Welcome to the GED®
Tuesdays for Teachers Webinar

- The webinar will start at 3:30 p.m. (EDT), 2:30 p.m. (CDT).
- If you have a technical question, please type it into the question panel.
- When you log on, check your audio to make sure your headphones are working properly. If you use your phone to call in, be sure to enter the appropriate codes.
  - If you do not hear anything during your audio test, look on the dashboard. Open the "audio" tab and select the option you prefer.
- You will not hear the presenters until 3:30 p.m. when the webinar goes live.
- Check the chat box to see any messages from the presenters.
- Thank you for joining us today.

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Back to Basics – Ten Essentials for GED® Success

**A Tuesdays for Teachers Webinar
by the GED Testing Service®**

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Susan Pittman,
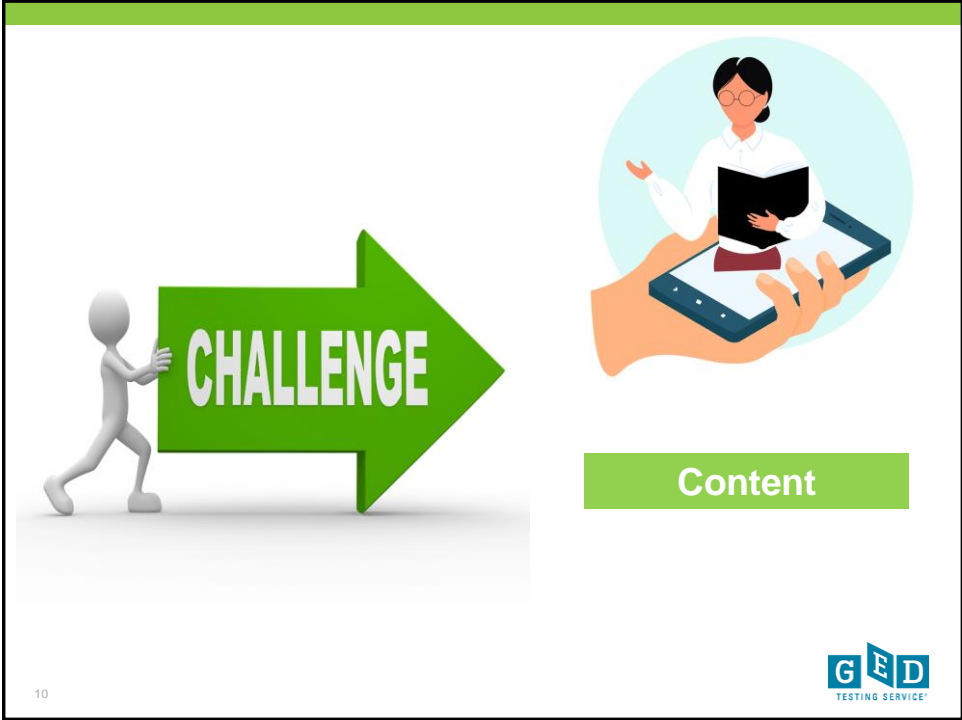Education Consultant

Debi Faucette, GEDTS
Senior Director

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In this session, we will…

- Focus on getting back to basics in the GED classroom
- Discuss 10 essential areas for instruction
- Review survey results from the January Tuesday for Teachers session
- Review how you can go more in-depth in some of the areas at GED.com

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Ten Essentials for Students

RLA

1. Reading Comprehension
2. Interpreting Graphics
3. Making Inferences
4. Analyzing Arguments
5. Writing Effectively

Math

6. Understanding Concepts
7. Analyzing Data
8. Using Formulas
9. Interpreting Word Problems
10. Understanding Algebra Basics

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Reading Comprehension

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Reading Rate and Fluency

Reading fluency – the speed and ease with which one reads connected text aloud with accuracy, speed, and appropriate phrasing

Reading rate – how quickly you read silently with understanding

| Home | Level 1 - 2 | Level 3 - 4 | Level 5 - 6 | Level 7 - 8 | Level 9 -10 | Level 11- 12 | Level 13 - 14 | Level 15 -16 | More |

Directions

Pre Questions.pdf

Post Questions.pdf

Supplement.docx

Story.pdf

Count Down Timer

01:00

Start   Pause   Reset

1st Reading – Pressures of an Adult Student

2nd Reading – Pressures of an Adult Student

3rd Reading – Pressures of an Adult Student

Pressures of an Adult Student

0   Adult students experience a lot of pressure. Being an adult
10   student is difficult for me because I am responsible for more
21   than just school. I need to pay bills, coordinate my work and
33   school schedules, and take care of my family.
41

