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INSTRUCTOR IMPLEMENTATION GUIDE

DIGITAL LITERACY FRAMEWORK
FOR ADULT LEARNERS

MARYLAND DEPARTMENT OF LABOR'S
ADULT EDUCATION

CONTENTS

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INTRODUCTION

The Digital Literacy Framework for Adult Learners was created to provide definition, structure, and support to adult learners as they pursue increased digital literacy. The Framework outlines seven interconnected elements for an adult learner to be digitally literate: Technical, Civic, Communicative, Collaborative, Computational Thinking, Investigative, and Productive. Within the Framework, practitioners can find definitions, guiding questions, descriptions, and situational examples.

To further support the pursuit of increased digital literacy, Maryland Department of Labor's Adult Education created a Digital Literacy Framework: Instructor Implementation Guide. This Guide, created in 2020, supplements the Framework by offering applicable, implemented lesson activities and curated resources that align with the Framework. The lesson activities are content area driven and support adult educators as they integrate digital literacy in instruction. The curated online resources provide online tools effective in supporting digital literacy.

The development of this Implementation Guide for Instructors could only by done with the support of adult education professionals in Maryland and beyond. The creators of the Instructor Implementation Guide would like to acknowledge and thank the following contributors for content, edits, suggestions, and revisions provided for the 2020 development the Digital Literacy Framework: Instructor Implementation Guide.

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HOW TO USE THIS GUIDE

WHO IS THIS GUIDE FOR?

Adult education instructors

WHAT IS THE PURPOSE OF THE GUIDE?

The Guide supplements the Digital Literacy Framework for Adult Learners. Its purpose is to provide practical examples of how the elements of the Digital Literacy Framework is implemented in classrooms. It also provides additional resources to support instructors in their pursuit of increased digital literacy and integration of content into classroom instruction.

WHAT IS THE STRUCTURE OF THE GUIDE?

The Digital Literacy Framework: Instructor Implementation Guide is divided into three parts, Part I, Part II, and the Appendix.

Part I provides lesson activities from instructors in the field. Lesson activities are organized by content areas: General, College and Career, Reading, Math, Social Studies, Writing, and Language Learning. In this Guide, each lesson activity includes objectives, competencies and/or standards (ranging from CASAS Competencies and Content Standards, College and Career Readiness Standards for Adult Education, and GED® Assessment Guide for Educators), materials/resources, instructions, extension activities, and key observations. The image provided within each lesson activity shows the elements represented, and the identified level shows the class level in which this activity was used.

Part II is a curation of web links that support digital literacy professional development and instruction. These resources are organized by elements found in the Digital Literacy Framework. On each page, the name, a short description, and live web links are provided.

The Appendix provides supplemental handouts for lesson activities found in Part I of the Guide.

HOW SHOULD THE GUIDE BE USED?

The Guide should be used with flexibility. Although the lesson activities are organized along broad subject areas and state class levels, instructors are encouraged to adapt these activities to support instructional content at different levels.

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Figure 1: The Digital Literacy Framework for Adult Learners wheel

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DIGITAL LITERACY FRAMEWORK
FOR ADULT LEARNERS
INSTRUCTOR IMPLEMENTATION GUIDE

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PART I

LESSON ACTIVITIES

LESSON ACTIVITIES
General

Digital Story Telling with the Video Voice Collective

Get Creative with Google Slides ™

Managing & Storing Logins and Passwords

On the Same Page Internet Scavenger Hunts

Online Library with World Cat

PechaKucha™ Presentations with Microsoft® Office

Ready, Set, GED® with GED.com

You Can, Too with YouTube ®

Digital Story Telling
with the Video Voice Collective
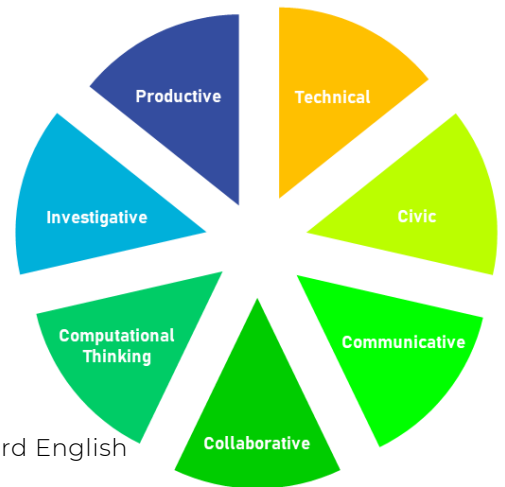### General

OBJECTIVES

Learners will be able to:
- create a multimedia project
- participate in an activity that requires teamwork, problem-solving, and engagement
- use digital media to communicate their lived experiences
- locate resources for their topics

COMPETENCIES/STANDARDS

College and Career Readiness Standards for Adult Education
- Language
  - Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Writing
  - Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
  - Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Speaking and Listening
  - Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
  - Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
  - Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

MATERIALS/RESOURCES

- Computer or smartphone
- Microsoft® Word and PowerPoint (alternative Google™ Docs and Slides)
- Internet access
- Projector
- Websites:
  - Digital Storytelling Projects - http://stories.umbc.edu/; https://creatingmultimodaltexts.com/; https://www.storycenter.org/stories/
  - Digital Storytelling Guides - https://guides.library.stonybrook.edu/digital-storytelling

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Digital Story Telling
with the Video Voice Collective

General

INSTRUCTIONS

1. Select a video from the Video Voice Collective to share with learners: https://www.youtube.com/channel/UClFzN0Ok7Ag5gyqAVkIFISQ.
2. Explain that digital storytelling allows community members to identify an issue and/or a strength and raise public awareness on this issue/strength.
3. Preselect images to show learners. Emphasize that the focus should be on the issue and the process and not on the product, aesthetics, and technology.
4. Prepare copies of blank storyboards and an example script for learners.

1. Discuss the importance of storytelling with learners and provide examples of real-life situations where this occurs (e.g. interviews, business, life).
2. Allow learners to select a topic related to the course content they can easily get images, videos, and sound for via their own smartphone cameras.
3. Allow learners to take pictures of items/people they want to use in their story. This can be done as a homework assignment or retrieved from what they have on their smartphones. Images found online can also be used with proper credit to the source.
4. Give learners time to share three of the pictures they have taken and have conversations with other learners in small groups, recorded interviews on FlipGrid, or a gallery walk. Pictures can be compiled on Picasa or Google™ Slideshow. Conversations can be guided by the following questions:
   - "What do you see in this image?", "What do you think this means?", "Why is it important to you?", "Why does the issue exist?", "What can we do about it?"
5. After discussions, direct learners to use information from the conversations to write a script for the video that will use their pictures. Learners can produce a rough draft of the script (this can be shared with the instructor via Google Docs to allow for instructor feedback).
6. Have learners work on a storyboard. Provide a couple template storyboards and model how to use it by completing the first two blocks with images you have chosen.
7. Permit learners to work on their own storyboard by merging their script, scenes, visuals, transitions, sound, and graphic effects. Explain to learners that stories often have many drafts.
8. Learners, in pairs or individually, can record their first draft production using presentation creation software (PowerPoint®, Google Slides™, Prezi®, or Powtoon) or video editing (e.g., Adobe Spark®, Adobe Premiere®, iMovie, or Windows® Movie Maker), sound editing (e.g., AuditionDesk, Audacity, or GarageBand), image editing, and graphic design (e.g., Canva®, GIMP, or Fotor) platforms.
9. Provide feedback to learners, so they can make revisions to their projects. This feedback can come from the instructor and/or from peers through class presentations and discussions. Information at this link can provide guidance for a rubric.
10. Invite them to present their work at a screening event in class and solicit comments from the audience.
11. Invite them to digitally publish their multimedia on the course Learning Management System.
12. Permit learners to reflect on their experience in this storytelling process.

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Digital Story Telling
with the Video Voice Collective

General

EXTENSION ACTIVITIES

- Learners can publish their projects on YouTube®, Kaltura, or Vimeo to engage a wider audience.
- They could also engage in online research using Google Scholar and Academia.
- Students can upload their reflections and final projects on Padlet (https://apps.apple.com/us/app/padlet/id834618886).
- Learners can gather data from Facebook, Instagram, Twitter, and other social networking sites accessible on smartphones and other portable devices.
- Learners can evaluate sources, organize and represent information through different modes of representation or multiliteracies.
- For self-assessment, learners can record their work as often as possible. Once they are satisfied with their recording, they used an evaluation form to determine the strengths and weaknesses of their recording.
- Poll students about the digital storytelling process: What did they find useful? What did they enjoy? What did they not like?

KEY OBSERVATIONS

New concepts

- Learners must be cognizant of a variety of considerations for working digitally that include the use of copyrighted material, the legal sharing and reuse of cultural, educational, and scientific works, as well as privacy, security, accessibility, and technology-related issues. This focus on legality is especially germane to digital stories because the nature of this task necessitates the use of joint contributions, royalty free, and Open Educational Resources (OER), including music, images, video, and lesson plans.
- To increase the accessibility of their multimedia projects, students can choose to embed closed captions, translate, and summarize, implement high contrast between the text and background, explain concepts through simple language, and provide transcripts and alternative texts for images.

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Get Creative
with Google Slides™
General

OBJECTIVES

Learners will be able to:
- share knowledge of a topic
- organize thoughts for effective communication
- create a presentation using Google Slides™

COMPETENCIES/STANDARDS

CASAS Competencies
- 4.5 Effectively use common workplace tools and technology
- 7.7 Demonstrate the ability to use information and communication technology

CASAS Content Standards
- Writing
  - W2.5 – Use capitalization to write proper nouns (e.g., names, place names, other proper nouns)
  - W2.17 - Format written material (e.g., headings, captions, bullets, print features such as bold)
  - W2.19 - Write using appropriate format and structure for different purposes (e.g., outline, memo, letter, reports)
  - W4.1 - Use common basic vocabulary (e.g., the, is, here)
  - W4.4 - Use simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)
  - W5.2 - Present information in a logical sequence
  - W6.14 - Present information and ideas concisely, logically and persuasively
  - W7.14 - Use media techniques to achieve a variety of purposes: special effects, music, use of language (e.g., PowerPoint® slides, video presentations)

MATERIALS/RESOURCES

- Computers or laptops (teacher station and students)
- Projector
- Internet access
- Google Slides™ app (preferably a computer version)

Get Creative
with Google Slides™
General

INSTRUCTIONS

Pre-Teaching

1. Create a folder that includes downloaded images and an approved list of websites
2. Project the computer screen for the class.
3. Allow learners to find a computer and turn it on.
4. Assist learners in creating a Gmail™ account.
5. Assist learners in recovering their password if they have forgotten their login information.
6. Allow learners to select a presentation topic. This works best if it is a fun, familiar topic.

Teaching

1. Model how to locate the Internet browser and access the Google Drive™ login screen: www.drive.google.com. Allow learners to follow along.
2. After learners are signed in, they should notice a + symbol with the word "New" . Click on that "New" button. The last item on the list before having to click "More" is Google Slides™ next to a yellow folder icon. Click on the Google Slides™ icon.
3. Label the project. In order to do so, click on the upper left-hand corner where it says, "Untitled presentation." A cursor should appear, allowing the text to change.
4. Because the "Themes" toolbar opens automatically, direct the learners' attention there next. Click on a few different options to model the change in appearance of the Slides.
5. Allow learners to choose a "theme" before closing the Themes toolbar.
6. Show learners how to edit the text on their first Slide. Talk about the typical structure of a presentation (i.e. title slide, section slide, etc.).
7. Hover over the icons without clicking to see a label. Move through the toolbar from left to right and ask learners to read aloud the labels that pop up.
8. Demonstrate how to change fonts using the toolbar below the "File/Edit/View" toolbar.
9. Model how to create new slides. (One way: click the + icon, Another way: click "Slide" on the upper toolbar and then selecting "New Slide" from the drop-down menu.
10. Model how to insert pictures. (One way: choose the icon that looks like mountains from the secondary toolbar. Choose "upload from computer" or "search the web." Another way: click "Insert" on the upper toolbar and if they hover over the "Image" line, the same two options should appear.)
11. Show learners what a complete slide deck looks like, so they understand what their finished product can look like.
12. Allow learners to create a presentation. Inform them that it will automatically save.

Wrap-up

1. As a conclusion, inform learners that they can access their presentation on any device.

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Get Creative
with Google Slides™
General

EXTENSION ACTIVITIES

Presentations
Allow your learners to present their slides to the class. This gives learners an opportunity to practice public speaking (along with the "Present" function) and highlight their hard work!

KEY OBSERVATIONS

Transferability of Skills

Be prepared for a lot of surprises with this activity! Some learners who are skilled with Microsoft® Excel struggle with creating Google Slides™. Allow learners to ask their peers for help.

Plagiarism

Copying and pasting is helpful for learners with this assignment, but explicit instruction about plagiarism is important for this activity.

Distance Learning

This activity is best implemented in a computer lab setting, but it is also a great collaborative project for distance learning. Learners can work on their slides independently. Then, they can share them with their group members and compile slides them into one large project.

Additional Support

A document with screenshot of the steps needed to create the Google Slide™ document would be very helpful to learners, so they are supported if they miss the verbal step given during course.

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Managing & Storing
Logins & Passwords
General
ABE multi-level

OBJECTIVES

Learners will be able to:
- navigate various online learning platforms
- manage and store individual log in and password information securely

COMPETENCIES/STANDARDS

College and Career Readiness Standards
- Reading
  - Anchor 7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Writing
  - Anchor 6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

MATERIALS/RESOURCES

- Computer, tablet or smartphone
- Notebook
- Videos
  - Password Generator Project: https://uteachcs.gitbooks.io/uteach-cs-principles/content/Unit1_ComputationalThinking/md/1A1_PasswordGeneratorProject.html
  - Internet security (e.g. 1st minute of this video https://www.youtube.com/watch?v=9E7uC28dbAA)

Managing & Storing
Logins & Passwords
General

INSTRUCTIONS

Teaching

1. Present a slideshow/video about the importance of Internet security.
2. Develop the rationale behind using a consistent email address for all work completed in this class.
3. Explain how learners will utilize various websites throughout the course that require them to create a login and password.
4. Teach that the same password should not be used for every site that we access. Most websites have different password requirements. Therefore, it becomes essential to create a method for storing your login and password information securely for each site we utilize in class.
5. Show the *Password Generator Project* video on how to create secure passwords.
6. Once learners have followed the task on the video, share options for storing those passwords:
   1. Option One: Create a section in a notebook where they write down their personal information for each site. Please note that this is not the most secure way to store personal information. Learners tend to prefer this method when they are less comfortable with technology integration.
   2. Option Two: Store information in a device that is password protected. There are various "apps" available for free or a fee if a learner chooses to use them on their own personal device. Their cell phone may offer to remember their login information and store it for them on the device. A few of the "apps" available are Keeper, Securesafe, iPassworder, Last Pass, Lockit Safe, RoboForm, and Norton.
   3. Option Four: Take a picture of the website screen that shows the site they are using, their login, and password as they are entering it. Once they have all of their pictures stored on their phones, they can create a folder to save all of their information in.
   4. Options Four: Utilize the method shown in the video, using a consistent algorithm.
7. Ask learners to go think about their accounts and the passwords they made. If they need to make changes, encourage learners to apply what they learned and make changes when they are at home or a secure location.

KEY OBSERVATIONS

- The instructor may choose to create a printed document with three columns (website, login, password) for learners to include in their class notebook.
- What ever method learner choose, it is important to teach and set up this process at the beginning of your class. It will create a smooth transition between activities throughout the rest of the course.
- Instructors should never offer to remember or record login/password information for learners.

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On the Same Page

Internet Scavenger Hunts
General
ESL 5

OBJECTIVES

Learners will be able to:
- navigate websites without the use of a search engine
- identify new information

COMPETENCIES/STANDARDS

CASAS Competencies
- 4.5 Effectively use common workplace tools and technology
- 7.7 Demonstrate the ability to use information and communication technology

CASAS Content Standards
- Writing
  - W2.19 - Write using appropriate format and structure for different purposes (e.g., outline, memo, letter, reports)
  - W4.1 - Use common basic vocabulary (e.g., the, is, here)
  - W4.4 - Use simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)
- Reading (2016)
  - RDG1 – Foundational Literacy
  - RDG2.2 - Read and interpret high-frequency words, phrases, and abbreviations in everyday contexts (e.g., signs, ads, labels, forms).
  - RDG2.11 - Determine or clarify meaning by consulting general and specialized reference materials (e.g., glossary, picture dictionary, learner dictionary, standard dictionary).
  - RDG3.6 - Interpret information in a variety of formats including ones that are simple (e.g., signs, price tags, ads, product labels) or complex (e.g., prescription drug dosages and warnings).
  - RDG3.7 - Glean important information about a text by previewing it (e.g., looking at key elements, such as the title, headings, visuals, captions, author's name, and source). Relate the text to one's own personal experience, as appropriate.
  - RDG3.10 - Locate and interpret specific information by scanning text features (e.g., boldface print, icons, headings, sidebars), items in an alphabetical, numeric, or other ordered listing (e.g., table of contents, department store directory, electronic menus) or using digital search tools (e.g., key words, hyperlinks).

MATERIALS/RESOURCES

- Computer, laptop, iPad, tablet, or smartphone (instructor and learner)
- Internet access
- Websites:
  - Question preparation: https://www.educationworld.com/a_lesson/archives/scavenger_hunt.shtml
  - An educational institution's website

On the Same Page
Internet Scavenger Hunts
General

INSTRUCTIONS

1. Prepare questions. See website (https://www.educationworld.com/a_lesson/archives/scavenger_hunt.shtml) or the following for sample questions:
   - What's the URL* for this website?
   - What is the college's address? What about the phone number?
   - How many learners currently go to this college?
   - What are the core values at of this college?
   - How many ESL programs are there at this college? What are their names?
   - When is the next ESL orientation date?
2. Create a list of the questions on an electronic or paper document. Include the URL of the website you want learners to use.
3. Help the learners navigate to a web browser.

