

Helping Students Transition from ABE to GED Instruction

Starting Where Students are and Moving them Forward

2020 COABE Conference

Presented by Debi Faucette and Susan Pittman



Session Objectives

- Identify where students are academically
- Identify where students need to be
- Explore key skills that allow students to begin the transition
- Explore activities that can be used with students
- Explore materials that can be used in the classroom or via remote learning



So...How Can You Move Students from ABE to GED?

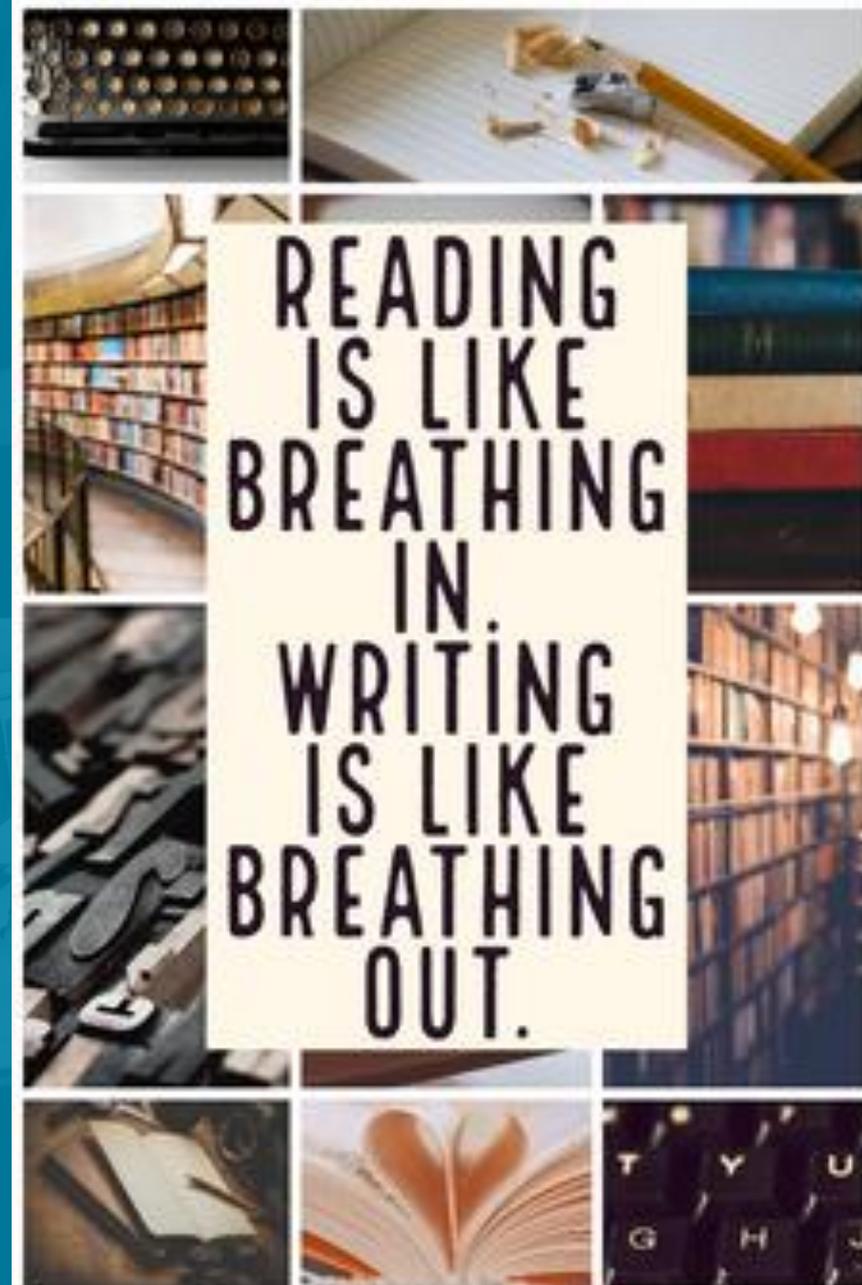


Devin, GED® graduate

You Have to Know
Where They Are!

Reading

Rate, Comprehension, Inference



Knowing Where They Are

Reading

Where ABE Students Are

Students can

- **Read simple descriptions and narratives**
 - **Familiar subjects**
 - **With new vocabulary that can be determined by context**
- **Make minimal inferences**
- **Compare and contract information, but not consistently**

Where We Go Next

Students can

- Comprehend a variety of materials on common topics
- Identify the main idea in reading selections
- Use context issues to determine meaning

Where We Want Them to Be

Students can

- Comprehend, explain, and analyze information from primary source materials
- Use context cues and higher order thinking to interpret meaning

Check Your Reading Speed

Free Reading Speed Test

Test your reading speed and comprehension

Famous People (Long) Level 08 Story 01

Some of the best advances in art, music, or even science, occur by what seems like random luck. That was the case with Robert A. Moog (it rhymes with "rogue"), who died in August 2004 at the age of 71. Moog invented the electronic synthesizer. It was a keyboard instrument that mixed music with technology to create a new sound. It became a central part of the rock bands that sprang up during the 1960s and 1970s.

