

# BACK TO BASICS

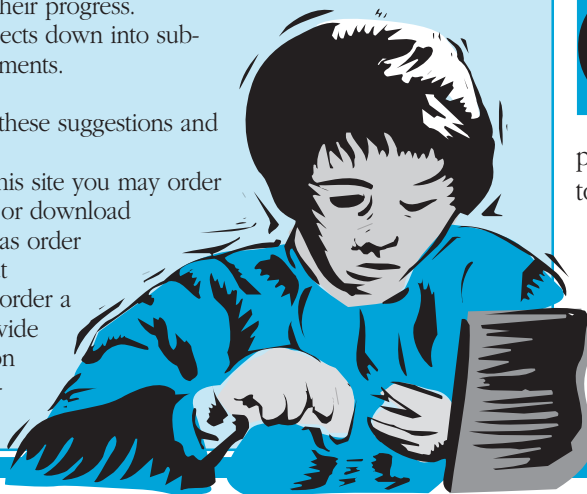
FOR FLORIDA ADULT BASIC EDUCATION PRACTITIONERS

## Active and Cooperative Learning

Every teacher recognizes that critical thinking is essential to learning but bringing critical thinking to the classroom seems at the onset an arduous and time-consuming process. This is not necessarily so, according to the Foundation for Critical Thinking. Their "Miniature Guide on Practical Ways to Promote Active and Cooperative Learning" gives 27 ways to engage critical thinking in your students and each approach is cheap, easy to implement, and appropriate for every subject matter. Sound too good to be true? Well, here's a baker's dozen of the ideas offered by the Foundation for Critical Thinking for you to try out and decide for yourself. You may even be surprised at how many you already use.

1. During lectures, ask the class questions to arouse curiosity.
2. Give a five minute quiz at the start of each class.
3. Call on all students, not just those who volunteer.
4. Promote independent thinking by presenting problems that have several possible solutions and have students work in groups to find a viable compromise.
5. Promote careful listening by frequently calling on students to summarize what other students have said.
6. Be a model of critical thinking by letting your students hear you puzzling through problems to a solution.
7. Have students do pre-writing.
8. Have students evaluate each other's work in a manner that asks them to justify or explain their comments and the standards they are using.
9. Use two-column notebooks as learning logs. Have them enter summarized material in the left column and their questions or response to that material in the right column.
10. Have students explain their current assignment and its purpose verbally or in writing.
11. Promote student direction by asking them to determine the next step in the study of a current topic.
12. Have students document their progress.
13. Ask students to break projects down into sub-topics and series of assignments.

For more information on these suggestions and for 14 more suggestions, visit [www.criticalthinking.org](http://www.criticalthinking.org). At this site you may order copies of the Miniature Guide or download ideas from the library, as well as order video resources, find out about conferences and training, and order a companion book that will provide your students with a foundation for thinking across the curriculum.



## Retention Strategies: Three Chances to Keep Them in the Game

It really is easy for any teacher in any setting to keep students coming back. The following three strategies remind us that our students come to us needing to learn that they matter and can be successful. Show them they matter and they'll keep coming back.

**1** First, know your students. Know and call them by name. Know and ask about their interests outside of class, their problems, their jobs and their families.

**2** Second, call after several absences. Encourage classmates to call friends who are out. After a teacher has called several times, have someone else from adult education call the student. Sometimes it is a conflict with the teacher that is keeping a student out of class and contact from someone other than the teacher allows the student a forum for working through this.

**3** Finally, encourage students to become friends with each other. Build new friendships by pairing students together who could benefit from each other's personality or skills. Allow friends to work together if they can do so effectively.

That's it! Show students they matter and not only will they come back, they will spread the word. It is as easy as one, two, three.

# Multiple Intelligences

## Multiple Intelligences

### Multiple Intelligences

Much has been made of Multiple Intelligences in the last few years, but what is written about Multiple Intelligences explains the theory but gives few suggestions for how the theory should change the classroom. If you've done a little reading or attended a workshop, you get the idea that the theory of Multiple Intelligences tells us there are many ways to be smart and that both nature and nurture have power to develop intelligence. But how is a teacher to access Bodily/Kinesthetic Intelligence or Naturalist Intelligence? How can any of that help Joe Student learn his multiplication tables and how to write a complete sentence? *Back to Basics* will highlight one identified Multiple Intelligence in a series of issues to help you answer just that question. We'll begin with one of the least familiar, Bodily/Kinesthetic Intelligence.

