



Creating Learning Partners

OVERHEADS for the
facilitator's guide for training

Unit 2

Adults as Learners

overheads

Adult Learners

Adult learners

- want to be respected for their knowledge and experience
- have their own goals and values
- choose to attend voluntarily
- have a wealth of experience
- want to learn what is relevant in their lives
- have other commitments that demand their time
- hope they will be successful

Those who don't have strong reading and writing skills have developed other strategies to cope, such as visualization and memorization. Use these skills as strengths to build on.

Involving Learners

An active learner	A passive learner	To promote active learning, a tutor should
takes responsibility for deciding what she wants to learn	doesn't decide how literacy skills can help her and lets the tutor make all decisions about what to learn	ask the student what she needs and wants to learn
organizes information and ideas mentally, comparing new information to what she already knows	doesn't relate new information and ideas to old	ask "Is it a new idea? Does it fit with what you already know? Does it contradict ideas/information you already have?"
recognizes when she does or does not understand	doesn't assess her own understanding	ask "Do you understand? Can you tell me what this means? Can you use your own words to explain?"
sets goals and evaluates progress towards them	allows goals to be established by someone else and allows all evaluation to be external	discuss goals and progress with his or her student
judges what helps her learn and what doesn't	doesn't judge if methods are effective or ineffective	ask "What way do you think helped you the most? Does this help? In which of these ways would you learn best?"
monitors her retention by self-quizzing and reviewing	doesn't take initiative for review	explain the necessity for review and ask the student to construct a review schedule and record system

Cameron, J., & Rabinowitz, M. (1988). *A guide for tutoring adult literacy students*. Victoria, British Columbia: Province of British Columbia Ministry of Advanced Education and Job Training. ISBN 0-7718-8698-5. Copyright © Province of British Columbia. All rights reserved. Reprinted with permission of the Province of British Columbia. www.ipp.gov.bc.ca.

Unit 4

Planning for Learning *overheads*

Learning Plan

Sample for Tutors

Learning plan: Lesson Plans

Name:

Objective: Develop a lesson plan

Skills I need to learn	I will know I can do this when	Resources	Strategies
Reasons for using a lesson plan	I can name three reasons for lesson plans	Tutor training workshop	Write down the reasons when they are presented at the workshop
Components of a lesson plan	I can name five components of a lesson	Tutor training workshop	Participate in the workshop and make notes
Where to get lesson plan ideas	I get ideas for lessons for my learner	Learner goals and interests	Find out my learner's goals and interests and write them down
Create a practice lesson plan	I can develop my own lesson plans for my learner	Sample lesson plans	Use a learner profile or my own learner and fill in a sample lesson plan

This template is based on Norton, M. (1997). *Progress profile: Measuring progress in literacy development*. Calgary, Alberta: Literacy Coordinators of Alberta. ISBN 0-9680235-4-1. Used with permission.

Learning Plan

Learning plan:

Name:

Objective:

Skills I need to learn	I will know I can do this when	Resources	Strategies

Norton, M. (1997). *Progress profile: Measuring progress in literacy development*. Calgary, Alberta: Literacy Coordinators of Alberta. ISBN 0-9680235-4-1. Used with permission.

Setting Goals

Sample for Tutors

Goal	Learning objectives	Criteria for evaluation
Develop a lesson plan	State reason for lesson plans List the components of a lesson plan List where to get lesson plan ideas Create a lesson plan	Can develop effective lesson plans for my learner

Template based on *Creative student assessment: A guide to developing meaningful evaluation*. (1995). Winnipeg, Manitoba: Manitoba Advanced Education and Training, Adult Learning and Literacy. www.edu.gov.mb.ca/ael/all/publications/creative_student_assessment_oct03.pdf. Used with permission.

Setting Goals

Goal	Learning objectives	Criteria for evaluation

Creative student assessment: A guide to developing meaningful evaluation. (1995). Winnipeg, Manitoba: Manitoba Advanced Education and Training, Adult Learning and Literacy. www.edu.gov.mb.ca/ael/all/publications/creative_student_assessment_oct03.pdf. Used with permission.