51   I am responsible for personal payments while going to school,
51   such as my car and cell phone. When I bought my car, I had to
66   borrow money from the bank. I need to repay the bank which
78   includes interest. I need to make a monthly payment. If I don't
90   make the payment on time, the bank will charge me a fee. If I
104   don't pay at all, the bank will take my car.
114

125   I have to manage my work and school schedules. My work
125   schedule changes every month. For example, this month I
134   work from Thursday to Saturday. That's a good fit with my
145   school schedule. I can go to class three days a week this
157   month. Next month my work schedule changes. I work from
167   Monday through Wednesday, and can only go to school one
177   day a week.
180

191   Spending time with my family is more difficult when I'm going
191   to school. I don't even have enough time to go to a movie with
205   my wife!
207

219   Even though there is a lot of pressure with being an adult
219   student, I am very happy that I can go to school. I am learning
233   the English language and more about U.S. culture. It is a very
245   rewarding experience.
247

https://www.readingskills4today.com/

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Tiered Vocabulary

https://www.academia.edu/6556194/An_Introduction_to
_the_Academic_Word_List_What_is_the_Academic_W
ord_List?auto=download

Tier 3
Domain-specific academic vocabulary

Tier 2
High-utility academic vocabulary found in many content texts, cross-curricular terms

Tier 1
Everyday words, familiar to most students primarily learned through conversation

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Teach Skills

Before Reading	During Reading	After Reading
Look at title	Ask Question	Summarize
Review headings and subheadings	Make connections based on what they already know	Ask clarifying questions
Identify structure	*Use signal words	Evaluate what has been read
Activate prior knowledge	Use context to identify unfamiliar words	Discuss with the group
Determine Purpose	Reread and make notes	

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Interpreting Graphics

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Visuals

GIST That Graphic

The GIST is a reading strategy that:

- Improves a student's ability to comprehend the main idea of a graphic
- Provides a prescription for answering
  - Who?
  - What?
  - Where?
  - When?
  - Why?
  - How?
- Helps the student summarize the main idea of a graphic
- Incorporates graphic/visual literacy and writing, both necessary skills for students

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Making Inferences

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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

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Inferences

Proficient readers can "read between the lines" and draw deeper understanding and appreciation for what is being read.

Types of Inferences	
Location	Time
Action	Instrument
Object	Category
Occupation or Pastime	Cause-Effect
Problem-Solution	Feeling-Attitude

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Do Quick Inference Checks

1. A character in a story has a diaper in her hand, spit-up on her shirt, and a bottle warming on the counter.
2. A detective enters the house, which has been ransacked. He sees blood on the floor, and it leads out the back door.
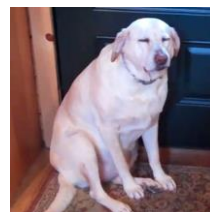
Free and Low-Price Worksheets

https://www.education.com/worksheets/seventh-grade/ela/

6-10 Day Temperature Outlook
Feb 10 - Feb 14, 2021
Climate Prediction Center

BODY LANGUAGE
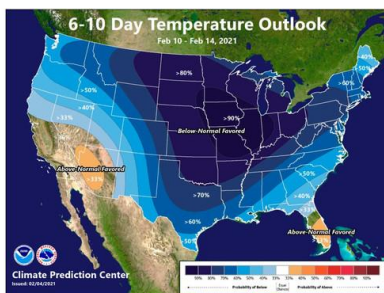
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Remember - Inference is Process-Driven
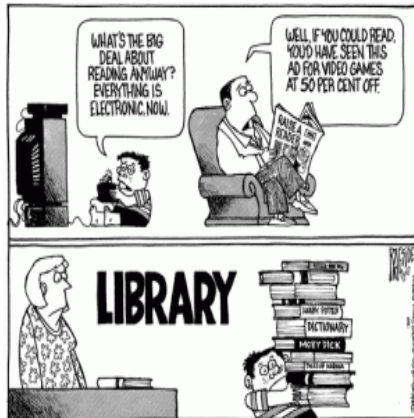
The art of inference:
- Using active reading skills (beyond the basics)
- Engaging with the text and/or information presented
  - Questioning
  - Thinking critically
  - Making connections

Students need to be reminded that an inference is <u>not</u> a wild guess!

