
Teacher Material

Introduction

The *Daily Experiences and Activities for Living* series translates to an appropriate acronym, DEAL. The ability to successfully “deal with” the information and activities provided in these six workbooks is essential to function in today’s world. The topics of nutrition and health, consumerism, information sources, housing, working, and transportation were selected because they represent the areas most vital to daily living.

Deficiencies in these areas often thwart a student’s development in a broad range of endeavors, and frequently lead to a feeling of failure and negative self-image. Conversely, success in these basic skills provides a good foundation for further development, a success-oriented attitude, and a more positive self-image.

Students are encouraged to explore beyond the actual textual material and, in particular, are asked to apply the material to situations and resources within their own community. This material provides an opportunity for students to become aware of their potential as active participants in the community around them rather than be passive victims of a fast-paced and often overwhelming world. Teachers may expand these applications to the local scene as student level or need dictates.

Objectives

The goal of this series is to offer each student the opportunity to be counted as “one,” as used in the phrase “everyone knows that.” Often, it is taken for granted that “common knowledge” is acquired by all, equally, in the same way. No allowance is made for ability levels, prior experience, or need. These workbooks address that deficiency and do so in a manner that will appeal to and motivate students to become more aware of the world around them.

This series will help students

- become aware of the world around them, in which they are expected to function on an everyday basis.
- learn practical information necessary to deal with life-skill situations.
- practice and apply basic life and curriculum skills.
- become independent and self-sufficient in accomplishing everyday skills.

Audience

While some topics may be more appropriate for older student populations than others, this series has been developed and designed particularly for students at the secondary level who may be deficient or lacking in basic life skills and who have difficulty reading target-level material. (See *Reading Development*.) As a result, those students who have been identified for special education, remediation, or those placed in practical-class strands will benefit from experience with this series.

In addition, English as second language students who have achieved an intermediate proficiency with the English language will find this series helpful in developing language skills as well as increasing awareness and understanding of basic American life concepts.

Features of Text

The consistent format of each workbook has been designed to facilitate reading and comprehension while maintaining high student interest. In addition to the following features, each book contains a table of contents and index to be used as teaching tools and to enhance the resource value of each text.

Each book is self-contained and requires no additional material. (Common items such as newspapers, television guides, food coupons, telephone books, etc., may be needed for extended activities.) The information presented in each book is broad in scope, is practical and basic to student needs, and assumes no prior knowledge on the part of the student.

Words to Know

Difficult vocabulary has been identified and defined by context in a distinctive format at the beginning of each chapter. Frequently definitions and examples are provided within the text to further reinforce and enhance mastery.

Vocabulary of real-life terminology has not been simplified in order to provide an easier transfer of academic learning to real-life situations. It is suggested that teachers preview the lessons to identify additional vocabulary with which students may be unfamiliar. (See *Reading Development*.)

Instructional Text

Practical and basic topics are clearly presented in high interest/low level sections. The straightforward material focuses on real-life situations and problems in manageable reading increments. Suggestions for adding information or tailoring lessons to specific regions appear in the Answer section of this manual. The *Daily Experiences and Activities for Living* series is flexible, and teachers are encouraged to adapt material to specific student needs and ability levels.

Time Out

This activity section presents recall and comprehension questions. Teachers may use student responses to these activities to assess student progress and understanding. Extended questions or activities are provided in the Answer section of this manual.

Should students demonstrate an acceptable level of understanding of the particular topic presented, or have difficulty writing responses, teachers may wish to deal with this section orally.

Think

These activity sections provide follow-up activities for application and extension. They include a variety of activities, including letter writing, giving and supporting an opinion, discussion, involvement and interaction with community, comparison, problem solving, critical reading and thinking skills. Teachers are encouraged to assign or alter these activities as student abilities and interests dictate. Additional information and suggestions for extension are provided in the Answer section of this manual.

Implementation

Teachers may choose to permit individual study, small or large group instruction. Because the material is presented in manageable sections, teachers may opt to select some material for small group instruction, some for individual study, and some for teacher-directed instruction. Each book assumes no prior knowledge.

Because of the high interest nature of basic living skills, the information in this series readily lends itself to adaptation by the classroom teacher. Each workbook permits this type of expanded teaching opportunity, through which the teacher may, at his or her discretion, key the newly acquired knowledge and skill to community involvement and exploration.

Reading Development

The Daily Experiences and Activities for Living series has been developed and designed to facilitate reading by students who are not reading at target level. Each workbook represents a 3.5 to 5.5 progressive readability range. In addition, the design and graphics of the program reflect a clear and easily identifiable organization in manageable increments. Finally, concepts and topics are reinforced with examples and extensive follow-up activities. Practical and high interest topics have been selected that will motivate students and increase their desire to read.

General Reading Strategies

1. Preview the text with students. Point out how instructional material is introduced. Identify the two different activity headings. Emphasize the Words to Know section at the beginning of each chapter and remind students to refer to these definitions throughout their reading. Work through the Introduction with students. This will introduce them to the topics covered within the text.
2. Preview each chapter with students prior to initiating instruction. Have them discuss the opening illustrations to provide additional cues to the chapter focus.
3. Set goals for reading. Review what is already known about the topic and what needs to be learned. Have students discuss their experiences with the topic. Ask questions and set purposes for reading.
4. Encourage students to read actively. You may wish to have them read the Time Out questions prior to reading the instructional text. During reading, students can reflect on the questions to be answered and will develop a purpose for their own reading.
5. Review the section after reading. Be sure that the goals that were set have been met, or seek additional information or practice from other material with teacher assistance.

Students Who Have Difficulty Reading

If you find that students have difficulty reading this material, there are several ways you can help them. Basically, they will need to learn the same good reading techniques suggested for all students under General Reading Strategies. However, more of the reading and thinking can be handled in a group setting with teacher guidance.

1. Preview the topic for each chapter orally. Ask the students what they think the instructional information will be about.
2. Tape-record the instructional material and let students read along with the tapes. This technique will be especially useful with English as a second language students who may not have achieved an intermediate proficiency with the English language.
3. Read instructional text orally during class or have better readers prepare sections to read to the rest of the group. Having poorer readers practice reading aloud creates unnecessary anxiety that detracts from learning the concepts and contributes to a sense of failure.
4. Encourage students to read and correct each other's written responses to instill more motivation.
5. Present important vocabulary concepts before reading the section. Put sentences on the chalkboard using terminology in sentences, underline the words, and have students provide definitions for them. Encourage students to provide additional examples of vocabulary from "real-life" situations. While difficult vocabulary and context definitions have been presented in the Words to Know sections, you may wish to preview each lesson and present additional vocabulary with which your class may be unfamiliar.

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