Learning Plan

Sample for Learners

Learning plan: Pronunciation

Name:

Objective: Learn the sound of the letter L

Skills I need to learn	I will know I can do this when	Resources	Strategies
How to move my mouth to form the letter L	I can move my mouth to form the letter	Mirror	Watch my tutor's mouth form the letter and listen to the sound made Watch my mouth in the mirror Practise moving my mouth and forming the sound
Say the letter in words	I can say the words correctly	Words with the letter L Tape recorder Pronunciation pairs Computer program	Repeat the words my tutor says to me Read words with the letter Record my words into a tape recorder and then listen to how I sound Practise saying the words into the computer
Say words with the letter in sentences	I can speak a sentence correctly	Sentences with words using the letter L Pronunciation pairs Clear speech	Read sentences from the resources See how fast I can read the sentence correctly

This template is based on Norton, M. (1997). *Progress profile: Measuring progress in literacy development*. Calgary, Alberta: Literacy Coordinators of Alberta. ISBN 0-9680235-4-1. Used with permission.

Setting Goals

Sample for Learners

Goal	Learning objectives	Criteria for evaluation
Say words with the letter L correctly	Learn how to move mouth Learn the sounds to make Say words with letter L Say sentences with words with letter L	Can move mouth correctly Can speak in a conversation and use the letter correctly

Template based on *Creative student assessment: A guide to developing meaningful evaluation*. (1995). Winnipeg, Manitoba: Manitoba Advanced Education and Training, Adult Learning and Literacy. www.edu.gov.mb.ca/ael/all/publications/creative_student_assessment_oct03.pdf. Used with permission.

Lesson Plan Example A

Lesson Plan

Name: Rochelle **Date:** April 26 **Lesson:** Money

1. What do we hope to accomplish during this session?
(These are the goals of the session.)
 - How to name Canadian money and use money to go shopping

2. What will the learner do?
 - Name the different coins and dollars on pages 115-117, *Canadian Concepts One*.
 - Name the money in their pocket or wallet or name the money I have brought.
 - Count the money in their pocket.
 - Look over a flyer for specials and make a shopping list, then add up approximately how much it will cost.

3. What will I do?
 - Ask how Rochelle's week has gone.
 - Discuss anything with which she needs immediate help.
 - Show the coins and dollars on page 115 and discuss how our money system works.

- Discuss the names of our coins and the amount of each.
 - Discuss different combinations of money (for example, 10 pennies are the same as 10 cents, 4 quarters equal one dollar).
 - Point to different coins and dollars on page 117 and ask her to name them.
- Show actual money and ask Rochelle to name the money and its amount.
 - Tell Rochelle she is going to plan a shopping trip.
 - Discuss what she might want to buy.
 - Help her find the products in the flyers and make note of the cost of the items.

4. What resource material do we need?

- *Canadian Concepts One*, pages 115-117
- Canadian money
- IGA and Co-op flyers

5. How will we know if we have made progress?

- Rochelle will be able to name money and its amount when randomly shown money.

Lesson Plan Example B

Goals	Activities	Comments
Warm up	Discuss how the week has gone	
Review	Work orders and how to find what needs to be done	
New lesson		
Part one		
Discuss what Gerry thinks it means to be healthy.		
Look over the Healthy You section in <i>English Express</i> .		
Ask Gerry what he does to be active.		
Does he know what health benefits come from being active?		
Have Gerry read the Be Active article.		
Help him with words he doesn't know and discuss their meaning.		
Ask him what he learned about staying active.		
Part two		
Use language experience to write down what he will do this week to stay active.		
Read this goal together a few times, then have Gerry read it by himself.		
Look for words that could be added to his word families bank.		
Work on his word families and have him sort the cards into their correct piles.		
Add new words from today's lesson.		
Read a book of his choice using Paired Reading*.		

*Paired Reading: *Positive Reading Practice*, Anne Brailsford Ph.D., Northern Alberta Reading Specialists' Council, 1991

Conclusion

Remind Gerry of his goal for staying active. Ask him to draw a picture when he has completed his goal and bring it to next week's lesson.

