

RELEVANT, REMOTE- FRIENDLY TOOLS TO TEACH WRITING AND READING

Part 1 -- Writing

March 10, 2021 (1:00-2:30 PT)

Cynthia Peters (cpeters@worlded.org)



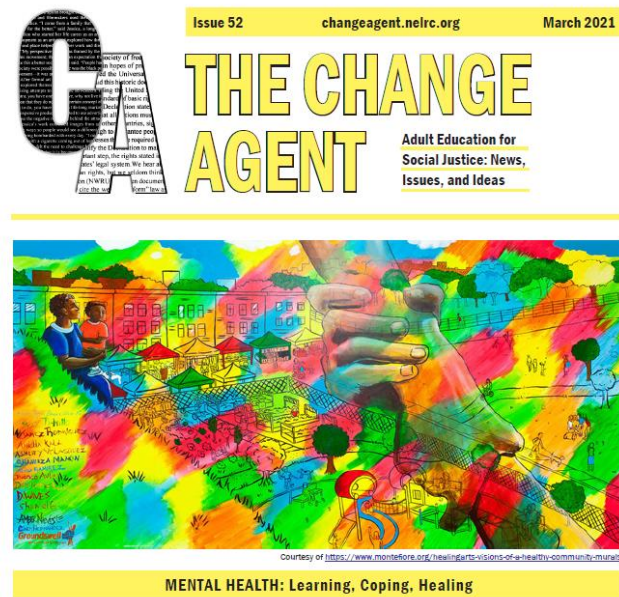
Agenda

- Welcome/Introductions – 5 mins
- Standards – 5 mins
- What's special about teaching w/ TCA? – 10 mins
- **Field Trip!** Pandemic Haircut Google slides – 20 mins.
- Our new Call for Articles – 15 mins
- **Small Group!** + report back – 20 mins
- Wrap up/Questions/Comments – 5 mins

Writing Standards summed up in four clusters

1. Write *arguments, informational/explanatory* texts, and *narratives*. Stress complexity, reasoning, evidence, and details.
2. Be clear (grammatical) and organized. Know your audience. Speak clearly to them. Plan; revise. Use technology and the Internet to produce and publish writing and to collaborate and interact.
3. Research. Use various print and digital sources. Assess credibility of those sources.
DO NOT plagiarize.
4. Write routinely over extended time frames and shorter time frames for range of tasks, purposes, and audiences.

Why teach writing w/ The Change Agent?



Pandemic Haircut

Shuk Chun Yiu

BEFORE YOU READ: How have you been getting your hair cut during the pandemic?

This pandemic has shut down many activities. We have to stay at home for a time to make the virus spread slowly in our community. It feels

It helps if you can find ways to laugh and be joyful.

like we are in a war. This war involves everyone in our earth village. *No matter* how bad the circumstances are, we have to keep ourselves strong and healthy to run this marathon. It helps if you can find ways to laugh and be joyful.

For me, this opportunity came when my husband invited me to trim his hair. He had not had a trim for almost one month. I am the only one who could do it for him during the pandemic. I had never done it before. We made a joke that if I did an ugly cut it was no problem because no one would see him! We had a great time laughing together!

I imagined myself as a hairstylist. This was one of my dream jobs when I was young. For good preparation, I searched how to trim hair on YouTube. I learned some skills, like how to cut hair close to the ear and around the neck. We prepared the haircut scissors and haircut apron.

He sat on a short stool inside the bathtub and covered himself with the apron. I followed his original hairstyle and trimmed it. He obeyed my request to turn his head to the left and right. I gave him a mirror to check the look, same as in a salon. The result was good. Both sides were even and the top was flat. I like it. He likes it, too! We did a great job, and we were joyful. The main thing was we had fun in this uncertain time.

Shuk Chun Yiu is a student at RI Family Literacy Initiative's Transitions to College class at the Pawtucket Public Library in Pawtucket, RI. She is from Hong Kong, and she now lives in Rhode Island with her husband, who moved there for work.