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Analyzing Arguments

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Know the Difference

Opinion	Argument
1. Krispy Kreme doughnuts are delicious. 2. I like dance music. 3. The current mayor is not competent.	• Krispy Kreme doughnuts taste better than other doughnuts because of their texture, sweet glaze, and golden appearance. • Dance music comes in many forms and is popular because of the clear, fast beat that gets people up and moving. • The current mayor is clearly incompetent because he has mishandled money, spent time on frivolous causes, and never listens to the people he is supposed to serve.

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Both Sides Now

Both Sides Now

Evidence that Supports

Evidence that Opposes

Question or statement
Which position is better supported?

Decision (Claim)

Reasons (Analysis/Evaluation)

Students should

• List the evidence that supports

• List the evidence that opposes

• Evaluate the evidence

• Select the position that is better supported

• Provide reasons why (analysis/evaluation)

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Writing Effectively

"It's still just grammar, but now they think it's cool."

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That's Better!

Dear Jane,

I was delighted to read your letter last week. It's always a pleasure to receive the latest news and to hear that you and your family had a great summer.

We spent last week at the beach, and we had so much fun on the sand and in the water. We explored the coast, but we weren't prepared for the rains that came at the end of the vacation. The best parts of the trip were the opportunities to sightsee and relax.

My kids are back in school too. I find there are fewer things to worry about now that the kids are at school all day. There are plenty of fun things to do in the summer, but by August, I've run out of ideas. I've accepted the fact that we'll have to think up brand-new activities next summer, though; I'm hoping to round up some creative ideas soon.

Thanks again for your letter!

Sincerely,
Karen

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Successful Writers

	Successful Writers
Plan	• Analyze the task • Understand and apply all the elements of an essay • Create goals for their writing • Develop plans to achieve their goals • Discuss how and why a plan will work
Organize	• Develop multiple ideas • Organize their ideas
Draft/write	• Write using an organized plan, but adjust goals when obstacles arise • Use vocabulary accurately • Experience fewer difficulties with the elements of an essay • Generate sentences that support their ideas
Edit and Revise	• Edit spelling, capitalization, and punctuation • Make more content revisions • Correct overall appearance

The IRIS Center Vanderbilt Peabody College

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Ten Essentials

RLA	Math
1. Reading Comprehension 2. Interpreting Graphics 3. Making Inferences 4. Analyzing Arguments 5. Writing Effectively	6. Understanding Concepts 7. Analyzing Data 8. Using Formulas 9. Interpreting Word Problems 10. Understanding Algebra Basics

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Tables and Graphs Galore!
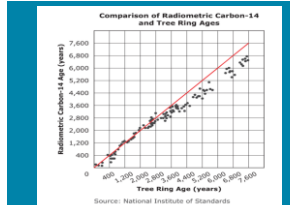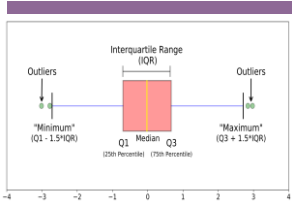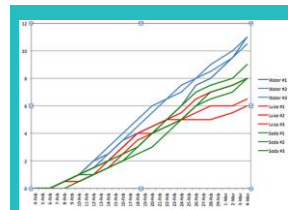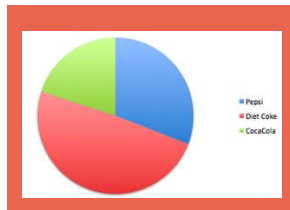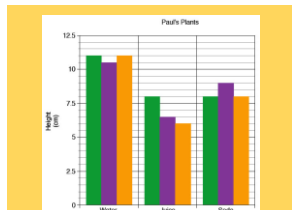
Box Plots Video
https://www.youtube.com/watch?v=CoVf1jLxgj4

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Misleading or Not? That Is the Question!

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Learn the Fundamentals

Shapes	Properties	Language
Square	• Angles	• Plane
Parallelogram	• Sides	• Solid
Triangle	• Face	• Congruent
Circle	• Vertices	• Similar
Rhombus	• Parallel Sides	• Circumference
Trapezoid	• Curved Side	• Diameter
Cube		• Radius
Sphere		• Complementary
Cylinder		• Supplementary

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Van Hiele Levels of Geometric Reasoning

https://www.mathgiraffe.com/blog/understanding-van-hiele-levels-for-geometry
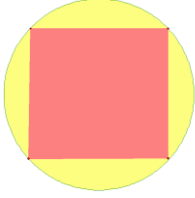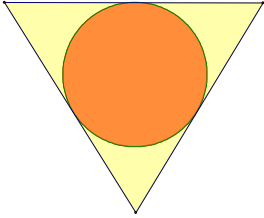
• Visualization
• Analysis
• Informal Deduction
• Deduction
• Rigor

