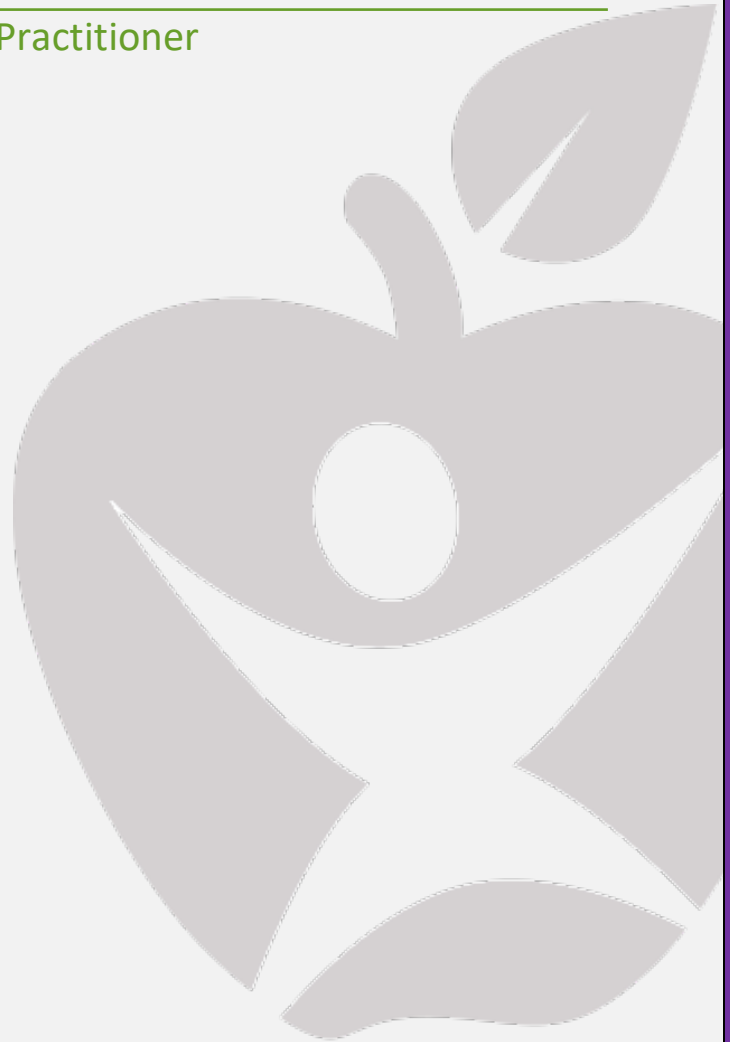


# Keeping Students Connected: Engaging Activities for the Virtual ABE Reading & Language Classrooms

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Resources for the Adult Education Practitioner



# **Keeping Students Connected: Engaging Activities for the Virtual ABE Reading & Language Classrooms**

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Eric Hall, Ed.D., Senior Chancellor  
Office of the Commissioner, Department of Education

Henry Mack, Ed.D., Chancellor  
Division of Career and Adult Education, Department of Education

June Rall, Director of IPDAE

Tamara Serrano, Project Support Specialist for IPDAE

**Resources Developed and Designed By**  
Maria Gutierrez, Florida IPDAE Training Facilitator



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Institute for the Professional Development of Adult Educators  
3209 Virginia Avenue - Fort Pierce, FL 34981  
Phone 772-462-7409 • E-mail [info@floridaipdae.org](mailto:info@floridaipdae.org)

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## Guiding Questions

Think about the following guiding questions as you participate in today's session. Write down your thoughts and be prepared to share your ideas.

Slide(s)	Guiding Questions	My Thoughts
4	Think about what you want to take-away from this session.	
5	What are some questions we should keep in mind as you develop engaging activities for your virtual ABE reading and language classes?	
6	What are the 3 objectives that are addressed in this training?	
8	What is active learning?	
9	What are the top 3 recommended techniques to actively engage students?	
9	What are the three types of interactions addressed in this training?	
10-12	What is student-teacher interaction and what is its connection to active learning?	
13	What are some sample activity types under student- teacher interaction?	
14-16	What is student- student interaction and what is its connection to active learning?	
17	What are some sample activity types under student- student interaction?	
18-20	What is student-content interaction and what is its connection to active learning?	
21	What are some sample activity types under student- content interaction?	
23	What are the three active learning techniques highlighted in this training?	
28	How can you easily adapt Activity #1 to other virtual class topics?	

