

# Foundations of Adult Education Tutoring

## Core Module 4 Instructional Best Practices: Working with Materials



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# Foundations of Adult Education Tutoring

**Training Module 1** Overview of Minnesota Adult Education and Program Accountability

**Training Module 2:** Understanding Adult Learners

**Training Module 3:** Instructional Best Practices: Working with Students

**Training Module 4:** Instructional Best Practices: Working with Materials

# Overview of Training

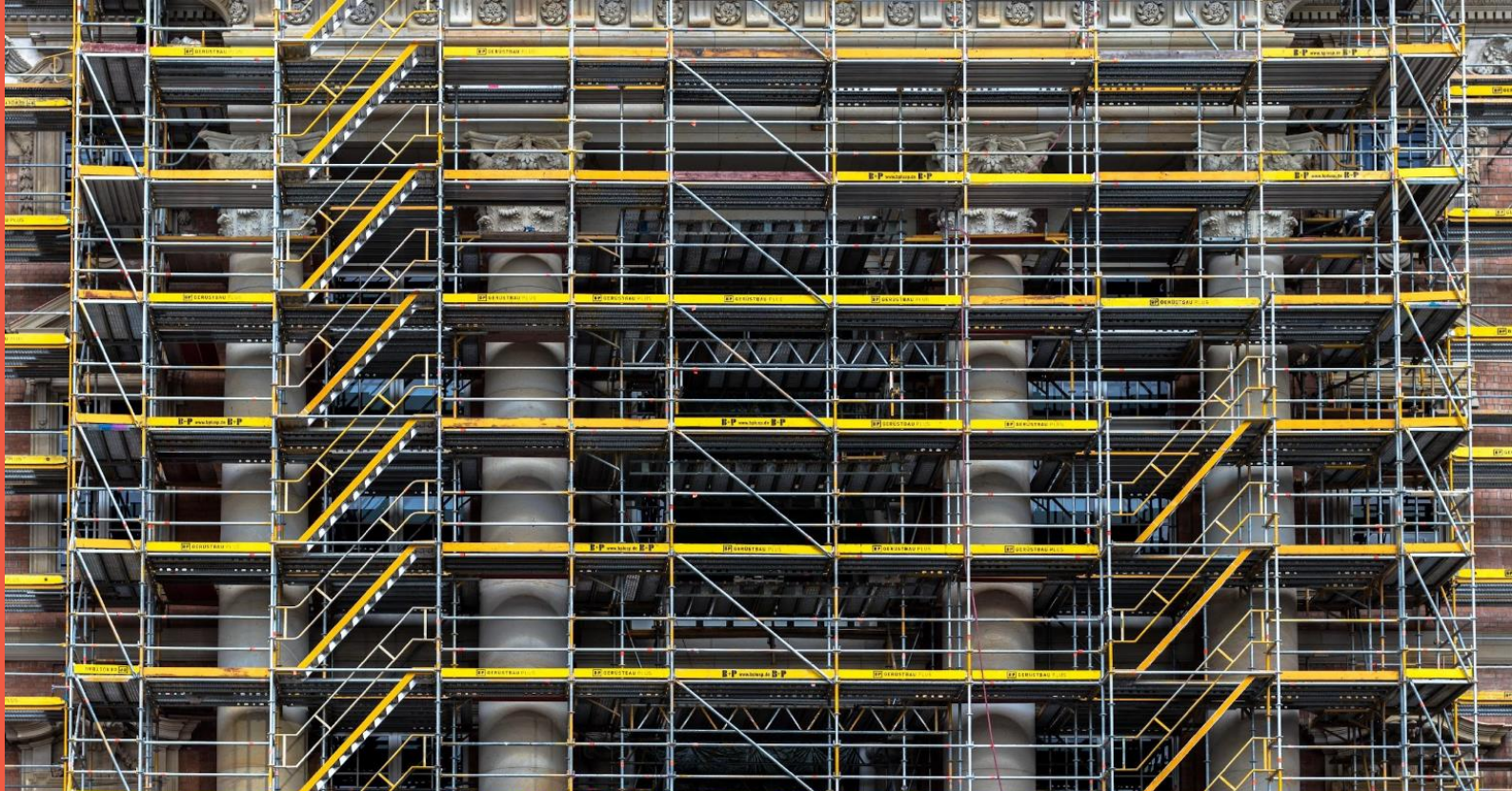
- Mingle Grid Demonstration and Language Immersion Lesson
- Scaffolding
- Checking Comprehension
- Introducing Activities Using the Gradual Release of Responsibility