Moog was born in New York City on May 23, 1934. Growing up, he was forced to take piano lessons, and he hated them. One thing, though, did hold his interest. His father worked at Consolidated Edison as an electronics engineer, and he had a workshop in his home. The young Moog spent a great deal of time there, learning everything he could.

One day he ran across an article about the theremin, an electronic instrument created by Russian musician Leon Theremin. Unlike a traditional instrument, though, the theremin has no keys to hit or strings to pluck. To play it, the musician moves his hands between two electronic antennae. Depending on the motion and position of his hands, he can produce a wide variety of sounds, such as a human voice, a stringed instrument, or even an animal's

2352 Words/Minute

Cancel Done Reading

<http://www.freereadingtest.com/>

Directions

 Pre Questions.pdf

 Post Questions.pdf

 Supplement.docx

 Story.pdf

Count Down Timer

01:00

Start

Pause

Reset

Getting a Job Reference

0 Courtney is going to apply for a job. The job is at the grocery
14 store. Her friend, Lupe, works at the store. Lupe told her about
26 the job.
28

Courtney went to the store to get an application form. She
39 brought it home to complete the form. She wants to fill it out neatly.
51

When she got home, she started to fill out the form. Most of the
63 information was already filled out. At the end, it asked her to
76 list two job references. She did not know what a
86 reference was.
92

A reference is a person who can tell good
117 things about you. It should be someone you know well. The
134 owner will ask the person for a reference. The owner will ask the
151 person to find out if you will be a good worker.

Courtney asked Lupe whose names she should list. Lupe
178 told her to list someone she worked for. She also suggested
195 a counselor or teacher. It should not be a family member or
212 friend.

Lupe told her she needed to ask the reference before she
184 listed their name. It is important to ask, so when they get
198 called, they are not surprised.
201

Courtney decided to ask a lady she cleans house for to be a
214 reference. She also decided to ask her English teacher.
223

Practice
Practice
Practice

1st Reading - Getting a Job Reference

  00:00 / 02:18  

2nd Reading - Getting a Job Reference

  00:00 / 01:51  

3rd Reading - Getting a Job Reference

  00:00 / 01:31  

Improving Comprehension – Signal Words

Continuation	Change of Direction	Sequence
Time	Illustration	Emphasis
Cause, Condition, Result	Spatial	Compare/ Contrast
Conclusion	Fuzz	Nonword Emphasis

Move from Simple to Complex



Inference = Finding the Clues

From Simple to						Complex
Pictures/ Advertisements	Comics	Sentences	Short paragraphs	Longer, more intricate passages – fiction/ mysteries	Longer, more intricate passages - nonfiction	

Transition Slowly to Longer Passages

It is so dark in here I am so glad that the guide has a strong flashlight. I hear something flying around above me. Could that be bats? What if they fly down and land on my head? This is a little scary. There are these long things hanging from above me. The guide says, “those are stalactites.” I wonder how they were made. Somewhere water is dripping.

Where am I?

Adapted from Scholastic
Success with Reading Comprehension

Transition Slowly to Longer Passages

Alice was carrying a large clothes basket from the bedroom down the stairs to the laundry room. The basket was heavy, and she struggled with its weight. She wished her grandsons were here to help her. However, they were playing outside. It was her fault. She had told them to go outside, when she heard them throwing a ball in the house earlier. They had gone outside as she asked, but they had left the ball on the stairs.

What happened next?

Adapted from What Happens Next? K-12reader.com

Transition Slowly to Longer Passages

Earthquakes are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves that make the ground shake. When two blocks of rock or two plates are rubbing against each other, they stick a little. They don't just slide smoothly; the rocks catch on each other. The rocks are still pushing against each other, but not moving. After a while, the rocks break because of all the pressure that's built up. When the rocks break, the earthquake occurs, often causing massive damage.