29-30	How can you easily adapt Activity #2 to other virtual class topics?	
31-32	How can you easily adapt Activity #3 to other virtual class topics?	
33-39	How can you easily adapt Activity #4 to other virtual class topics?	
41-42	How can you easily adapt Activity #6 to other virtual class topics?	

## Introduction

This *Companion Resource Handbook* supports IPDAE’s live training on “Keeping Students Connected: Engaging Activities for the Virtual ABE Reading & Language Classrooms. The content is centered around developing active learning activities for these virtual classrooms, activities that can be easily adapted to fit any topic. As you peruse through this handbook, keep foremost in mind how you plan to incorporate these activities into your instructional framework.

As adult educators, most of us are new to delivering online instruction. As such, we share similar questions about how to best keep our students actively engaged in online learning. As we progress through this *Companion Resource Handbook*, keep the following guiding questions in mind:

- How can we keep students engaged during online lessons?*
- What activity types work best to engage students in a virtual environment?*
- How can I continue to increase the level of active student engagement in my online course?*

These questions form the underlying thought process as we lay the foundation for developing engaging lessons for our virtual ABE reading and language classrooms. Additionally, throughout this handbook, we will address the following:

- Define active learning.*
- Identify three ways in which students can interact online.*
- Explore engaging online activities for your ABE reading and language classrooms.*

When we consider ways we can develop engaging activities for our virtual ABE reading and language classrooms, we need to start by addressing “active learning.” After gaining a sense of what active learning is and what it entails, we can then address three types of interactions and different activity types that fall under each interaction in order to then select those activities that will promote more active learning. The three interactions include (1) student-teacher interaction, (2) student-student interaction, and (3) student-content interaction. Each will be addressed in detail throughout this handbook. Once you develop a clear understanding of each interaction and the types of activities that

fall under each, we will explore several successful, and easy-to-implement engaging online activities for ABE Reading and Language that you can immediately begin to implement in your online classrooms.

Let's take a look at the specific topic breakdown for this 5-part training handbook.

### **Part 1: What is “active learning?”**

In Part 1, we will define active learning. There is much research on what active learning entails; however, we will focus on three empirically-supported and well-established techniques.

### **Part 2: Student-Teacher Interaction**

In Part 2, we will address the first of three types of interaction under active learning: student-teacher interaction. This is the most common interaction and is a critical one that can give students a sense of belonging thereby facilitating social development. It also plays an important role in increasing student motivation.

### **Part 3: Student-Student Interaction**

As teachers, we oftentimes overestimate our own influence on learning and fail to recognize the significant impact that students can have on other students' learning. In Part 3, we will address effective ways in which your students can interact with each other in your online classrooms.

### **Part 4: Student-Content Interaction**

It is clear that students must master a certain amount of content for every online course. Students interact with content when they encounter a new fact, idea, or theory. They do so, for example, by listening to a lecture, viewing a video, or reading an article. In Part 4, I will address more effective ways in which you can ensure that students are actively engaged in learning as they interact with course content.

### **Part 5: Easy-to-Implement Engaging Online Activities for ABE Reading & Language**

In Part 5, I will share numerous activity types for each type of interaction. All of these activity types are easily adaptable to fit just about any instructional topic that you select.

## Part 1: What is “active learning?”

According to Halpern and Hakel, authors of “Applying the Science of Learning,” student learning success is impacted more by what students are asked to do by their teachers than by what the teachers themselves do. There is actually a considerable amount of research on active learning; but for the sake of practicality and simplicity, we are going to focus on three active learning techniques that are empirically well-established.

Top 3 Active Learning Techniques	
<b>Generate</b>	Students generate connections, questions, and solutions.
<b>Integrate</b>	Students integrate new information with pre-existing knowledge.
<b>Retrieve</b>	Students have repeated opportunities to retrieve learned information.

### 1. Generate

As teachers, it is critical that we ask students to generate connections, questions, and solutions. This will increase their comprehension and ability to recall because rather than focus on receiving information from the teacher, it emphasizes a more active expectation where students are required to produce ideas.

### 2. Integrate

The next best practice we need to address when addressing active learning has to do with helping students integrate new information with their preexisting knowledge. In other words, it’s important for students to be able to make meaningful connections between new content and prior beliefs, ideas, and experiences.

