Teacher Resource Manual

*Project VOICE*

Voice Opportunity Independence Civic Engagement

City College of San Francisco
Funded by the California Chancellor’s Office Funds for Student’s Success (FSS): ESL-Citizenship (Civics) Curriculum Grant.
Acknowledgements

First and foremost, I would like to thank Joyce Hanson-Williams, the Project Monitor from the California Chancellor’s Office, who had the vision that students can be agents of change. Second, I thank Terrie Pon who responded to Joyce’s proposal and gave me the opportunity to be the Project Director of the Funds for Student’s Success ESL/Civics Citizenship Grant. Third, John Maxwell quotes “Collaboration is multiplication”, and without the energy and gifts of the project teachers, there would be no “Project VOICE”. I thank them for their input and contributions to this manual. When I was inspired to put together this manual, I had no idea of the amount of work it would entail. Without the creativity, technological know-how and persistent guidance of Marcia Campos, I would have been happy with the 2nd edition. Instead, TRM: Creating VOICE is a better product that I could ever imagine. Finally, I want to acknowledge City College of San Francisco Digital Printing Department, with special gratitude to Smiley Curtis and Johanna Rudolph. I especially want to acknowledge Johanna’s patience and professionalism.

Special acknowledgment to Gary Tom, Teacher’ Resource Center (TRC) Dean; Sharon Seymour, English as a Second Language (ESL) Chair; and Gabriella Schultz, Transitional Studies (TS) Chair.

ATC: Accept The Challenge

Maria Rosales-Uribe
Project Director

Board of Trustees
Rodel E. Rodis, President; Johnnie L. Carter, Vice President; Dr. Natalie Berg;; Dr. Anita Grier; Milton Marks III; Julio J. Ramos; Lawrence Wong; Toni Hines, Student Trustee; and Dr. Philip R. Day, Jr. Chancellor
Prologue

One of the major goals of Project VOICE was to build a community of teachers that was willing to “test” new methodologies and revive forgotten ones. Many of us are confused with the always-growing list of acronyms: SCANS, EFF, PBL, and so on. With an ever-changing focus in educational circles, we’re often left wondering: competency based, critical thinking, school-to-career, contextual learning or technology? What new tricks are out there to teaching reading, vocabulary and writing? As the project director, my task was to go on a hunt and to share my findings with the project teachers who then would transform their classes and encourage other teachers to follow. No easy task! Non-credit teachers plan for their daily lessons, correct papers and deal with open-entry/open-exit every day of the semester.

One solution is to have a reference book where we can find theory, practical suggestions from teachers in the fields, resources and worksheets that can be readily used in the classroom. This is how “TRM (Teacher’s Resource Manual): Creating VOICE” came to be. My hope is that this manual will continue to encourage the original project teachers to continue to challenge themselves to create innovative learning environments that empower their students. Moreover, my intention is that this manual be an inspiration to all ESL and Transitional Studies teachers at City College of San Francisco and throughout the community colleges.

[Signature]  
ATC: Accept The Challenge

Maria Rosales-Uribe  
Project Director
# Project VOICE’s Teacher Manual

**I- Section One: Tenets of Project VOICE**

*Principles*

1. Guiding Framework for Project VOICE
2. Communicating, Thinking, and Reasoning Competencies
3. Curriculum Modules
   - Curriculum Module I: Leadership Formation
   - Curriculum Module II: Knowledge is Power

*From the Experts*

- Learner-Centered Psychological Principles
- Contrasting Approaches to Adult Education
- Making Meaning/Making Change
- Civics Education for Adult English Language Learners
- Project Based Learning for Adult English Language Learners
- PBL: How to Create a Project-Based Class
- Using Service-Learning as Part of an ESL Program

*Equipped for the Future (EFF)*

- Overview
- Content Framework for the EFF Standards
- The Wheel-Standards for Adult Performance
- Citizen/Community Member Role Map
- Worker Role Map
- Parent/Family Role Map
- EFF Content Standards for Adult Literacy and Lifelong Learning
- EFF Glossary