Teaching

1. Introduce the term "scavenger hunt" to your learners. Ask if they've heard of the term before (or "scavenger" or "hunt" individually), or if they've participated in one. Elicit possible meanings.
2. Distribute the list of questions that were prepared in advance. (Note: now might be a good time to review related terms like "search engine" or "URL.")
3. Demonstrate how to open a new tab on the Internet browser.
4. Show learners how to either copy/paste or type the URL in the search bar.
5. Demonstrate how to locate the answer to the very first question and how to copy and paste the answer onto the document. (Note: You may want to emphasize that opinion or summary questions should be answered in their own words, though, rather than copying text directly from the Internet.)
6. Allow for additional questions before you instruct the learners to answer the rest of the questions independently.
7. Walk around and provide individual support to learners.
8. Once the allotted time has passed and/or learners have finished their online scavenger hunts, review the answers with the entire class. If multiple learners provided the wrong answer or simply couldn't locate the desired information, demonstrate where and how you found the answer(s).

Wrap-up

1. Ask learners about their comfort level with this activity and allow them to evaluate their experience on a scale from easy to difficult.

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On the Same Page
Internet Scavenger Hunts
General

EXTENSION ACTIVITIES

This lesson activity is a great lead-in to comparison activities: community colleges versus public universities and private institutions, job descriptions, National Parks and local landmarks, retail stores, etc.

KEY OBSERVATIONS

Learners may lean on search engines like Google™. Monitor their online activity to ensure they're not visiting any other websites or typing the questions into Google™. The purpose of this activity is to work within the websites provided.

Online Library
with WorldCat

General
ESL 5-6

OBJECTIVES

Learners will be able to:
- turn the devices on and off
- connect to the Internet
- find and click on a browser
- search for a website using both the address bar and Google ™ or Yahoo ™ search
- navigate a website
- create a profile
- log into an account
- conduct a web search
- download
- print a file

COMPETENCIES/STANDARDS

College and Career Readiness Standards for Adult Education
- Writing
  - Anchor 6 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
  - Anchor 9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Language
  - Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

MATERIALS/RESOURCES

- Computer or a smartphone
- Microsoft® Word
- Internet access
- Classroom Projector
- Website: https://www.worldcat.org/

Online Library
with WorldCat
General

INSTRUCTIONS

Teaching

1. Demonstrate how to locate and use an Internet browser. These steps should include, how to
   - turn the device on and off
   - locate the Internet browser
   - use the address bar
   - navigate to https://www.worldcat.org/
   - create a profile
   - log into their account
   - conduct a search
   - download a result
   - print their file
2. Permit learners to choose a topic of interest and complete the demonstrated steps on their own.
3. Circulate the room to assist learners as they search on the WorldCat website.
4. Instruct learners to send the information for three books and/or articles about the subject via email. If it is an article, demonstrate how to attach a file to an email.

KEY OBSERVATIONS

New concepts

- Since this lesson includes "creating a profile," it is recommended that instructors talk about privacy settings, protecting username and passwords, and other Internet safety precautions
- Learners might show some struggles when using a computer. Instructors must be prepared to support learners when that happens.
- This lesson is a very good opportunity for instructors to emphasize the importance of completing a task in a step-by-step and chronological order.
- The focus should be on helping learners to feel comfortable using the technology that eventually will give them access to the largest online dictionary in the world.

PechaKucha™ Presentations
with Microsoft® Office

General
ESL 5-6

OBJECTIVES

Learners will be able to:
- demonstrate computer ability in using computer apps
- deliver a speech while using technology
- use Microsoft® PowerPoint at a basic level and do a PechaKucha™ Presentation through Microsoft® PowerPoint
- locate and verify online media

COMPETENCIES/STANDARDS

College and Career Readiness Standards for Adult Education
- Language
  - Anchor 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Anchor 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - Anchor 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Writing
  - Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
  - Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - Anchor 6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Speaking and Listening
  - Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
  - Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
  - Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

MATERIALS/RESOURCES

- Computer or a smartphone
- Microsoft® Word and PowerPoint
- Internet access
- Classroom Projector

PechaKucha™ Presentations
with Microsoft® Office

General

INSTRUCTIONS

1. Review the PechaKucha™ About Us page: https://www.pechakucha.com/about and to understand what a PechaKucha™ presentation is.
2. Choose a PechaKucha™ presentation to show learners an example of what the presentation could look like. This should be a representation of what learners should create.
3. Choose a presentation topic for learners. This could be based on a recent lesson or something of interest to the learner.

Teaching

4. Show learners the example presentation.
5. Inform learners that they will create a presentation using this model: 20 slide/images with 20 seconds of speaking for each slide.
6. Provide learners with time to research and write the script for their PechaKucha™ presentation.
7. As a class, create a Microsoft® PowerPoint presentation to model how to create a presentation. This demonstration should include the following:
   - Open the application
   - Choose presentation (designed or blank file)
   - Save file
   - Import images
   - Include text
   - Create slide timing
   - Slide transitions
8. Provide learners with time to create the PowerPoint® presentation from the script they created.
9. Provide learners opportunities to receive instructor feedback and to practice.

EXTENSION ACTIVITIES

- Learners can be introduced to PechaKucha™ groups including "Pecha Kucha Nights Group" in Baltimore that meets monthly for various presentations of different topics
- Learners can also be shown testimonies of people using PechaKucha™. For example, the instructor can show the learners a few video clips of some of the testimonies from learners, administrators, and faculty who have used PechaKucha™.
- Learners can evaluate each other's presentations using a rubric.

KEY OBSERVATIONS

New concepts

- Learners will be willing to participate in the activity better if they know that they will receive one-on-one support from their instructor before presenting their final work to the class in advance
- If a learner knows how to use Microsoft® PowerPoint at an advanced level, it is highly recommended to put that learner in charge supporting other learners.

Ready, Set, GED®!
with GED.com
General
ABE 2-4

OBJECTIVES

Learners will be able to:
- set up a GED.com account or another online account.

COMPETENCIES/STANDARDS

CASAS Content Standards:
- Writing
  - W1.7 - Write name and other personal and very familiar words
  - W1.8 - Write numbers in numerals and words
  - W1.9 - Complete simple forms (e.g., appointment sign-in sheet, class registration)
  - W2.5 – Use capitalization to write proper nouns (e.g., names,
  - place names, other proper nouns)
  - W2.6 - Write dates in different formats
  - W2.13 - Write basic abbreviations (e.g., Mr., apt., lb.)
- Reading (2009)
  - R2.2 - Read basic sight words (e.g., the, is)
  - R2.3 - Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)
  - R2.6 - Interpret basic abbreviations (e.g., Mr., apt., lb.)
  - R2.11 - Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)
  - R2.12 - Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)
  - R3.2 - Read and understand simple sentences that contain familiar vocabulary
  - R3.6 - Interpret simple written instructionsR3.11 -
  - R6.3 - Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
  - R6.4 - Skim simple text for general meaning
  - R6.6 - Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
- Listening
  - L.2.1 - Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)

MATERIALS/RESOURCES

- Computer or other digital device
- Internet access
- Projector
- Website: https://ged.com/

Ready, Set, GED®!
with GED.com
General

INSTRUCTIONS

Teaching

1. Introduce the GED.com website and share how all learners must set up an account in order to take the GED®. Emphasize that this is a secure website and only the learners themselves will have access to it.
2. Project the home page.
3. Demonstrate and outline the different features of the website and how it will be useful for them as they prepare to take the GED®.
4. Instruct learners to enter their email ID and a secure password. Reinforce that learners should use an email ID that they check regularly and a password that they will remember that is not easy to guess by others. Encourage learners to note their ID and password (see options in this lesson activity).
5. Continue to project each subsequent page and explain the information to learners as they work on the same thing you demonstrate.
6. Mention that in order to test in the state of Maryland, learners must be a Maryland resident with valid photo identification.

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Ready, Set, GED!
with GED.com
General

EXTENSION ACTIVITIES

- Once learners have successfully established accounts, the website can be explored further either individually or as a class to look at features such as help with setting goals, study guides, practice questions and the GED® Ready.
- Emphasize the necessity for learners to know how to set up an online account in today's world.
- If time permits, instructor can present a short lesson on internet safety and the permanence of one's digital footprint.

KEY OBSERVATIONS

Additional Activities

- Be sure to have another activity planned for those learners that finish early to work on.
- Alternatively, some learners who finish early can support learners who are struggling.

Personal Information

- Some learners could not remember personal details such as their addresses or phone numbers, so it is a good idea to start reminding the learners to have their information a few sessions in advance.
- A possible pre-lesson exercise may be for learners to create a personal information card with all of their information in one place, so they do not feel overwhelmed when it is time to set up the account.
- Some learners (particularly older learners) did not have an email account, so that had to be established first.

You Can, Too
with YouTube®
General
ESL 3

OBJECTIVES

Learners will be able to:
- demonstrate ability to communicate information
- create and share a short video that highlights the importance of this skill
- upload a video to YouTube®

COMPETENCIES/STANDARDS

College and Career Readiness Standards for Adult Education
- Language
  - Anchor 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Anchor 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - Anchor 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Writing
  - Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
  - Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - Anchor 6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Speaking and Listening
  - Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
  - Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
  - Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

MATERIALS/RESOURCES
- Internet access
- Computer, smartphone, or tablet with speakers
- Microphone
- Websites
  - YouTube® Channel as an Instructional Tool - https://youtu.be/u5cqnhcd9Rk
  - Create YouTube Channel - https://tinyurl.com/wbrlyek
  - An Instructional ("How-to") video example of your choice (Learner work example - https://youtu.be/g59Yw4S4Uy4)

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You Can, Too
with YouTube ®
General

INSTRUCTIONS

Pre-Teaching

1. Create an interactive vocabulary reference list with vocabulary words that includes terms such as camera, photograph, Uniform Resource Locator (URL)/web address, web browser, etc.
2. Have graphic organizers, sentence starters, script example, and storyboard template ready for learners.
3. Determine whether partner, group, or individual work is appropriate.
4. Cue instructional video and a finished product. See materials list for ideas.

Teaching

1. In pairs, have learners discuss skills related to the jobs that they perform at home or at work with a partner.
2. Allow learners to listen intently, summarize, and convey the information they received from their partner to the whole group or in re-combined groups of 4-6.
3. Show an example of the finished product and instructional video.
4. Pause for Q & A.
5. Explain that learners will be creating a how-to video on YouTube of a topic that is interesting and familiar. Provide the parameters for topic appropriateness.
6. Permit learners to self-select a task to explain to the audience (i.e., If the learner does woodwork, he or she may decide to showcase that skill by describing attributes or explaining the process.). Learners may work with partners, groups, or independently.
7. Direct learners to write a script or talking points for their video.
8. Provide access to a pre-recorded instructional video to use and guide learners to create a YouTube video based on their script.

Wrap-up

1. Lead the class in a discussion of why using technology to create videos is important and how it is relevant to their lives outside of the classroom.

You Can, Too
with YouTube ®
General

EXTENSION ACTIVITIES

Learners may explore other topics of interest and create another YouTube® video

KEY OBSERVATIONS

Privacy & Cultural Responsiveness

Privacy is an important topic to cover for this activity. Because YouTube videos are publicly available, this means that:
- Learners must be explicitly taught the implications of online product creation,
- Options must be presented on how to record videos with voice overs instead of showing the learner's face, and
- Some learners will resist posting video on a public site. These learners have the right to resist completing this assignment on a public platform. Provide other options that are more private in nature such as having the learner email the video to the instructor.

Make sure the adult education program has a media release form signed by the learner, especially if videos will be used for other lessons.

LESSON ACTIVITIES
College & Career

Career Mapping with Traitify

Digital Footprint with Social Media

Evaluating Sources with the CRAAP Test

Online Identity & Presence with Social Media

Personal History & Work Resumes with Digital Stories

Personality and Careers with Traitify

Where Did the Time Go? With Time Management

Who Do You Think I Am? Online Identity

Career Mapping
with Traitify
College and Career
ABE 4-6
ESL 4-6

OBJECTIVES

Learners will be able to:
- discuss the personality traits identified by Traitify
- determine the best post-secondary education or career options.

COMPETENCIES/STANDARDS

CASAS Content Standards
- Reading
  - 2.7 - Interpret abbreviations in specialized contexts
  - 2.8 - Interpret meaning from word formations
  - 4.4 - Read money amounts
  - 4.8 - Interpret information in charts and tables
- Listening
  - 2.3 - Comprehend high frequency words, phrases, phrasal verbs and simple idioms use in a variety of everyday contexts
  - 2.8 - Comprehend a wide range of vocabulary such as synonyms
  - 2.9 - Comprehend specialized vocabulary

MATERIALS/RESOURCES

- Computer
- Internet access
- Email account
- Paper or printer for Traitify results
- Website:
- Handout with questions (see pre-teaching)

Career Mapping
with Traitify
College and Career

INSTRUCTIONS

Pre-Teaching

1. Write these questions on the board or provide a handout with the questions:
   - According to the Traitify Assessment,
     - What is the best match for you?
     - What profession is of interest to you?
     - In the job description, what is the expected salary and education requirements?
     - What career match pairs with your personality?
     - What are available a job opportunities?
2. Schedule time in a computer lab
3. Write the Traitify website information on the board.

Teaching

1. Allow learners to complete the Traitify Assessment (see this lesson activity).
2. When learners scroll to the bottom of the page, they should click "view your career matches"
3. Discuss a personality trait with learners and model how to explore the report, so learners can do the same on their own.
4. Allow one learner to volunteer their Traitify Assessment for classroom discussion.
5. On the screen in front of the classroom:
   a) Choose "best match" from filter options and focus on one match.
   b) Read through the professions listed, and have the learner select a profession of interest.
   c) Read and discuss the job description, salary, employment growth, education requirements with the class.
   d) Examine how the career match pairs with personality using the web diagram.
   e) Review related college majors for the profession of interest.
   f) Review potential job opportunities.
6. Allow learners to complete the same steps with their own Traitify Assessments. They are to respond to the questions written on the board or on the provided handout.
7. After learners have answered the questions based on their assessments, click on "View Career Details in O*Net."
8. Direct learners to focus their search based on personality using the detailed search features: Find Occupations or Advanced Search.
9. Have learners record the results of their Traitify Personality Assessment, Career Match, and O*Net search.

Career Mapping
with Traitify
College and Career

EXTENSION ACTIVITIES

- Learners can explore career choices using Career OneStop and O*Net Online by examining the detail information provided in the occupation report. Further, learners can customize the specific job by adjusting the skill set table parameters and click each skill set to view relevant career matches based on the skill set recommendation.
- Learners can participate in the skills matcher tool on Career One Stop. The four-page survey investigates the career skill on a Likert scale from beginning to expert. The resource also provides a video clip and transcript of the career to see the daily activities of the profession, education level, and salary range.
- Offer contact information of local Workforce Employment Center and facilitate an initial meeting with the participant to extend learning beyond the classroom.

KEY OBSERVATIONS

- Complete the lesson activity Personality & Careers with Traitify before this lesson activity.
- The Likert scale can be misleading based on the definitions listed between beginner to Expert. It is subjective and causes a learner to select ability based on that definition.
- The salary range is based on national calculated not by individual ability.
- Learners may need guidance in the career exploration process. While the personality may match the assessment career options may not engage the learner.
- This work effectively one-on-one with a learner.

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Digital Footprint
with Social Media
College and Career
ABE 4-6

OBJECTIVES

Learners will be able to:
- explore what a digital footprint is
- identify why it matters to employers
- develop a digital footprint they want to represent themselves

COMPETENCIES/STANDARDS

CASAS Competencies
- 4.5 Effectively use common workplace tools and technology
- 7.7 Demonstrate the ability to use information and communication technology

College and Career Readiness Standards for Adults
- Reading
  - Anchor 4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Reading
  - Anchor 6 - Assess how point of view or purpose shapes the content and style of a text.

MATERIALS/RESOURCES

- Computers, smartphone, or tablets
- Internet access
- Website: www.linkedin.com

Digital Footprint
with Social Media
College and Career

INSTRUCTIONS

1. Ask learners
   - What do we know about digital footprints? What do we want to know?
   - Have they ever searched for a person on the Internet? Why?
   - What kind of information is out there on people? Discuss public records such as judicial searches, property, and marriage
   - What else could be available? Discuss social media presence.
   - What is a digital footprint? Create a class definition with guidance.
2. Have learners brainstorm (small group or alone) who may be looking into their "digital footprint" and why. Share with class and create list. Add to it as needed.
3. Share the story of a learner who lost a scholarship because the committee later found her Instagram had racial comments and did not represent the organization that awarded the scholarship.
4. Have learners log into computers and try searching for their own digital footprint. Provide the local state judiciary search page, suggest adding Instagram or Facebook to the search, etc. Learners can also go to Facebook or see their profiles as a stranger.
5. Discuss how assumptions can be made of people based on word choices and how they present themselves.
6. Ask learners to think and write a response to the following questions:
   - What do the postings and photos suggest about you as a person?
   - What could be changed or deleted to look more professional? What could be added?

Digital Footprint
with Social Media
College and Career

EXTENSION ACTIVITIES

LinkedIn social media
- Learners can create or update a LinkedIn page, which includes a professional image and facts to their digital footprint. Have learners work to create a more professional LinkedIn page with more security and accurate information.

KEY OBSERVATIONS

Rights

Many learners find it unjust that their personal information is used by employers. Share that many people check out potential companies and employers this way. Learners can use the same information to learn more.

Creation

Some learners do not use social media, so encourage them to use sites like LinkedIn to create a professional digital footprint. Alternatively, offer a different activity.

Management

Be aware that some learners have inappropriate images on their social media page. Allowing learners to evaluate their social media page individually or via mobile phone can help with management of this.

Access

If learners are accessing social media in a computer lab, there may be issues as these sites are often blocked. If this occurs, allow learners to use their smartphones for access to these websites.