### 3. Retrieve

Finally, students must have repeated opportunities to retrieve learned information. This will promote long-term retention of new content.

Be sure to keep these three active learning techniques in mind as you read throughout this handbook. You will easily notice that the sample activities shared in Part 5 incorporate all three techniques. Let’s move now beyond the three techniques to specifically address the three types of interactions that fall under active learning:

Types of Interactions	
<b>Student-Teacher</b>	Refers to the climate of communication between the teacher and students in a class. <i>Example: Lecture</i>
<b>Student- Student</b>	Refers to how well students communicate with each other in class. <i>Example: Group project/assignment</i>
<b>Student-Content</b>	Refers to how students interact with course content through learning activities. <i>Example: Reading or writing activities, using software</i>

### 1. *Student-Teacher Interaction*

When we look at student-teacher interaction, we refer to the climate of communication between the teacher and the students in the class. To illustrate, a common student-teacher interaction activity is the class lecture. Remember, though, that as we delve deeper into each interaction, it's important for you to remember that we still need to shape activities under each to include the previously-mentioned, top three techniques: generate, integrate, and retrieve.

### 2. *Student- Student Interaction*

Student-student interaction refers to how well students communicate with each other in class. For example, if you assign a group project, how will your students communicate and build the project together? What specific opportunities will be provided for them to “generate”, “integrate”, and “retrieve”?

### 3. *Student- Content Interaction*

Finally, student-content interaction refers to how students interact with course content through learning activities. An example would be the use of a particular software application to support class instruction. What type of activities are provided within the software that incorporate the top three techniques?

We will now explore each of the three interactions in greater detail.

## **Part 2: Student-Teacher Interaction**

You are probably most familiar with student-teacher interaction. The objectives, as we dig deeper into this interaction as well as the subsequent two, are standardized. First, we will define student-teacher interaction and its significance with regard to active learning. We will then identify the most common activity types that fall under this type of interaction and explore ways in which the activities can be easily and successfully incorporated into your online classrooms. For example, what features or applications can you use to create these types of activities?

### *1. What is student-teacher interaction and what is its significance with regard to active learning?*

When we talk about student-teacher interaction, we specifically refer to the way that students and teachers interact in their classroom relationship. A substantive amount of this



type of interaction is required for online courses. To ensure that a teacher is making the greatest impact on online student learning, this teacher needs to ensure that interactions with students are based on each individual student's learning needs, expectations, and experiences. Usually, the focus for student-teacher interaction is on learning a skill or content that reflects the desired outcomes or consequences of that interaction. Let's take a look at some sample activity types under the student-teacher category.

2. *What specific activities address student-teacher interaction, and what is/are the suggested online medium(s) for each activity?*

As we explore some student-teacher interaction activity types, you will see that you are no stranger to many of them. Discussion forums, chat rooms, or social networks are popular mediums used for student-teacher interaction. Teachers can also provide feedback on assignments via emails or journals. When setting up office hours, consider chat rooms or web conferencing options. The same applies when mentoring or tutoring students. Some teachers become experts at creating peer teaching opportunities. With peer teaching, small groups of students are assigned to help teach portions of a course, usually via web-conferencing. Student-teacher interaction can also take place via posted announcements and even guest speakers (experts), which is becoming increasingly popular. These "experts" take the place of the teacher at times and can provide students with much valuable information via discussion boards, web conferencing, or even chat rooms.

### **Part 3: Student-Student Interaction**

Let us next take a look at student- student interaction. Again, we will first define the interaction and address its significance with regard to active learning. We will then identify the most common activity types that fall under student- student interaction and explore ways in which the activities can be easily and successfully incorporated into your online classrooms. For example, what features or applications can you use to create these types of activities?

1. *What is student-student interaction and what is its significance with regard to active learning?*

When we talk about student-student interaction, we specifically refer to the way that students interact with other students in their classrooms. This type of interaction can include formal course-driven or course-related collaboration as well as informal social interaction. The key to success here is for students to become comfortable with each other and the online environment.

2. *What specific activities address student- student interaction, and what is/are the suggested online medium(s) for each activity?*

I must admit that student-student interaction is probably the activity type that fills most of my instructional day. I have found from personal experience that it helps establish a strong culture of learning in online courses as well as develop engaging relationships that support a high level of student engagement. Activity types under this category are also fairly easy to implement. Group projects are an easy way for students to engage with each other in order to achieve a common goal. Once the project is complete, students can present to other class members via discussion boards or even web conferencing.