**Bodily/Kinesthetic Intelligence** is the intelligence most classrooms teach against, especially after the early elementary grades. What teacher wants students moving all the time? Still, if some students are not allowed to move, they lose a major avenue for their learning. You can recognize a student with Bodily/Kinesthetic Intelligence by her strong athletic, creative, fine and gross motor movements. People who show a high level of Bodily/Kinesthetic Intelligence often choose dance, surgery, athletics, sculpting, or physical therapy as a career. It is important to remember that the inability to sit still in the classroom does not necessarily demonstrate strength in this intelligence.

Teaching to engage Bodily/Kinesthetic Intelligence is easily worked in to many teaching environments. Consider the following list of ideas:

- Use manipulatives to work out math problems; consider the box making lesson plans in the ABE Florida Mathematics Learning Activities Resource Guide (pages 247-251).
- Use clay to respond to science, history or language lessons; it is now part of the hit game *Cranium*.
- Incorporate movement around the room. Set up stations across the room to which students must move as a lesson progresses, sort of like a scavenger hunt.
- Try teaching students to associate studying with movement to cement memory. For example, a student may work to learn his multiplication tables by anchoring the eights on his right leg and the sevens on his left. By touching a specific spot on his leg and saying "2 X 7 = 14" the mathematic phrase is anchored and better remembered.
- Identify and teach your students to use physical responses to dealing with stress, such as deep breathing and stretching.
- Create a tactile learning center with topographical maps, textured letters, etc.
- Use sign language to learn letters, spelling words, etc.
- Create a Human graph by having students stand along a graph to express understanding of or being part of an idea or concept.
- Create Body Sculpture Tableaus by getting students to work cooperatively to create a sculpture out of their own bodies to illustrate an idea or concept.
- Learn native dances when studying a culture.
- Play "Great Moments from the Past" charades.
- Role play the parts and dynamics of the life of a cell.
- Use different parts of the body as a rule to measure things.
- Add and subtract members to and from a group to learn about fractions.
- Make up a new kind of snack food, prepare it, and eat it.

Wow! Now that wasn't so hard, was it? And you've even done some of these things before haven't you? If you will now go sculpt in clay an image of a Bodily/Kinesthetic learner you will have practiced what we have shared. If that sounds scary or boring, you probably do not demonstrate strong Bodily/Kinesthetic Intelligence. But don't worry; your intelligence is coming. Check out the next *Back to Basics* issue for helps with engaging Spatial Intelligence and Musical Intelligence.

Remember, teaching to engage multiple intelligences invigorates student brains. It allows multiple access points to learning. It is not a magic potion that will make learning suddenly "easy." Still, invigorating brains is worth some effort, yes?

**Sources:** [http://www.multi-intell.com/mi\\_background/bk\\_lesson\\_ideas.htm](http://www.multi-intell.com/mi_background/bk_lesson_ideas.htm), courtesy of David Lazear's *Eight Ways of Teaching*

"Understanding Multiple Intelligences: The Theory Behind the Practice" by Julie Viens, published in *Focus On Basics*, Volume 3, Issue A, March 1999.

**Education is not the filling of a pail, but the lighting of a fire.**

*William Butler Yeats*

## Check Out These Sites!

### [www.education-world.com](http://www.education-world.com)

Education World claims it is the “Educator’s Best Friend” and it just might be. A user-friendly site, its standard features include Lesson Planning, Professional Development, Administrator’s Desk, Technology Integration, School Issues, and More Resources. The lesson plans are excellent and are set up to be used successfully with a variety of skill/age levels. The lesson plans include extension activities and application to National Standards. The Lesson Planning feature also includes a Work Sheet Library of more than 250 printable worksheets. The Technology Integration feature reviews software and includes for January a technological lesson plan for virtually touring the United States. More Resources include Message Boards and Grants Center. This site does try to be an “educator’s best friend.”