Evaluating Sources
with the CRAAP Test
College and Career
ABE 4-6

OBJECTIVES

Learners will be able to:
- practice critical thinking by evaluating online resources
- compare sources from different databases

COMPETENCIES/STANDARDS

CASAS Competencies:
- 7.2.2 - Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
- 7.2.5 – Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions

MATERIALS/RESOURCES

- Paper and writing implements (for word webs)
- Computer
- Internet access
- Library research databases
- Currency, Reliability, Authority, Accuracy, and Purpose (CRAAP) Test Rubric that includes a 10-point scale. (information to create rubric can be found here: https://library.csuchico.edu/sites/default/files/craap-test.pdf.)
- Video:
  - Boolean operators: https://youtu.be/ClyoejntZwg

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Evaluating Sources
with the CRAAP Test
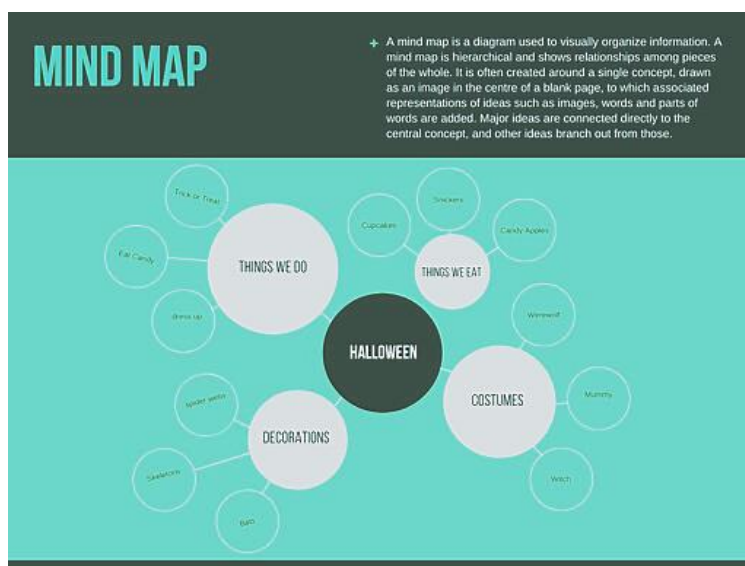### College and Career

INSTRUCTIONS

Pre-Teaching

1. Create a word web of a topic that interests you.
2. Prepare copies of the CRAAP Test rubric.

Teaching

1. Demonstrate on the board how to create a word web. (Use the one created in the pre-teaching section).
2. Allow learners to think of a topic that interests them and create a word web of key terms related to this topic.
3. Demonstrate how to get to a library database at your institution or a local library database.
4. Point out the key areas of the library database website.
5. Find the advanced search option, and type in the key words you want to find based on the word web you talked about earlier. Explain to learners the key Boolean terms used for database searches.
6. Allow learners to open the library database on their computers. Direct them to follow the steps and search based on their individual word webs. Learners can also use Google Scholar™ to search as well.
7. Direct learners to choose one article from their research. They will need to skim the article.
8. Ask learners to use the provided CRAAP Test Rubric to score the source.

Wrap-up

1. Pair learners and let them show and discuss their word webs, research article, and rubric.

MIND MAP

A mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole. It is often created around a single concept, drawn as an image in the centre of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those.

HALLOWEEN — THINGS WE DO, THINGS WE EAT, COSTUMES, DECORATIONS

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Evaluating Sources
with the CRAAP Test
College and Career

EXTENSION ACTIVITIES

Presentation
- Learners who want to practice public speaking may present their word web and share their reasoning for the score of their rubrics to the class.

Other rubrics
- The SIFT method is another method of evaluating sources. A rubric using this model can also be created for learners. Details to create this rubric can be found here: https://hapgood.us/2019/05/12/sift-and-a-check-please-preview/ or

KEY OBSERVATIONS

Focus

As with any activity involving the Internet, learners may get distracted. Learners may also feel daunted by an official database. Consider anticipating these obstacles with modeling in-depth one-on-one work with each learner.

Online Identity & Presence
with Social Media
College and Career
ABE 4-6

OBJECTIVES

Learners will be able to:
- review one's online presence
- examine all social-media accounts, connections and activities
- practice writing by composing a paragraph about oneself

COMPETENCIES/STANDARDS

CASAS Competencies:
- 4.5 Effectively use common workplace tools and technology
- 7.1.1 Identify and prioritize personal, educational, and workplace goals (see also 4.4.5)
- 7.2.2 - Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
- 7.2.5 – Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions
- 7.7 Demonstrate the ability to use information and communication technology

MATERIALS/RESOURCES

- Paper and writing implements (for word webs)
- Computers and/or cellphones with Internet access

Online Identity & Presence
with Social Media
College and College

INSTRUCTIONS

1. List the different, well-known social media platforms on the board.

Teaching

1. Share the list of different, well-known social media platforms.
2. Allow learners to list everything they do online and write it on the board (from using social media to sending and receiving emails for work.)
3. Allow learners to work individually and review their social media activity for the past six months. Many social media platforms have a history section. Demonstrate how to access the history section, so learners can accomplish this step efficiently.
4. Once this list has been finalized, pair learners and give them time to share this list with a fellow learner.
5. Share a video with the class about the impact of social media.
6. Allow learners to compose a paragraph about themselves, based only on what they see online.

Wrap-up

1. Discuss with the class some other situations where online presence has impacted the reputation of people, good or bad.

EXTENSION ACTIVITIES

For a twist, consider having learners write their paragraphs about each other—that is, writing about another learner based on that learner's online presence.

KEY OBSERVATIONS

Focus

As sobering as it can be to view one's online presence from an objective, holistic standpoint, learners consistently enjoy educational opportunities that intersect with real-world experience. This also means that learners may get distracted during an activity that explicitly asks them to check their social media accounts. Therefore, it is imperative to work with learners one-on-one and in small groups.
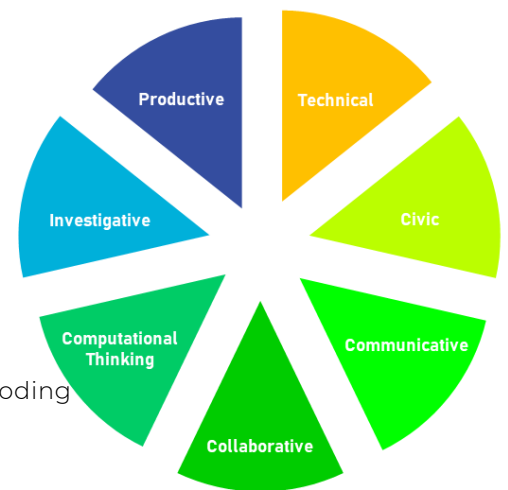
Personal History & Work Resumes
with Digital Stories

College and Career
Language Learning
ESL 5-6

OBJECTIVES

Learners will be able to:
- Follow multi-step instructions on how to do something
- Respond to requests for clarification and elaboration
- Ask and answer questions
- express satisfaction/dissatisfaction and agreement/disagreement
- provide simple descriptions
- express opinions and provide factual information
- draft, organize, write and edit a short paragraph
- determine meaning of new vocabulary using context clues and decoding skills
- follow specific written instructions to perform an activity

COMPETENCIES/STANDARDS

College and Career Readiness Standards for Adult Education
- Language
  - Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Writing
  - Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
  - Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Speaking and Listening
  - Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
  - Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
  - Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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Personal History & Work Resumes
with Digital Stories

College and Career
Language Learning

MATERIALS/RESOURCES

- Smartphone, desktop computer, laptop, or iPad
- Adobe Spark Video (iPhone) or InShot (Android) free apps
  - Adobe Spark video tutorial: https://youtu.be/Q2oyYMTjDQg
  - InShot video tutorial: https://youtu.be/1opcVKmjKt4
- Digital Stories: Peer Reflection document
- Digital Stories Instructor Feedback document
- Survey Feedback of Digital Story Experience document
- Examples of digital stories: https://digitalstorytelling.coe.uh.edu/example_stories.cfm or https://www.storycenter.org/stories

INSTRUCTIONS

Pre-Teaching

1. Download the Adobe® Spark Video and InShot applications and practice using them. Become familiar with the apps on each operating system. If you are uncomfortable using a different operating system (Android or iOS), select a learner who is very technology savvy to assist other learners.

Teaching

1. Introduce Digital Story Project.
2. View examples of Digital Stories (see materials list).
3. Discuss topic ideas (personal story or work resume).
4. Learners write a paragraph about topic. (Drafts can be handwritten, but final drafts should be typed.)
5. View another Digital Story example. Analyze and discuss example. Include discussion of
   - structure and organization (present main idea, use photos, illustrations and captions to add texture and follow a sequence of events to stay organized)
   - included media (voice over, music, pictures, videos)
6. Discuss what to do and what not to do.
   - include brief captions between photos to make story interesting
   - speak slowly and clearly
   - avoid random photos that don't relate to story
7. Practice/problem-solve using phone apps. Model use of app with tutorial videos or live demonstration.
8. Allow learners to work to create their digital stories by uploading media, recording narration, adding background music, including sound effects, and adding captions.

Wrap-up

1. Instruct learners on how to send digital story (to prevent losing files, learners share files with instructor rather than send stories as links).
2. Provide feedback on the feedback form.
3. Give learners an opportunity to reflect on the project using a survey.

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Personal History & Work Resumes
with Digital Stories

College and Career
Language Learning

EXTENSION ACTIVITIES

Presentations and Q & A
- Learners can present their digital stories.

Peer Reflections
- Learners in the audience can use the [peer reflection document](#) or write a brief reflection on a presenter's
  - effective use of photos
  - text in slides
  - presentation was understandable
  - What did they like/learn about the project? What didn't they like?

KEY OBSERVATIONS

Time

The project was completed over a 3-week period which included about 10 in-class hours. Aside from instruction, this time allowed learners to discuss expectations and meet with partners or in small groups to discuss certain elements of their projects.

Learner Fears

- Learners can be uncomfortable with the project and delay starting. Their common fears and anxieties were speaking English to an audience (presenting) and using new technology. Many fears can be diminished after individual meetings to address anxieties. (Clarifying that presentations are recorded and can be erased is helpful).
- Several learners were unsure of trying the apps, even though they were proficient smartphone users. Use the expertise of other learners to peer lead and gave tips to less tech- confident peers.
- If learners are comfortable using other apps that accomplish the same outcome, allow them to use those apps.

Instructor Feedback

- Learners used class time to write/edit their personal stories or work resumes. It was essential for learners to turn in a written paragraph and receive instructor feedback before recording the story. Learners were encouraged to practice pronunciation and read presentations aloud prior to recording. The final product is great when these steps are taken.
- Instructor should provide learners with feedback on the video. The following aspects should be included in a digital story:
  - an introduction
  - visuals
  - good sequencing
  - enough narration
  - conclusion

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Personality & Careers
with Traitify
College and Career
ABE 4-6
ESL 4-6

OBJECTIVES

Learners will be able to:
- create an account in Traitify
- investigate the compatibility of personality traits with college and career options

COMPETENCIES/STANDARDS

CASAS Content Standards
- Reading
  - 2.1 - Interpret common symbols
  - 2.3 - Interpret common high-frequency words and phrases in everyday contexts
  - 2.7 - Interpret abbreviations in specialized contexts
  - 2.8 - Interpret meaning from word formations
  - 4.1 - Read numbers
  - 4.3 - Read dates
  - 4.8 - Interpret information in charts and tables
  - 5.1 - Find a word or number in an alphabetical, numeric, or other ordered listing.
- Listening
  - 2.3 - Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts
  - 2.8 - Comprehend a wide range of vocabulary such as synonyms, precise terminology, phrasal verbs and idioms on a variety of topics
  - 2.9 - Comprehend specialized vocabulary
  - 4.1 - Comprehend simple learned social exchanges

MATERIALS/RESOURCES

- Computer (instructor and learner)
- Projector
- Internet access
- Email account
- Printer

Personality & Careers
with Traitify
College and Career

INSTRUCTIONS

1. Have learners type swn.traitify.com (do not include www) in an Internet browser (model on the classroom computer as well).
2. Allow learners to create an account by entering the following into the blank fields
   - Email
   - Password
   - First & Last Name
   - Date of Birth
   - Major (optional)
3. Learners should click Sign Up and complete the Personality Assessment by viewing the picture and reading the caption at the top of the picture. "Me or Not Me" is in response to the image on the screen. The selected response is based on the learner's vision of career choice.
4. Once learners complete the personality assessment, they should click "View Your Career Matches"- learners have the option to print, email, or share on social media their career recommendations.
5. Demonstrate to learners how to filter and sort through the information by selecting an education level from the left navigation pane and career choices. Selecting career choice provides detailed information about each career and provide additional resources about salary projections, 10-year career outlook, sustainable careers and links to the Maryland Workforce Exchange website and O*Net Online. O*Net provides an expansion of career expectations, training, use of technology and interpersonal skills necessary to function in the career.
6. Instruct learners how to sign off.

EXTENSION ACTIVITIES

- Learners can explore career choices using Career OneStop and O*Net Online by examining the detail information provided in the occupation report. Further, learners can customize the specific job by adjusting the skill set table parameters and click each skill set to view relevant career matches based on the skill set recommendation.
- Learners can participate in the skills matcher tool on Career One Stop. The four-page survey investigates the career skill on a Likert scale from beginning to expert. The resource also provides a video clip and transcript of the career to see the daily activities of the profession, education level, and salary range

KEY OBSERVATIONS

- The Likert scale can be misleading based on the definitions listed between beginner to expert. It is subjective and causes a learner to select ability based on that definition.
- The salary range provided is based on national calculated salaries and does not take into account individual ability.

Where Did the Time Go?
with Time Management

College and Career
ESL 5-6

OBJECTIVES

Learners will be able to:
- identify ways to manage time effectively
- demonstrate improved communication skills

COMPETENCIES/STANDARDS

CASAS Competencies:
- 0.1.2 - Understand or use appropriate language for informational purposes (e.g., to identify,
- describe, ask for information, state needs, agree or disagree)
- 0.1.8 - Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
- 2.3 Understand concepts of time and weather
- 7.2.2 - Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
- 7.2.5 – Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions
- 7.5 – Understand aspects of and approaches to effective personal management.

MATERIALS/RESOURCES

- Computer or a smartphone
- Microsoft® Word
- Internet access
- Mind map creation tool options
  - https://www.mindmeister.com/
  - https://www.mindmup.com/
- Time management videos ideas:
  - https://ed.ted.com/lessons?category=organization-and-time-management

Where Did the Time Go?
with Time Management
College and Career

INSTRUCTIONS

Day 1

1. Direct learners to think of and write down how they spent their time over the last 3 – 5 days. (Learners can be given 3-5 days to think, brainstorm, and write down their regular activities during the week with the time spent on each activity)
2. Put learners into small groups to share the ways in which they use their time
3. Demonstrate how to create a mind map using Microsoft® Word or another mind map creation tool
4. Allow learners to create a mind map from the list they have created.

Day 2

5. Allow learners to present their Mind Maps to the classroom with a short verbal presentation.
6. After presentations, provide learners with guidelines on how to save and manage their time. Show a video and discuss with learners (see materials list).
7. With this guidance, have learners review their Mind Maps and identify any problems that they might have in managing their time. In groups, allow learners to discuss and identify ways they could save time or manage their time more effectively

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Where Did the Time Go?
with Time Management
College and Career

EXTENSION ACTIVITIES

Learners are encouraged to interview another instructor to find out ways they managed their time.

KEY OBSERVATIONS

New concepts

- Learners will be introduced to the ideas of deadlines, procrastination, and productivity as soon as they start researching on the subject of time management. Therefore, instructors must be ready to address the issue of procrastination early on to prevent learners from getting discouraged in the process of finding solutions.
- Be ready to introduce the idea of maintaining balance between productivity and originality, quantity and quality of the outcomes with simple and relevant examples.

Peer Feedback

- Some learners learn better from their peers than from their instructor; therefore, opportunities for learners to share their thoughts, progress, and more importantly solutions should be included.

Building Community

- Learners find it easier to connect to each other after seeing and hearing the similarities between themselves on many subjects including their time management. The positive aspect of this fact is that they could stay more productive knowing and feeling that they are not alone facing a problem or a challenge in managing their time.

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Who do you think I Am?
Online Identity
College and Career
ABE 4-6

OBJECTIVES

Learners will be able to:
- explore the importance of professional appearances
- identify unprofessional email addresses
- discover the importance of email and password security.

COMPETENCIES/STANDARDS

College and Career Readiness Standards for Adults
- Reading
  - Anchor 4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Reading
  - Anchor 6 - Assess how point of view or purpose shapes the content and style of a text.

MATERIALS/RESOURCES

- Computer
- Internet access
- Paper
- Lists:
  - safe and secure password rules (see appendix)
  - appropriate and inappropriate email addresses
  - of free email servers

Who do you think I Am?
Online Identity
College and Career

INSTRUCTIONS

1. Pieces of paper for learners to write email addresses
2. Write on some of those papers the following real-life examples
   - mouthygirl87
   - sexymama401
   - GODSAVESUSALL
   - ilikedogmorethanman
3. Prepare the password safety guidelines handout.

Teaching

1. Ask learners to write down an email address (theirs or another) minus the @ server.
2. Collect them and put them in a pile/bag.
3. Ask learners
   - What is the purpose of an email address?
   - Does an email address convey anything about the owner of the email address?
   - Ask learners to evaluate sample email addresses and random ones pulled from the collected pile.
   - Do the learners have a judgment call about the owner based on the address?
4. Have the learners discuss what would make an email address professional. Work in small groups to create a list for each person of at least 2 ideas to try for him/herself.
5. Give out the list of password safety guidelines (see appendix).
6. Have learners log into the computer and choose a free email host (Gmail, Outlook, Yahoo).
7. Have learners try some of the ideas for a professional email address. Help learners create addresses as needed.
8. Have learners use the safe password list to create a secure account.

Who do you think I Am?
Online Identity
College and Career

EXTENSION ACTIVITIES

Allow learners to update their resume through the resource center or attend a LinkedIn workshop to create a digital resume and web presence with the new email address.

KEY OBSERVATIONS

Learner Awareness

Learners were unaware that they may not be hired or contacted based on the email they provide.

Email Creation and Sharing

- Learners need assistance with how to incorporate their name into a professional email. This link can help learners decide what to use: https://blog.hubspot.com/marketing/professional-email-address.
- Email addresses are becoming harder to find using names, so learners and instructors may need to access several hosts or try variations with underscores, numbers, or initials to find an email that is available.
- Some learners do not want to share their current email during the first activity and may need to be encouraged to make one up.

LESSON ACTIVITIES
Reading

Before, During & After Framework for Reading

Fake News? SPAM? Who can Tell?