We discussed “peer teacher” under student-teacher interaction because, in essence, the peer teacher is functioning as the teacher. However, we can also slip this activity type under student-student interaction because it is, after all, a student or peer who is providing the instruction. Peer review is slightly different from peer teacher. Rather than “teach” content, peer reviewers work to edit each other’s assignments via group discussion boards, text, class chat rooms, emails, or even Google Docs.

Students may also participate in synchronous or asynchronous discussions or debates where students are provided with an opportunity to expand on both sides of an argument. In current society, social networking is almost a requirement for an online course. As the teacher, you can set up a social network for the course so that everyone can communicate on any topic. Collaborative brainstorming is another engaging activity that can be used to promote creative thinking via free association of ideas at the beginning of specific lessons. This can be done via chat rooms or discussion boards. And finally, don’t forget to incorporate polls or surveys and even games into your online instructional framework.

## **Part 4: Student-Content Interaction**

Let us first define student-content interaction and look at its significance with regard to active learning. We will then identify the most common activity types that fall under student-content interaction and explore how these activities can be incorporated into your online classrooms. For example, what features or applications can you use to create these types of activities?

1. *What is student-content interaction and what is its significance with regard to active learning?*

Student-content interaction is just that, students’ interaction with course materials and course content. However, it goes beyond this. Student-content interaction also includes “abstract” interactions with concepts and ideas. Let’s explore some activity types under this category so that you can better understand what these “abstract” interactions include.

2. *What specific activities address student- content interaction, and what is/are the suggested online medium(s) for each activity?*

Let's explore some sample activities that fall under student-content interaction. Tutorials and quizzes are the most common, but simple web links to external sites that support the instructional content also fall under this category. Web links should actually be incorporated into nearly every online class because it provides students with an opportunity to use the internet for additional research. You may also incorporate text or video discussions and have students reflect on the content using journals, discussion boards, papers, or even video clips. In some course topics, simulations may be appropriate and may provide students with a more genuine experience and a greater opportunity to retain and apply learned content.

At this time, I want to place special emphasis on mobile learning. Most learning management systems (LMS) offer students and teachers both a web application and a mobile device application. These downloadable mobile apps support mobile learning can be downloaded by users for anytime anyplace access. Finally, let's not forget to mention the all-too-popular mini lectures in the form of narrated PowerPoints, video clips, podcasts, etc. These are effective tools for communicating content and keeping students engaged.

Before continuing with Part 5, take a minute to review the information in the summary chart on the following page. This will give you an easy, at-a-glance view of each interaction along with the sample activity types that can be used for each one.

SUMMARY CHART	
OVERVIEW & SIGNIFICANCE	SAMPLE ACTIVITY TYPES
<b>Student-Teacher Interaction</b>	
<ul style="list-style-type: none"> <li>▪ The way students and teachers interact in their classroom relationship.</li> <li>▪ Substantive student-teacher interaction required for online courses</li> <li>▪ How teachers interact differently with students based on need in order to make greatest impact on student learning</li> <li>▪ Focus on learning a skill or content that reflects desired consequences of that interaction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participating in discussion forums or chats via chat rooms, discussion forums, or social networks</li> <li>▪ Providing feedback on assignments via emails, using journals, etc.</li> <li>▪ Providing support or office hours via chat rooms or web conferencing</li> <li>▪ Mentoring/tutoring students individually via web conferencing</li> <li>▪ Peer teaching via web conferencing</li> <li>▪ Announcements</li> <li>▪ Guest speakers (experts) providing info. via discussion boards, web conferencing, or chat rooms.</li> </ul>
<b>Student-Student Interaction</b>	
<ul style="list-style-type: none"> <li>▪ The way students interact with other students in their classroom relationship</li> <li>▪ Formal course-driven or course-related collaboration</li> <li>▪ Informal social interaction</li> <li>▪ Increase in level of comfort between students as well as with the online environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group projects where students present via discussion boards, web conferencing, etc.</li> <li>▪ Peer teaching</li> <li>▪ Peer review where students edit each others' assignments via group discussion boards, text, class chat room, email, or even Google Docs</li> <li>▪ Role playing via web conferencing or discussion boards</li> <li>▪ Synchronous/asynchronous discussions or debates</li> <li>▪ Social networking</li> <li>▪ Collaborative brainstorming</li> <li>▪ Polls/surveys</li> <li>▪ Games</li> </ul>
<b>Student-Content Interaction</b>	
<ul style="list-style-type: none"> <li>▪ The way students interact with course content and materials</li> <li>▪ Also includes abstract interactions with concepts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tutorials</li> <li>▪ Quizzes</li> <li>▪ Web links to external sites</li> <li>▪ Text/video discussions or reflections</li> <li>▪ Simulations</li> <li>▪ Mobile learning</li> <li>▪ Mini-lectures</li> </ul>

