



# GEAR UP Teaching Tips



GEAR UP For College

APRIL 2010

## TEACHERS: GEAR UP TO TECHNOLOGY

April 2010 Issue 2

American Samoa  
Community College

GEAR UP FOR COLLEGE

### Special points of interest:

- ☉ [Teachers and Technology](#)
- ☉ [Free On-line Programs](#)
- ☉ [Read Aloud in Class](#)
- ☉ [SAT Vocabulary Skills](#)
- ☉ [Study Skills that Work](#)
- ☉ [GUAS e-learning Programs](#)
- ☉ [Learning Centers](#)

### Inside this issue:

Teachers must gear up to technology	1
Free online programs	1
Read Aloud in Class	2
Pre-SAT Vocabulary	2
Study Skills that Work	3
GUAS Technology Programs	3
How to Create a Learning Center	4

*In the past ten years, technology has revolutionized the classroom. Many teachers have been able to make use of amazing new devices that take their jobs to the next level. Unfortunately, some educators have had difficulty utilizing the new equipment available, due to either a rut they are in, or more often, a lack of information. When no one explains to these teachers precisely what that new piece of metal and glass lurking in the corner does, it is extremely difficult and stressful for them to attempt to use it in front of students. This antagonism between teachers and technological innovations is a challenge many schools (elementary, middle, high, and even college) will have to address, simply because of the benefits offered by technology.*

*"Internet is not a problem; it is a learning opportunity," Don Tapscott said. "Don't blame the Internet for how our approach to learning and thinking has changed. That's like blaming the library for ignorance."*

*Tapscott spoke about the changing generations, explaining that the generation currently making its way through our education system is the first generation born into a major shift in the mode of cognition. "We are creating a generation that is thinking differently from every generation before," he said. These students are not just multitasking; they have better abilities to code-switch. They are constantly searching, storytelling, collaborating, developing, and authenticating."*

*Tapscott addressed the "negative, cynical" attitudes many adults have about today's young people, who often refer to them as an "army of narcissists" or say that they are dumb. The data, he said, proves otherwise: "They are not the dumbest generation. They are the smartest generation." Don Tapscott, best-selling author of [Grown Up Digital](#)*

### GEAR UP TO TECHNOLOGY

## FREE ON-LINE LEARNING PROGRAMS

### [INAP.COM](http://INAP.COM)

*I Need A Pencil. COM brings you hundreds of questions with step-by-step, thorough, and interesting lessons and a proven method that will teach you, test you, and make sure you succeed at the SAT. Register and let them do the rest.*

### [EXAMENGLISH.COM](http://EXAMENGLISH.COM)

*This web site is for people studying for an English language exam. These pages contain free on-line practice tests for the most important international ESL/EFL exams: the IELTS, TOFEL, and the Cambridge ESOL exams.*

### [HIGHSCHOOLACT.COM](http://HIGHSCHOOLACT.COM)

*High SchoolAct.Com is a web directory of the best free educational resources for high school students. It features academic subject guides, reference tools, games, puzzles, quizzes, and college information.*

### [COLLEGEBOARD.COM](http://COLLEGEBOARD.COM)

*The College Board Center was established to help transform education in America. Guided by the College Board's principles of excellence and equity in education, it works to ensure that students from all backgrounds have the opportunity to succeed in college and beyond.*

# READ ALOUD IN CLASS

**English** teachers are reading aloud to teenagers classics ranging from the *Odyssey* to *Of Mice and Men*. History and social studies teachers are voicing the words of the Declaration of Independence and letters home from U.S. soldiers abroad. Even some math and science teachers are reading to their students in class. The technique is getting attention amid a bigger push for improvement in adolescent literacy. Literacy is not just a concern for the elementary grades, especially for our Samoan students.

**Teachers** who are reading aloud in class as a regular practice are finding greater academic success with their students. Most importantly, students given the chance to read aloud discover the excitement of the joy of reading. The one most important thing a teacher must share from a textbook is to be able to get students successfully engaged in reading and to enjoy the learned skill of reading.

**Teachers** must provide reading materials in their content area so that their students can explore and discover facts on their own. We cannot just rely on limited classroom textbooks. Assignments can be given individually, or in a group project. Teachers should facilitate regular reading aloud activities to help students improve their reading.



## PRE-SAT VOCABULARY BUILDING

Using readily available *high frequency SAT word lists*, students should commit to learning sets of 10 to 15 words a week using the **4 Square Vocabulary Strategy**. Once memorized, students can be paired to test each other in order to reinforce learning.

This approach to explicit vocabulary instruction draws on students' prior knowledge and personal experiences to develop conceptual understanding of important terms. While the strategy may seem time-consuming, once students have internalized it, the teacher's presentation is greatly reduced.

1) Using a stack of index cards, students take the first one and write the SAT vocabulary term on one side. On the other side, students draw lines to divide area into four squares. The squares are numbered, #1 - top left, #2 - top right, #3 - lower left, and #4 - lower right.

2) In square 1, students write one

of the SAT high frequency terms. If the term is unfamiliar, students practice pronouncing it. Students can then draw or write pronunciation cues to help them remember how to sound the word out. Teacher then presents the word in context and explains its definition, accompanied by verbal and visual examples and non-examples.

3) Next, the teacher engages 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.

4) 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.