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# Mingle Grid

Name	What is food that you <b>adore</b> ?	What is a food that you <b>loathe</b> ?	What is a food that you <b>tolerate</b> ?



# Scaffolding

# Scaffolding in Education

A variety of teaching techniques that move students step-by-step towards stronger understanding and greater independence in the learning process.



<https://www.edglossary.org/scaffolding/>

# Scaffolding provides...

1. Clear direction & expectations
2. Gradually increased independence
3. Motivation and momentum





# Scaffolding Options with Examples

**Eastside Literacy Workplace Skills Handout  
Sample Job Application**

**Personal Section:**

Name Last First MI

House or Apartment Address: City State Zip Code

Home phone number Message or Cell phone Number

Social Security Number Driver's License Number

**Position Applying for:**

Position being applied for Date you can start work

Salary desired

**Past Job Experience or Work**

Job Title Employer

Zip Code Telephone Number

Job Title Employer

Address City State Zip Code Telephone Number

Dates of employment Reasons for leaving

**Formal Education:**

School City State

Dates attended Degree earned

School City State

Dates attended Degree earned

**References:**

Name Address City State Zip Code

Phone Number Title

Name Address City State Zip Code



# Option 1: Break It Down



Break the task into manageable chunks, and move through them one at a time.

## Break it Down:

### Personal Information Section

- Practice filling in laminated personal info forms multiple times

### Work History Section

- Ball toss activity: I was a \_\_\_\_\_ for \_\_\_\_ years

### Education Section

- Match definitions with terms (high school = grades 9-12)