## Part 5: Easy-to-Implement Engaging Online Activities for ABE Reading & Language

In Part 5, we will explore several sample activities under each type of interaction that are sure to yield an increased level of active student engagement in your online classes and that can be easily incorporated into your online instructional framework. I also want to draw to your attention that ALL of the activities that we will be exploring together have incorporated within them the three, well-established active learning techniques mentioned at the beginning of this training: (1) Generate, (2) Integrate, and (3) Retrieve.

Just in case you forgot,

1. **GENERATE** reminds you to ask students to generate connections, questions, and solutions in order to increase their comprehension and ability to recall because it goes beyond just providing students with information to requiring them to produce ideas.
2. **INTEGRATE** reminds you to help students integrate new information with preexisting knowledge. This helps them make meaningful connections between new content and prior beliefs, ideas, and experiences.
3. **RETRIEVE** refers to providing students with repeated opportunities to retrieve learned information in order to promote long-term retention of new content.

Take a minute to review the chart below which includes basic information that applies to all the activities.

<b>Applicable Information for All Activities</b>		
<b>Activity Types:</b>	<b>Active Learning Techniques:</b>	<b>General Notes:</b>
<ul style="list-style-type: none"><li>▪ Student-teacher interaction activities</li><li>▪ Student-student interaction activities</li><li>▪ Student-content interaction activities</li></ul>	<ul style="list-style-type: none"><li>▪ Generate</li><li>▪ Integrate</li><li>▪ Retrieve</li></ul>	<ul style="list-style-type: none"><li>▪ All sample activities are related to the topic of social media influencers.</li><li>▪ The activities incorporate TABE tested reading and language skills.</li></ul>

We begin by looking at six sample activities that we will be exploring together:

1. **Close Reading: “What do you meme?”**
2. **“One-minute Opinion**
3. **Short Read and Brainstorming Activity**
4. **Activity on “Combining Sentence”**
5. **Quiz**
6. **Journaling Activity Using You Tube**  
**+ Journaling Extension Activity**

Next, take a look at the chart on the following page. First and foremost, I want to confirm that these activities incorporate both reading and language TABE skills. When I say “TABE skills”, I’m referring to “tested” skills. We’re emphasizing tested content in order to ensure that students continue to demonstrate chartable progress from one functional level to the next. There are 5 TABE reading skills and 9 TABE language skills. Also, the included activities are specifically designed to target TABE levels D and A, and the readings are approximately at a 940 Lexile level. Keep in mind, however, that these activities can be easily adaptable to fit either lower or higher ABE levels.

## Activities' Overview

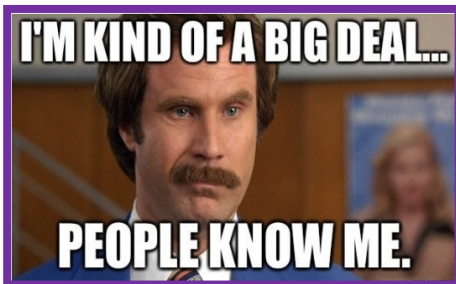
**Topic:** Social Media Influencers  
**TABE Subjects:** Reading & Language  
**TABE Levels:** D-A

