



### **Teacher's Guide Introduction**

The primary purpose for these activities is to provide evidence-based reading and writing exercises for your students using a direct instruction delivery model. As an ABE or GED instructor, you may teach multi-level classes containing students with varying reading and writing levels; therefore, these activities are designed to provide you with numerous student-centered activities ranging from beginning to advanced levels.

### **Suggested Steps for Instruction:**

1. When these activities are delivered using a direct, explicit instruction model, the activities can be stretched out over a period of several class periods and/or weeks depending on how often your class meets.
2. Sequencing the activities in a certain way allow you to incorporate more practice with several components of reading: vocabulary, comprehension, and fluency.
3. The first day of instruction should include showing the video of the featured student; students also receive a copy of the video transcript, so they may review it after the video is over.
4. Also, do not forget about the written article which describes each student's success. This article is another tool for direct explicit instruction.

### **Vocabulary Scope and Sequence:**

1. **First and Second Day of Instruction:** After showing the video of the student, begin with an introduction of the featured vocabulary words. The words chosen from the article are some **but not all** of the Tier 2 or high frequency words that will benefit ABE and GED students, alike.

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2. Teachers who have completed the California STAR training, can use these vocabulary words with intermediate-level students, and incorporate other STAR centered vocabulary exercises for the article and student video script.
3. Introduce the words by pronouncing the words first, and have the students pronounce the words too; this is especially helpful for English language learners who may be enrolled in the class.
4. Discuss the definition and sample sentences for each word and explain that the word must be used in a sentence following the proper part of speech:
  - **For example:** the word *provider* is a featured vocabulary word from Gerardo Quinones's story, and it is a noun; therefore, students can't use the base word *to provide* which is in verb form.
5. **Second and Third Day of Instruction:** Tell students to use each word in a sentence. This activity can be done in student pairs and or as a small group. Make sure the small groups are arranged to include students with varying skill levels.
6. **Combining Vocabulary and Comprehension:** Ask students to write sentences describing something that they learned about the student from the video script and/or article using the vocabulary word. This exercise is more advanced because students must fully comprehend what they heard during the interview and read in the article.
  - **For example:** The following sentence demonstrates an understanding of why Gerardo enrolled in school.

*Gerardo wanted to be a better **provider** for his wife and children, so that is why he decided to return to school.*
7. **Fourth Day of Instruction:** The vocabulary exercises including the *Fill-in the Blank* and the *Yes, No and WHY Activity* should be done after the students have practiced using the words in sentences and fully understand the meanings of the words.
8. Visit these two websites which provide academic word lists for teaching vocabulary and interactive activities for the vocabulary words.

[www.academicvocabularyexercises.com](http://www.academicvocabularyexercises.com)

<http://www.victoria.ac.nz/lals/resources/academicwordlist/default.aspx>

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9. After the students complete the sentences for each word, have the student pairs or small groups present their sentences to the rest of the class. This will help the English language learners.

### ***Fluency Scope and Sequence:***

1. Elicit more advanced readers to participate in an oral reading “tag-team” activity with you: You will read a section of the student success article and then the student reads a section. This instructional strategy will help model proper fluency.
2. Students who are struggling with fluency will really benefit from this approach.

### ***Comprehension Scope and Sequence***

1. Incorporate “Think-Alouds:” As you are reading the student article out loud to the rest of the class, talk about what you just read, and ask questions about what you have just read. Explain to students that this is an excellent strategy for improving their comprehension.
2. Model the Think-Aloud strategy for students a few times, then ask for volunteers to try it. Stop and ask the student to explain what he or she thinks is occurring in the article.
3. Comprehension activities should be completed after the first week of working with the vocabulary words and completing activities for the vocabulary words.
4. You may also decide to create more comprehension questions for each success story which challenge students to use higher-order critical thinking skills:
  - For example: You can create questions asking students to draw conclusions, make predictions, identify the cause and effects, and make inferences.
  - These types of questions are great for students preparing for the GED examination.

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### **Writing Application:**

1. Several of the student success story worksheets include writing prompts for short answer responses, and/or essays. For higher level students, do not give them the option of writing short answers and/or one paragraph; these students will practice writing sentences.
2. Remind students to write complete sentences and practice proper punctuation.
3. For lower-level ABE students, they may choose to write basic sentences to answer the questions and not paragraphs.