### Yes / No Questions (felony, worked for company before)

- Explain and verbally practice in pairs

# Option 2: Pre-Teach Vocabulary



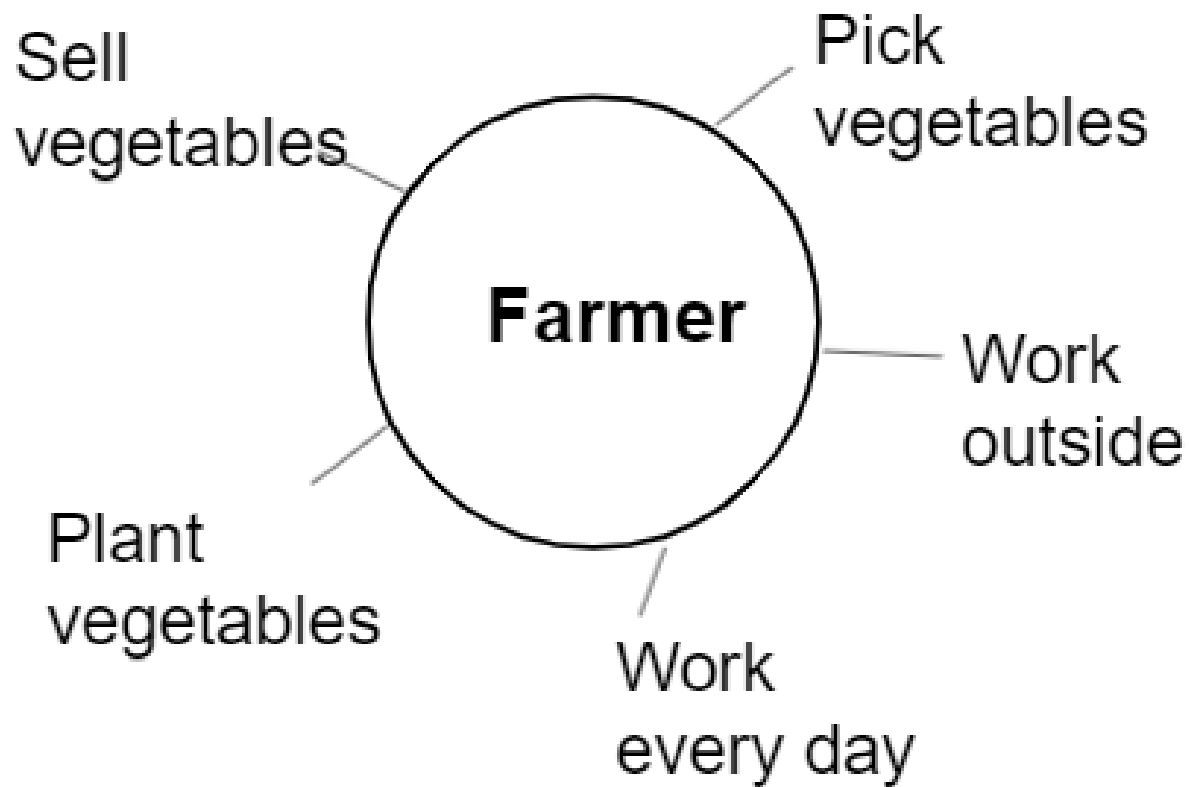
# What Job do I Have?

- Do you work **outside**?
- Do you need a **degree**?
- Do you work **full time**?
- Do you talk to **customers**?
- Do you use a **computer**?
- Do you help **people**?



# Option 3: Build on Prior Knowledge







# Option 4: Model



	Mon	Tue	Wed	Thu	Fri	Sat	Sun
6:00am	sleep	sleep	sleep	sleep	sleep	sleep	sleep
7:00am							
8:00am					work	work	work
9:00am	school	school	school	school	work	work	work
10:00am	school	school	school	school	work	work	work
11:00am	school	school	school	school	work	work	work
12:00pm					work	work	work
1:00pm					work	work	work
2:00pm					work	work	work
3:00pm					work	work	work

# Option 5: Make It Concrete

Give students something they can see and/or touch. Give examples.





# Option 6: Repetition



# Let's Practice

## **Scaffolding Options**

1. Break it down
2. Pre-teach  
vocabulary
3. Build on prior  
knowledge
4. Model
5. Make it concrete
6. Repetition

# Let's Practice

Writing Task: Write a **thank you email** after a job interview.

The email should include:

- A message subject
- Thank the interviewer/s
- Review qualifications
- Highlight expertise

How could you scaffold this writing task?



# Let's Practice

Speaking Activity: Give a 2 minute **verbal summary** of an article

The summary should include:

1. The main idea
2. 2-3 details
3. 3-5 key words from the article
4. Why the article is important

How could you scaffold this speaking activity?







# Checking Comprehension

A green chalkboard with a wooden frame is centered on a white background. A white speech bubble is drawn on the chalkboard, containing the word "What?" in a bold, white, sans-serif font. The background features decorative colored bars: a light blue bar at the top left, a yellow bar at the bottom left, and a red bar at the bottom right.

**What?**

A comprehension check is when a tutor or teacher pauses instruction to ask questions or have learners demonstrate understanding. They can be planned or spontaneous.

These checks are used to ensure students understand a concept or unit before the teacher moves forward with the next step or lesson.