**Lexile:** 940L  
**Text Levels:** 5-6

TABE Reading Skills Addressed:	TABE Language Skills Addressed:
<ul style="list-style-type: none"> <li>▪ Make an inference connecting ideas in a text.</li> <li>▪ Make an inference based on explicit details.</li> <li>▪ Determine the central idea of a moderately complex text.</li> <li>▪ Use inference to summarize a section of text.</li> <li>▪ Summarize a slightly complex informational text.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use commas in longer compound sentences.</li> <li>▪ Use commas to set off nonrestrictive clauses.</li> <li>▪ Use &amp; identify correct usage of semicolons in compound-complex sentences.</li> <li>▪ Identify prepositional phrases.</li> <li>▪ Use conventional adjective order in more compound sentences.</li> <li>▪ Combine multiple sentences maintaining parallel structure.</li> <li>▪ Combine sentences with prepositional phrases &amp; dependent clauses while maintaining style.</li> <li>▪ Revise sentences to correct usage errors.</li> <li>▪ Use transitional words or phrases</li> </ul>

### 1. Activity #1: Close Reading – “What do you meme?”

Activity #1 is a close reading activity that you will do using a meme. This is a fun activity that can double as a “warm up” activity. You see three pictures below that you can use. If you prefer to use the same picture for all of your student groups, that will work as well. Remember, if your students have never done close reading with a picture or meme, be sure to first model the activity. You may also need to define what a meme is. Provide students with the significance of incorporating close reading strategies. Explain that it isn’t about reading a source text, or meme, multiple times. It’s about getting them to follow a process and put it



into place. It’s also about actively engaging them in the process.

Students will be “reading” each picture or meme three times. Be sure to clearly outline the steps for each read. I’ve listed the steps in a chart format on the following page for easy access but be sure to continue reading below the chart for additional clarification/explanation.

Close Reading: "What do you meme"		
Read 1:	Read 2:	Read 3:
<ol style="list-style-type: none"> <li>1. Tell students you are going to show them a meme.</li> <li>2. Show them the meme for 5 seconds.</li> <li>3. Remove the meme.</li> <li>4. Ask the students to provide info. on what meme is about.</li> </ol>	<ol style="list-style-type: none"> <li>1. Repeat steps 1-4.</li> <li>2. Show the meme for 10 seconds the 2<sup>nd</sup> time.</li> <li>3. Remove the meme.</li> <li>4. Ask the students for specific details: <ul style="list-style-type: none"> <li>• <i>What's happening in the meme?</i></li> <li>• <i>What do you see that makes you say that?</i></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Again, repeat steps 1-4.</li> <li>2. Show the meme for 15 seconds the 3<sup>rd</sup> time.</li> <li>3. Remove the meme.</li> <li>4. Ask the students to dig deeper and analyze the meme : <ul style="list-style-type: none"> <li>• <i>What more can you find?</i></li> <li>• <i>What can you infer?</i></li> </ul> </li> </ol>
<b>Suggested mediums: "chat" &amp; "web conferencing"</b>		

Again, you're going to do three reads for each picture. Before beginning the first read, give students the four steps:

1. Tell them you are going to show them a meme.
2. Show the meme for five seconds.
3. Remove it.
4. Then ask them to provide information on what the meme is about.

Student can participate via web-conferencing, or you may prefer to have them share details via the course chat.

During the second read, you're going to repeat the original four steps. The only difference is that now, you're going to show the meme for ten seconds rather than five. When you remove the meme, ask the students for specific details about what they saw. Prompt them by asking, "What is going on in the picture? What do you see that makes you say that?"

During the third and last read, you're again going to repeat the original four steps. Now, you're going to show the meme for fifteen seconds. Remove it and then ask the students to dig deeper and analyze the meme. Ask them, "What more can you find? What can you infer?" Their responses should lead toward identifying the lesson topic which will be addressed throughout the remainder of the activities. Also, don't forget to remind your students that close reading is a strategy that will help them to become better readers.

## 2. Activity #2: "One-minute Opinion"

Before beginning the "one-minute opinion" activity, you may wish to share and discuss the information presented on the following page with your students. This will provide them with a better knowledge base for upcoming activities as well as jump start them on making connections to prior knowledge on the topic.

### Social Media Influencers:

Influencers in social media are people who have built a reputation for their knowledge and expertise on a specific topic. They make regular posts about that topic on their preferred social media channels and generate large followings of enthusiastic, engaged people who pay close attention to their views.

#### *These individuals have*

- the power to affect the purchasing decisions of others because of their authority, knowledge, position, or relationship with their audience
- a following in a distinct niche with whom they actively engage

These individuals are not merely marketing tools, but rather social relationship assets with which brands can collaborate to achieve their marketing objectives.