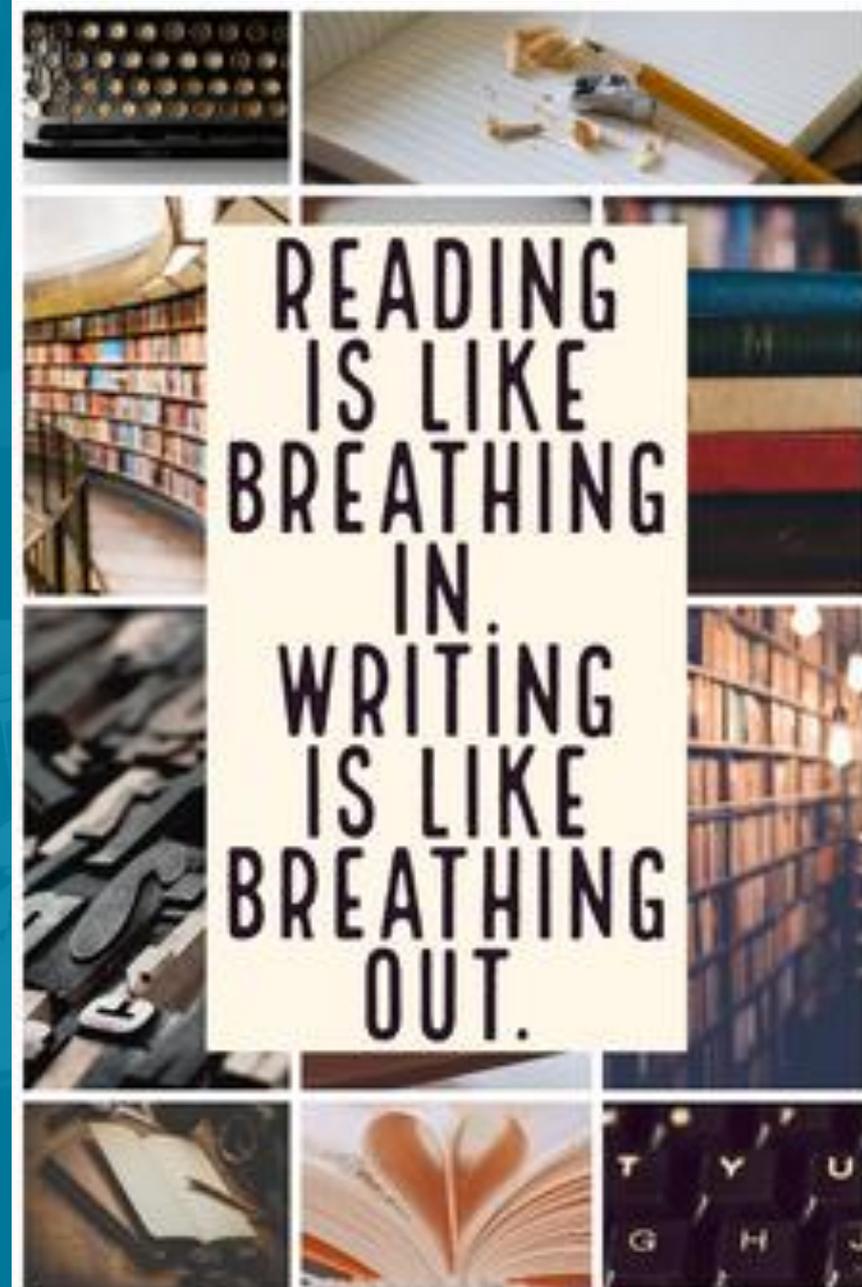
Earthquakes can cause damage that leads to destruction and death, such as structure collapse, fires, and tsunamis. Earthquakes prey on poor construction and unsafe structure. One of the worst things about earthquakes is that unlike hurricanes, there is no early warning system.

What can you infer from the passage?

1. If structures were built stronger and safer there would be less destruction due to earthquakes.
2. Earthquakes most often occur because of external sources, such as explosions or nuclear test.
3. The violent shaking of the ground leads to a huge loss of life.
4. The real problem with earthquakes is the collapse of buildings.

Writing

Plan, Organize, Write



Knowing Where They Are

Writing

Where ABE Students Are

Students can

- **Write simple narrative descriptions**
- **Write short essays on familiar topics**
- **Use basic punctuation, but make grammatical errors with complex structures**

Where We Go Next

Students can

- Identify spelling, punctuation, and grammar errors
- Compose multi-paragraph essays
- Organize writing with few mechanical errors
- Write complex sentence structures
- Write personal notes and letter that accurately reflect thoughts

Where We Want Them to Be

Student can

- Write cohesively with clearly expressed ideas
- Support ideas with relevant detail
- Use varied and complex sentence structures with few errors

Everyone Likes a Little Variety in... Sentences

Sentence Structure: the way you combine phrases and clauses to create a sentence.

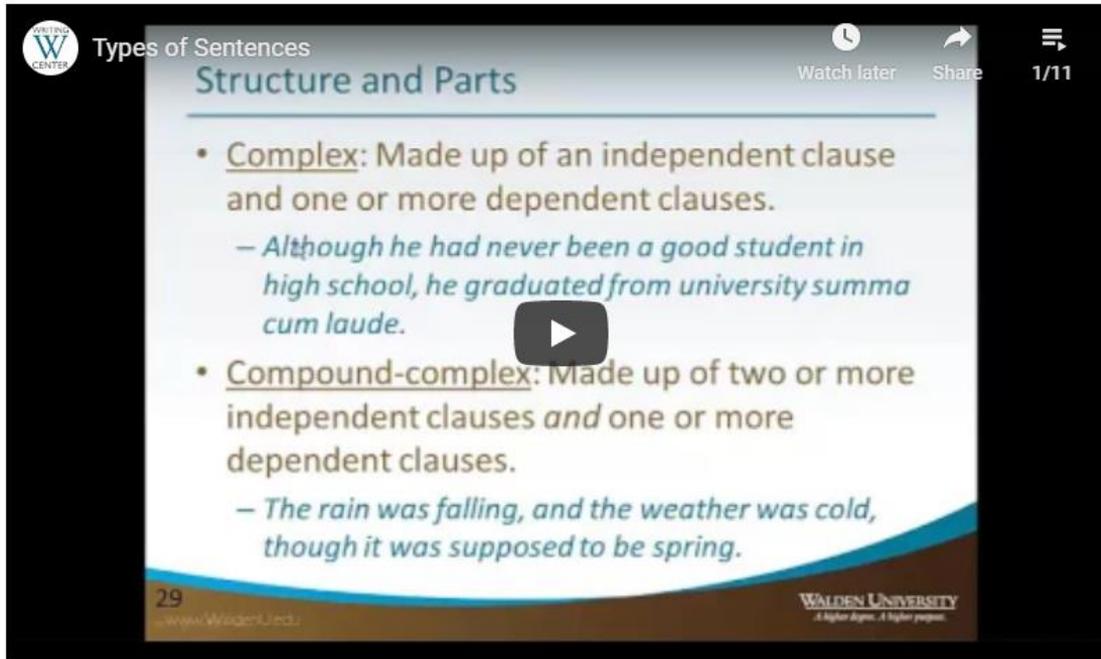
- Sentences consist of clauses and phrases
- Mixing and matching clauses and phrases creates variety.