*Secretary’s Commission on Achieving Necessary Skills (SCANS)*

- Overview
  - SCANS Codes
  - Qualities Employers Look For
- The Three Foundation Skills
- Five Workplace Competencies
- Examples of SCANS Competencies
- Glossary of Terms

*Project Based Learning (PBL)*

- A Definition of Project Based Learning
- The Three Project Learning Stages

*Service Learning*

- Service Learning in Action
- Four Steps to Service Learning
- Benefits for Students
- Establishing Curriculum Connections
II- Section Two: Curriculum, Lesson Plan & Instructional Strategies

Things to Consider When you Develop a Lesson:
- Philosophy behind Project VOICE Lesson Plan Template 94
- Blooms Taxonomy 95
- Cognitive Domain (Bloom’s Taxonomy) 96
- Affective Domain (Krathwohl) 97
- Multiple Intelligences: Theory & Practice in Adult ESL 98
- Beyond Chalk and Talk: Student-Centered Classroom Strategies 102
- Evaluation of lesson: Things to Consider 105
- EFF Checklist for the Instructor 105
- Blooms Taxonomy & Multiple Intelligence Chart 106
- Lesson Plan Format 107
- Teaching & Learning with EFF Standards 108
- Questions to Ask: Outcomes of a Lesson Plan 109
- Menu of Instructional Strategies for Language Arts 110

Reflection and Application Activities
- Introduction 112
- Reflection on Content 113
  - Agenda Review 113
  - Text Book Contents Page Checklist of Crossroad, Book 1 114
  - Language Learning Diaries 115
  - Progress Charts 115
  - Peer Review Activities 117
- Reflection on Demonstration of SCANS Competencies 118
  - What Did you Do in Class Today? 118
  - Class Time Card 119
  - Personal Checklists 120
  - Active Learning Progress Chart 121
  - Team Evaluation Sheets 122
- Reflection on Affective Experiences in the Classroom 122
  - Written Reflection 122
  - Focused Journal/Log Book Entries 123
  - Checklists 124
- Folder Assessment 125
- Reinforcement Assessment (Open-Ended Format) 125
- Listener Response Sheet 126
- A Learning Diary 127
- CCSF Samples 128
  - Teachers’ Evaluation Samples 128