• Levels are sequential; move through prior levels to get to a level
• Levels not age dependent
• Need appropriate experiences to advance
• Inappropriate experiences inhibit learning

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Reading and Reasoning Process

First Read: Read for Understanding

Second Read: Identify a Problem-Solving Process

Third Read: Solve the Problem and Check for Reasonableness

Miller, P. and Koesling, D. "Mathematics Teaching for Understanding: Reasoning, Reading, and Formative Assessment. Danvers, MA
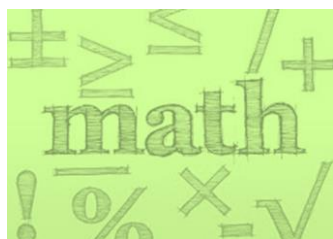
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Second Read: Identify a Problem-Solving Process

Miller, P. and Koesling, D. "Mathematics Teaching for Understanding: Reasoning, Reading, and Formative Assessment." Danvers, MA
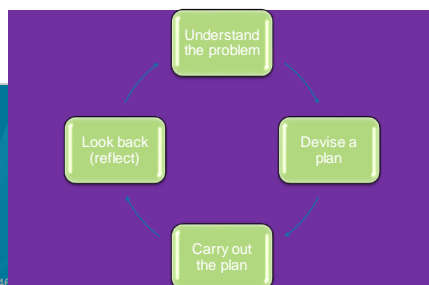
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It's better to solve on problem five different ways than to solve five different problems

George Polya, Mathematician
Stanford University

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Use a Math Translation Guide

English	Math	Example	Translation
What, a number	x, n, etc.	Three more than a number is 8.	n+ 3 = 8
Equals, is, was, has, costs	=	Danny is 16 years old. A CD costs 15 dollars.	d = 16 c = 15
Is greater than Is less than At least, minimum At most, maximum	> < ≥ ≤	Jenny has more money than Ben. Ashley's age is less than Nick's. There are at least 30 questions on the test. Sam can invite a maximum of 15 people to his party.	j > b a < n t ≥ 30 s ≤ 15
More, more than, greater, than, added to, total, sum, increased by, together	+	Kecia has 2 more video games than John. Kecia and John have a total of 11 video games.	k = j + 2 k + j = 11
Less than, smaller than, decreased by, difference, fewer	-	Jason has 3 fewer CDs than Carson. The difference between Jenny's and Ben's savings is $75.	j = c – 3 j – b = 75
Of, times, product of, twice, double, triple, half of, quarter of	x	Emma has twice as many books as Justin. Justin has half as many books as Emma.	e = 2 x j or e = 2j j = c x ½ or j = e/2
Divided by, per, for, out of, ratio of __ to __	÷	Sophia has $1 for every $2 Daniel has. The ratio of Daniel's savings to Sophia's savings is 2 to 1.	s = d ÷ 2 or s = d/2 d/s = 2/1

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Problem Solving Strategies

K	N	W	S
What facts do I KNOW from the information in the problem?	What information do I NOT need?	What does the problem WANT me to find?	What STRATEGY or operations will I use to solve the problem?

"SOLVE" is a strategy used to solve word problems. Each letter in SOLVE represents one of the 5 steps in solving a word problem

Study the problem
Organize the facts
Line up a plan
Verify your plan with action
Examine the results

SQRQCQ is a six-step study strategy designed to help students read and solve problems.

Survey – Scan the problem to get a general idea of what it's about. Clarify terms.

Question – What is the problem about, and what is the information in the problem?