Help students move beyond simple sentences to

- Compound (Remember – FANBOYS)
- Complex (Independent and dependent)
- Compound-complex (Multiple independent and at one dependent clause)

YouTube Works!

Sentence Structure Video Playlist



The screenshot shows a YouTube video player interface. The video title is "Types of Sentences Structure and Parts". The video content is a slide with the following text:

- **Complex:** Made up of an independent clause and one or more dependent clauses.
 - *Although he had never been a good student in high school, he graduated from university summa cum laude.*
- **Compound-complex:** Made up of two or more independent clauses *and* one or more dependent clauses.
 - *The rain was falling, and the weather was cold, though it was supposed to be spring.*

The slide also includes the number "29" in the bottom left corner, the website "www.WaldenU.edu" in the bottom left corner, and the "WALDEN UNIVERSITY" logo with the tagline "A higher degree. A higher purpose." in the bottom right corner.

- [Structuring Sentences: Types of Sentences \(video transcript\)](#)
- [Structuring Sentences: Simple Sentences \(video transcript\)](#)
- [Structuring Sentences: Compound Sentences \(video transcript\)](#)
- [Structuring Sentences: Complex Sentences \(video transcript\)](#)

<https://academicguides.waldenu.edu/writingcenter/grammar/sentencestructure>

One Step at a Time

- Pre-test your students to know where they are
- Know the common errors
 - including a coordinating conjunction without a comma in a compound sentence
 - using a subordinating conjunction as a transition (*ex: Because, I like it.*)
 - inserting a semi-colon without a complete sentence on both sides
 - lacking a comma after an introductory clause
- Scaffold instruction
- Introduce new sentence structure through mini-lessons
- Take your time!

Mary prefers coffee.

Mary prefers coffee; I prefer tea.

Mary prefers coffee, although she will drink tea.

Mary prefers coffee as her go-to drink early in the morning, but she will drink tea if coffee is not available.

Quill.org

Premium is free through the end of this school year

- Primarily grammar and writing
- Diagnostics available for all levels, with language-specific diagnostics available for ELLs
- The free premium version integrates with Google Classroom
- It does NOT track time, so teacher verification used for tracking DL



Quill Diagnostic

Quickly determine which skills your students need to work on with our diagnostics.

The diagnostics cover vital sentence construction skills and generate personalized learning plans based on the student's performance.

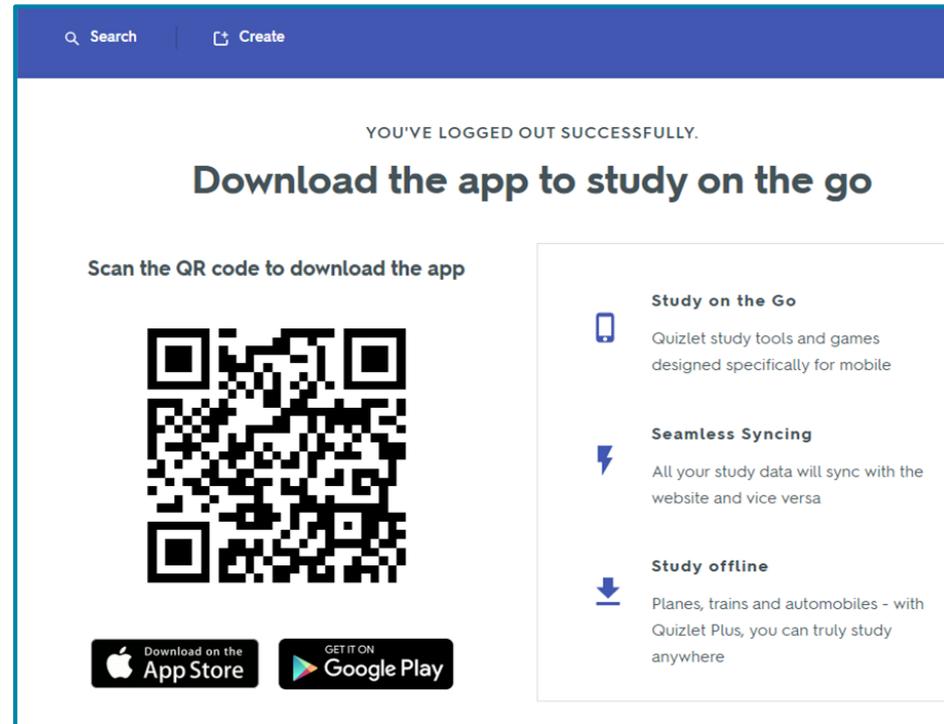
[Try A Sample Activity](#) [Learn More](#)