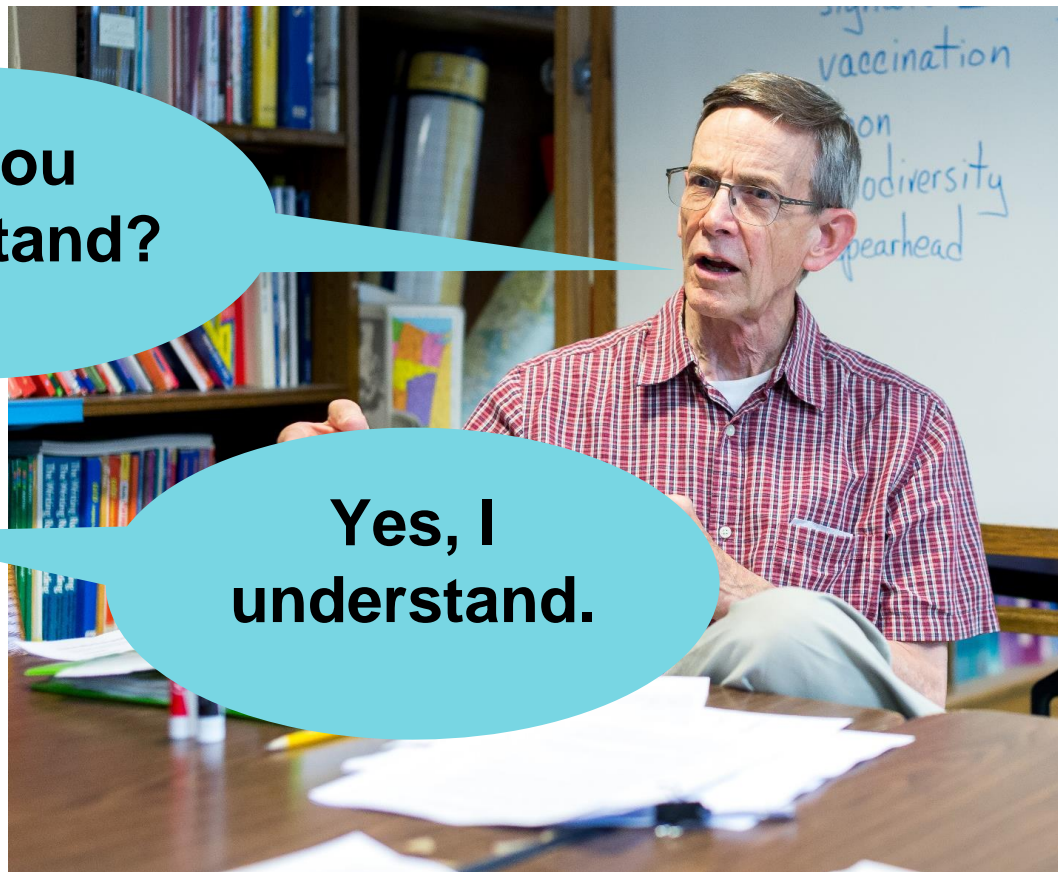


A green chalkboard with a wooden frame. In the center, there is a white speech bubble outline. Inside the speech bubble, the word "Why?" is written in a bold, white, sans-serif font. The background of the slide is white with blue and orange decorative bars at the top and bottom, and a red bar at the bottom right.

