

PERSISTENCE SESSION 1: ACTIVITIES

SETTING GOALS & LEARNING PLANS

A. LEARNING PLAN WORKSHEET

1. Identify the student's big goals. *Why did you sign up for a tutor?*
2. Identify component skills: *What do you need to know to reach this goal?*
Note: This step will require your input as well, as the student may not know what skills are needed to achieve the goal.
3. Identify learning activities: *How can you build these skills?*
4. Make a plan: *What will you do to learn the skills you need? How often?*
5. Learning Implementation: *Problems will come up. What can do you to work around them?*

B. SUPPORTS & OBSTACLES

1. Discuss the supports and obstacles to your student reaching the goals.
 - These are about the student's family/work situation, people in the student's life, educational background, and program offerings.
 - You can use visualization of the game chutes and ladders or a simple T chart.
2. For each support: identify ways to use it more.
3. For each obstacle, discuss workarounds and ways to manage it.

C. PICTURES AND A CONTRACT (beginners)

1. Show photos and give each a title, for example: *talk to a nurse*.
2. Place photos with their titles around the room.
3. Student chooses 3 most important goals.
4. Student writes goals into a contract for the term.

D. IDENTIFY GOALS UNIT BY UNIT

1. Identify the curricular goals of your class's next unit of learning. If students don't understand the goal, show lessons from the textbook to illustrate the goal.
2. Ask each student to identify his or her most important curricular goal. Ask *What's most important to you in this unit? Why?*
3. Have students tell the class their upmost goal for the new unit.

E. A CLASS AGENDA

1. Write an agenda on the board for each class.
2. Identify the beginning and end of each activity as you progress through your plan.
3. Review the agenda with your student in order to plan next class.

Self-Assessment with Retrieval

F. PRE/POST TEST

1. Identify information student will learn by the end of the class.
2. Compose a simple test with 1-3 items. For example:
 - Dictate two statements. Ask student to agree/disagree with each statement.
 - Dictate open-ended questions about the content you will teach. Questions beginning with: *Why, what, or how?*
 - Write a few multiple-choice questions on the board.
3. Don't discuss student's answers, yet. Put them away until later.
4. At the end of class, administer the test again. Ask student which answers had changed and why.

G. TOTAL RECALL

1. After a section of a lesson or at the end of the lesson, student closes the book and puts away notes.
2. Ask a question to test knowledge. Student writes answer and then tells you.
3. Give feedback or student goes back to notes to check answer.

H. VOCABULARY FLASHCARDS

Have student make a flashcard of each new vocabulary item in class. Quiz student on flashcards.

- How do you spell _____?
- Look at the word. How many syllables does it have? Which syllable is stressed?
- Sorting: Sort words into groups of:
 - verbs/ nouns/ adjectives/ etc
 - used in the classroom /in a restaurant /at home
 - stress patterns (Ooo – oOo-ooO)

I. QUESTION CARDS

- At the end of every class, have students write down one or two questions they learned to answer or write the questions yourself. For example:
 - How's the weather today?
 - What were three events before the Civil War?
 - What is an angle? How do you measure it?
- At the beginning of the following class, have students take turns picking up a card from the other student's pile and asking their partner the question.
- The cards should be randomly recycled over the course of your semester.

Organization tip: Have students use a different colored card for each content unit, so they can see the questions belong to different units.

J. RETELL WITH KEY WORDS

After learning a new point, have student practice retelling what s/he learned using key words.

K. EXIT TICKET

Before leaving class, ask students a question about what they learned in class. Students write their answers on a slip of paper and hand you the “ticket” as they exit the classroom. You can be specific or open ended.

- What is one thing you learned in class today?
- What are three new words your learned?
- What are two reasons for the Civil War?
- Why is Susan B Anthony an important person in US history?

Self-Reflection Activities

L. MARK THE MARGINS

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

1. Student can use the following symbols and mark the margins of readings, notes, or homework.

- ✓ - I understand
- ? - I don't understand
- ! - That's surprising!

2. In following class, ask the student “what are your questions?”

M. FIST TO FIVE

Review the key learning points of the lesto. The student indicates his/her level of mastery.

Fist: “I don't get it at all” <-----> High Five “I can teach it!”

N. CLASS RECAP AND REFLECTION

1. Erase the class agenda.
2. Ask: *What did we do in class today?*

3. Have student reconstruct what you did in class as you write his/her ideas on the board.
4. Ask: *What was the most important part of today's class for you? Why? What do you want to practice more?*
5. Have student identify an activity that was most valuable to him/her and why.

O. STUDENT LOG

Have your student keep track of effort and accomplishments. For example:

Class attendance. Track on monthly calendar and total the classes attended per month.

Minutes of study. Track 20-minute increments.

Tasks accomplished. Track big projects student is working toward. EX: Write a paragraph. Write an essay. Read a story.

Quiz results. Track scores on dictations or quizzes.

P. STUDENT PORTFOLIO

Have your student collect best samples of work from every unit. Occasionally go over the portfolio to see the progress.