Quill's ELL Diagnostic includes translations in:

 Spanish  Mandarin  French  Vietnamese  Arabic  Hindi

Quizlet Teacher for FREE until June 30, 2020

- Beyond the free version!
- Offers formative assessment tool
- Advanced content creation
 - Audio (recordable by you!)
 - Diagrams
 - Uploading images
- Student Progress
 - Mastery of slide decks
 - Time?
- Games for learning (not too childish)



The screenshot shows the Quizlet app download page. At the top, there are search and create icons. The main heading says "YOU'VE LOGGED OUT SUCCESSFULLY." Below that, it says "Download the app to study on the go". A QR code is provided for scanning. To the right, there are three features listed: "Study on the Go" (mobile-specific tools), "Seamless Syncing" (data sync between website and app), and "Study offline" (offline study capabilities). At the bottom, there are buttons for "Download on the App Store" and "GET IT ON Google Play".

Search | Create

YOU'VE LOGGED OUT SUCCESSFULLY.

Download the app to study on the go

Scan the QR code to download the app



Study on the Go
Quizlet study tools and games designed specifically for mobile

Seamless Syncing
All your study data will sync with the website and vice versa

Study offline
Planes, trains and automobiles - with Quizlet Plus, you can truly study anywhere

Download on the App Store | GET IT ON Google Play

Teach Students the Basics of Evidence-Based Writing

- Take a Position
- Give the Reasons
- Provide Supporting Evidence

Position	Reasons	Evidence

Where do you begin?

1. Start with a question
2. Take a position
3. State reasons
4. Provide evidence

Position-Reasons-Evidence

Questions and Statements

1. Do cell phones control our relationships?
2. Is technology changing the way humans think?
3. Texting and cell phones have caused young people to be less able to concentrate and focus (or you can do the reverse—have caused them to be able to handle multi-tasking more effectively and efficiently).
4. Should textbooks be replaced by I-Pads and online resources.
5. Should the minimum wage be raised or lowered?

Read and Write

- Assign the appropriate levels of the article to students (based on their ability)
- Have students read article and find the claim
- Identify evidence to support the claim
- Write a brief response indicating how the evidence supported the claim
- Share with class

Money

What's in your wallet? Uh, I mean, what apps are on your smartphone?

By USA Today, adapted by Newsela staff
03/21/2019

Text Level 9
Word Count 1001



Jennifer Bailey, vice president of internet software and services at Apple, presents the Apple Pay contactless payment service. Apple has launched it in Germany. Photo by Lino Mingeler/dpa (Photo by Lino Mingeler/picture alliance via Getty Images)

Most people think to grab their keys, smartphone and wallet when they leave the house. Would it be such a disaster if they left that last one behind?

In the not-too-distant future, it may not be. Physical wallets may be on the decline.

Think of why people carry an overstuffed billfold in the first place. They have pictures in it, credit and ATM cards, cash, a driver's license or other ID, lists and notes, etc. Increasingly, though, most of these are being kept in digital format on a smartphone instead.

At the airport, you can hand over your iPhone or Android handset instead of a paper ticket to the TSA agent. Your digital boarding pass gets inspected and scanned.

You can scan your phone entering ballparks, movie theaters and concert halls, too.

Most states will accept an electronic copy of your automobile's insurance ID card during a traffic stop.

Catching On At Colleges

Students at Duke, University of Alabama, University of Oklahoma, Temple, Johns Hopkins and Santa Clara can or will soon be able to use the Wallet app inside iPhones as contactless

Always Have a Process!

The Writing Process



Knowing Where They Are

Mathematics		
Where ABE Students Are	Where We Go Next	Where We Want Them to Be
<p>Students can</p> <ul style="list-style-type: none">• Perform all four basic math operation (whole number and fractions)• Determine correct math operations for math word problems• Convert fractions to decimals; decimals to fraction• Performance basic operations on fractions	<p>Students can</p> <ul style="list-style-type: none">• Performance all basic math functions with whole numbers, decimals, and fractions• Interpret simple algebraic equations,• Interpret and develop tables and graphs• Use math in business transactions	<p>Student can</p> <ul style="list-style-type: none">• Make mathematical estimates of time and space• Apply principles of geometry to measure angles, lines, and surfaces• Understand and use algebraic functions

Misconceptions about Order of Operations

Misconception 1 - All multiplication should happen before division.

Incorrect	Correct
$12 \div 3 \times 4$	$12 \div 3 \times 4$
$12 \div 12$	4×4
1	16

Misconception 2 – All addition comes before subtraction.