5) Finally, in square 4, students write a definition of the term using their own words. Then they check their definition with the dictionary and refine it, if necessary.

aberrant  
magnanimity  
pedantic  
penchant  
penury  
malingerer  
malleable  
maverick  
mendacious  
metamorphosis  
meticulous  
misanthrope  
mitigate  
morose  
mundane  
negate  
neophyte  
obdurate  
obsequious  
obviate  
occlude  
officious  
onerous  
opprobrium  
oscillate  
ostentatious  
paragon  
partisan

ominous  
paucity  
tangential  
vacillate  
volatile  
supersede  
reticent  
propensity  
quiescent  
adulterate  
approbation  
audacious  
mollify  
capricious  
chicanery  
compendium  
salubrious  
reprobate  
soporific  
venerate  
tenuous  
phlegmatic  
pathological  
mendacious  
obsequious  
penchant  
lethargic  
divulge

# STUDY STRATEGIES THAT WORK

## TUTORS

**Overwhelming** research supports the benefits of tutoring students to help improve their grades, study skills, and confidence. Tutoring has demonstrated itself effective for short-term review and test preparation. It has also proved invaluable for instilling the student's confidence and promoting long-term academic success.

Teachers, students and parents have all recognized the force of emphasizing classroom concepts in a tutor-mentor relationship.

**At** times a student's difficulty with a particular subject is directly related to their lack of proper studying skills. GUAS makes it a priority to teach effective study habits and to build student confidence.

**Teachers**, utilize the valuable resources you have in your classes - "your high achieving students". Yes, use them as your tutors. Your students will be grateful.

## NOTE TAKING

**Like** reading, note-taking is a skill which must be learned and refined. Note taking, or the lack of it, is a constant deficiency in the study methods of many high school and college students. Learning how to take good notes is rather easy; applying them to your own situation depends on how serious you are in becoming a successful student.

**You** must learn to keep notes logically and legibly. Remember, if you can't read your own writing they are of little use. The best place to keep notes is in a loose-leaf notebook. Use dividers to separate the different classes you take. Make it a habit of using your notebook to record all your notes. **An effective method of studying is to rewrite your notes, correct your spelling, grammar and make better sense of your notes. Rewriting your notes is a sure way of effective learning.**

**GEAR UP FOR COLLEGE**



# GUAS TECHNOLOGY PROGRAMS

## TALL

The **Technology Assistive Language Learning (TALL)** e-learning system is designed to enhance English language learning by blending classroom instructions with computer assisted learning interaction. TALL is a language learning system that fully integrates the use of face-to-face instruction and technologically-assisted instructions.

The TALL system is supported by materials prepared in the Samoan language for the Samoan student. GUAS believes that this program is beneficial for English second language learners.

## MATH TREK

Math Trek, created and supported by **NECTAR Foundation**, helps students achieve their full potential and increase teacher effectiveness. Math Trek provide students with new opportunities to explore, learn and develop the skills they need to succeed. Students can interact with the programs, working at their own pace as they learn new skills, knowledge and concepts. It provides teachers with new instructional tools, teaching aides, and automated assessment methods. Math Trek covers the standard math curriculum generally taught throughout North America.

## AUTODESK

Autodesk academic solutions support the integration of [science, technology, engineering, and math \(STEM\)](#) education with the GUAS cohort program through technology suites that encourage hands-on learning. To promote the advancement of design education, Autodesk provides access to 2D and 3D software for students and educators, online learning resources and tutorials, and forums to discuss classroom ideas.

GUAS offers the Autodesk sessions at the [ASCC Institute of Trades and Technology \(ITT\)](#) Computer Labs.

# HOW TO CREATE A LEARNING CENTER

**Classroom** learning centers are an ideal way for students to learn in a more relaxed environment. Learning centers allow students to use different senses to learn--a place to read, or to write assignments, or to explore, discuss or work in groups. While the specifics of each learning center will vary based on your class level and educational goals, there are some things that work across the board.

**1. Decide** how many and what type of learning centers you want in the classroom. Think about the types of centers that you want to have. Popular choices are science, reading, writing, role playing, math, computer, art and social studies centers. You should plan to have just enough centers for students to do each one every day or throughout the week, based on the amount of time you have. For example, if you have an hour each day and you want students to spend 15 minutes at each center, you'd want four centers. If students can only visit one center each day, you should have five or ten centers.

**2. Designate** a group learning area. You'll need a main area for teaching in a large group. This would be the area where you set up desks or tables for the students. Your learning centers will be in alternative areas of the room.

**3. Use** classroom items to delineate the learning centers. For example, you can use bookshelves or tables to create separate spaces for the learning centers. You can also separate areas with chairs.

Design the areas so that students will not be facing the main classroom area when they are in the learning center. The learning center should feel like its own little room.

**4. Place** appropriate items in the learning centers. A reading center or computer center is easy to set up. You simply need to add books or install software programs on the computer. Other areas may need more planning. For example, in the science center, you may want to change activities based on what you're learning in group lessons.

**5. Post** instructions for doing the activities in the learning centers. Students should understand what you expect of them at each center. Do this by writing clear instructions. If your students are young, you may want to include picture instructions to help them understand.

## *Things You Might Need:*

- Bookshelves
- Chairs
- Reading & Resource Books
- Internet connection
- Computers
- Electronic learning software
- Printer
- Headphones
- Dictionaries, Thesauruses
- Group Tables
- Air-conditioned Classroom



## GEAR UP TO LEARNING CENTERS

**AMERICAN SAMOA  
COMMUNITY COLLEGE**  
GEAR UP AMERICAN SAMOA  
DIRECTOR TUPUA ROY FUA  
P.O BOX 2609  
PAGO PAGO, AMERICAN SAMOA  
96799  
(684) 699-9155  
(684) 699-9165 FAX  
INFO@GEARUP.AS  
<WWW.GEARUP.AS>  
**GEAR UP FOR COLLEGE**