AFTER YOU READ:

1. Notice how the author uses "no matter" in the first paragraph. Compare it to how Alicia Keys uses the word "matter" in her lyrics (p. 18). What other ways do we use "matter" in English? Write several sentences using "matter" or "no matter."
2. What is the main idea of this essay?

Pandemic Skills



What have you had to learn during the pandemic? How did you teach yourself? Share your skill with the class by using presentation software, such as Powerpoint or Google slides. Take pictures to go with your slides. Teach your classmates the skill you learned. Photos of Shuk Chun Yiu's haircutting tools (left) and of her husband's new haircut (right).



PDF

p. 19, Level 4

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Leave a Reply

Logged in as cpeters. Log out?

Comment

Post Comment

Online text with option to “Leave a Reply”



Pandemic Haircut

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<https://changeagent.nelrc.org/issues/issue-51-september-2020-pandemic/audio-pandemic-haircut/>



Audio

<https://changeagent.netrc.org/in-the-classroom/lesson-packets/#packet25>

 **Pandemic Haircut** 

File Edit View Help

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1



Pandemic Haircut

By Shuk Chun Yu

From The Change Agent Issue 21, Pandemic
<https://changeagent.netrc.org/>

This short presentation about ways to respond to the pandemic is a great resource for students. It includes a video of a woman getting a haircut, a video of a man getting a haircut, and a video of a woman getting a haircut. It also includes a list of ways to respond to the pandemic, such as staying at home, wearing a mask, and getting a haircut.

2

Pandemic Haircut

What do you see here?

What do you think is going to happen?



3

This pandemic has shut down many activities. We have to stay at home for a time to make the virus spread slowly in our community. It feels like we are in a war. This war involves everyone in our earth village.



4

No matter how bad the circumstances are, we have to keep ourselves strong and healthy to run this marathon. It helps if you can find ways to laugh.



Google slides

My Summary

- Offers diverse themes that are relevant to adult learners (and written by adult learners)
- Provides opportunity to write for an authentic audience of peers. See the new Call for Articles published every February and August.
- Includes pre- and post-activities that help teach writing
- Provides ***models of writing*** that students can study and replicate – and be inspired by!
- Is remote-friendly – available in PDF, audio, and Google slides

Field Trip

Visit the Pandemic Haircut Google slides

<https://changeagent.nelrc.org/in-the-classroom/lesson-packets/#packet25>

Short tour. Key links:

- Home page: <https://changeagent.nelrc.org/>
- Current and all back issues: <https://changeagent.nelrc.org/issues/>
- In the classroom: <https://changeagent.nelrc.org/in-the-classroom/>
 - ❑ Beginner packets: <https://changeagent.nelrc.org/for-beginners/>
 - ❑ Lesson packets (including google slide versions) <https://changeagent.nelrc.org/in-the-classroom/lesson-packets/>
 - ❑ Global index, sortable by LEVEL: <https://changeagent.nelrc.org/in-the-classroom/reading-levels/>
 - ❑ Call for Articles: <https://changeagent.nelrc.org/write-for-us/>



To access *The Change Agent*

1. *If you are in non-DESE-funded program*, go to <https://changeagent.nelrc.org/> and click on the “Subscribe” tab. The cost is \$30 per teacher per year. *There are also A LOT of FREE materials, including all the lesson packets and currently, the “Talking about Race” issue.*
2. *If you are in a DESE-funded program*, go to <https://changeagent.nelrc.org/nelrc-member-states/>.



THE CHANGE AGENT

Adult Education for
Social Justice: News,
Issues, and Ideas

CALL FOR ARTICLES: Work during the Pandemic Issue #53

YOU MUST include in *all* articles and emails the contact information for the student and/or the teacher.

