



GEAR UP Teaching Tips



GEAR UP For College

February 2010

TEACHING STRATEGIES THAT WORK

GEAR UP READING PROGRAMS

During the 2009-2010 school year GUAS has implemented a Teacher training session that focuses on Reading and Writing skills. GUAS purchased hundreds of **classic high school reading books (paper back)** and by distributing them to the cohort English Classroom teachers to assist in their reading and writing assignments.

Teachers will assign a book to a student, who will in turn write a book report for each book they read. Student will be awarded a gift certificate for each book report they complete.

Books distributed to the high school cohort English Teachers include: Treasure Island, Of Mice and Men, Hamlet, Prince and the Pauper, The King and I, Fiddler on the Roof, Holes, Scarlet Letter, Old Man by the Sea and more.

Reading for incentives can increase a student's reading and writing skills. :-)

GEAR UP TECHNOLOGY PROGRAMS

*For the past year GUAS has partnered with ASCC ITT to offer **Autodesk and Algebra Technology Assisted programs** in the ITT computer labs after school three days a week from 3:00 to 4:00 pm. This year as we continue to offer the Autodesk and Algebra we will also begin our **Pre-SAT after school program** at the ASCC GUAS Office. 25 students will be accommodated from Feb to March and another 25 students will participate from March to May.*

The GUAS Instructor Ruta' T. Mahoka and Wei Lie T. Ta'ase will facilitate the technology assisted learning program.

Besides hands on learning activities and SAT materials GUAS will integrate the use of on-line websites and programs found on the GUAS Website.

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GEAR UP FOR COLLEGE

Special points of interest:

- ☉ READING PROJECT
- ☉ PRE-SAT SESSIONS
- ☉ ASCC/ITT TECH PROGRAM
- ☉ AUTODESK SESSIONS
- ☉ ALGEBRA/GEOMETRY SESSIONS
- ☉ TEACHING STRATEGIES
- ☉ VOCABULARY BUILDING
- ☉ MEET THE GUAS STAFF

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PORTFOLIO EXHIBIT: MAY 5, 2010

On May 5, 2010, GUAS will be hosting the 2009-2010 Portfolio Exhibit highlighting the work of GUAS students who worked in developing their personal portfolio.

The portfolio contains a number of self exploration activities and reflections as well as results of career aptitude tests. In the last

section of their portfolios, students are required to display awards, certificates and their best work since being in the GUAS program.

A number of GUAS high schools have worked to assist students in creating digital portfolios with the same content as the hard cover portfolios. Otherwise,

student portfolios are organized in hard cover binders supplied by GEAR UP along with art supplies to inspire students to be creative in detailing their high school journey.

GUAS will be awarding the top three portfolio certificates and prizes for their work on May 5 during a ceremony at the Kanana Fou High School Auditorium.

CRITICAL THINKING ACTIVITIES

CUBING

Developed by Cowen and Cowen (1989), cubing provides the opportunity for students to construct meaning about a specific topic from six different perspectives. Each side of the cube has the students use different thinking processes:

Description (what is it like?)

Comparison (what is it similar to or different from?)

Association (what does it make you think of?)

Analysis (how is it made or what is it composed of?)

Application (what can you do with it? How is it used?)

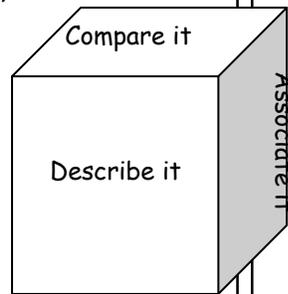
Argumentation (take a stand, arguing for or against it)

Procedure:

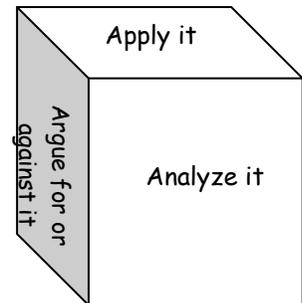
Teacher models cubing with the class.

Students select a topic for writing.

Students write for 3-5 minutes on each of the 6 sides of the cube.



Longer writing assignments for class discussion.



Alisa Chaney has her students review their study of the Civil War by selecting a topic about it. Each student completes a cube. Once students have completed their cubes, they attach yarn to them and tie them to hangers to make classroom mobiles.

EFFECTIVE STUDY SKILLS (SQ3R)

The SQ3R method

The SQ3R method has been a proven way to sharpen study skills. SQ3R stands for Survey, Question, Read, Recite, Review. Take a moment now and write SQ3R down. It is a good slogan to commit to memory to carry out an effective study strategy.

Survey - get the best overall picture of what you're going to study BEFORE you study it and any detail. It's like looking at a road map before going on a trip. If you don't know the territory, studying a map is the best way to begin.

Question - ask questions for learning. The important things to learn are usually answers to questions. Questions should lead to emphasis on the what, why, how, when, who and where of study content. Ask yourself questions as you read or study. As you answer them, this will help to make sense of the material and remember it more easily because the process will make an impression on you. Those things that make impres-

sions are more meaningful, and therefore more easily remembered. Don't be afraid to write your questions in the margins of textbooks, on lecture notes, or wherever it makes sense.

Read - Reading is NOT running your eyes over a textbook. When you read, read actively. Read to answer questions you have asked yourself or questions the instructor or author has asked. Always be alert to bold or italicized print. The authors intend that this material receive special emphasis. Also, when you read, be sure to read everything, including tables, graphs and illustrations. Often times tables, graphs and illustrations can convey an idea more powerfully than written text.

