

## ABE Promising Practice

### Think Dots: Small Group Activity Aligned with CASAS Competencies

#### **Audience (check all that apply):**

- Instructors
- Managers/Coordinators
- Program support staff (intake, data, etc.)

#### **Topic (check all that apply):**

- Accountability policies and procedures
- Assessment
- Budgeting
- Classroom Instruction
  - Curriculum development
  - Data analysis
  - Intake and orientation
  - Marketing
  - Performance management
  - Retention/Persistence
  - Staff development
  - Strategic planning
  - Teacher observation
  - Teambuilding
  - Volunteer management
- Other (please specify): CASAS Competency Alignment
- N/A

#### **Instructional area (check all that apply):**

- Adult Diploma
- Basic Skills
- Brush-up
- Citizenship
- EL/Civics
- ESL
  - Family Literacy
  - GED
  - Workplace
  - Other (please specify):
  - N/A

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**Objectives:** Learners will practice speaking in a game-like activity using CASAS competency vocabulary.

**Time needed:** 10 -20 minutes

**Level (for instructional promising practices only; check all that apply):**

Beginning Literacy

X Beginning

X Intermediate

X Advanced

**Optimal class size (for instructional promising practices only):** 2 – 4 students in a group

**Resources/materials needed:** One die for each group, 6 questions generated by the instructor aligned to a particular CASAS Content Area, such as employment, Consumer Economics, Basic Communication, Health

**Procedure (please be as specific as possible):** This activity can be used at the end of a unit or at the end of a lesson. It is an excellent way to review and recycle what has been previously taught to reinforce the vocabulary and the content of CASAS.

Before doing the activity the first time, the instructor models how the number of dots on the die corresponds to the number of a question.

Then the instructor divides the class into groups of 2 -4. Each group gets a die and a list of 6 questions. One student rolls the die and answers the corresponding question. This continues until everyone has had a chance to roll and answer at least 2 times and until all the questions have been answered at least once.

**Variations or modifications:** Students can roll the die and call upon another student to answer the question. Students can generate the questions instead of the teacher. Each group can have a different set of questions and students go to another station when finished. Students can be grouped by level in a multi-level class and answer appropriate level questions.

**Impact on your program or learners:** Working in a small group provides more opportunities to try the vocabulary they may encounter on the CASAS test. The small group and game-like activity is less intimidating and gives learners practice speaking, listening, reading, and learning from others. Learners gain confidence.

## ABE Promising Practice

**Attachments:** Possible questions for different levels and the CASAS competency addressed.

**Beginning: Basic Communication** 0.2.1 Respond appropriately to common personal information questions 1. What was yesterday? 2. What is your country? 3. What is your address? 4. What is your zip code? 5. Say and spell your last name. 6. What is your telephone number?

**Intermediate: Consumer Economics/Health** 1.7.4 Interpret maintenance procedure for household appliances; 2.3.3 Interpret information regarding weather conditions  
1. Name 1 thing in your home that you shut off. 2. Name 1 thing in your home you unplug.  
3. Why do you lock your home? 4. What does a smoke alarm do? 5. Who do you call if there is a fire? 6. Name 2 weather emergencies.

**Advanced: Employment** 4.1.5 Identify how to interview for a job appropriately 4.4.2 Identify appropriate skills and education for keeping a job 4.2.6 Interpret information about legal rights of employees such as discrimination  
1. What are the qualities of a good employee? 2. Give an example of discrimination in the work place. 3. Name 3 qualities of a good supervisor  
4. Name 3 things that can get someone fired 5. Name 2 skills that are necessary for most jobs  
6. What 2 questions may you be asked at an interview?

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