**Why?**

**Do you  
understand?**

**Yes, I  
understand.**





**Other  
strengths?**

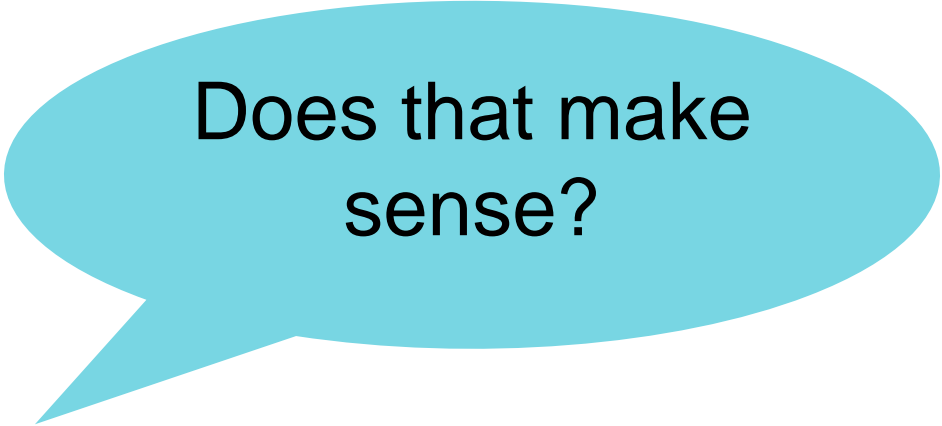
A green chalkboard with a wooden frame is centered on a white background. A white speech bubble is drawn on the chalkboard, containing the word "How?" in a bold, white, sans-serif font. The background features decorative colored bars: a light blue bar at the top left, a yellow bar at the bottom left, and a red bar at the bottom right.

**How?**

# Avoid General Questions



Any questions?



Does that make sense?



# Ask Specific Questions

What are some  
of your  
strengths?

What does  
strengths  
mean?

I'm not good at  
spelling. Is that a  
strength?

# Types of Questions

What questions could you ask to check learners' comprehension?

True/False

Wh- Questions

Fill in the Blank

Give an Example

Give a Definition

Multiple Choice

# Let's practice!

## Instructions

- 1. Choose an activity**
  - Beginning Literacy: Food–Aldi ad
  - Beginning: Community–Signs
  - GED: Science–A screw as a machine
- 2. Write at least five questions** that show learners' comprehension of the text

# Types of Questions

What questions could you ask to check learners' comprehension?

True/False

Wh- Questions

Fill in the Blank

Give an Example

Give a Definition

Multiple Choice

# Planned Comprehension Questions in a Beginning Literacy Food Lesson



ALDI Shop differentli.®



**1**

ALDI savers  
**\$1.99**  
Per lb.

Available Wed., Sept. 1,  
while quantities last.

Fresh  
73% Lean  
Ground Beef  
Sold in a 5-lb. pkg.  
for \$9.95

Prices valid August 29–September 4



ALDI savers  
**99¢**  
Per lb.

**2**

California  
Green Grapes



**3**

ALDI savers  
**\$1.39**  
Per lb.