Incorrect	Correct
$4 + 10 - 5 + 8$	$4 + 10 - 5 + 8$
$14 - 13$	$14 - 5 + 8$
1	$9 + 8$
	17

GROUPINGS () { } []

EXPONENTS N^2

MULTIPLY/**D**IVIDE \div / \times
(LEFT TO RIGHT)

SUBTRACT/**A**DD $+ / -$
(LEFT TO RIGHT)

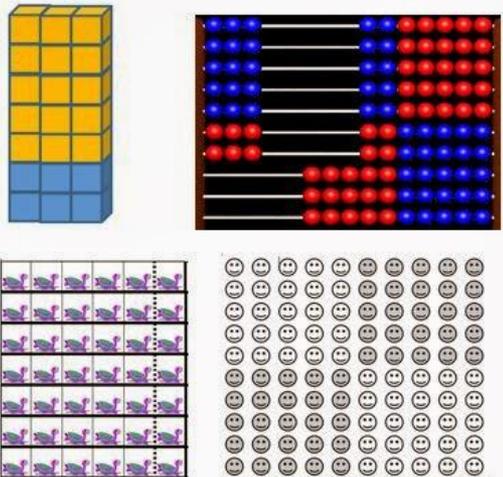
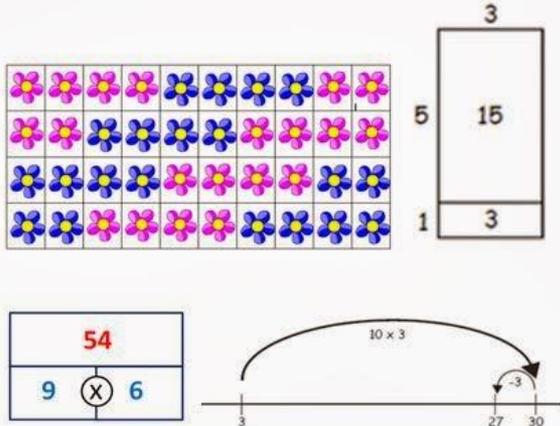
Parenthesis

Exponents

Multiply / **D**ivide

Add + **S**ubtract

C-R-A – Essential for Understanding

Concrete	Representational	Abstract																									
<p>Students manipulate hands-on, concrete materials</p>	<p>Students draw and observe diagrams, or watch the teacher touching and moving hands-on materials</p>	<p>Numbers and mathematical symbols</p>																									
		<table border="1" data-bbox="1340 714 1761 845"> <thead> <tr> <th colspan="5">x 4 Patterns</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>8</td> <td>12</td> <td>16</td> <td>20</td> </tr> <tr> <td>24</td> <td>28</td> <td>32</td> <td>36</td> <td>40</td> </tr> </tbody> </table> <table data-bbox="1321 891 1773 1116"> <tbody> <tr> <td>8×5</td> <td>$45 \div 5$</td> </tr> <tr> <td>$(4 \times 2) \times 5$</td> <td>$(50 - 5) \div 5$</td> </tr> <tr> <td>$4 \times (2 \times 5)$</td> <td>$(50 \div 5) - (5 \div 5)$</td> </tr> <tr> <td>4×10</td> <td>10 - 1</td> </tr> <tr> <td>40</td> <td>9</td> </tr> </tbody> </table>	x 4 Patterns					4	8	12	16	20	24	28	32	36	40	8×5	$45 \div 5$	$(4 \times 2) \times 5$	$(50 - 5) \div 5$	$4 \times (2 \times 5)$	$(50 \div 5) - (5 \div 5)$	4×10	10 - 1	40	9
x 4 Patterns																											
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$4 \times (2 \times 5)$	$(50 \div 5) - (5 \div 5)$																										
4×10	10 - 1																										
40	9																										

Simplify Fractions

1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100

21

28

45

72

The fraction $\frac{4}{8}$ can be reduced on the multiplication table as $\frac{1}{2}$.

1	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16	18	20	22	24
3	6	9	12	15	18	21	24	27	30	33	36
4	8	12	16	20	24	28	32	36	40	44	48
5	10	15	20	25	30	35	40	45	50	55	60
6	12	18	24	30	36	42	48	54	60	66	72
7	14	21	28	35	42	49	56	63	70	77	84
8	16	24	32	40	48	56	64	72	80	88	96
9	18	27	36	45	54	63	72	81	90	99	108
10	20	30	40	50	60	70	80	90	100	110	120
11	22	33	44	55	66	77	88	99	110	121	132
12	24	36	48	60	72	84	96	108	120	132	144

**Squares &
Square Roots**

AAAKnow (Free Resource)

AAAKnow.COM

Ad closed by Google

Grades K-8

Math Topics

Contact

Sister Sites

NEW!! [Click Here to translate these Math lessons to over 100 languages.](#)

▶ Geometric Figures

▶ Geometric Calculations

▶ Perimeter and Circumference

▶ Area

▶ Surface Area

▶ Volume

▶ Integers

▶ Expressions, Equations and Inequalities

▶ Statistics

▶ Exponents

▶ Scientific Notation

EQUATIONS: LEARN

An *inequality* is very similar to an equation, but the answers form a range of numbers that could work to make the equation true.

For example, the inequality $x > 4$ would be true for all x values which are larger than 4, such as 4.1, 5, 10000, and so on.

Solving an inequality is just like solving an equation, except there is one extra rule to remember: if you multiply or divide by a negative number, switch the direction of the inequality.