Saving the Tree Octopus and Giant Panda with Comparing Websites

Before, During & After Framework
for Reading

Reading
Writing
ABE 2-4

OBJECTIVES

Learners will be able to:
- increase their understanding of a narrative or informational text
- write a paragraph that correctly sequences the events
- write a paragraph that correctly identifies the main idea and supporting details

COMPETENCIES/STANDARDS

College and Career Readiness Standards for Adult Education
- Reading
  - Anchor 1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - Anchor 2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
  - Anchor 3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
  - Anchor 4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
  - Anchor 10 - Read and comprehend complex literary and informational texts independently and proficiently
- Writing:
  - Anchor 2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - Anchor 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - Anchor 6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
- Language
  - Anchor 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
  - Anchor 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Anchor 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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Before, During & After Framework
for Reading
Reading
Writing

MATERIALS/RESOURCES

- Computers (instructor and learners)
- Internet access
- Class copies of an appropriate informational or narrative text. (e.g. The Monkey's Paw - https://www.kyrene.org/cms/lib/AZ01001083/Centricity/Domain/2259/The%20Monkeys%20Paw%20-%20text.pdf
- Websites:
  - Strategies that Promote Comprehension: https://www.readingrockets.org/article/strategies-promote-comprehension
  - Before, During, and After Framework explanation: https://youtu.be/Na6PoPfL2FA

INSTRUCTIONS

Pre-Teaching

1. Read and understand the steps provided in the article *Strategies that Promote Comprehension*.
2. View the *Before, During, and During Framework* video: https://youtu.be/Na6PoPfL2FA
3. Introduce the learning strategy with the learners and explain that many readers automatically process a text in different ways before, during, and after reading a text.
4. Show learners the video to explain the Before, During, and During Framework: https://youtu.be/Na6PoPfL2FA.

Before Reading

1. Distribute the text (i.e. The Monkey's Paw) and ask learners to look at the title, text description, and any features of the text (bold words, images, captions, etc…) and make a prediction about the text prior to reading.
2. Review the predictions and probe for information on what led the learners to make the predictions.

During Reading

1. Model the "during" activity. As learners read the text, they will keep notes on unfamiliar vocabulary and important events in the story (fiction) or main ideas in the text (non-fiction).
2. Ask learners to read the text while completing the "during" reading task. A paper graphic organizer would be helpful in organizing their notes. Circulate and read quietly with learners to gauge their understanding of the text and the assignment.
3. After learners finish reading the text, come together and review responses using questions and reviewing unfamiliar vocabulary words and their meaning.
4. The passage, "The Monkey's Paw," is broken into three parts. Learners can make a prediction before beginning each section of the text.

After Reading

1. Provide learners with activities to support comprehension (e.g. drag and drop activity for sequence of events, a written retelling of the story in their own words, a written script and acting of the story, etc.).
2. Provide feedback to learners.

Before, During & After Framework
for Reading

Reading
Writing

EXTENSION ACTIVITIES

- As learners become proficient with the before, during, after reading framework, instructors can vary the types of text used and the reading strategies that are focused on. Some examples for each step of the process are:
  - Before: generating questions, identifying text features, identifying text genre or text structure
  - During: identifying the meaning of unfamiliar vocabulary, identifying cause and effect relationships, answering questions
  - After: answering comprehension questions, completing a story map, completing a Venn Diagram or chart, written responses

KEY OBSERVATIONS

Safe Environment

A comfortable class atmosphere needs to be developed in order for learners to feel comfortable taking risks and posting in depth responses online. All responses should be celebrated in the beginning in order to encourage risk-taking.

Vocabulary

Some learners will read the text and say that they knew all of the words and phrases. It is helpful to have a list of vocabulary that the learners may be unfamiliar with to go over with the learners. Examples of figurative language and their meaning are also helpful to review during this time.

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Fake news? SPAM? Who can tell?

Reading
ABE 4-6

OBJECTIVES

Learners will be able to:
- evaluate websites and printed articles
- determine author purpose
- evaluate why the source matters
- differentiate real from fake or persuasive information

COMPETENCIES/STANDARDS

College and Career Readiness Standards for Adult Education
- Reading
  - Anchor 6 - Assess how point of view or purpose shapes the content and style of a text.
  - Anchor 7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
  - Anchor 8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence

MATERIALS/RESOURCES

- Websites
  - Satire- http://nationalreport.net/solar-panels-drain-suns-energy-experts-say/
  - Satire- https://www.theonion.com/shortage-of-supplies-forces-surgeon-to-wear-boxing-glov-1842998299
  - Factual- https://www.washingtonpost.com/lifestyle/2020/04/24/amid-pandemic-family-learns-their-neighbors-are-their-long-lost-relatives/^
- Snopes
- Recent SPAM or fake news articles
  - Ban DHMO: http://web.archive.org/web/19961031232918/http://media.circus.com/~no_dhmo/
  - Contamination Warning: https://groups.google.com/forum/#%21topic/rec.humor.funny/P5haBpoqGdg

Fake news? SPAM? Who can tell?

Reading

INSTRUCTIONS

Pre-Teaching

1. Prepare two handouts on water for learners: links for "Ban DHMO" and "Contamination Warning" provide content for water handouts, but do not tell learners that these two handouts are about water.
2. Identify 2-3 recent news stories found on Facebook. These should come from varied sources (The Onion, Washington Post, National Report, The New York Times). These may include local, international, or world news.

Teaching

1. Have learners discuss where they get the majority of their news from. Make a list together.
2. Discuss if they believe the news they read. Why or why now? Make a list.
3. Ask learners how they determine if a news article they read is true. Make a list.
4. Provide two handouts on water and ask learners to read them to determine if they believe what is said in each flier.
5. Discuss what the water handouts say.
   - If anyone recognizes it as humor, have them explain why.
   - How was that person able to make the connection?
   - What could others look into to make a connection?
   - If no one knows, have the learners use computers in small groups to figure out what the article means.
6. Provide the learners with 2-3 recent news stories found on Facebook.
7. Have the small groups read and evaluate if they think the story is real, sensationalized, or completely fake.
8. Discuss author/source. Do they check where and when something was published before believing it or sharing it? Point out that two of the articles above are on sites designed to be satirical, funny, and fake.
9. Have the learners log into Snopes.com. Explain that this is one place to check viral news and SPAM they may get in news feeds or email. Have them practice looking up the key words from the original fliers.

Wrap-up

1. Discuss what they learned about news, where to get it, how to tell if it is real, checking the source, etc.

KEY OBSERVATIONS

- Most learners get news from social media and rarely check the source or the date.
- Learners may or may not get the humor of the water articles based on science skill set, so be prepared to have them research or explain it to classmates.

Saving the Tree Octopus & Giant Panda
by Comparing Websites
Reading
Writing

OBJECTIVES

Learners will be able to:
- compare two websites and use a chart to determine which website is a more reliable, trustworthy source
- reflect on their reasoning

COMPETENCIES/STANDARDS

College and Career Readiness Standards for Adult Education
- Reading
  - Anchor 1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - Anchor 6 - Assess how point of view or purpose shapes the content and style of a text.
  - Anchor 7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
  - Anchor 8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
  - Anchor 9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Writing
  - Anchor 2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - Anchor 6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
  - Anchor 8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
  - Anchor 9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Language
  - Anchor 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Anchor 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Anchor 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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Saving the Tree Octopus & Giant Panda
by Comparing Websites
Reading

Writing

MATERIALS/RESOURCES

- Computers
- Internet Access
- Website Reliability Slideshow (create with guiding questions found [here](#))
- [Website Reliability Chart](#)
- Website Reliability Graphic Organizer: CRAAP (https://library.csuchico.edu/sites/default/files/craap-test.pdf) or SIFT (https://hapgood.us/2019/06/19/sift-the-four-moves/)
- Websites:
  - Save the Pacific Northwest Tree Octopus - https://zapatopi.net/treeoctopus/
  - Save the Giant Panda - https://wwf.panda.org/knowledge_hub/endangered_species/giant_panda/panda/why_we_save_the_giant_panda/
  - Hoax websites list for teaching purposes - https://vsms.buncombeschools.org/UserFiles/Servers/Server_98643/File/Media%20Center/Media%20Center/Teacher%20Resources/FakeWebsitesthatTeachWebsiteEvaluation.pdf

INSTRUCTIONS

Day 1

1. Present characteristics of reliable websites by presenting a slideshow and guided notes to learners.
2. Model using a graphic organizer to take notes on a website's reliability. The CRAAP or SIFT Test are options for this. See [here](#) for lesson activity and create a graphic organizer with one of these tests.
3. Have learners fill out the graphic organizer using each website. The learners could be emailed the graphic organizer and website links, or it could be posted on a Learning Management System. During this time, the instructor could circulate and answer any learner questions.
4. The learners could pair up and compare notes and discuss which website is more reliable. The instructor could have the class vote and provide their reasoning through a class discussion.

Day 2

1. The instructor would model how to use the graphic organizer to write a written response answering the question: Which website is more reliable? Prove your answer using evidence from the websites. Depending on the level of the learners, the instructor could structure their model as one paragraph, two paragraphs or four paragraphs.
2. Learners will work on their computers to write a response to the question. The instructor will circulate and answer any learner questions.
3. When the learners finish, they will submit their responses and the instructor should provide feedback.

Saving the Tree Octopus & Giant Panda
by Comparing Websites
Reading

EXTENSION ACTIVITIES

- After learners completed their paragraphs, they could brainstorm a list of qualities that would make for a well written response. Examples of full-length essays from the GED testing service could be used. This would be a way to transition to lessons about writing the essay for the GED Reasoning through Language Arts extending writing prompt in which two texts are compared and learners must write an essay to explain which is better supported.
- Learners could also evaluate different websites throughout the course of instruction to determine if they are reliable.

KEY OBSERVATIONS

Look Closely

Some of the hoax websites are easy to identify as false, but some require more investigation. Select websites to use based on the level of your learners. Learners may benefit from using multiple search engines for this project. Learners may need additional modeling of how to use the organizer and determine if a website is reliable. Not all reliable websites adhere to all the criteria on the chart and some unreliable websites do adhere to a lot of it. Determining whether a website is reputable is often difficult because many websites often include some factual information. It is important to be critical and research the website and its creator to see what credentials they have. The 3 A's can bee helpful for determining this. See here for handout.

LESSON ACTIVITIES
Math

Math Stations with Video Conferencing

Mean, Median, Mode, and Range with Card Decks

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Math Stations
with Video Conferencing
Math
ABE multi-level

OBJECTIVES

Learners will be able to:
- work collaboratively to solve math problems

COMPETENCIES/STANDARDS

GED® Assessment Guide for Educators
- Mathematical Practices.1a – Search for and recognize entry points for solving a problem.
- MP.1b – Plan a solution pathway or outline a line of reasoning.
- MP.1c – Select the best solution pathway, according to given criteria.
- MP.1d – Recognize and identify missing information that is required to solve a problem.
- MP.1e – Select the appropriate mathematical technique(s) to use in solving a problem or a line of reasoning.
- MP.2a – Represent real world problems algebraically.
- MP.2b – Represent real world problems visually.
- MP.2c – Recognize the important and salient attributes of a problem.
- MP.3a – Build steps of a line of reasoning or solution pathway, based on previous step or givens.
- MP.3b – Complete the lines of reasoning of others
- MP.3c – Improve or correct a flawed line of reasoning
- MP.4a – Manipulate and solve arithmetic expressions.
- MP.4b – Transform and solve algebraic expressions.
- MP.4c – Display data or algebraic expressions graphically.
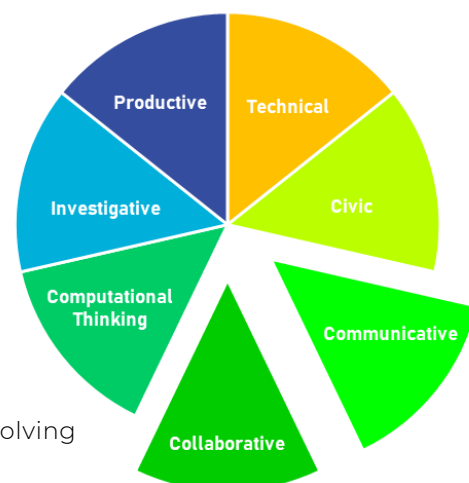
MATERIALS/RESOURCES

- Chart Paper
- Markers
- Individual learner note sheet/document
- Calculators

Math Stations
with Video Conferencing
Math

INSTRUCTIONS

Pre-Teaching

1. Determine if this activity is a warm-up review activity or part of your lesson that supports math instruction that day.
2. Select math problems for the learners to solve (Be purposeful in including a problem that requires the use of the calculator.). The number of math problems depends on your class size (i.e. If there are 15 learners, 5 math problems are needed.).
3. This activity works best with groups of 2-3.
4. Write each problem (in large font) on sticky chart paper to be posted at each station around the classroom.
5. Find an online timer to use with the activity.

Teaching

1. Assign learners to small groups.
2. Explain to learners that each group will spend about 5-7 minutes at each station.
3. Learners are required to write their responses to the math problem displayed on chart paper at each station in their notebooks.
4. When the timer goes off, groups transition to the next problem.
5. At the conclusion of the activity, each group is asked to model for the class how they solved the problem of the station where they ended. This has been a powerful tool in developing their math vocabulary and lines of reasoning.
6. Another option is to have the other groups suggest alternative ways to solve the same problem.

Math Stations
with Video Conferencing
Math

EXTENSION ACTIVITIES

If there are learners of various math ability levels, the class can be divided into 2 sets of stations that cover different concepts. The other option would be to provide a multi-step problem as an extension at the bottom the chart paper/learner document.

KEY OBSERVATIONS

Pairing

Deliberately pair learners that are stronger in a certain content area with a learner that requires greater support.

Feedback

Observe what is happening to inform future instruction.

Distance Learning

This activity can be done on a video conferencing platform that offers breakout rooms. Each breakout room can serve as a station.

Mean, Median, Mode, and Range
with Card Decks
Math
ABE 2-4

OBJECTIVES

Learners will be able to:
- calculate mean, median, mode and range
- practice in digital literacy skills by using the provided web links
- Identify real-life applications of the measures of central tendency
- practice reading graphs
- interaction among other learners

COMPETENCIES/STANDARDS

CASAS Content Standards:
- Math
  - M1.1.4 - Recognize odd and even numbers
  - M1.2.3 - Recognize when a problem situation requires addition or subtraction with multi-digit positive integers and decimal numbers, carry out the computation, and interpret the answer in context
  - M5.1.1 - Identify, count and extract relevant data in lists, tables and charts
  - M5.2.3 - Find summary statistics of a data set, including the mean, median, mode and range, and determine how changes in the extreme values affect each of them
  - M5.2.7 - Compare different samples or groupings (e.g., age, gender) in a data set, or compare individual pieces of data to an overall set or average
  - M5.2.6 - Make simple generalizations about a data set, including recognizing clusters and more/less contrasts and identifying trends
  - M5.3.3 - Identify possible outcomes involving compound events and determine the probability of their occurrence by considering whether the events are independent (e.g., rolling one die multiple times) or conditional (choosing 2 aces from a deck of cards)

MATERIALS/RESOURCES

- Computers (instructor and learners)
- Internet access
- Whiteboard
- Decks of cards for activity (one deck of cards for every four learners)
- Paper
- Pencils
- TI 30XS Calculator
- Websites
  - Measure of central tendency: https://statistics.laerd.com/statistical-guides/measures-central-tendency-mean-mode-median.php
  - Card game instructions: https://www.education.com/download-pdf/activity/14007/
- Handouts for additional support: https://www.math-aids.com/Mean_Mode_Median/

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Mean, Median, Mode, and Range
with Card Decks
Math

INSTRUCTIONS

Pre-Teaching

1. Prepare to maneuver through the educational website.

Teaching

1. Introduce the measures of central tendency (mean, median, mode and range) by relating the concepts to real life, such as using the example of planning for a vacation and needing to know the average weather. Describe how each measure of central tendency is useful in different situations.
2. Demonstrate on the board how to calculate mean, median, mode and range and also explain when each value can come in handy.
3. Provide learners with educational websites to reinforce concepts and provide a visual representation of each value. Demonstrate how to use the educational website: https://statistics.laerd.com/statistical-guides/measures-central-tendency-mean-mode-median.php
4. Allow learners to visit the website themselves and give them time to read through the material and make notes as necessary.
5. Place learners in pairs or small groups.
6. Begin the card game activity. Provide the website address to enter into the Internet browser for card game instructions: https://www.education.com/download-pdf/activity/14007/
7. Encourage learners to take on different role for each round of the card game.

Wrap-up

8. Provide additional practice with worksheets found on this website: https://www.math-aids.com/Mean_Mode_Median/

KEY OBSERVATIONS

Groups

If learners are reserved or unwilling to work in groups, the card game activity will not serve the purpose of encouraging learner interaction, but it can still work for individuals.

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LESSON ACTIVITIES
Social Studies

Compare, Contrast, and Compose with Venn Diagrams

Developing a Timeline with US History

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Compare, Contrast, and Compose
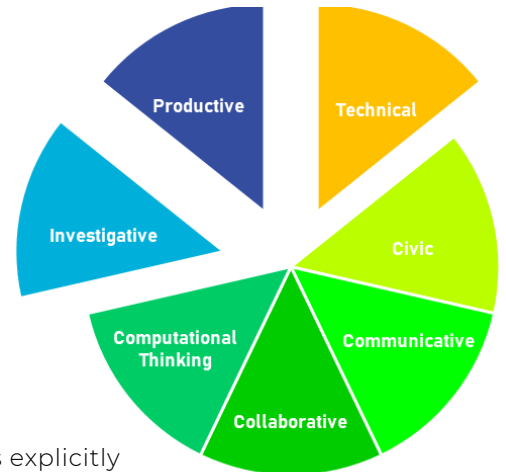## with Venn Diagrams
Social Studies
Writing
ABE 3-5

OBJECTIVES
Learners will be able to:
- compare and contrast
- set up a Venn diagram
- distinguish the differences between fact and opinion
- independently conduct online research on the Jamestown and Plymouth colonies using keywords
- identify credible sources

COMPETENCIES/STANDARDS
GED® Assessment Guide for Educators
- Social Studies Practices.1a – Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.
- SSP.1b – Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.
- SSP.2a – Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.
- SSP2b – Describe people, places, environments, processes, and events, and the connections between and among them.
- SSP.3b – Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.
- SSP.3d – Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.
- SSP.5b – Identify instances of bias or propagandizing.
- SSP.5d – Evaluate the credibility of an author in historical and contemporary political discourse.
- SSP.7a – Distinguish among fact, opinion, and reasoned judgement in a primary or secondary source document.
- SSP.7b – Distinguish between unsupported claims and informed hypotheses ground in social studies evidence.
- SSP.8a – Compare treatment so the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.
- SSP.9a – Produce writing that develops the idea(s), claims(s) and /or argument(s) thoroughly and logically, with well-chosen examples, facts, or details from primary and secondary source documents.
- SSP.9b – Produce writing that introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; and maintains a coherent focus.
- SSP.9c - Write clearly and demonstrate sufficient command of standard English conventions.