California  
Peaches



ALDI savers  
**\$2.29**  
Per Pint

**4**

Blueberries

# Planned Comprehension Questions in a Beginning Community / Signs Lesson



# Planned Comprehension Questions in a GED Science Lesson

## Simple Machine: Screw

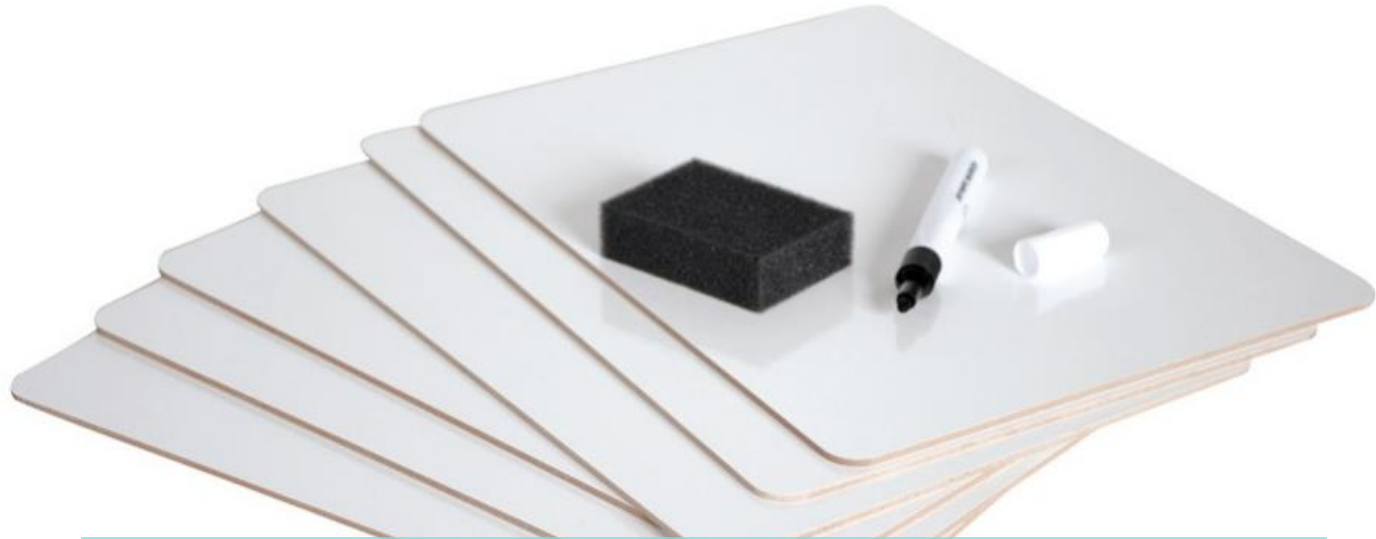
An inclined plane wrapped around a cylinder is a screw; the inclined plane is also called the thread of the screw, and it forms a sharp edge that can hold objects down, hold objects together, or work to crush through an object. Light bulbs and jar lids are all examples of screws.





Ways to check everyone's  
comprehension





## Mini-Whiteboards



Thumb Scan



Point to the Answer



Call on Learners



## Introducing Activities Using the **Gradual Release of Responsibility**

# In what ways did the teacher set up the activity badly?



# Gradual Release of Responsibility

3 Steps for introducing activities at any level:

1. I Do It
2. **We Do It**
3. You Do It







# Mingle Grid

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# Vocabulary Bingo

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
aisle	baby products	<b>bag</b>	cash register	cashier
checkout line	<b>clerk</b>	coupons	dairy products	<b>deli</b>
frozen foods	groceries	Free Space	household items	pet food
seafood	shopper	shopping cart	supermarket	bottle
milk carton	package	tube	bread	fruit

I: Tutor / Teacher calls and fills in the card

We: Tutor / Teacher calls and one learner fills in the card as others watch, help or correct

You: Tutor / Teacher (or a learner) calls and all learners fill in their cards

### Drop-the-e Rule

When a word ends in a silent *e*, drop the *e* before adding a vowel suffix.

*Example:* hope + ing = hoping

- 1 Underline the first letter of the suffix. If it is a vowel, cross out the silent *e* in the base word. Write the whole word on the line.

smile + ing \_\_\_\_\_

froze + en \_\_\_\_\_

care + less \_\_\_\_\_

smoke + y \_\_\_\_\_

sure + ly \_\_\_\_\_

shine + ing \_\_\_\_\_

large + er \_\_\_\_\_

use + ful \_\_\_\_\_

dance + ing \_\_\_\_\_

take + en \_\_\_\_\_

style + ish \_\_\_\_\_

lone + ly \_\_\_\_\_

# Email Forwarding

Complete the following with a partner on one computer.

1. On one computer, choose one email account to log into.
2. Find the email from your teacher with the subject 'Lost bag'.
3. Reply to the teacher's email.
4. Forward the email to your partner's account.
5. Close your email account.
6. Help your partner to open their email account.
7. Check: Was the email forwarded?

# Wrap Up

- **What** is one thing that you learned from today's session?
  - Scaffolding
  - Checking Comprehension
  - Gradual Release of Responsibility
- **How** will you use it in your volunteering?

Questions?

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Remember to forward your CEUs to your coordinator.

Evaluation: <https://www.surveymonkey.com/r/LS7LMD3>