Materials

English Express

Word family cards

Gerry's writing book

Unit 5

About Literacy

overheads

Reasons for Poor Literacy

Learning problems

- learning disability
- physical disability
- other learning difficulties

Second language issues

- need to learn English as a Second Language
- never acquired literacy skills in their first language

Lack of opportunity

- left school early to join workforce
- left school to care for family
- poverty
- no access to school with higher grade level

Home environment

- reading not part of the home
- family moved around a lot
- victim of abuse
- traumatic situation in the home

Problems at school

- large classes
- behavioural problems
- passed to next learning level before mastering all the needed skills
- lost interest in school and dropped out
- alcohol and other substance abuse

Physical problems

- chronic illness interfered with schooling
- suffered a head injury
- suffered a stroke
- natural aging – getting older
- poor vision/hearing problems

Mental problems

- birth defects
- mental illness
- medication or treatment for mental illness

Lack of practice

- if you don't use it you will lose it

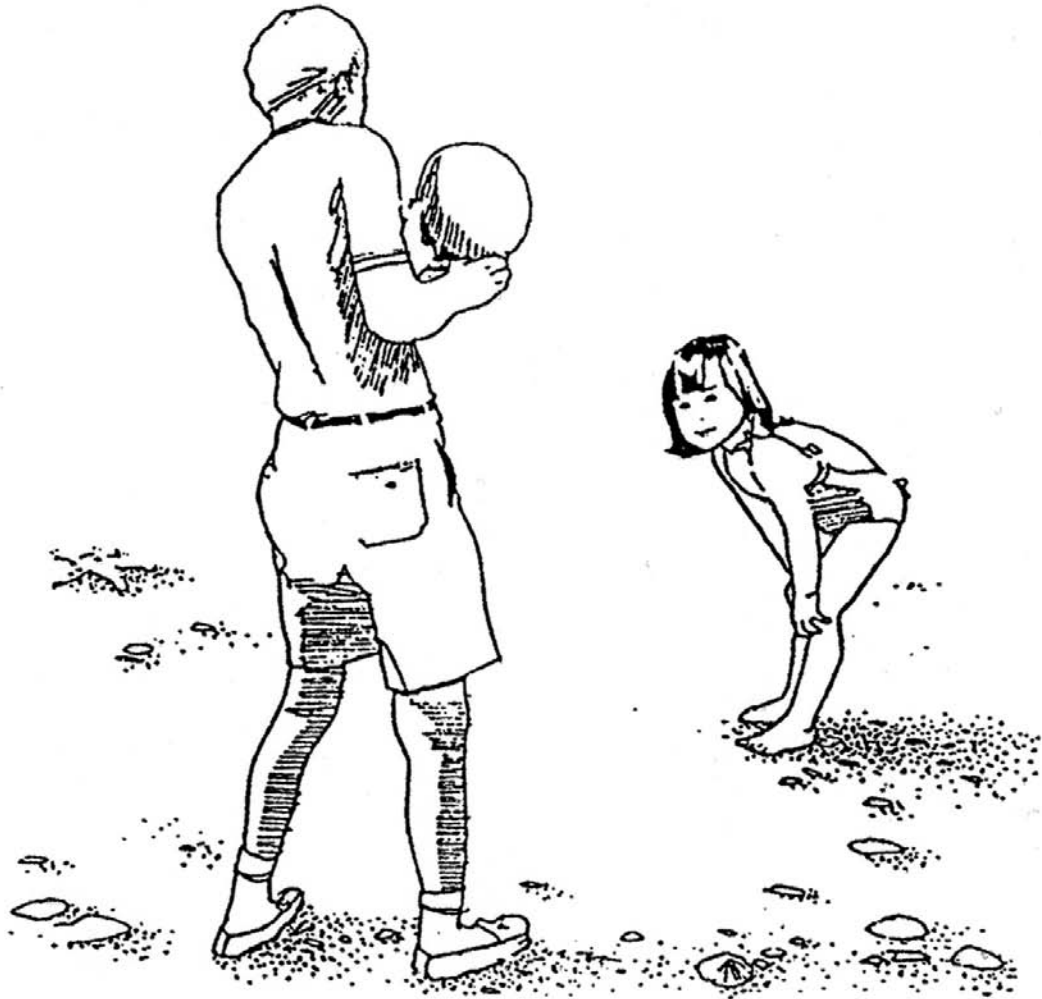
Devins, S. (1997). *Literacy matters: a visual resource to help make your organization more accessible*. Calgary, Alberta: Literacy Alberta (developed by Alberta Association for Adult Literacy). Literacy Audit Kit manual and VHS. Adapted with permission.

Unit 6

Reading

overheads

Symbol Story



⊂∇⊂ ∟∇∩ ⊖∟∑ ϕ∇∩∩.
"∟∇∩∩ ∇~⊂ ∇∩∇∩, ∩∇∩∩."
∩∇∩∩ ∟∇∩∩ ⊖∟∑ ϕ∇∩∩.
"∩ ∟∇∩∩ ∇∩∇∩ ϕ∇∩∩ ∩∇∩∩."
∩∟∑ ∩∇∩∩.