Source: [www.InfluencerMarketingHub.com](http://www.InfluencerMarketingHub.com)

As with Activity #1, I've listed the steps on the chart below for easy access, however, be sure to continue reading below the chart for additional clarification/explanation.

### "One-minute Opinion"

1. Provide a question/situation on the topic.  
*Are social media influencers worth the cost?*
2. Group students into break out rooms.  
*As students work on this activity in the break out rooms, be sure to pop in and out to ensure that everyone is on task and contributing to the activity. Also, provide guidance and corrective feedback as necessary.*
3. Give clear instructions on providing an opinion on the topic.
  - a. Each group is to discuss the question.
  - b. Every person in the group must provide an opinion/response.
  - c. Students discuss opinions & responses and select one for the group.
  - d. Students then come up with 3 reasons to support their selection.
4. Assign 5-10 minutes for this activity.  
*Be sure to let students know that they will not be allowed to speak for more than one minute when sharing out the group's opinion/response.*
5. Only one person from each group will share out.  
*Be sure to rotate speakers so that every student has an opportunity to share out on behalf of the group (whether in this activity or subsequent activities throughout the day).*

***Suggested medium: "break out rooms"***

Begin the "One-minute opinion" activity by providing a question or situation on the topic. In this case, you are going to ask the question: "Are social media influencers worth the cost?"

Second, group your students into break out rooms. As students work in their respective break out rooms, be sure to pop in and out throughout the duration of the activity to ensure that every student is on task and is contributing to the activity. Also, be sure to provide guidance and corrective feedback, as necessary.



Third, give clear instructions to all students on providing an opinion on the topic.

- a. Each group is to discuss the question.
- b. Every person in the group is required to provide an opinion or a response to the question.
- c. Students are then to discuss the opinions and responses of members within their break out room; and they are then to vote on and select one opinion or response that they will share out with all groups at the conclusion of this activity.
- d. Students then have to work together to come up with 3 reasons to support their selection.

Fourth, be sure to limit the amount of time students will be allowed to work on this activity. In this case, 5-10 minutes is sufficient. Also, be sure to let your students know that they will be allowed to speak for no longer than one minute when sharing out on behalf of the group.

Finally, tell students that they must select only one person to share out. Whether in this activity or subsequent activities, be sure that every student is given an opportunity to share out.

### **3. Activity #3: Short Read & Brainstorming Activity**

This activity begins with a short read that transitions into a brainstorming activity. You may read the brief article excerpt (consisting of 2 paragraphs shown below) to your class, or you may prefer ask for volunteers to do the reading.

**“What does social media influencer marketing involve?”**

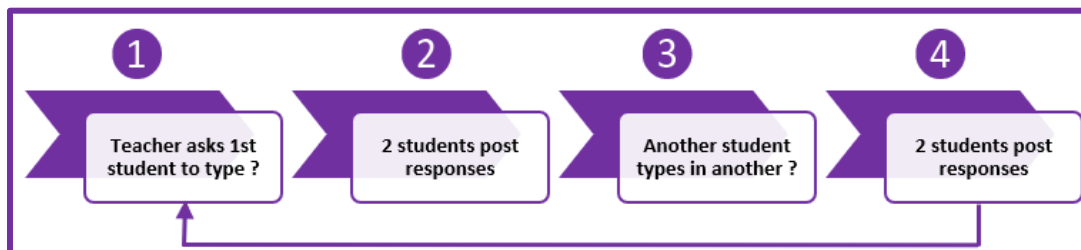
In 2020, social influencer marketing certainly isn’t new, and it doesn’t appear to be going away any time soon. In fact, a report by Business Insider indicated that it’s likely to become \$15 billion industry by 2022. And while celebrities frequently double as social media influencers and get paid to promote their “favorite” products, most people starting out working for themselves won’t have the capital to have someone famous serve as a social spokesperson.

Instead, these business owners target people who are not otherwise famous beyond social media (except maybe in their specific area of expertise), but have substantial influence over their followers. In exchange for some type of fee—in the form of actual payment, discounts, donations made to charities, or other perks—these influencers will post about and talk up your work. But is it worth the investment?

Like the previous two activities, I’ve listed the steps on a chart for easy access but continue reading beyond the chart for a clearer explanation.

## Short Read & Brainstorming Activity

1. Read the article.
2. Have every student come up with two questions on the reading.
3. Start a discussion post by selecting one student to type in a question.
4. Two students respond to the discussion post.