CASAS Content Standards:
- Writing - W2.12, W2.19, W3.1, W3.11, W3.14, W3.15, W4.5, W5.1, W5.2, W5.3, W.5.9, W6.8, W6.14, W8.1
- Reading - R.2.1—R.2.8, R.3.2, R.3.4, R.5.2, R.5.3, R.7.1, R.9.1, R.9.2
- Language - L.1—L.1.9; L.2.1—L.2.4

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Compare, Contrast, and Compose
with Venn Diagrams
Social Studies
Writing

MATERIALS/RESOURCES

- Computers
- Internet access
- Whiteboard and Paper
- Pencils/Pens
- Websites:
    - The Jamestown Colony: https://www.yumpu.com/en/document/view/39618509/jamestown-assignment-wyoming-city-schools
    - Plymouth Colony: https://www.history.com/topics/colonial-america/plymouth
    - Venn diagram handout or website, http://www.readwritethink.org/classroom-resources/learner-interactives/venn-diagram-circles-30006.html?preview
- PowerPoint® presentation on fact vs. opinion (optional): https://slideplayer.com/slide/16635216/

INSTRUCTIONS

Pre-Teaching

1. Prepare copies or upload the Jamestown and Plymouth Colonies handout for learners to access.
2. Decide on the topic (or allow learners to choose their own topics) for learners to write a compare and contrast essay.

Teaching

1. Begin the lesson by introducing Compare and Contrast. Introduce the topic by allowing them to compare and contrast an everyday item (i.e. two different TVs).
2. Give examples of signal words—"similarly", "alike" for comparisons and "however", "as opposed to" for contrast. Demonstrate how this appears in a short text (choose a text for a topic of interest to your learners).
3. Using a Venn diagram, demonstrate how to organize similarities and differences from the same short text.
4. Give a brief introduction on the Jamestown and Plymouth colonies using the handouts provided.
5. Inform learners that they will create a compare and contrast essay on a topic.
6. Present learners with the topic for the Compare and Contrast Essay and explain to them that they will be using the computers to conduct their own research.
7. Explain the difference between fact and opinion and how it will be important to be able to distinguish between the two when determining credible sources of information. Also, explain what plagiarism is and how to avoid it.
8. Give learners time to conduct research and enter the information a Venn diagram.

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Compare, Contrast, and Compose
with Venn Diagrams
Social Studies
Writing

EXTENSION ACTIVITIES

- Once learners have conducted research and presented their findings in a Venn diagram, they can make an outline and a rough draft for their essay. Once the rough draft has been approved by the instructor, learners are encouraged to type their final draft on the computer to practice typing skills
- The core activities of the GED High Impact Indicator of compare and contrast can be used as a precursor to many lesson activities.

KEY OBSERVATIONS

Devices and Research

If you have access to a computer lab, doing this activity in pairs would give all of the learners more practice with the language and navigating the mouse, especially for learners who were not experience in conducting online searches and who need additional assistance.

Developing a Timeline
with US History

Social Studies
ABE 2-4

OBJECTIVES

Learners will be able to:
- explain important events in United States History by providing a brief description of the event
- locate appropriate online images of each event
- put events into the correct order

COMPETENCIES/STANDARDS

College and Career Readiness Standards for Adult Education
- Reading
  - Anchor 7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Writing
  - Anchor 2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - Anchor 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - Anchor 6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
  - Anchor 7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
  - Anchor 8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Speaking and Listening
  - Anchor 1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
  - Anchor 4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
  - Anchor 5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of
- Language
  - Anchor 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

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Developing a Timeline
with US History

Social Studies

MATERIALS/RESOURCES

Paper Materials (for in-class face to face activities)
- US History Sort - cut up and placed into bags/envelopes so they can be ordered by groups of learners.
- Chart Paper
- Markers
- Yardsticks

Electronic Resources
- Learning Management System access or shared learner emails
- Important Events in US History document- drag and drop assignment. Create using model.
- Internet access
- Slideshow presentation software (i.e. Microsoft® PowerPoint or Google Slides™)
- Computer with Adobe Flash player
- Timeline creator website - http://www.readwritethink.org/classroom-resources/learner-interactives/timeline-30007.html
- History video ideas:
  - https://www.smithsonianmag.com/videos/category/history/
  - https://www.khanacademy.org/humanities/us-history
  - https://mpt.pbslearningmedia.org/collection/crash-course-us-history/

INSTRUCTIONS

Day 1

IN PERSON
1. Put the learners in groups of 3-4.
2. Pass out the US History Sort bags to each group.
3. Have the learners work together and use their knowledge of US History to put the events in order from earliest to most recent.

DISTANCE LEARNING
1. Email the drag and drop activity to each learner or post on a Learning Management System (i.e. Google Classroom™)
2. Allow learners to complete their own drag and drop assignment.

1. Call the class together and review the order of events using a slideshow presentation (without dates listed). The instructor can pull in short videos or images to help the learners develop an understanding of the events. Learners can take notes on the events. See ideas in materials list.
2. Allow learners to reorder events based on new research and discussion.

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Developing a Timeline
with US History

Social Studies

INSTRUCTIONS

Day 2

IN PERSON	DISTANCE LEARNING
1. Model how to use a search engine to search for dates of the events in the sort. Make sure to review how to use keywords in a search, read the results of a search, and how to verify results by confirming them with more than one result.	1. Explain how to use a search engine via video chat or screen cast. Make sure to review how to use keywords in a search, read the results of a search, and verify results by confirming them with more than one result.
2. In groups of 2-3, allow learners to divide up the events from the drag and drop assignment, search for the date of each event, and write the dates.	2. In assigned groups of 2-3, have learners work together on a shared Google Sheets™ or correspond via email to divide up the events, find the right dates, and then share their answers.
3. Permit groups to share their results with the class.	3. Post the correct dates of the events.
4. Review the correct dates with learners.	____
____	1. Demonstrate how to use the website "Timeline Creator."

1. Model how to set up a timeline to include
    1. identify start date and end date
    2. order in history starting with the earliest event first
    3. appropriate spacing scale for the timeline.
	2. Allow learners to use their notes from the previous lesson to create their online timeline. Have learners complete their timeline individually.

2. Distribute chart paper, markers and a yardstick to each group and ask each group to create a timeline on the chart paper.	3. Permit learners present their screencast or post their timeline on Google Classroom™ and ask for peer feedback.
3. Have learners create their timeline and tape the strips of paper with the events or write down the event and its description on the timeline. Images can be printed and attached to the timeline as well.	
4. Groups of learners can present their timeline presentations at the front of the class.	

Day 3

1. Begin the lesson by projecting either pictures of or descriptions of different events in the US and have learners identify the event that is shown.
2. Demonstrate how to create a slideshow presentation by adding text and images to a slideshow. See this lesson activity for creating a Google Slides™ presentation.
3. Learners should add required content into the presentation in the order they happened in history beginning with the earliest event first.
4. Learners could email their final presentations as attachments to the instructor or share their presentations on Google Drive ™.
5. Provide feedback to the learners and provide time for them to make corrections. Providing a rubric can assist with this feedback.
6. Learners can present and receive classmate feedback. Providing a rubric.

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Developing a Timeline
with US History
Social Studies

EXTENSION ACTIVITIES

- Learners can create a screencast of their presentation to be played at a later point.
- The instructor could bring in additional events in US History and have learners try to discuss and determine where other events would go in the timeline.
- When the learners have a solid understanding of the context of these important events, the instructor can begin to present and have the learners analyze primary sources related to these important events in US History.
- Timelines can be used for order of operations in math, sequence of events in reading, and other subjects.

KEY OBSERVATIONS

Technical Skills

Learners may require a resource or video that can be played multiple times for technical skills such as dragging and dropping, copy and paste, the timeline creator and adding content to the slideshow presentation. A good way to provide these tools is to create screencasts and give the learners access to them.

Scaling and Spacing

Creating a number line with equal spacing between years is a challenging skill for learners. Before asking the learners to complete this, it is helpful to go over benchmark numbers and determine a good scale and spacing for the timeline. If the timeline is completed on paper, it is best to begin in pencil. Also, graph poster paper can be helpful in having learners determine appropriate spacing.

LESSON ACTIVITIES

Writing

Collaborative Problem-Solving with Blogs

Journaling

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Collaborative Problem-solving
with Blogs
Writing
ESL 3

OBJECTIVES

Learners will be able to:
- participate in an activity that requires teamwork, problem-solving, engagement
- identify and use problem-solving skills necessary for real-world problems
- create a shared blog that will be used to conduct discourse
- Identify problems and possible solutions

COMPETENCIES/STANDARDS

CASAS Competencies
- 4.5 Effectively use common workplace tools and technology
- 7.7 Demonstrate the ability to use information and communication technology

CASAS Content Standards
- Writing
  - W2.19 - Write using appropriate format and structure for different purposes (e.g., outline, memo, letter, reports)
  - W4.1 - Use common basic vocabulary (e.g., the, is, here)
  - W4.4 - Use simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)
- Reading (2016)
  - RDG1 – Foundational Literacy
  - RDG2.2 - Read and interpret high-frequency words, phrases, and abbreviations in everyday contexts (e.g., signs, ads, labels, forms).
  - RDG2.11 - Determine or clarify meaning by consulting general and specialized reference materials (e.g., glossary, picture dictionary, learner dictionary, standard dictionary).
  - RDG3.6 - Interpret information in a variety of formats including ones that are simple (e.g., signs, price tags, ads, product labels) or complex (e.g., prescription drug dosages and warnings).
  - RDG3.7 - Glean important information about a text by previewing it (e.g., looking at key elements, such as the title, headings, visuals, captions, author's name, and source). Relate the text to one's own personal experience, as appropriate.
  - RDG3.10 - Locate and interpret specific information by scanning text features (e.g., boldface print, icons, headings, sidebars), items in an alphabetical, numeric, or other ordered listing (e.g., table of contents, department store directory, electronic menus) or using digital search tools (e.g., key words, hyperlinks).

Collaborative Problem-solving
with Blogs
Writing

MATERIALS/RESOURCES

- Computer, smartphone, tablet with speakers
- Whiteboard
- Internet access
- Device Multiple Author Blog:
  - https://youtu.be/7Xpe8UJidFg
- Websites:
  - https://smallbusiness.chron.com/create-multiple-authors-blogger-51130.html
  - https://www.shoutmeloud.com/15-blogging-tips-for-newbie-bloggers.html
  - https://hanandmattknowitall.com/advice-columns-2019
  - https://www.nytimes.com/2020/02/13/style/only-child-inheritance.html

INSTRUCTIONS

Pre-Teaching

1. Create an interactive vocabulary list that learners can edit. List the following vocabulary words: problem solving, planning, evaluating, camera, photograph, Uniform Resource Locator (URL)/web address, web browser, etc.
2. Write the following questions on the board:
   - How did the learner resolve the issue?
   - Was planning involved?
   - Did others assist?
3. Identify an advice blog to share with the class. See materials list for suggestions.
4. Find an instructional video on how to access a blog program. See materials list for suggestions.
5. Instructor will determine whether partner, group, or individual work is appropriate for blog creation.

Teaching

1. Allow learners, in pairs, to discuss a specific time when they experienced an overscheduled day or a minor emergency that caused a scheduling conflict. In that discussion, they should answer the questions written on the board. Learners will listen intently, summarize, and convey the information they received from their partner to the whole group or in re-combined groups of 4-6.
2. After the discussion, show learners an example of an advice blog.
3. Discuss digital citizenship and respect for privacy; learner should not be made to share personal contact information. Resources for this can be found here.
4. Demonstrate or provide instructional video on how to access a blog program. (Note: Some Instructors may decide to pre-create blogs and add themselves as administrators to monitor the activity, while others may wish to allow learners to create and maintain the blog.)
5. Based on the discussion of an overscheduled day, learners will work with partners to discuss good advice on how to deal with an overscheduled day.
6. Learners will write a script or talking points for the advice blog.
7. Learner pairs will then create a blog that shares advice on how to avoid or deal with an overscheduled day.

Wrap-up

1. Learners will either post blog or to the virtual classroom platform such as Google Classroom™, Blackboard, or other.

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Collaborative Problem-solving
with Blogs
Writing

EXTENSION ACTIVITIES

- Elaborate: Learners may explore other topics of interest and repeat the previous explore and explain procedures.
- Evaluate: Learners should include why teamwork and collaboration is sometimes a better solution than independent work. Learners will explain why using technology to create blogs is important and how it is relevant to their lives outside of the classroom.

KEY OBSERVATIONS

Distance Learning

- This activity may be modified for distance learning classrooms. Some portions may be delivered asynchronously such as posting the writing assignments.
- Where group work is assigned and breakout sessions are not possible, learners may contact each other via smartphone video call app.

Journaling

Writing
Math
ABE multi-level

OBJECTIVES

Learners will be able to:
- write in a journal
- correspond with the instructor
- demonstrate knowledge and feelings about course content

COMPETENCIES/STANDARDS

College and Career Readiness Standards for Adult Education
- Reading
  - Anchor 4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Writing
  - Anchor 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

MATERIALS/RESOURCES

- Computer for learners (optional)
- Notebook

Journaling

Writing
Math

INSTRUCTIONS

1. Decide on the preferred platform for learner journaling (i.e. notebook, shared documents).
2. Shared documents like Google Sheets™ may be the easiest to access and allow for instructor feedback.
3. This activity is used for the start or end each class with a few minutes of writing.
4. Start by posing a question that would serve as a review from the previous lesson or an assessment/exit ticket.

EXTENSION ACTIVITIES

Several learners have chosen to correspond through a shared journal after they passed all of their GED exams. It was a great way for them to share their experiences about the testing process and provide encouragement to other learners in class.

KEY OBSERVATIONS

Feedback

If learners run out of time in class, they may self-select to complete their journal entries from home before the next class session. Feedback from the instructor is important but remember that this journal is for sharing not for excessive red pen editing - unless this purpose has been made clear to learners.

Math

This activity is not limited to only discussing reading and writing subject matter. Math problems can be posed, and learners respond by writing the steps they took to solve the problem.

Privacy

Learners who may not participate fully in class discussions can really open up in their journal by sharing sensitive or personal information in the past about their test anxieties, dislike for a particular subject area or special education accommodations they received when they were in school. This information should not be shared with other learners by the instructor.

LESSON ACTIVITIES
Language Learning

Cooking Up a Recipe with a Word Processor

Errands Made Easy with Google Lens™

Getting to Know You with Digital Maps

Group Project with a Live Document

How Do I Get There with Mouse Mapping

Make a Plan with Mobile Calendar Apps

Public Transit Schedules

Sightseeing with ESL Listening Lab

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Cooking Up a Recipe
with a Word Processor
Language Learning
ESL 1-3

OBJECTIVES

Learners will be able to:
- create their own recipes with ingredients and instructions
- use cooking-related verbs, measurement vocabulary, and food items

COMPETENCIES/STANDARDS

College and Career Readiness Standards for Adult Education:
- Reading
  - Anchor 3 - Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

- Writing
  - Anchor 2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- Language
  - Anchor 1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Anchor 6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.
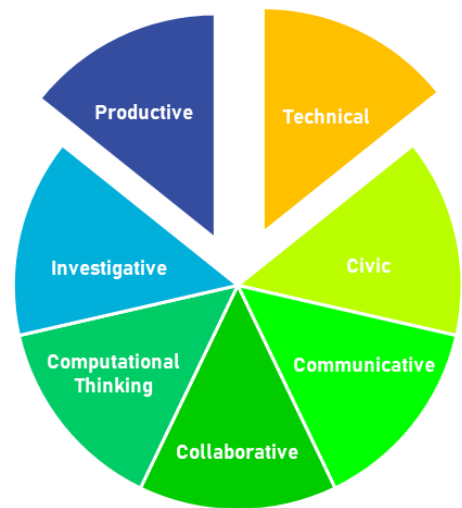
MATERIALS/RESOURCES

- Computers or cell phones (see Key Observations for cell phone modification)
- Word processor or presentation program
- Recipe book (with pictures)
- Measuring cups & spoons (optional)

Cooking Up a Recipe
with a Word Processor
Language Learning

INSTRUCTIONS

1. This activity can be used in a unit about food or grocery shopping.
2. To activate background knowledge, show learners your favorite recipe from a recipe book. Tell them, "This is my favorite recipe." Write the sentence on the board. Ask, "What's your favorite recipe?" or "What's your favorite food to cook?"
3. In order to review vocabulary related to this unit (i.e. verbs related to cooking (cut, mix, stir, e.g.), measurement units, and names of ingredients, much/many, and count vs. non-count nouns, use one or a combination of the following activities:
   - Play charades with cooking verbs
   - Use measurement realia to practice measurement units
   - Show a picture of a fridge, cabinet, and freezer. Tell them what staples you have in yours and ask them about theirs.

Teaching

1. Take out the recipe book again. Tell learners, "We are going to write a recipe. A recipe has two parts." On the board, write a title like "cake" and create two columns labeled "ingredients" and "instructions." Write "What do I need? How much/many?" under ingredients and "What do I do?" under instructions.
2. Start by giving examples of ingredients like:
   - What do I need? Eggs
   - How many? 2
4. Then, demonstrate what the instructions might look like. For example, "mix the flour and sugar".
5. Instruct learners to write the name of their recipe, the ingredients, and instructions in their notebooks.
6. Before learners go to the computers, have them observe the pages of the recipe book. Ask, "Is the title big or small? Are the ingredients in a sentence or list? Are the instructions in a sentence or list? Do you like the picture?"
7. Have learners open a word processor on their computers.
8. First, teach them to press "Enter" after each line. Then, have them type their recipes in the word processor.
9. After they type their recipes, you can show them how to enlarge the title and add an image.