Reading Instructional Activities
- The Language Experience Approach and Adult Learners 132
- Choral Speaking/Choral Reading 137
- Directed Reading Thinking Activity 138
- Scaffolds 139
- Using the Jigsaw Strategy 142
- Knowledge Rating 143
- Guideline for Selecting Words to Teach Within a Reading Lesson 144
- The Pro Reading Process 145
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused-Listening Peer-Revision Sheet</td>
<td>254</td>
</tr>
<tr>
<td>Anticipation Guide Sheet</td>
<td>255</td>
</tr>
<tr>
<td>Anticipation/Reaction Guide</td>
<td>256</td>
</tr>
<tr>
<td>The PRO Reading Process Handout</td>
<td>257</td>
</tr>
<tr>
<td>Active Learner Progress Chart</td>
<td>259</td>
</tr>
<tr>
<td>Content Language Diary</td>
<td>260</td>
</tr>
<tr>
<td>A Learning Diary Worksheet</td>
<td>261</td>
</tr>
<tr>
<td>Feedback to My Teacher/Evaluation of Myself</td>
<td>262</td>
</tr>
<tr>
<td>Personal Checklist #1</td>
<td>263</td>
</tr>
<tr>
<td>Personal Checklist #2</td>
<td>264</td>
</tr>
<tr>
<td>Reinforcement Assessment Sheet</td>
<td>265</td>
</tr>
<tr>
<td>Team Evaluation</td>
<td>266</td>
</tr>
<tr>
<td>Reflection on Oral Presentations</td>
<td>267</td>
</tr>
<tr>
<td>My Personal Learning Sentence Starters</td>
<td>268</td>
</tr>
<tr>
<td>Rubric: Descriptive “Showing” Paragraph</td>
<td>269</td>
</tr>
<tr>
<td>Metacognitive Journal Sheet</td>
<td>270</td>
</tr>
<tr>
<td>Double Entry Journal Worksheet</td>
<td>271</td>
</tr>
<tr>
<td>Reflective Journal Sheet</td>
<td>272</td>
</tr>
<tr>
<td>Learning Log Worksheet</td>
<td>273</td>
</tr>
<tr>
<td>Synthesis Journal Sheet</td>
<td>274</td>
</tr>
<tr>
<td>Patterned Poems Worksheets 1, 2, 3</td>
<td>275</td>
</tr>
<tr>
<td>Principles for Participation in an Idea Wave</td>
<td>279</td>
</tr>
<tr>
<td>Language Strategies for Active Classroom Participation</td>
<td>280</td>
</tr>
<tr>
<td>Multiple Intelligences Survey for ESL</td>
<td>281</td>
</tr>
<tr>
<td>Story Map</td>
<td>285</td>
</tr>
<tr>
<td>Political Cartoon Analysis Chart</td>
<td>287</td>
</tr>
<tr>
<td>Service Learning Worksheet</td>
<td>288</td>
</tr>
<tr>
<td>Building a Community of Teachers</td>
<td>289</td>
</tr>
<tr>
<td>Compare/Contrast Worksheet</td>
<td>290</td>
</tr>
<tr>
<td>Project Based Learning</td>
<td>291</td>
</tr>
<tr>
<td>Who, What, When, Where, Why, and How</td>
<td>292</td>
</tr>
<tr>
<td>Checklist for Problem-Solving Guide</td>
<td>293</td>
</tr>
<tr>
<td>Event Map</td>
<td>294</td>
</tr>
<tr>
<td>Venn Diagram</td>
<td>295</td>
</tr>
<tr>
<td>Conflict Dissection</td>
<td>296</td>
</tr>
<tr>
<td>KWL Chart</td>
<td>297</td>
</tr>
<tr>
<td>Baggage Claim</td>
<td>298</td>
</tr>
<tr>
<td>Timeline Worksheet</td>
<td>299</td>
</tr>
<tr>
<td>Teamwork Sheet</td>
<td>300</td>
</tr>
<tr>
<td>Progress Graph</td>
<td>301</td>
</tr>
<tr>
<td>Web Worksheet #1</td>
<td>302</td>
</tr>
<tr>
<td>Web Worksheet #2</td>
<td>303</td>
</tr>
<tr>
<td>Icebreakers: Find Someone Who</td>
<td>304</td>
</tr>
<tr>
<td>Box Bingo</td>
<td>305</td>
</tr>
<tr>
<td>The Hunt Is On</td>
<td>306</td>
</tr>
<tr>
<td>Rank Order Questions</td>
<td>307</td>
</tr>
<tr>
<td>Alternative Search</td>
<td>309</td>
</tr>
<tr>
<td>Rules for Brainstorming</td>
<td>310</td>
</tr>
<tr>
<td>Strength for Values</td>
<td>311</td>
</tr>
<tr>
<td>Strongly Agree/Disagree</td>
<td>312</td>
</tr>
<tr>
<td>Either/Or Forced-Choice Questions</td>
<td>313</td>
</tr>
<tr>
<td>Values Statements and Whips</td>
<td>314</td>
</tr>
<tr>
<td>Public Interview</td>
<td>315</td>
</tr>
</tbody>
</table>
Partner Risk Topics  318
Percentage Questions  318

Worksheets in Spanish
Esquema de Progreso del Estudiante  320
Hoja de Trabajo: Análisis de Conflicto  321
Análisis Literario  322
Hoja de Trabajo: Qué, Quién(es), Cuándo…  324
Formas de Comenzar Oraciones  325
Hoja de Trabajo: Mapa de Eventos  326
Retroalimentación Para mi Maestro  327
Autoevaluación de mi Participación en Clases  327
Agenda Metacognitiva  328
Agenda de Aprendizaje  328
Agenda Reflexiva  329
Agenda de Síntesis  330
Evaluación de Reforzamiento  331
Vocabulario de la Semana  332
Análisis de Caricaturas Políticas  333
Comparación/Contraste  334
Poemas Biográficos  335
Conduciendo una Entrevista  338
Línea de Tiempo  341
Conceptos  342