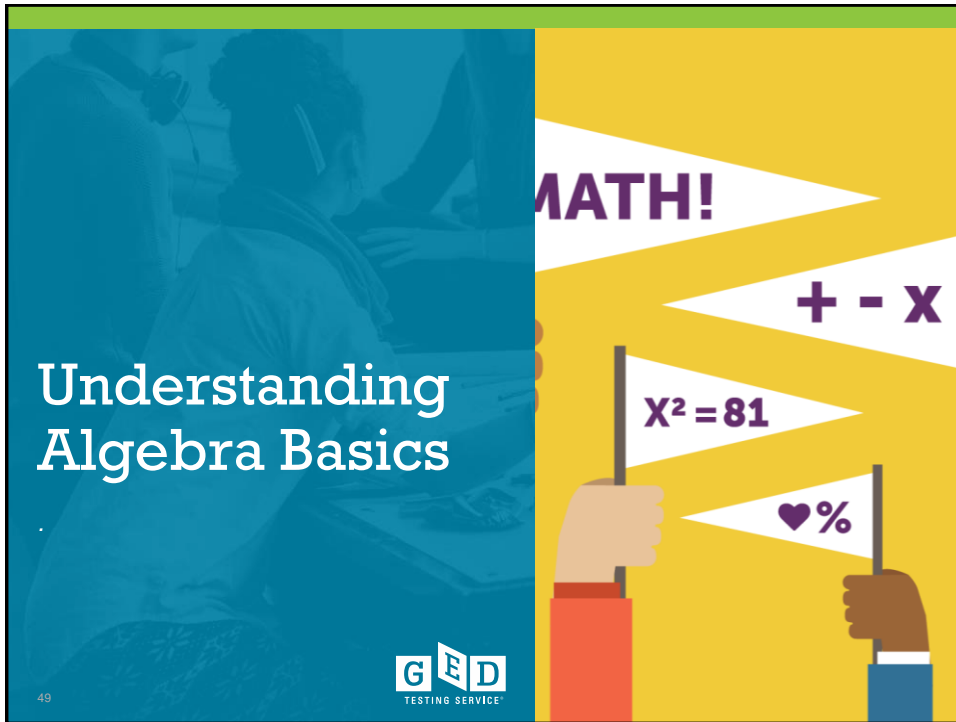**Read –** Identify relationships and facts needed to solve the problem.

Question – What to do? How to solve the problem?

Compute or construct – Do the computations or construct a solution.

Question – Are the calculations correct? Does the solution make sense? Is the algebra correct, if used?

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Symbolic Notation

Sign	Arithmetic	Algebra
= (equal)	. . . And the answer is	Equivalence between two quantities
+	Addition operation	Positive number
-	Subtraction operation	Negative number

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Use Multiple Representations

- Start with the concrete
- Represent problems using symbols, expressions, and equations, tables, and graphs
- Model real-world situations
- Complete problems different ways (flexibility in problem solving)

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Need More?

https://www.youtube.com/playlist?list=PLJ4lvP90ndyXDxVHLZ4hxacF0wIF-C2mc
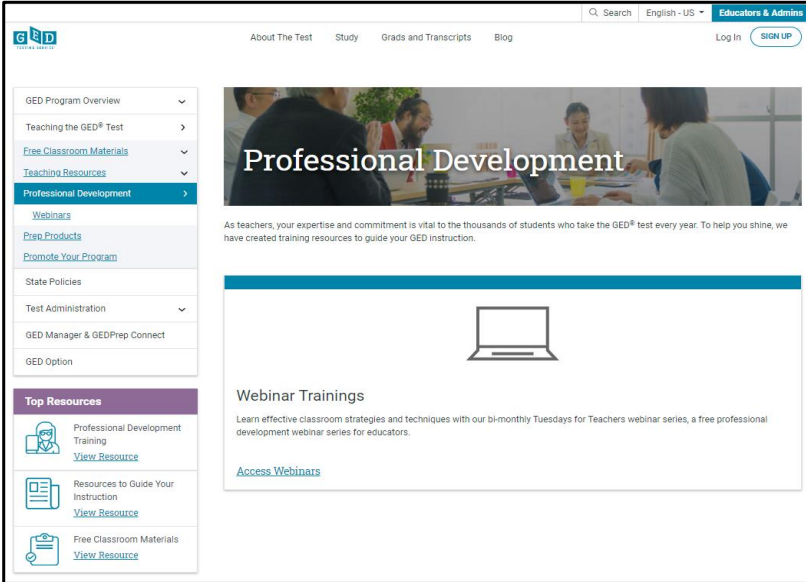
|		
1		Reading to Learn– Strategies to Build Reading Skills for the GED Test — GED Testing Service
2		Trick or Treat Mining GED Ready Score Reports — GED Testing Service
3		Changes You've Been Asking for: The RLA Test Screen & Score Reports — GED Testing Service
4		One Site Fits All – Welcome to GED.com — GED Testing Service
5		Graphic Organizers – Powerful Tools for the Classroom — GED Testing Service
6		Determining What Comes Next Focusing on Sequencing Skills — GED Testing Service
7		What Students Need to Know GED® RLA's Extended Response — GED Testing Service

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Take a Few Minutes for You!

Remember to take care of yourself. You can't pour from an empty cup.

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Take Care of Yourself!

Be Aware	Support Yourself	Do Something Different

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Thank you!

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