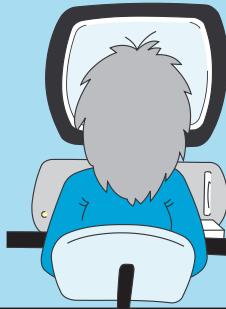
### <http://search.eb.com/blackhistory/>

Published by Encyclopedia Britannica Online, this website is set up to teach about Black History. Six units of lessons are available, complete with writing prompts, other projects, timelines for the projects,

teachers’ guides, and all resources needed to complete the projects. The resource materials include pictures and vary in length and difficulty but should be accessible to readers at a sixth grade level. Check this site out for easy preparation for Black History Month.

### <http://www.cr.nps.gov/nr/feature/wom/>

Women’s History Month, a National Register of Historic Places feature published by the National Park Service offers a thorough look at women’s contribution to culture and history in America. This site organizes and provides links to all kinds of sites about women and history. Some of the sites connect with Black History Month, such as “Aboard the Underground Railroad” and “We Shall Overcome: Historic Places of the Civil Rights Movement.” Also included is the “Teaching With Historic Places” program, which offers a series of award-winning lesson plans that use places listed in the National Register to enliven the study of history, social studies, and geography. This program has ready-to-use lesson plans, available for free downloading, that examine important aspects of women’s history. This is a very professional and teacher-friendly site.



**The Adult Basic Education Summit will be an opportunity for educators to receive information, discuss issues and concerns in an informal atmosphere, and network with literacy providers throughout Florida. Participants will receive current resources and materials developed for use with ABE learners.**

**This Summit is limited to 100 participants**

Visit [www.ABEFlorida.org](http://www.ABEFlorida.org) for summit updates.

# REACHING NEW HEIGHTS

ADULT BASIC EDUCATION SUMMIT

MARCH 30-31, 2004

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### Reading Activity - Level: 0.0-1.9

**Standard: 1** Demonstrate mastery of skills prerequisite to reading

**Benchmark: 1.4** Recognize that there are spaces between words

**Title:** Word Spacing in Sentences

**Materials:** Teacher-created sentences such as:  
 Iamgoingtothestore.  
 Thecatislost.  
 Wehearthemusic.  
 Whatdoyouwant?  
 Whereareyougoing?

**Activities:**

Show learners examples of sentences that have been written without any spaces. These sentences may be written on paper or on the board. Ask if they notice if anything is wrong. If they do notice something wrong, ask them to describe what it is. Finally, ask how they would correct the problem. Read the sentences orally and have the students tell you where the spaces need to be; then have students write or copy the sentences correctly.

### Language Learning Activity - Level: 4.0-5.9

**Standard:** 21

**Benchmark:** 21.12

**Title:** Descriptive Writing

**Contributor:** Fran Riotte, Leon County Schools Adult &Community Education

**Materials:** Teacher generated basic sentences, or basic sentences from student's own writing

Each student is given a basic sentence (e.g., The woman is in the park.) The student is then asked to expand on the topic using "descriptive" words (e.g. addressing what the woman is wearing and doing in the park.)

This exercise is also useful as cooperative group activity, with each student adding a word or phrase. Students should designate a group spokesperson to present their final work aloud to class.

## BACK TO BASICS

**Back to Basics** is always looking for good ideas. If you have an article or activity you believe would be helpful to other adult educators, please e-mail it to Lynn Cunill at [cunilll@ACE-Leon.org](mailto:cunilll@ACE-Leon.org) or mail it to Lynn Cunill, 283 Trojan Trail, Tallahassee, FL 32311. We look forward to hearing from you.

## PARENT AND CHILD ACTIVITY



### The Sentence Line

**Materials:** Clothesline or string, clothespins or big paper clips, paper, pencil and two chairs or thumbtacks.

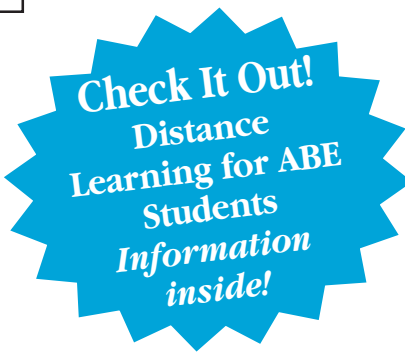
**Activity:** Tie the clothesline or string between the backs of two chairs or between two thumbtacks in the wall. Write a sentence from a favorite story with individual words on sheets of paper. Mix up all the words, then hang the scrambled words on a string. Have the child unscramble the words to make a sentence.

Leon County Schools

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