Source unknown.

Reader's Knowledge

- **World knowledge**
- **Knowledge of the topic**
- **Language knowledge**
- **Knowledge of print**

Norton, M. (1988). *Journeyworkers: Approaches to literacy education with adults – Tutor's handbook*. Calgary, Alberta: ACCESS – The Education Station, copyright held by the Alberta Educational Communications Corporation. ISBN 0-921071-38-8. Used with permission.

Letter Cues

J_hn w_rks _n

_ sh_ _ f_ct_ry.

_ _ _ ee _ea_ _ a_o

_e _o_e _i_ _o_.

Nonsense Words

Flad

Sind

Hilter

Ricle

Wik

Schlem

Bol

Gramd

Lunp

Drede

Tream

Scrambled Letters

According to research at an English university, it doesn't matter in what order the letters in a word are; the only important thing is that the first and last letter is at the right place. The rest can be a total mess and you can still read it without problems. This is because we do not read every letter by itself, but the word as a whole.

Source unknown.

The Procedure

The procedure is quite simple. First you arrange things into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities, that is the next step, otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do a few things at a time than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive as well. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for the task in the immediate future, but then one can never tell. After the procedure is completed, then one arranges the materials into different groups again. Then they can be put into their appropriate place. Eventually they will be used once more and the whole cycle will then have to be repeated. However, that is a part of life.

Norton, M. (1990). *Preparing literacy tutors: A trainer's manual*. Cold Lake, Alberta: Lakeland College. ISBN 0-980683-10-X. Used with permission.

How We Read

To predict words we use

What we know about:

Language
The topic and the world
Print

AND

What's on the page:

Grammar cues
Meaning cues
Letter cues

We use

What's on the page
and
what we know

To read

The lines,
between the lines
beyond the lines

Norton, M. (1988). *Journeyworkers: Approaches to literacy education with adults – Tutor's handbook*. Calgary, Alberta: ACCESS – The Education Station, copyright held by the Alberta Educational Communications Corporation. ISBN 0-921071-38-8. Used with permission.

Freeze up on the Yellowhead

Summer's just around the corner and we're heading east on the Yellowhead. The sun-roof's open, Rita MacNeil is singing her best, and my husband is dozing in the sun as I take my turn at the wheel. On days like this it's hard to believe that the weather can turn against you, like it did last October. And on this very road.

It happened near the end of October. I was working in Vermilion, two days a week. Generally, if I left by 5:30 Thursday morning, I could arrive in plenty of time to get set up before 9:00. If the weather was good, that is.

The weather had been good all fall, but out here it's not unusual to have snow before Halloween. So I wasn't too surprised when I turned on the radio that Wednesday afternoon and heard that the temperature was dropping to 4 below. But they also said that rain was heading our way. Cold and rain spelled trouble to me and I wondered if I should head out that night.

I had been looking forward to an evening at home. My husband had a terrible flu, and I didn't like leaving him for any longer than I had to. Besides, the day had been a real runaround, and I could have used a few hours to relax. But an icy drive before dawn didn't appeal to me either.

So, I packed my things into the car, filled the thermos with tea, and was on the road before the rain started. The stretch to Vegreville was smooth going, but all of a sudden – black ice! It must have rained there already. I managed to straighten out, but I just crawled along for the next sixty miles or so. Then I reached dry road and before long I'd made it to the divided highway that marks the last stretch to Vermilion.

Vermilion is north of the Yellowhead, so I checked my rear-view mirror, changed into the left lane and started to slow down for the turn. A transport trailer was coming up behind, but it was in the right-hand lane. A few more minutes and I'd be calling home to say that I'd made it safe and sound. I put on my flashers and eased on the brakes. But instead of turning left, the car headed straight across the right-hand lane.

Black ice again, and that huge truck only seconds away. Pump the brakes! Pull to the left! Come on car....

Whoosh! The truck speeds by. I guess I made it. My heart starts to pound as I limp through the intersection. Up the main street and another left at the corner. I park, check in and call home.

