

Student: _____ **Teacher:** _____

Class: _____ **Conf. Date:** _____

Attendance Information: _____

Last CASAS Reading Test:

Test/Form: _____ Date: _____ Score: _____

Current CASAS Reading Test:

Test/Form: _____ Date: _____ Score: _____

Areas of Strength: (What are you already doing well?)

Areas for Work: (What can you improve before the next test?)

Plan for Improvement:

Area of Improvement	Strategy
Vocabulary	<i>Use flashcards to study new words every week</i>