Wrap-up

1. Finally, print the recipes for your learners. They should be proud of their hard work!

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Cooking Up a Recipe
with a Word Processor
Language Learning

EXTENSION ACTIVITIES

Family Literacy
- Encourage learners to use their recipes at home while cooking with their kids. Reading recipes and cooking together is family literacy! They can bring in a picture of the finished product as a homework assignment!

Group Project
- Encourage learners to create a recipe from their family or native country. Put the recipes together to make a class recipe book!

KEY OBSERVATIONS

Cultural Note

For most learners, it might seem foreign to measure ingredients while cooking. Encourage them to use the props brought to class to envision about how much of each ingredient they might need. A recipe can be a foreign concept to people who grew up cooking the same meals with the same ingredients and recipes passed down for generations. Don't assume that learners have ever seen a recipe before or have ever thought of food as coming from a recipe. However, it can also be an exciting concept for people who want to learn how to cook different cuisines or a specific food. Be patient as learners try to figure out how to articulate (in their second language) something that might seem like second nature to them. Be encouraging if they want to explore the recipes in your recipe book!

Equipment

Cell phone modification: If you don't have computer access in class, this can be done on cell phones using applications like "Notes". Learners can share the recipes with one another by using a tool like Google Classroom™ or WhatsApp™.

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Errands Made Easy
with Google Lens™
Language Learning
ESL 1

OBJECTIVES

Learners will be able to:
- download an app onto their smartphone
- use their smartphone camera to take photographs
- conduct Internet searches through the use of Google Lens™
- identify key information from searches
- translate a grocery store circular
- use a menu to find a café website
- use an address to find GPS directions
- scan a price tag to shop online for an item

COMPETENCIES/STANDARDS

CASAS Competencies
- 1.1.3 Interpret maps and graphs
- 1.1.9 Interpret advertisements, labels, charts, and price tags in selecting goods and services
- 1.2.6 Identify places to purchase goods and services, including the Internet
- 1.2.9 Identify common articles of clothing
- 1.3.1 Identify, compare and use methods for purchasing goods and services, including online purchasing
- 2.2.5 Use maps relating to travel needs, including Internet-based map systems
- 7.7.3 Demonstrate ability to use the Internet

MATERIALS/RESOURCES

- Smartphones
- Worksheet packet (see supplemental materials)
- Teacher's choice of authentic materials including grocery store circular, local café menu, clothing price tag with barcode, and handout containing an address (see supplemental materials)

Errands Made Easy
with Google Lens™
Language Learning

INSTRUCTIONS

1. Set up for this activity by placing the four realia items (Café menu, Grocery store circular, address, and price tag) and instructions at separate desks in stations.
2. Mark the stations with tent cards.

Teaching

1. Help learners to download the free Google Lens™ app onto their smartphone. See supplemental materials for directions.
2. Place learners in groups of three at each station. Learners will rotate and work at each station.
3. While modeling, provide learners with instructions for each station:
   - Café menu (use the restaurant/menu capability to scan the menu and tap the name of the café at the top of the menu, which leads learners to navigate to the café's website):
     - write down three sentences from the website in their worksheet packets
     - explain the meaning of the sentences with small groups
   - Grocery store circular (use the translate capability to translate a page of the circular):
     - choose "English" --> their native language and then scan a page of the grocery store circular
     - write three new English vocabulary words and their translations in their worksheet packets
   - Address (use the search capability and GPS to find directions in Google Maps™):
     - turn on the GPS capability on phones.
     - scan the address on authentic material provided (i.e. class schedule, school brochure, takeout menu, store flyer, etc.) and navigate to the Google Maps™ result
     - find the listed distance in miles to the destination.
     - write the distance in miles in the worksheet packet
   - Price tag (use the shopping capability to find online shopping results using the barcode from a price tag):
     - scan the price tag
     - identify the type of clothing, the price, and the store where it can be found
4. The instructor should rotate between stations to help learners troubleshoot any problems they have navigating the app.

Wrap-up

1. If learners finish at staggered times, allow those who have finished early to explore the app by scanning other items of their choice in the classroom.
2. After all learners have finished, allow learners to discuss as a class what was interesting about the app and how they might use it in their everyday life.

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Errands Made Easy
with Google Lens™
Language Learning

EXTENSION ACTIVITIES

- Ask learners to use the app before the next class and write a few sentences detailing what they used it for.
- As a warm-up for the next class, have learners share what they wrote.
- Collect the writing as an informal assessment.

KEY OBSERVATIONS

Time

This activity may require two hours for lower level English learners and may vary based on learners' ability to work with their smartphones. Allow plenty of time to troubleshoot.

Equipment

- If not, all learners have smartphones, use one phone in each group. Make sure that learner is comfortable sharing his or her device.
- Allow learners to problem solve together.

Realia

The price tag could contain the price or a description of the clothing item on it, in which case the instructor should cross it out with dark ink, so that learners must find this information using the app.

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Getting to Know You!
with Digital Maps
Language Learning
ESL 1

OBJECTIVES

Learners will be able to:
- interpret and operate an interactive world map
- identify their country and city on a map
- describe their home country after witnessing a model conversation
- answer simple questions about their home country and city

COMPETENCIES/STANDARDS

CASAS Competencies:
- 0.1.1 Identify or use appropriate non-verbal behavior in a variety of situations
- 0.1.2 Identify or use appropriate language for informational purposes
- 0.1.5 Interact effectively in the classroom
- 0.1.6 Clarify or request clarification
- 0.2.1 Respond appropriately to common personal information questions
- 7.7.2 Demonstrate basic skills in using a computer, including using common software applications

MATERIALS/RESOURCES NEEDED

- Computer (instructor and learner)
- Internet access
- Projector
- Smartboard and smartboard pen (optional)

Getting to Know You!
with Digital Maps
Language Learning

INSTRUCTIONS

Pre-Teaching

1. Write the following conversation on the board (*italicized words should not be written – they are a guide for how move through the activity):
   - Person A- "Hello! Nice to meet you!"
   - Person B- "Nice to meet you too!"
   - Person A- "Where are you from?"
   - Person B- "I am from the United States." *(During the class activity, person B points to the United States on the projected map.)*
   - Person A-"Where in the United States are you from?"
   - Person B- "I am from Maryland." *(During the class activity, Person B selects the state on the interactive map)*
   - Person A- "Where in Maryland are you from?"
   - Person B- "I am from Bel Air." *(During the class activity, Person B selects the city, or indicates where it would be if it is not listed, saying "Bel Air is here.")*
2. Open an interactive map on an Internet browser (i.e. Google Maps™) at the instructor station and project on the classroom screen.

Teaching

1. Model the conversation with an instructional aide using the interactive map and the conversation on the board (*If there is no instructional aide, select a higher-level learner.).
   a) Allow the instructional aide to read Person A's conversation lines
   b) While navigating the map on the class computer, read Person B's conversation lines.
   c) Include additional simple questions such as "Is Bel Air big or small?" and "Is the weather hot or cold?"
2. Ask for two volunteers from the class.
   a) Volunteer 1 can read person A's lines and ask additional description questions as listed above if applicable.
   b) Volunteer 2 can read Person B's conversation lines and use the map to identify their home country
3. Learners practice the conversation in pairs and rotate partners. Leave the written conversation on the board as a model.

Wrap-up

1. The instructor can allow the class to share what they learned about their classmates and show the different places on the interactive map, so all learners can see all locations.

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Getting to Know You!
with Digital Maps
Language Learning

EXTENSION ACTIVITIES

- Hot Seat: The instructor may ask learners randomly to describe a classmate's home country by asking learners: "Where is _____ from?" upon which learners answer "He/she is from _____." This may require additional teaching if other lesson materials did not already cover personal pronouns or conjugations of the verb "to be."
- Class Survey: A bingo board-style chart* may be distributed to each learner containing the questions "Where is _____ from?" and, "Who is from _____?" depending on learners' prior knowledge of "who" questions. Learners fill out their charts as they circulate the classroom and ask their peers the questions (possibly including the instructor!). This is not an actual game of bingo in which the goal is to create a line or row of filled boxes, but rather an activity in which the goal is to fill the chart completely.

*The instructor may create a table using Microsoft ® Word, downloading an empty bingo board and handwriting the questions, or writing/projecting one master-copy on the Smartboard or dry erase board that the learners fill out with dry erase markers. See supplemental materials for example.

KEY OBSERVATIONS

Content

This activity is designed to be used in the first week of classes as a "Get to Know You" introduction, so learners should be given plenty of help.

Group Project
with a Live Document
Language Learner
ESL multi-level

OBJECTIVES

Learners will be able to:
- build vocabulary
- communicate and collaborate with other learners
- demonstrate critical thinking needed for planning
- organize information
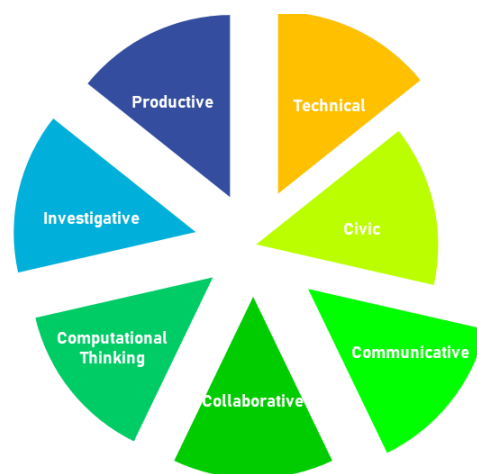
COMPETENCIES/STANDARDS

CASAS Competencies:
- 0.1.1 Identify or use appropriate non-verbal behavior in a variety of situations
- 0.1.2 Identify or use appropriate language for informational purposes
- 0.1.5 Interact effectively in the classroom
- 0.1.6 Clarify or request clarification
- 0.2.1 Respond appropriately to common personal information questions
- 7.7.2 Demonstrate basic skills in using a computer, including using common software applications

College and Career Readiness Standards for Adults
- Writing
  - Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Language
  - Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

MATERIALS/RESOURCES

- Computers
- index cards
- timer

Group Project
with a Live Document
Language Learning

INSTRUCTIONS

Pre-Teaching

1. Before class, create a spreadsheet in Google Sheets ™. Choose a popular destination that will have varied weather in the week that you're doing the activity.
   - The table will have
     - the country's name + packing list as its title (e.g. London packing list),
     - Columns titles: weather, activity, outfit, toiletries, and miscellaneous. Merge cells under "toiletries" and "miscellaneous" since those categories on the packing list will not change from day-to-day.
     - Row titles: days of the week (i.e. Sunday, Monday, etc.).
     - Fill in one example of what you are looking for on the table
2. Create index card sets with days of the week (7 cards in a set). The amount of sets needed depends on number of groups in the class.
3. Make sure there is access to computers for learners.

Teaching

1. Explain the instructions:
   - We are making plans for a vacation to _____.
   - You will work together on computers to create a packing list for our trip.
2. Have learners sit at computers in groups of 3+ and open the live document that corresponds to their group.
3. Explain that they will be working in their groups on the same document and as they work, they will see their classmates making changes.
4. Model how to fill in the table by filling in the weather column and tourist activity for each day of the week.
   - Open the Weather Channel website and an official tourism website for the location on the screen and allow learners to use a weather app on their mobile devices.
   - Do this together and let learners help you complete these two columns.
5. Start by giving one person in the group an index card and starting a 30-second timer. That learner has 30 seconds to list as many items for that day of the week (in the spreadsheet cell) as they can.
6. When the timer goes off, the next learner has to pick up a new index card. Every time the timer buzzes, a new index card will be drawn until each day of the trip is completed.

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Group Project
with a Live Document
Language Learning

EXTENSION ACTIVITIES

Problem-solving
- Have the groups brainstorm problems that come up when traveling or create some beforehand yourself. Discuss if learners prepare for that problem with their created packing lists.

Grammar Practice in the Comments
- In a live document, learners can chat with other contributors. Show the class this feature and have them practice grammar or conversation skills in the chat. For this lesson, they could practice modals like "We should pack an umbrella for Saturday."

Warm-Up & Assessment
- Sandwich your unit in the middle of this activity. Use it at the beginning of the unit to elicit prior knowledge and at the end of a unit to track learner growth.

KEY OBSERVATIONS

Real Life Connection

Learners love to see their classmates working on the document as they work. It's exciting! Context, context, context! The more context you can create to make this trip seem real, the better off your learners will be. Some questions that might come up are, "How are we traveling?" and "Are the kids coming?"

Time

Adjust the timer throughout the activity so that they have less time as more information is added to the spreadsheet.

How Do I Get There?
with Mouse Mapping
Language Learning
ESL 2

OBJECTIVES

Learners will be able to:
- give directions to places on a street map
- use a computer mouse across a screen

COMPETENCIES/STANDARDS

CASAS Competencies:
- 0.1.1 Identify or use appropriate non-verbal behavior in a variety of situations
- 0.1.2 Identify or use appropriate language for informational purposes
- 0.1.5 Interact effectively in the classroom
- 0.1.6 Clarify or request clarification
- 0.2.1 Respond appropriately to common personal information questions
- 7.7.2 Demonstrate basic skills in using a computer, including using common software applications

College and Career Readiness Standards for Adult Education
- Language
    - Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Speaking and Listening
    - Anchor 1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
    - Anchor 2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
    - Anchor 5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

MATERIALS/RESOURCES

- Computer with mouse
- Internet access
- Digital Map (on computer) You can use a sample map that you find online (Google Maps™) or you can use a map from your local downtown area.
- Projector (connected to computer)
- Index cards or strips of paper with location names from the map

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How Do I Get There?
with Mouse Mapping
Language Learning

INSTRUCTIONS

Pre-Teaching

1. Cut up pieces of paper with names of places and put in a bowl.
2. Choose a map to use.
3. Write rules:
    1. No gestures.
    2. No going back once you've given your direction.

Teaching

1. Project the map.
2. Show learners how to move the mouse up, down, and side-to-side on a screen.
3. Select a learner to come to the computer and pick a place from the bowl. The learner needs to read the location to the class.
4. Have the learner ask their classmates for directions.
5. The class takes turns giving directions one-by-one.
6. Each learner can only give one direction (i.e. go right) and if someone misdirects the navigator, the rest of the class will have to get them back on track by continuing to give directions.
7. The learner at the computer will be using the mouse to follow each direction along the map until he or she has arrived at the destination!

How Do I Get There?
with Mouse Mapping
Language Learning

EXTENSION ACTIVITIES

- Have the learner at the computer move the mouse in various directions and call out classmates to say the correlated phrase.
- Using Google Maps™, classmates can look up the directions to a place nearby on their phones and dictate the directions to the navigator as they navigate Google Maps™ on the computer (extra practice with clicking & dragging).
- For more of a digital literacy/computer focus, you can use this activity with the computer desktop by putting name of programs or icons in the bowl and having learners use computer-related vocabulary to guide their classmate. For example, "Where is Internet Explorer?" "Open the start menu, click on ___."

KEY OBSERVATIONS

Competition

Make it competitive by forming teams and allowing only team members to answer. Each time someone gives a wrong step, the navigation goes to the other team. Each destination reached successfully is worth a point!

Scaffolding

- For scaffolding, make sure that the learners have a list of the phrases (i.e. go straight) to refer to.
- Start with learners who are stronger in their computer navigation skills. That way, those learners who are less comfortable can see the activity modeled a few times before trying it themselves.

Realia

If you are using a map that is not designed for an ESL classroom, make sure you give all learners a copy of the map and help them decode it before beginning the activity by looking for places like the library or park. Don't be deterred, this would be an excellent way to make this activity more authentic! Make sure to model the activity first so that learners know what is expected.

Equipment

If you have access to a computer lab, doing this activity in pairs would give all of the learners more practice with the language and navigating the mouse.

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Make a Plan!
with Mobile Calendar Apps
Language Learning
ESL 5

OBJECTIVES

Learners will be able to:
- discover local activities
- identify and use a mobile calendar app
- identify dates and times
- enter event details into a mobile device calendar app

COMPETENCIES/STANDARDS

CASAS Competencies
- 0.1.5 Interact effectively in the classroom
- 0.1.6 Clarify or request clarification
- 0.2.1 Respond appropriately to common personal information questions
- 2.6.3 Locate and interpret information in order to plan for recreational activities and other events.
- 4.5.6 Demonstrate ability to select, set up, and apply appropriate technology for a given task.
- 7.7.2 Demonstrate basic skills in using a computer, including using common software applications

MATERIALS/RESOURCES

- Whiteboard
- Computer
- Projector
- Individual mobile devices (such as a smart phone or tablet)
- Internet access

Make a Plan!
with Mobile Calendar Apps
Language Learning

INSTRUCTIONS

1. Write appropriate vocabulary words for calendar (i.e. date, time, month, days of the week, etc.) on the whiteboard.
2. Identify a calendar to teach from (i.e. your organization's monthly calendar, Google Calendar™, etc.).

Teaching

1. Ask learners about their future with the following questions (this would also be a great place to practice the future tense) :
   - What do they plan to do this weekend?
   - Next weekend?
   - This month?
   - How do they determine these plans?
   - How do they learn of events happening in their neighborhood/community?
2. As the discussion unfolds, look up some of the resources the learners name. During or at the end of the discussion, display those sites and others to show the group the many options for discovering new events in our area, and even on campus.
3. Open the calendar for the site you have chosen and restrict the view to monthly or in a way that allows learners to see the events clearly.
4. Ask the learners to identify some events within this window that they may be interested in.
5. Now, shift the conversation to learners' personal technology. Ask the learners the following questions:
   - Do they use a calendar to keep track of the events?
   - Is it an electronic calendar or a paper one?
6. Show the class that there is a calendar app on their devices and give them an opportunity to find it on their device.
7. Instruct learners to open the calendar app (of their choice) and pick one event from the calendar displayed on the screen. Let them know you would like them to create an event/reminder for that event that they may be interested in attending.
8. Although the function may vary depending on the device and app, most calendar apps designate the + sign to create new events. Draw this on the board, so learners have a visual.
9. In pairs, allow learners to add all relevant information to their calendars.