THEME: Many adult learners work in frontline jobs or are training for jobs that may be different given the pandemic. For our next issue, we are seeking stories by adult learners that address the following questions:

- If you are working, how has your job changed as a result of the pandemic? How has that affected you?
- If you are not working, how are you getting along? What is it like looking for work during the pandemic? Have you done an interview by zoom? Or used different tools for searching for work and applying?
- Is your work experiencing permanent changes due to the pandemic? If so, describe them. (For example, are more tasks done by machines or done remotely?)
- What does your workplace do to keep workers safe? Did you have to fight for those safety measures? If so, how did you do that?
- If your job includes serving customers, what have been the challenges when it comes to Covid safety? How do you handle customers who don't comply with safety standards? Does your workplace support you in these situations? Tell a story from your experience.
- If you are an essential worker, have you received extra pay or supports during the pandemic? Was there a struggle to win these benefits? Please explain.
- Has the pandemic taught us any lessons about what workplace benefits could make a big difference when it comes to managing a public health emergency, such as Covid-19? If so, describe them.
- Some essential workers have gone on strike during the pandemic (e.g., Hunt's Point workers in New York, Amazon workers in Alabama, grocery store workers across the nation). Research a strike by essential workers and say what you think about it. Or describe your own experience on strike.
- Studies show that women are overrepresented among healthcare workers, and people of color are overrepresented among essential workers. Research this dynamic and describe what the pandemic has exposed about race and gender divisions in our workforce. Integrate your own personal story if you can.
- The pandemic has disrupted so much about how we work. In a way, it has created an opening to envision new ways of working. Unleash your imagination; what could look like?

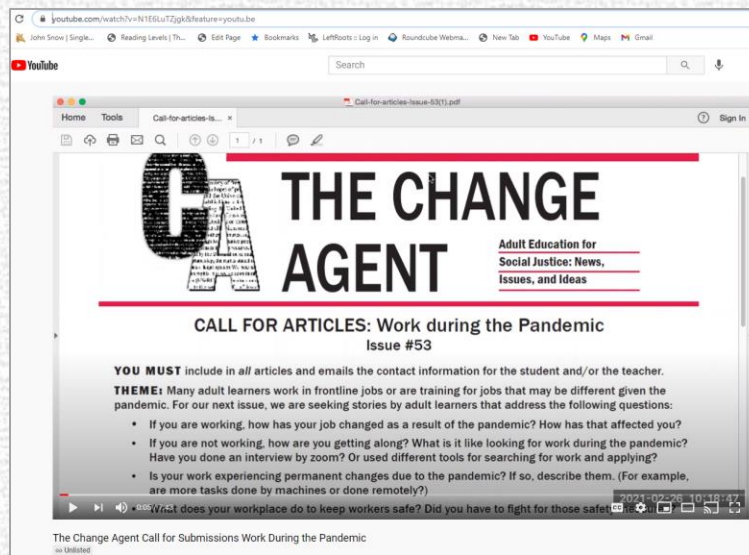
DEADLINE AND GUIDELINES FOR SUBMISSIONS: May 3, 2021. **Make sure to include contact information.** Send to: cpeters@worlded.org. Instead of long and general essays, we would like to see stories that are specific and detailed. Suggested length is 200-800 words. Please include contact information for the student and/or the teacher in all correspondence. Final decisions are made by *The Change Agent* editorial board. A \$50 gift card will be sent to each adult education student whose work is accepted for publication.

PLEASE SEND MATERIAL BY EMAIL to cpeters@worlded.org. Cynthia Peters, Editor, World Education, 44 Farnsworth St., Boston, MA 02210 Phone: 617-482-9485 fax: 617-482-0617

The mission of *The Change Agent* is to provide news, issues, ideas, and other teaching resources that inspire and enable adult educators and learners to make civic participation and social justice concerns part of their teaching and learning.

<http://changeagent.nelrc.org/>

A [7-minute video](https://www.youtube.com/watch?v=N1E6LuTZjgk&feature=youtu.be) made by a teacher, coaching her students on how to read the Call for Articles.



<https://www.youtube.com/watch?v=N1E6LuTZjgk&feature=youtu.be>

<https://changeagent.nelrc.org/write-for-us/>

Strategies to get started writing:

Respond to a text: Read and respond to a piece of writing. Notice both the substance of the piece and the writing technique. What works? What doesn't?

Informal conversation: Talk it over first – to get your ideas out. Ask someone to help you by taking notes as you talk.