Here is an example that shows how inequalities can be solved just like equations.

$$\begin{array}{r} 8x - 2 > 14 \\ +2 \quad +2 \\ \hline 8x > 16 \\ +8 \quad +8 \\ \hline x > 2 \end{array}$$

And here is an example regarding the extra rule about switching the direction of the inequality when you multiply/divide by a negative.

$$\begin{array}{r} -8x - 2 > 14 \\ +2 \quad +2 \\ \hline -8x > 16 \\ +(-8) \quad +(-8) \\ \hline x < 2 \end{array}$$

EQUATIONS: PRACTICE

Solve for x.

Start 00:29

Note: click the inequality button to toggle the direction of the inequality.

$$\text{If } -4x + 9 < 25,$$

then x

0	1	2	3	4	5	6	7	8	9
\$.	:	+	-	*	/	Clear	Close	

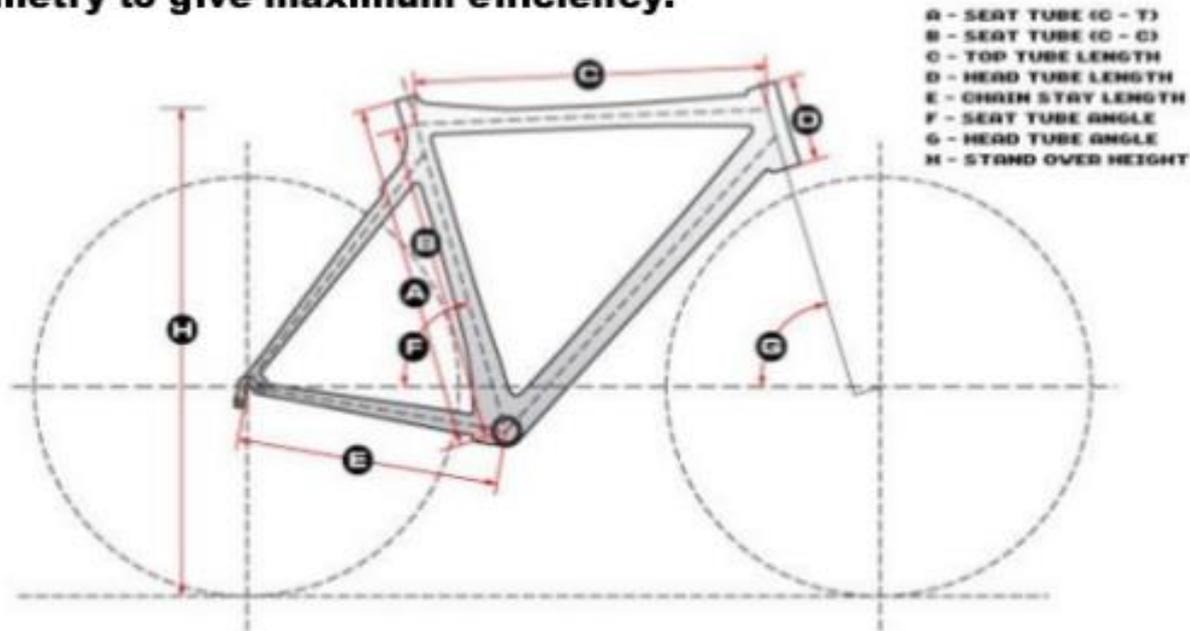
Correct!

You have 1 correct and 0 incorrect.

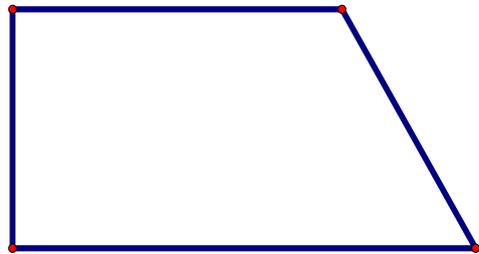
Geometry in Real-Life

Geometry in Cycles

Racing bikes are made using best geometry to give maximum efficiency.



Essential Skill - Understanding Properties of Geometric Figures



- Can identify some properties of shapes
- Use appropriate vocabulary
- Cannot explain relationship between shape and properties (e.g., why is second shape not a rectangle?)

Math Antics

- Free math instructional videos
- \$20/year subscription gets teachers access to exercises and worksheets
- Resource comes highly recommended from several of our providers



The screenshot shows the Math Antics website interface. At the top, there's a navigation bar with the logo and the text "Basic Math Videos and Worksheets". Below this is a video player with a green chalkboard background. The video title is "Is math Antics right for you?". A man in a "math Antics" t-shirt is standing in front of the chalkboard. To the right of the video player, there's a text box that says "Please watch the video..." followed by instructions to visit the "Information" page and check out "Samples" of printable materials. There are two buttons: "Sign up \$20 for a full year!" and "Log in". Below the video player is a navigation menu with links for "HOME", "INFORMATION", "SUPPORT", and "ABOUT US". A banner below the menu says "Math Antics has a brand new look" with a "Find out why:" button. Below the banner is a scrollable list of topics. The first section is "Numeracy" with a basket of apples icon, listing "Place Value", "Decimal Place Value", and "Rounding". The second section is "Arithmetic" with an astronaut icon holding a sign with math problems, listing "What is Arithmetic?", "Order of Operations", "The Distributive Property in Arithmetic", "Factoring", and "Prime Factorization".

math Antics Basic Math Videos and Worksheets

Is math Antics right for you?