Wrap-up

1. Once learners are finished, have them raise their hands and show you the event they created. This may be more difficult in larger groups, but learners often finish this activity at very different times. This has allowed for review of individual work.

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Make a Plan!
with Mobile Calendar Apps
Language Learning

EXTENSION ACTIVITIES

- Learners can explore the sites discussed previously and looking for more activities they may like to attend. Then, they can repeat the process of adding additional events to their calendars.
- Teach learners how to share this event with friends and family. This can happen with screenshots or the sharing capabilities on the calendar app.

KEY OBSERVATIONS

Time

Some groups can manage the entire activity, from start to finish, in 30 minutes. Others will need every bit of an hour. Just be aware of this and for enough time.

Technology Use

- Do not be afraid to google things in front of learners. Model problem solving but be aware of possible search results with specific terms (make sure to put Safe Search on in settings to avoid embarrassing results).
- Some learners will not be comfortable sharing data on their personal phones in class. If there is any hesitancy or resistance, allow learners to work individually .

Public Transit Schedules

Language Learning
ESL 3

OBJECTIVES

Learners will be able to:
- search for public transportation provider(s) online
- identify access points and procedures for utilizing the resource(s)
- determine modes of travel that are best suited for their needs
- provide an explanation that validates critical thinking used in decision making

COMPETENCIES/STANDARDS

CASAS Competencies
- Interact effectively in the classroom
- 0.1.6 Clarify or request clarification
- 0.2.1 Respond appropriately to common personal information questions
- 2.2 Understand how to locate and use different types of transportation and interpret travel related information
- 6.6.6 Calculate with units of time
- 7.7 Demonstrate the ability to use information and communication technology

MATERIALS/RESOURCES

- Computer, smartphone, or tablet with speaker
- Internet access
- Learning management system (i.e. Google Classroom™, Canvas, etc.)
- Links to various modes of transportation (examples):
  - https://frederickcountymd.gov/199/Connector-Schedules
  - https://www.mta.maryland.gov/schedule?type=marc-train
  - https://www.bwiairport.com/flying-with-us/flights

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Public Transit Schedules

Language Learning

INSTRUCTIONS

Pre-Teaching

1. Create an interactive vocabulary reference list with vocabulary words that includes different modes of travel, and nouns and verbs related to travel.

Teaching

1. In pairs, direct learners to discuss a most recent trip. They may choose to draw pictures or share images from their phones. Learners should listen intently, summarize, and convey the information they received from their partner to the whole group or in re-combined groups of 4-6.
2. Show an image of a bus station (that includes an arrival/departure schedule if possible).
3. Have learners identify elements in the image.
4. Focus on the bus schedule and discuss what a person needs to know if they are going to travel by bus.
5. Provide learners with bus schedule links.
6. In pairs, permit learners to
   - explore links to local bus schedules,
   - examine all features such as maps and routes,
   - determine bus stops closest to their homes or school (depending upon comfort levels),
   - find a route from the school to the library, and
   - determine fares and times needed for a round trip.
7. Allow learners to write instructions for utilizing the local bus system to travel round trip between two points as a guiding script.
8. Let learners present what they learned.

EXTENSION ACTIVITIES

- Learners may explore other modes of transportation and repeat the previous explore and explain procedures. Learners should include why some modes of travel are more appropriate than others; such as flying from one continent to another or travel time needed for state to state travel.
- Learners may poll others to determine modes of travel and create a graph.
- Learners may also pose problems and solutions by answering the following questions:
  - What do you do if the station is closed or you miss your departure?
  - Are there connections or other modes of travel to get you to your destination?

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Sightseeing
with ESL Listening Lab
Language Learning
ESL 1

OBJECTIVES

Learners will be able to:
- identify main ideas and supporting details from an audio clip
- use a mouse or smartboard pen to complete comprehension questions
- read and discuss features of travel guides using prior knowledge
- identify new vocabulary words in a script
- apply the subject matter to their own lives

COMPETENCIES/STANDARDS

CASAS Competencies:
- 0.1.2 Identify or use appropriate language for informational purposes
- 0.1.5 Interact effectively in the classroom
- 0.1.6 Clarify or request clarification
- 1.1.3 Interpret maps and graphs
- 1.3.7 Interpret information or directions to locate merchandise
- 1.1.9 Interpret advertisements, labels, charts, and price tags in selecting goods and services
- 7.7.2 Demonstrate basic skills in using a computer, including using common software applications
- 7.7.3 Demonstrate ability to use the Internet

MATERIALS/RESOURCES NEEDED

- Computer (instructor and learner) with speakers
- Internet access
- Projector
- Learner headphones (optional)
- Smart board (optional)
- Sample travel guides (hard copy optional but recommended)
- Website: https://www.esl-lab.com

Sightseeing
with ESL Listening Lab
Language Learning
Listening

INSTRUCTIONS

Pre-Teaching

1. Collect travel guides. Travel guides may be checked out travel guides from the local public library or an educational institution's library. Alternatively, travel guides be linked or printed out from the web.
2. Navigate through ESL Listening Lab website.

Teaching

3. Distribute sample travel guides to learners.
4. In pairs, have learners o discuss what they find interesting in the travel guides and start planning a hypothetical day trip. The instructor may choose to prompt learners with questions such as: "Where do you want to go?" "What do you like?" "What do you want to do?" if learners seem unsure of discussion. However, the instructor should encourage unprompted learner discussion before providing questions.
5. Allow learners to see all provided travel guides by rotating groups.
6. Provide a list of vocabulary words related to listening activity and travel guides, encouraging learners to volunteer guesses before defining the words. Possible vocabulary words may include "souvenir," "recommend," "unique," "visit," and "supposed to."
7. Open and project this webpage: https://www.esl-lab.com and select "Listening Activities" -> "Easy" -> "Sightseeing in Town," then selects "See Listening Script" at the bottom of the page.
8. Adjust the speaker volume, so that all learners can hear, and play the audio three times for learners to listen and read the script at the same time. (If learners are in a computer lab, they can type in the web address and follow the instructor as they navigate the website to find the audio and script. Alternatively, learners can plug their headphones in to the computer and adjust the volume to their liking, then play the audio three times.)
9. Select "Back to Listening Activity" in order to access multiple-choice questions.
10. Allow learners to discuss the answers as a class, and learners may volunteer or be called on to select answers to the comprehension questions with a Smart board pen or the teacher's mouse. If learners are in a computer lab, they can answer the multiple-choice questions independently and discuss their answers as a class afterward.

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Sightseeing
with ESL Listening Lab
Language Learning
Listening

EXTENSION ACTIVITIES

- Online Investigation: Learners may use their smartphone or computer to research sightseeing activities in their area's closest major city. Learners can take notes on what landmarks and activities they would most want to participate in.
- Sightseeing in Our Hometown: As a secondary extension to Online Investigation, learners create travel brochures using their online investigation, advertising their city's tourist attractions. The instructor may choose to provide a template so that learners are not overwhelmed. See example template in supplemental materials.

KEY OBSERVATIONS

Content

- Allowing the learners to read the script before listening may provide them with extra reassurance.
- One of the benefits of Randall's Listening Lab is its use of authentic language (natural speed, native accents, and intonation). This audio is fast, at the speed of native speakers - which is a great opportunity to expose learners to challenging and authentic language! However, for this same reason the use of CLOZE activities that require learners to fill gaps in real time may be intimidating and overwhelming. Focusing on main ideas, limited supporting details, and familiar vocabulary is likely to be more effective for learner success.

Online Account

This website is free to use and requires no accounts or logins, so learners can access the resources at home on their mobile device, home computer, or a public use computer (such as a computer in a public library). Learners may find it beneficial and motivating if the instructor informs them that they can use this site outside of class.

PART II

CURATED RESOURCES

General

Technical

Civic

Communicative

Collaborative

Computational Thinking

Investigative

Productive

GENERAL RESOURCES

This list of resources provides an overview of digital literacy for instructors as they develop their own digital literacy skills and/or prepare lesson plans for their learners.

International Society for Technology Education Podcasts
How do instructors working in under-resources schools do innovative things with technology?
- https://info.iste.org/your-edtech-questions

What can educators do about device distraction in the classroom?
- https://info.iste.org/your-edtech-questions

Facebook Library
Digital Literacy
- https://worlded.org/WEIInternet/inc/common/_download_pub.cfm?id=15843&lid=3

Future Lab Document
Digital Literacy Professional Development Resource
- https://www.nfer.ac.uk/publications/futl07/futl07.pdf

MediaSmarts Videos
Media Literacy 101
- https://mediasmarts.ca/media-literacy-101

Microsoft ® Course
Microsoft ® Digital Literacy Course
- https://www.microsoft.com/en-us/digitalliteracy/home

EdTEch Center Website
mLearning Instructional Support
- https://edtech.worlded.org/mlearning/instructional-support/

Webwise Video
The Importance for Digital Literacy Skills
- https://www.webwise.ie/teachers/digital_literacy/

World Education Document
Integrating Digital Literacy and Problem Solving into Instruction
- https://worlded.org/WEIInternet/inc/common/_download_pub.cfm?id=15843&lid=3

TECHNICAL

Physical navigation and operation of digital tools, structures, and conventions

Digital Unite
Computer Basics guides are provided by this resource. Digital Unite aims to "Inspire Positive Change through Digital Skills."
https://www.digitalunite.com/technology-guides/computer-basics

LearnFree.org
LearnFree.org, created by the Goodwill Community Foundation, offers tutorials for technical skills. This link focuses on computer skills.
https://edu.gcfglobal.org/en/topics/computers/

Google ™ Applied Digital Literacy
The Applied Digital Literacy lesson created by Google ™ outlines how to create an account, searching, and sending an email.
https://applieddigitalskills.withgoogle.com/c/college-and-continuing-education/en/digital-tools-for-everyday-tasks/overview.html

Learn My Way
Using Your Computer or Device tutorials from Learn My Way support instruction of technical skills to include how to use a mouse, keyboard, and touchscreen. It is owned by Good Things Foundation in the United Kingdom.
https://www.learnmyway.com/subjects/using-your-computer-or-device/

Northstar Digital Literacy
Northstar is a program of Literacy Minnesota. It provides an assessment of technical skills. It also provide standards and resources for the technical element.
https://www.digitalliteracyassessment.org/

Texas State Library
Texas State Library provides a digital literacy toolkit for adult education which includes modules on computer basics.
https://www.tsl.texas.gov/ld/AEL/LandLtoolkit#computerbasics

CIVIC

Using digital tools safely, effectively, and appropriately

International Society for Technology in Education (ISTE)
ISTE is a nonprofit organization that focuses on technology in K-12 education.
This web page provides three ways to weave digital citizenship into your curriculum that is applicable to adult education: https://mediasmarts.ca/teacher-resources/digital-literacy-101
The *What are the do's of digital citizenship* podcast answers your educational technology questions about digital citizenship: https://info.iste.org/your-edtech-questions.

LearnFree.org
LearnFree.org, created by the Goodwill Community Foundation, provides tutorials that focus on Internet Safety. Some topics include Creating Strong Passwords, Avoiding Spam and Phishing, and Understanding Browser Tracking.
https://edu.gcfglobal.org/en/Internetsafety/

Learn My Way
Learn My Way provides three courses focused on online safety. These courses focus on keeping your device safe, being safe online, and keeping your personal data safe.
https://www.learnmyway.com/subjects/online-safety/

Media Smarts
Media Smarts is a nonprofit based in Canada that offers digital and media literacy resources. This link includes tutorials, presentations, and videos. The video Digital Media Experiences Are Shaped by the Tools We Use is a good starting point for the Civic element.
https://mediasmarts.ca/teacher-resources/digital-literacy-101

Mozilla
This resource provides curricula focused on Web Literacy. The curricula options include Internet Health Basics focused on Digital Inclusion and Privacy and Security, to name a few.
- https://mozilla.github.io/web-lit-core/safety-first/
- https://mozilla.github.io/curriculum-final/Internet-health-basics/session01-intro-to-Internet-health.html#overview

Northstar Digital Literacy
Northstar is a program of Literacy Minnesota. It provides an assessment of civic skills. It also provide standards and resources for the civic element.
https://www.digitalliteracyassessment.org/external-resources#standards-slide-digital-footprint

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COMMUNICATIVE

Sharing ideas clearly, effectively and creatively with different audiences following digital communication protocols

ABE Teaching & Learning Advancement System (ATLAS)
ATLAS offers *A Digital Workbook for Beginning ESOL* which includes lessons and activities with videos, short picture or chapter stories and self-correcting exercises.
https://atlasabe.org/resource/a-digital-workbook-for-beginning-esol/

Google ™ Applied Digital Literacy
The Applied Digital Literacy lesson created by Google ™ outlines how to create a family newsletter, a business profile, a professional email, and a resume.
o   Communicate Effectively at Work - https://applieddigitalskills.withgoogle.com/c/college-and-continuing-education/en/effective-communications-at-work/overview.html
o   Introduction to Google™ Hangouts - https://applieddigitalskills.withgoogle.com/c/college-and-continuing-education/en/introduction-to-hangouts/overview.html

Media Smarts
Media Smarts is a nonprofit based in Canada that offers digital and media literacy resources. This link includes tutorials, presentations, and videos. The video *Digital Media Have Unexpected Audiences* is a good starting point for the Communicative element.
https://mediasmarts.ca/teacher-resources/digital-literacy-101

Polling Tools
Kahoot - https://kahoot.com/schools-u/
Google™ Forms – https://www.google.com/forms/about/
Quizlet – https://quizlet.com/
Mentimeter – https://www.mentimeter.com/
Plickers - https://get.plickers.com/
Polleverywhere – https://www.polleverywhere.com
Surveymonkey - https://www.surveymonkey.com/

Webwise
Webwise originated out of the Irish Internet Safety Awareness Center and the PDST Technology in Education, which focuses on integration of Information and Computer Technology in teaching and learning for K-12. This link provide advices for instructors related to communication skills and some areas of the civic element.
https://www.webwise.ie/teachers/digital-literacy-communication-skills/

COLLABORATIVE

Connecting and working with others and using appropriate digital platforms and tools to identify, design, share, analyze, and create digital content.

InCtrl

InCTRL provides lessons focused on digital citizen for learners in grades 4 - 8. These lesson plans and resources can be adapted to the adult education classroom. This link focuses on the Working Together Digitally lesson plan.
https://teachinctrl.org/communication-and-collaboration/

Media Smarts

Media Smarts is a nonprofit based in Canada that offers digital and media literacy resources. This link includes tutorials, presentations, and videos. The video Interactions Through Digital Media Can Have Real Impact is a good starting point for the Collaborative element.
https://mediasmarts.ca/teacher-resources/digital-literacy-101

Resource Sharing and Communication Tools

Padlet - https://padlet.com/
Pinterest - https://www.pinterest.com/
Wakelet - https://wakelet.com/
Slack - https://slack.com/
Asana - https://app.asana.com/

Webwise

Webwise originated out of the Irish Internet Safety Awareness Center and the PDST Technology in Education, which focuses on integration of Information and Computer Technology in teaching and learning for K-12. This link provides advice for instructors related to collaboration.
https://www.webwise.ie/teachers/advice-teachers/digital-literacy-skills-collaboration/

COMPUTATIONAL THINKING

Using critical thinking and problem-solving skills in conjunction with technology to gather data, analyze information, and find a solution

Code.org

Two lesson plans and additional resources on computation thinking are provided by Code.org, a nonprofit wanting to increase access to computer science for women and underrepresented youth.

- https://code.org/curriculum/course3/1/Teacher
- https://studio.code.org/unplugged/unplug2.pdf
- https://code.org/curriculum/unplugged

International Society for Technology in Education (ISTE)

ISTE is a nonprofit organization that focuses on technology in K-12 education. Some of the content, however, is applicable to adult education. The following links provide various resources focused on computational thinking:

- Video
  - https://www.youtube.com/watch?v=VFcUgSYyRPg&feature=youtu.be
- instructor Resources
  - https://id.iste.org/docs/ct-documents/ct-leadershipt-toolkit.pdf?sfvrsn=4
- Lesson Plans
  - https://learn.iste.org/d2l/lor/viewer/view.d2l?ou=6606&loIdentId=188
  - https://learn.iste.org/d2l/lor/viewer/view.d2l?ou=6606&loIdentId=169
- *What's the difference between computational thinking and computer science* podcast
  - https://info.iste.org/your-edtech-questions

Phet Simulations

Created by University of Colorado Boulder, this open educational resource provides hands on simulations connected to math and science.
https://phet.colorado.edu/en/simulations/filter?sort=alpha&view=grid

Webwise

Webwise originated out of the Irish Internet Safety Awareness Center and the PDST Technology in Education, which focuses on integration of Information and Computer Technology in teaching and learning for K-12. This link provides advice for instructors related to critical Thinking.
https://www.webwise.ie/uncategorized/critical-thinking-digital-world/

INVESTIGATIVE

Searching, identifying, and validating reliable and authentic digital resources

KQEDTeach

This resource, provided by the nonprofit public media station KQED, provides self-paced courses for educators. These links focuses a self-paced course and instructor-led course:

o *Finding & Evaluating Information* - https://teach.kqed.org/course/finding-evaluating-information
o *Analyzing and Evaluating Media for the Classroom* - https://teach.kqed.org/course/analyzing-and-evaluating-media-for-the-classroom

LearnFree.org

LearnFree.org, created by the Goodwill Community Foundation, provides tutorials that focus on Searching Better. Topics include an introduction, getting more out of Google Search™, and Hidden Features of Google Search™.
https://edu.gcfglobal.org/en/search-better-2018/

Media Smarts

Media Smarts is a nonprofit based in Canada that offers digital and media literacy resources. This link includes tutorials, presentations, and videos. The video Digital Media Are Networked is a good starting point for the Investigative element.
https://mediasmarts.ca/teacher-resources/digital-literacy-101

Mozilla

This resource provides curricula focused on Web Literacy. This resource, *Web Detective*, helps participants investigate and spot misinformation.
https://mozilla.github.io/web-lit-core/web-detective/

Civic Online Reasoning

This resource comes from Stanford's Graduate School of Education, and it was created to increase youth's ability to evaluate online media. This link includes curriculum, lessons, and assessments for educators.
https://cor.stanford.edu/