Recite - When you recite, you stop reading periodically to recall what you have read. Try to recall main headings, important ideas of concepts presented in bold or italicized type, and what graphs charts or illustrations indicate. Try to develop an overall concept of what you have read in

your own words and thoughts. Try to connect things you have just read to things you already know. When you do this periodically, the chances are you will remember much more and be able to recall material for papers, essays and objective tests.

Review - A review is a survey of what you have covered. It is a review of what you are supposed to accomplish, not what you are going to do. Rereading is an important part of the review process. Reread with the idea that you are measuring what you have gained from the process. During review is a good time to go over your notes to help clarify points you may have missed or don't understand. The best time to review is when you have just finished studying something. Don't wait until just before an examination to begin the review process. Before an examination, do a final review. If you manage your time, the final review can be thought of as a "fine-tuning" of your knowledge of the material. Thousands of high school and college students have followed the SQ3R steps to achieve higher grades with less stress.

TEACHING STRATEGIES OF THE MONTH

CLUSTERING

The umbrella term for a graphic organizer that is sometimes called mapping or webbing. This strategy is useful in helping students to gain a basic awareness of a topic and the ideas related to it.

Procedure:

The teacher models clustering with the class by putting a topic on the board and having the students, as a group, generate ideas related to it.

The topic is circled and the ideas that are generated are connected by line to the topic.

As new words are added, students group or cluster them to create a structure showing some type of relationship among the ideas.

Carl Yamamoto uses clustering in his social studies classes to activate students' prior knowledge. He begins the cluster with a word, date, or idea central to the lesson or a new unit and then has the class add to the cluster both in content

WHAT'S IN A PICTURE

Designed to use students' visual literacy to activate their prior experience and bridge to new content. Photography can present the familiar in unfamiliar ways by using extreme close ups., cropped shots, or even telephoto shots. Images can be deceptive and teachers can capitalize on that by using abstract images to heighten student interest and imagination by having them guess about the picture. Using the images as writing prompts, teachers can tap students' insight and imagination. Students speculate about what they are seeing in their journals.



Education is the most powerful weapon
"which you can use to change the world."
-Nelson Mandela

Procedure:

The teacher selects abstract visual images (slides, still photos, videos, or computer-enhanced graphics) that capture course concepts.

Students view the images and try to identify them.

Students complete a response guide in their journals.

In biology class, Diane Welch uses photography of microscope slides to introduce the unit on cells and their divisions. She has the students speculate about what is happening in the slides.

Response Guide

Briefly describe the image:

What does it remind you of?

Speculate what the image is and how it is connected the to lesson.

CONSTRUCTING LESSONS

ASK THE EXPERT

Encourages students to become the class authority on a particular topic.

Procedure:

Teacher models researching topics for in-depth information using a wide range of resource materials.

Class members brainstorm a list of topics related to a particular theme or area currently being

studied.

Each students selects a topic or offers an alternate topic to research in order to become the expert.

Teacher helps direct the research by providing the materials.

Students research the topics and prepare to share the findings with the class.

In the classroom, the teacher has a display, entitled, "Ask the Expert" where the students are recognized along with the topic they have explored.

Some teachers have files of the reports that students have done in loose leaf notebooks as a resource for other students.

WRITING STRATEGY

E

asy Writing Activities

LEARNING LOG: Reflective writing... Double column note taking format, with important terms, summaries/main ideas on left and questions or criticisms on the right. Teachers can check once a week to make sure students are keeping up.

MICRO-THEMES: Mini essay... Students define a key construct, summary of an assigned reading, important historical event, etc. on 1-2 sides of an index card. Teachers check off to ensure students have achieved understanding.

QUICK WRITES: Focused writing... Students are asked to respond to provocative questions during a lecture. They drop off paragraphs on their way out of class for clear-cut way for teacher to check comprehension of lecture.

VOCABULARY BUILDING TACTICS

4-SQUARE VOCABULARY APPROACH

Eds and Cockrum (1985). Based on visual and verbal associations, it helps students draw on their prior knowledge and personal experiences to develop conceptual understanding of important content terms.

Procedure:

Teacher directs the class to divide their paper into 4 squares (sections) and number each section

In square 1, students write the key vocabulary term. If the word is unfamiliar, they practice pronouncing it. Then the teacher presents the word in context and explains its definitions, accompanied by verbal and visual examples.

Next the teacher engages the students in generating and discussing their own verbal and visual examples of the term.

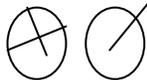
Then in square 2, each student writes an example from personal experience that fits the term.

Directing their attention to square 3, the teacher engages students in generating and discussing their own verbal and visual non-examples of the term. Each student writes a non-example from personal experience that fits the term.

(Social Studies)

(square 1) Compromise Compromised compromising	(square 2) Sometimes people have to settle things by giving up something they want.
(square 3) The fighting couple could not settle their differences and they divorced.	(square 4) A compromise is an agreement between 2 or more people or groups where both must give up something.

(square 1) Circle Set of points equal distance from a fixed point	(square 2) Doughnuts Wheel Bowl
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(square 3) Box TGV	(square 4) 
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(Math)

Finally, in square 4, students write a definition of the term using their own words. Then they check their definition with the dictionary or textbook glossary and refine it, if necessary. They also locate the term within the context of their reading material.

GEAR UP AMERICAN SAMOA WEBSITE:
[<WWW.GEARUP.AS>](http://WWW.GEARUP.AS)

TEACHERS, PARENTS AND STUDENTS: VISIT THE GUAS WEBSITE!!!!

GUAS uses the website to access free on-line learning programs such as Pre-SAT, TO-FEL, INAP, ACT, College Board and others.

On the website you will be able to access college information, financial aid, college admission information.