Please watch the video...
Then visit our [Information](#) page for answers to more questions.
And check out the [Samples](#) of our Printable Materials.

Sign up \$20 for a full year!
Log in

Video playback problem? [Troubleshoot](#)

HOME INFORMATION SUPPORT ABOUT US

Math Antics has a brand new look
Find out why: [▶](#)

↓ Scroll down to check out our Video Lessons. They're all free to watch! ↓

Numeracy  Place Value
Decimal Place Value
Rounding

Arithmetic  What is Arithmetic?
Order of Operations
The Distributive Property in Arithmetic
Factoring
Prime Factorization

<https://mathantics.com/>

Algebraic Misconceptions

1) $a + a + a + a = a^4$

2) $3a \times 2b = 5ab$

3) $c \times c = 2c$

4) $5y - y = 5$

5) $3(2k + 3) = 6k + 6$

Make Functions Real



Organization LMNOP
ABC Drive
Stuy, GH 00001-0011

Check number **9999**

Date: **8/15/13**

PAY TO THE ORDER OF **D.H. Jones** **\$ 1044.00**

One thousand fourty-four dollars and 00/100

Money Banks

Account number: **001234 0004560071 0000000089**

Employer's signature: **Employer Signature**

Labels with red arrows pointing to fields: Employer name and address, Employee name, Dollar amount, Dollar amount spelled out, Bank name, Account number, Employer's signature.



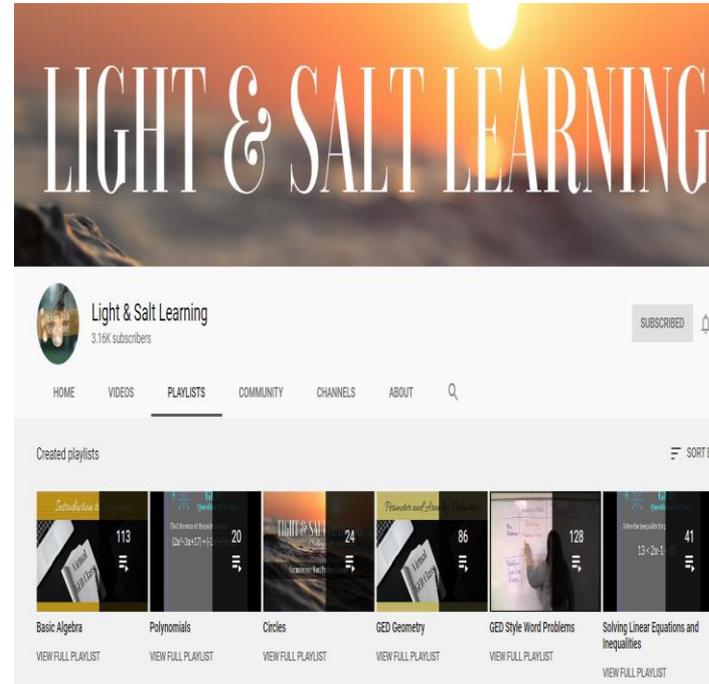
Light & Salt Learning (YouTube Channel)

GED(R) Dedicated Learning Site with Playlists

URL can be found [here](#)

Contains hundreds of useful videos

Although the site is primarily math content, it also contains science and RLA videos



This site was developed by Kate Redmon, an adult education teacher in Arizona. She continues to provide excellent resources through the site.

https://www.youtube.com/channel/UCKcmzCt3l2pcEa58_YY3sPg/playlists

GED Math Crash Course

This site contains videos, notes, and practice problems for GED(R) prep students

Website can be found [here](#)

Resources can be incorporated into a Google Classroom



The screenshot shows the homepage of the GED Math Crash Course website. The header features a navigation menu with links for Home, Math 101, Algebra, and Slope & Lines. The main title 'GED Math Crash Course' is displayed in large white text against a background of a sunset over mountains. Below the title, a promotional message reads: 'Want to boost your math score in a hurry? Are you just a few points from passing your GED math test? Focusing on one of these GED Math favorite subjects is just what you need for a quick score boost.' Three unit cards are shown below: Unit 0: Crucial GED Basics (with an image of four colored LEGO bricks), Unit 1: The Essentials of (with an image of a chalkboard with algebraic equations), and Unit 2: Points, Slope & Lines (with an image of a coordinate plane showing two intersecting lines and the point (2,3)).

Home Math 101 Algebra Slope & Lines

GED Math Crash Course

Want to boost your math score in a hurry? Are you just a few points from passing your GED math test? Focusing on one of these GED Math favorite subjects is just what you need for a quick score boost.

Unit 0: Crucial GED Basics

Unit 1: The Essentials of

Unit 2: Points, Slope & Lines

<https://sites.google.com/view/ged-mathcrashcourse/algebra?authuser=0>

**Learning is not about
answering test questions.
Learning is about skills
and concepts and being
able to use them.**

GED Ready®

Assessing Readiness



GED[®] Ready

Realistic practice opportunity	Computer based and same platform as GED [®] test
Standardized and normed	Same norming and standardization study as official test
Predictive	Tells students if they are likely to pass
Half-length	4.25 hours in length

Questions

Thank you!

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