Webwise

Webwise originated out of the Irish Internet Safety Awareness Center and the PDST Technology in Education, which focuses on integration of Information and Computer Technology in teaching and learning for K-12. This link provides advice for instructors related to the investigative element.
https://www.webwise.ie/teachers/advice-teachers/digital-literacy-skills-finding-information/

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PRODUCTIVE
creating solutions and/or products through the use of digital tools

DigitalLearn.org
The Public Library Association's site, DigitalLearn.org provides courses on creating resumes, applying for jobs online, creating a basic budget, enrolling in health insurance, buying a plane ticket,
https://www.digitallearn.org/

Google ™ Applied Digital Literacy
The Applied Digital Literacy lesson created by Google ™ outlines how to create a family newsletter, a business profile, a professional email, and a resume.
A Family Newsletter
- https://applieddigitalskills.withgoogle.com/c/college-and-continuing-education/en/make-a-family-newsletter/overview.html

A Business Profile
- https://applieddigitalskills.withgoogle.com/c/college-and-continuing-education/en/create-your-business-profile-on-google/overview.html

A Professional Email
- https://applieddigitalskills.withgoogle.com/c/college-and-continuing-education/en/send-professional-emails/overview.html

A Resume
- https://applieddigitalskills.withgoogle.com/c/middle-and-high-school/en/create-a-resume-in-google-docs/create-a-resume-in-google-docs/introduction-to-create-a-resume-in-google-docs.html

KQEDTeach
This resource, provided by the nonprofit public media station KQED, provides self-paced courses for educators. These links focuses on the self-paced and instructor-led courses:
Video Production for the classroom
- https://teach.kqed.org/course/video-production-for-the-classroom

Podcasting and Audio Production for the Classroom
- https://teach.kqed.org/course/podcasting-and-audio-production-for-the-classroom

Making Media for Classroom Use: Audio and Video
- https://microcredentials.digitalpromise.org/explore/making-media-for-classroom-use-audio-and-video

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LearnFree.org

LearnFree.org, created by the Goodwill Community Foundation, provides tutorials that focus on using tools that help to create content such as Word®, Excel®, PowerPoint®, email, and Linux® Resource.
https://edu.gcfglobal.org/en/subjects/tech/

Mozilla

This resource provides curricula focused on Web Literacy. This resource, *Project Playlist*, helps participants curate existing online resources to create their own playlist.
https://mozilla.github.io/web-lit-core/project-playlist/

Northstar Digital Literacy

Northstar is a program of Literacy Minnesota. It provides resources to support of content creation. This includes Word®, Excel®, and PowerPoint®.
https://www.digitalliteracyassessment.org/external-resources

PART III
APPENDIX

Personal History & Work Resumes
with Digital Stories
College and Career
Language Learning

Digital Stories: Peer Reflection

Date: _____

Author of the video (name of presenter): _____

Topic: _____

Directions: Circle your answer.

The Presenter…

1. … spoke clearly.
   a. Yes
   b. Most of the time
   c. Not at all

2. … used photos effectively to describe his/her topic.
   a. Yes
   b. Most of the time
   c. Not at all

3. … used text to effectively describe his/her topic.
   a. Yes
   b. Most of the time
   c. Not at all

Comments:

_____

_____

Personal History & Work Resumes
with Digital Stories

Digital Stories
Feedback from Instructor

Name of Presenter: _____

Date of Presentation: _____

Type of Presentation: ☐ Digital Resume   ☐ Personal History

Presenter used: ☐ Adobe Spark   ☐ InShot   ☐ Other: _____

The Presentation:

1. Introduction included:
   a. Name: ☐ Yes   ☐ No
   b. Greeting: ☐ Yes   ☐ No
   c. Presenter announced topic: ☐ Yes   ☐ No
2. Slides included:
   a. Photos: ☐ Yes   ☐ No
   b. Graphics: ☐ Yes   ☐ No
   c. Text: ☐ Yes   ☐ No
   d. Music: ☐ Yes   ☐ No
   e. Other: ☐ Yes   ☐ No
3. Narration: ☐ Yes   ☐ Not enough ☐ No
4. Pronunciation of these words / phrases were unclear:

   _____

   _____

   _____

Notes:

Survey Feedback
Digital Story Experience

Thank you for creating a Digital Story for our class project! Your hard work to explain your jobs and personal life stories were perfect for this project. I hope to learn how to improve this project for future classes and students. Thank you for your comments and feedback:

This was a 3-part project:

a. writing a paragraph about your story,

b. creating the digital story on your smartphone or computer,

c. providing feedback – reflections for your classmates (peers)

1. Which of these (above) was the most difficult for you? _____

Why?

_____

_____

2. Which of the above was easiest for you? _____

Why?

_____

_____

3. Do you think your English skills improved as a result of working on the digital story?

_____

4. Do you feel more confident about technology after learning a new App like Adobe Spark or InShot (the video apps for the smartphones)? _____

5. Did this project make you feel excited or anxious about the technology?

_____

5. Do you have ideas or comments that could make the digital story project better?

_____

SAFE AND SECURE PASSWORD RULES

DO make passwords eight or more characters long. (Longer passwords are harder to crack than shorter ones.)

DON'T use dictionary words as your password. (Others could guess your password this way.)

DO include letters, numbers, and symbols in your password. (It can be harder to guess passwords with this combination.)

DO change your password at least every six months. (This way, even if someone does guess your password, they won't be able to get into your account for long.)

DON'T use private identity information in your password. (Others could guess your password this way.)

DON'T use your phone number as your password. (Others could guess your password this way.)

DON'T use your nickname as your password. (It could be easy for others to guess.)

DON'T share your password with your friends. (Even if you trust them, they might unintentionally do something that puts you or your information at risk.)

DO create a password that you can remember. (It's okay to create a random password, but keep in mind that it should be one that you can remember, or else it won't do you much good.)

Saving the Tree Octopus & Giant Panda
by comparing websites
Reading

Website Credibility Chart

Name/Names:

_____

_____

Website Address: _____

_____

Website Topic: _____

Reliability Criteria	What do you see on this website?	Reliability Rating Score 1-10 (1 is the least reliable and 10 is the most reliable)
Author:		
What is the author's name? Is it a real name or a screen name?		
Look up the author. What is the author's educational background?		
What is the author's title?		
Is there any other information on the author's credibility?		
Can you contact the author or company? How?		
Accuracy:		
What is the date of the information?		
Is it important that the information be current?		
Do the links on the		

Saving the Tree Octopus & Giant Panda

by comparing websites

Website Credibility Chart

website work?		
Can the information be verified with another source?		
What sources does the author provide to prove their information is valid?		
Angle:		
Is the author trying to convince you to believe or support something?		
Is the article full of opinions or facts?		
	Total:	

Based on the information you have collected, do you believe that the website is reliable? Why or why not?

_____

_____

_____

_____

Saving the Tree Octopus & Giant Panda
by comparing websites

Website Reliability: and the 3 A's

Author

- Does the author provide his/her real name on the website?
- Look up the author on an internet browser
- What is his/her educational background?
- What is his/her title?
- Is this relevant to the topic you are researching?
- What other information can you find about the author?
- Can you contact the author or company?

Accuracy

- What is the date for the information?
- Is it important that the information be current?
- Do the links on the website work?
- Can the information be verified with another source?
- What sources does the author provide to prove their information is valid?

Angle

- Is the author trying to convince you to believe or support something?
- Is the article full of opinions or facts?

Developing a Timeline
with US History
Social Studies

US History Event Sort

Name: Date:

Directions: Please drag or copy (Ctrl + c) and paste (Ctrl + v) the events below into the correct order. For your independent work, you will be researching to find a description and picture for each event (time period).

Date:	Event:	Description:	Picture:
	The Civil Rights Movement	There were many protests and marches to fight for equal rights for African Americans	
	World War II	The second World War involved many of the Earth's global powers on two sides: the Axis (Germany, Japan, Italy) and the Allies (US, United Kingdom, Russia, France)	
	The Civil War	The American Civil War was a civil war in the United States fought between the northern United States and the southern United States. The civil war began mainly as a result of the long-standing controversy over slavery.	

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Developing a Timeline
with US History

US History Event Sort

	The Great Depression	The Great Depression was a severe worldwide economic depression beginning in the United States. Many people did not have jobs and there were many homeless.	
	The Declaration of Independence and the American Revolution	The American Patriots in the 13 Colonies defeated the British in the American Revolutionary War with the help of France. They won independence from Great Britain and established the United States of America.	
	World War I	World War I, also known as the First World War or the Great War, was a global war that started in Europe.	
	Christopher Columbus came to America	Columbus led his three ships - the Nina, the Pinta and the Santa Maria - out of the Spanish port and landed in North America.	
	Westward Expansion	**Westward expansion**, the 19th-century **movement** of settlers into the American West, began with the Louisiana Purchase and was fueled by the Gold Rush, the Oregon Trail and a belief in "manifest destiny."	

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Developing a Timeline
with US History

US History Event Sort

	Stock Market Crash	A stock market crash is a sudden dramatic decline of stock prices across a significant cross-section of a stock market, resulting in a significant loss of paper wealth.	

Answer Key

Date:	Event:	Description:	Picture:
1492	Christopher Columbus came to America	Columbus led his three ships - the Nina, the Pinta and the Santa Maria - out of the Spanish port and landed in North America.	
1776 (Declaration of Independence signing) 1775-1783- American Revolution	The Declaration of Independence and the American Revolution	The American Patriots in the Thirteen Colonies defeated the British in the American Revolutionary War with the assistance of France, winning independence from Great Britain and establishing the United States of America	
1807-1910	Westward Expansion	**Westward expansion**, the 19th-century **movement** of settlers into the American West, began with the Louisiana Purchase and was fueled by the	

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Developing a Timeline
with US History

US History Event Sort

		Gold Rush, the Oregon Trail and a belief in "manifest destiny."	
1861-1865	The Civil War	The American Civil War was a civil war in the United States fought between the northern United States and the southern United States. The civil war began primarily as a result of the long-standing controversy over slavery.	
1914-1918	World War I	World War I, also known as the First World War or the Great War, was a global war originating in Europe	
1929	Stock Market Crash	A stock market crash is a sudden dramatic decline of stock prices across a significant cross-section of a stock market, resulting in a significant loss of paper wealth.	
1929-1933	The Great Depression	The Great Depression was a severe worldwide economic depression beginning in the United States.	

Developing a Timeline
with US History

US History Event Sort

1939-1945	World War II	The second World War that involved many of the Earth's global powers on two sides: the Axis (Germany, Japan, Italy) and the Allies (US, United Kingdom, Russia, France)	
1954-1968	The Civil Rights Movement	There were many protests and marches to fight for equal rights for African Americans	

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Model	US History Drag and Drop

Name: Date:

Directions: Please drag and drop or copy (Ctrl + c) and paste (Ctrl + v) the events below into the correct order. Make sure to highlight all four columns. There is a chart below the event descriptions where you can paste the events in the correct order.

Date	Event	Description	Picture
	The Civil Rights Movement	There were many protests and marches to fight for equal rights for African Americans	
	World War II	The second World War involved many of the Earth's global powers on two sides: the Axis (Germany, Japan, Italy) and the Allies (US, United Kingdom, Russia, France)	
	The Civil War	The American Civil War was a civil war in the United States fought between the northern United States and the southern United States. The civil war began mainly as a result of the long-standing controversy over slavery.	

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Developing a Timeline
with US History

US History Drag and Drop

	The Great Depression	The Great Depression was a severe worldwide economic depression beginning in the United States. Many people did not have jobs and there were many homeless.	
	The Declaration of Independence and the American Revolution	The American Patriots in the 13 Colonies defeated the British in the American Revolutionary War with the help of France. They won independence from Great Britain and established the United States of America.	
	World War I	World War I, also known as the First World War or the Great War, was a global war that started in Europe.	
	Christopher Columbus came to America	Columbus led his three ships - the Nina, the Pinta, and the Santa Maria - out of the Spanish port and landed in North America.	
	Westward Expansion	**Westward expansion**, the 19th-century **movement** of settlers into the American West, began with the Louisiana Purchase and was fueled by the Gold Rush, the Oregon Trail, and a belief	

US History Drag and Drop

		in "manifest destiny."	
	Stock Market Crash	A stock market crash is a sudden dramatic decline of stock prices across a significant cross-section of a stock market, resulting in a significant loss of paper wealth.	

Copy and Paste Here:

Date	Event	Description	Picture

Errands Made Easy
with Google Lens™
Language Learning

Google Lens App

1. Go to the App Store

2. Go to the Search page

3. Type "google" in, and get the app

4. Open the app

5. Tap "no" to real-time updates

6. Tap the "lens" icon

7. Tap "got it"

8. Your screen will look like this:

You can use the camera to search for things on the internet!

We will use the camera to:
- translate
- find directions
- google search
- shop for things

search

text

shopping

restaurant or menu

translate

Errands Made Easy
with Google Lens™

Google Lens App

Use Google Lens to search for things!

(1.) Find the "Coffee Coffee" Menu

o On your phone, tap the "restaurant/menu" icon →

- o then take a picture of the menu

o Tap the name: "Coffee Co Coffee

o Tap "search" → G Search then "website" → WEBSITE

o Did you find this website? →

o Write three sentences

from the website:

Coffee Coffee

_____

_____

_____

(2.) Find the "Shoprite" circular

o On your phone, tap the "translate" icon →

- o then, choose your language → Auto-detec → Spanish

o Take a picture of the circular

o Read the translated words!

o Write three new translated words:

Your language: _____   _____   _____

English: _____   _____   _____

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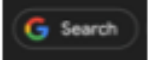
Errands Made Easy
with Google Lens™

Google Lens App

(3.) Find the "Spring 2020 English as a Second Language" guide

o Find this address:

   o EPICENTER at Edgewood, 1918 Pulaski Highway, Edgewood

o On your phone, tap the "search" icon → 🔍

   o then, take a picture of the address

o Tap the "search" icon → G Search

o How far is the address?

📍 1918 Pulaski Hwy,
Edgewood, MD 21040

_____ . _____ mi
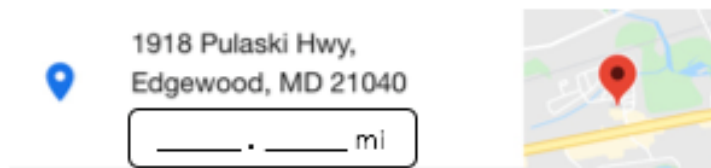
(4.) Find the price tag

o On your phone, tap the "shopping" icon → 🛒

   o then, take a picture of the barcode ||||||||||||||

o Tap the "search" icon → G Search

o What is the price tag for?

   ☐ a pair of shoes   ☐ a shirt   ☐ a dress   ☐ a hat

o How much is it?

   $_____ . _____

o What store is it from?

   _____

Errands Made Easy
with Google Lens™

Examples of authentic materials -- relevant to Harford County, MD.

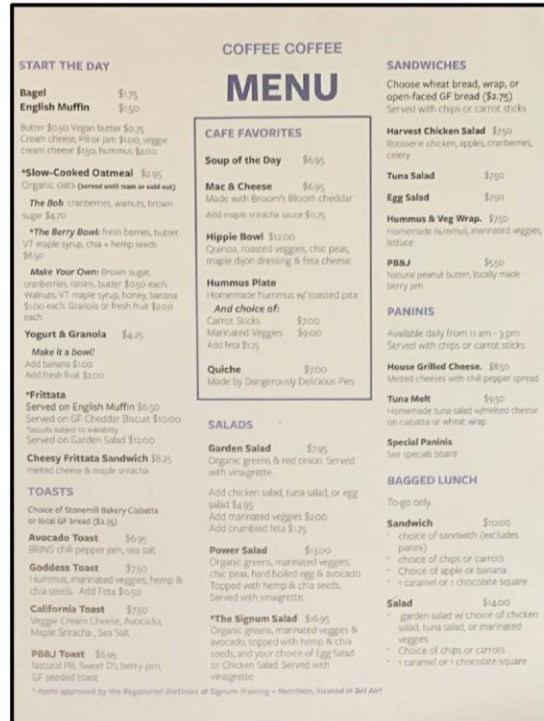### Clothing price tag

Grocery store circular

Brochure containing addresses
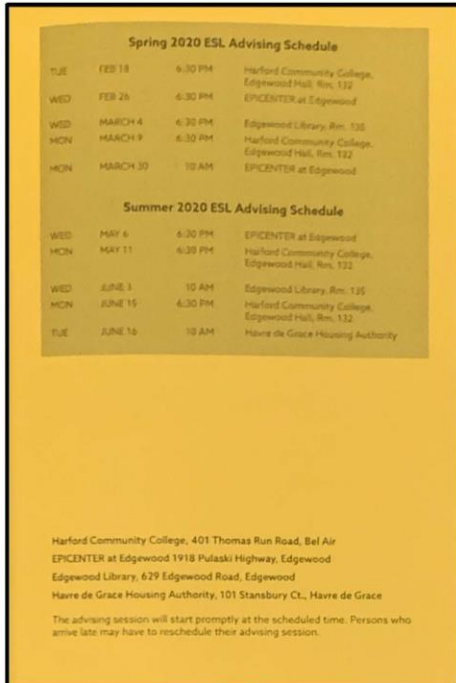
Café menu

Getting to Know You!
with digital maps

Interactive Map Activity

Example of possible class survey board.

Where is Farzad from?	Who is from Mexico?	Where is Pedro from?
Farzad is from Iran. _____	_____	_____
Where is Svetlana from?	Who is from Cameroon?	Who is from Uzbekistan?
_____	_____	_____
Who is from El Salvador?	Where are you from?	Where is Ms. Walstrum from?
_____	_____	_____
Where is Ling from?	Who is from the United States?	Who is from China?
_____	_____	_____
Where is Pierre from?	Who is from Iran?	Where is María from?
_____	Farzad is from Iran. _____	_____

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Sightseeing
with ESL Listening Lab

Randall's ESL Cyber Listening Lab Activity

Example of possible travel guides to print and distribute to students.

Example of possible travel brochure template.

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ADULT EDUCATION

DIGITAL LITERACY FRAMEWORK FOR ADULT LEARNERS INSTRUCTOR IMPLEMENTATION GUIDE

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