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Unit 8

Spelling

overheads

Spelling Test Answers

accommodation

benefited

siege

ecstasy

embarrass

hemorrhage or haemorrhage

inoculate

irrelevant

liaison

rhythm

weird

Five Words

pteridophyte

quidnunc

elegiacal

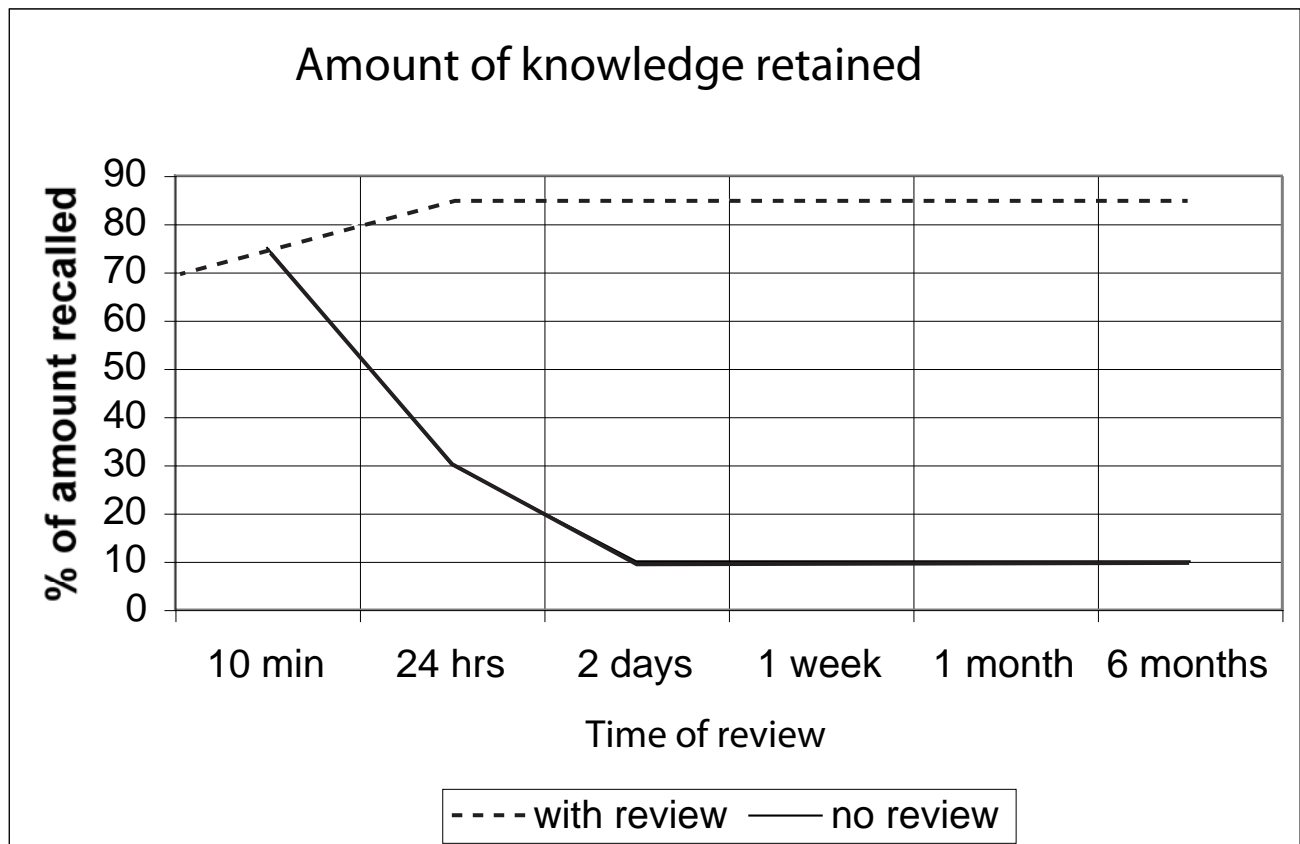
irreplaceable

sacrilegious

Time, Review and Memory

After a period of learning, recall rises for a short while (about 10 minutes) and then falls steeply (80 per cent of detail is forgotten after 24 hours).

However, with proper review after 10 minutes, then within 24 hours, again within a week, and so on, recall can be maintained long-term. The following graph shows how properly spaced review can keep recall at a high level.



Based on Klein, C., & Millar, R. R. (1990). *Unscrambling spelling*. London, England: Hodder and Stoughton. ISBN 0-340-51234-2.

Word Patterns

p s r l t f a n i

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