

Goal-Setting Activities.

A. GOAL SETTING WITH PICTURES AND A CONTRACT

1. Show photos and give each a title, i.e. *talk to a nurse*.
2. Place photos with their titles around the room.
3. Students stand by the skills they most want to learn.
4. Students talk to one another with the same skill goal.
5. Students write their goals, i.e. *I want to learn English so I can talk to a nurse.*

B. IDENTIFY GOALS CLASS BY CLASS: AGENDA

1. Write learning objectives and an agenda on the board for each class.
2. Identify the beginning and end of activities referring to the agenda.
3. Review the agenda with the class in order to plan next class.

C. IDENTIFY GOALS UNIT BY UNIT

1. Identify the learning competencies in the textbook's next unit of learning. If students don't understand the competency, show lessons from the textbook to illustrate it.
2. Ask each student to identify his or her most important learning competency.
 - o *What's most important to you in this unit? Why?*

Have students tell the class their #1 learning goal for the new unit.

Connecting Classroom to Life Activities

D. CONNECT THE CURRICULUM

Keep the learner's context in mind. As you plan your class, look at each objective.

Ask yourself:

Why is this important?

Where and when will my students use this knowledge outside of class?

E. GET STUDENTS TO MAKE CONNECTIONS

Occasionally ask students to make the connections:

- *Why are we learning this?*
- *When and where will you use this outside of class?*

F. ASK FOR EXAMPLES FROM STUDENTS

Next time you are explaining a concept, instead of providing an illustrative example yourself, ask students to supply it.

Self-Assessment Activities

G. TOTAL RECALL

1. After reviewing a lesson in a book or class-notes, students close their books and put away their notes.
2. Students write down everything they can remember of their learning.
3. Students open the book or notes and check their work. They highlight errors. They write keywords for any areas of omission.
4. They close their books/notes. They correct the highlighted areas and elaborate on the areas of omission.

H. EXPLAIN YOUR THINKING

When reviewing answers on homework or worksheets, ask:

What's the answer?

Why do you think so?

How do you know? (Where is the evidence?)

Ask this when answers are right or wrong. Encourage students to disagree with one another and explain their thinking.

I. RETELL WITH KEY WORDS

After learning a new point, have students explain their learning to one another.

1. Individually students identify three key words.
2. Students turn and talk with a partner to share their key words and explain why they selected them.

J. STAND AND TALK

After a learning activity, give students two minutes talk about what they learned.

They can answer any of the following:

What did we just learn?

What parts do you understand?

What questions do you have?

Self-Reflection Activities

K. MARK THE MARGINS

This is a strategy to get students to think consciously about their comprehension as they are reviewing readings, homework assignments, and class notes.

1. Students use the following symbols to mark the margins of their class notes and homework:

- ✓ - I understand
- ? - I don't understand

2. In class they show you their questions by pointing to their question marks.
- 3.

L. CLASS RECAP AND REFLECTION

1. Erase the class agenda.
2. **Ask:** *What did we do in class today?*
 Have students reconstruct what they did in class as you write their ideas on the board.
3. Ask each student to reflect on the class today and answer the following questions (orally or in writing):
Ask: *What was the most important part of today's class for you? Why?*
Ask: *What do you want to practice more?*

M. END OF CYCLE SELF-ASSESSMENT

1. At the end of a cycle have students grade themselves (1-4) on their skills.
2. Teacher also grades students with evidence from classwork.
3. Teacher and student meet to compare grades and discuss.

Never	Sometimes	Always
1	2 3	4 5

Speaking	S	T
a. I have clear pronunciation.		
b. I can repeat what someone says.		
c. I can talk fast.		

Self-Advocacy Activities

N. CLASSROOM QUESTIONS

Students need to know how to ask for clarification in a classroom. Some examples of classroom communication questions are: *What page are we on? What is the homework assignment? What do we need to do? Could you say that again?*

1. Provide question models on walls.
2. Chorally practice the questions.
3. Assign each student one question per class.

O. PAUSE FOR FOCUSED QUESTIONS

Make sure you plan pauses for students to ask focused questions. For example:

- a. In a read aloud activity. Before students read aloud the teacher asks: ***Do you have any pronunciation questions?***
- c. Students identify problematic words and the teacher models the pronunciation as many times as necessary.
- d. Students read aloud round-robin.

Links to More Learning

READING:

Ambrose, Susan. [How Learning Works: Seven Research-Based Principles for Smart ...](#)

Cromley, Jennifer. [Learning to Think, Learning to Learn: What the Science of Thinking and Learning Has to Offer Adult Education.](#) National Institute for Literacy, 2000.

Teaching Excellence in Adult Literacy: [TEAL Center Fact Sheet No. 4: Metacognitive Processes Revised 2012](#)

TEACHING ACTIVITIES:

Sarah Lynn's Blog: <http://teachertwoteacher.wordpress.com/>