Interview: Work with a partner and interview each other. When you are listening, don't add your own opinions. Try to reflect back what you hear and ask for more.

Tutor Ready Writing Video here:

<https://www.literacyworks.org/tutor-ready-writing>

Life Is So Good



Responding to a Text

Pre-Writing Strategies:

- Responding to a text
- Conversation
- T Charts
- Spelling banks

Here's a sample text student could respond to. (There are more in the Pandemic issue of *The Change Agent*.)

I Work in a Dangerous Place

Kyra Fuentes

BEFORE YOU READ:

1. "Cocky" means proud or over-confident. It comes from the word cock—a male chicken.
2. What are some of the more dangerous jobs during the pandemic? What makes them dangerous?

A Roller Coaster for Me

The pandemic has been a roller coaster for me. If I made a graph of my emotions, it would show an erratic pattern. One steady presence in my life has been my husband. I should nominate him to be "husband of the year." (Please, do not tell my husband I said that because he will become cocky.) You might be wondering: What is so great about my husband? I will tell you: He has supported me while I work in a dangerous place!

Did I mention that I work in a supermarket?

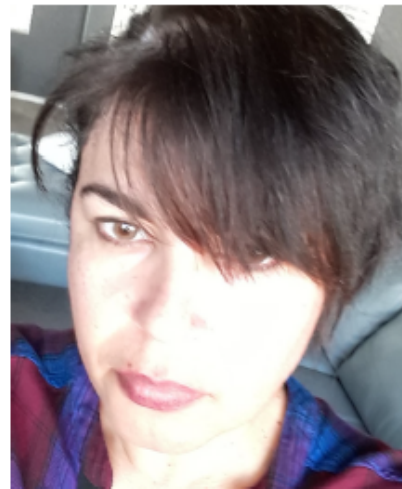
Trying to Stay Safe at Work

A supermarket is a place where many different people come together. During the first couple of weeks of the shutdown, I felt very scared about everything. How was I going to be safe in an enclosed space with so many people?

Every day, I plan how I should do things at my job. After I clock in, I wash my hands and my ID, and then I put on my mask and gloves. As I work, I regularly check to see if my gloves are tearing. I check that the customers are not too close to me. Even if I put baskets or barriers around me while I am working, they just move them so they can get what they want. It seems like they do not care if they—or I—get sick!

I Cannot Rest

The whole day consists of running away from customers and washing my hands many times. During my lunch break, I cannot rest. I wash my hands, and then all the surfaces in the break room—handles of the refrigerator, microwave,



Kyra Fuentes is an ESL student at the Bazan branch of the San Antonio Public Library in San Antonio, TX. She was born in Panama, and she has been living in the U.S. since 2014. One of her dreams is to speak English like a native speaker.

my table, etc. Yes, I clean the kitchen at my job! During my lunch break! Before clocking out, I wash my hands again and with my soapy hands, I clean my walkie-talkie and my PDT. (A PDT is a portable data terminal that we use to scan items in the store.) You should see my co-workers' faces! I do not want to get sick or make my husband or anyone sick! I know, I know! This is too much, but at the end of the day, I believe it is better to be safe than sorry.

AFTER YOU READ:

1. According to the author, what makes working in a supermarket dangerous?
2. Make a graph of your emotions. What would you put on the x axis? And the y axis?
3. How do you respect people's different needs around staying safe?

Small groups

Discuss these strategies for getting your students writing...

- 1. Share (via google slides or some other presentation) a skill learned during the pandemic.***
- 2. Ask students to respond to a text about working during the pandemic to get them thinking about their own experiences with work during the pandemic.***
- 3. Share the Call for Articles with students.***

Some key things to remember about *The Change Agent*

- The magazine is 90% student writing
- A new “Call for Articles” is published every February (deadline early May) and August (deadline early November). Writers receive a \$50 gift card.
- A new issue is published every March and September.
- On our website, you can find online audio, lesson packets, beginner packets, grids that show how content is aligned to standards, free webinars for how to teach using each issue, and more.
- If you want a short refresher, watch the 2-minute video tour we have on our top page.



Reminder!

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