5. Repeat steps 3 & 4 until all students have participated.
6. Teacher keeps tabs on student participation.

Student Name:	Question Submitted	Response Provided
Student 1	X	X
Student 2	X	
Student 3		X

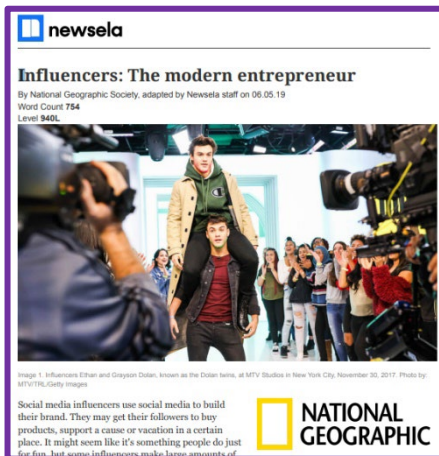
*Suggested medium: "webinar conferencing" & "discussion post"*

Have students read the article and come up with two questions about the article. You are requesting two questions to avoid the possibility of doubling up on the same questions throughout the rest of the activity. Start a discussion post by selecting one student to type in his/her question. Ask the remaining students in the class to respond to the question by posting a response. This can get a little tricky. Be sure to let students know that once two responses have been posted, no additional responses will be allowed. Students need to follow carefully to ensure that they do not type any additional responses beyond the second response. Once a student has had an opportunity to post a response, he or she should hold off on posting additional responses until all students have had an opportunity to participate in the activity.

Repeat steps 3 and 4 until every student has had an opportunity to post a question and to respond to a post. Either you or a designated student can keep tabs on questions and responses posted throughout the activity so that every student has an opportunity to participate in the posting of questions and responses. This will ensure participation by all. An easy t-chart like the one shown above works well.

## 4. Activity #4: Combining Sentences

Activity #4 is our “long” activity. It is actually divided into two parts. The first part emphasizes the Language TABE Skill “combining sentences” along with other associated TABE skills. The second part of the activity emphasizes Reading TABE skills such as identifying the central idea and drawing inference.



I have selected an appropriate article (“Influencers: The modern entrepreneur” ) from Newsela that correlates to the TABE reading levels D-A and that is consistent with the topic at hand. (See the full article in the Appendix of this handbook.) If you have never used Newsela as a resource for topic-related and Lexile-leveled articles for your ABE reading and language classes, be sure to create a free account. Newsela has an ever-growing bank of articles on all sorts of topics. Most of the articles also have quizzes that you can use to assess mastery of certain TABE skills. One additional feature is that the same article is usually available at multiple Lexile levels.

You simply select the appropriate Lexile level for your class or even for individual students, and you will be able to access an adapted version of the article fitting the selected Lexile level.

Prior to beginning Part 1 of this activity which emphasizes TABE language skills, be sure that your students have had some instruction on the covered skills. Just to refresh, the included skills are listed below.

### *Tested TABE language skills addressed in this activity:*

- Use commas in longer compound sentences.
- Use commas to set off nonrestrictive clauses.
- Use & identify correct usage of semicolons in compound-complex sentences.
- Create prepositional phrases.
- Use conventional adjective order in more compound sentences.
- Combine multiple sentences maintaining parallel structure.
- Combine sentences with prepositional phrases & dependent clauses while maintaining style.
- Revise sentences to correct usage errors.
- Use transitional words or phrases

### **PART 1: Language Activity**

There are five steps to Part 1 of this activity. Again, see the summarized steps on the chart on the following page for easy access but read on for additional content.

### Part 1 (Language Activity): Combining Sentences

1. Tell students that they will be reading an article on social media influencers, and that they are to pay close attention to certain sentences that have been highlighted.
2. Students are to combine all of the information in a highlighted group of sentences into one single sentence.
3. Students are to combine the sentences following the suggested format which is provided within brackets [ ]. They are to type their revised sentence after each bracket.
4. This activity is to be completed on the provided Word document and is to be submitted as an assignment.
5. Students have 15-20 minutes to complete the assignment.

*Suggested medium: "assignments"*

First, tell the students that they are going to be reading an article on the topic for the day: **social media influencers**. Emphasize that they are to pay close attention to certain sentences that have been highlighted within the article. Next, inform them that the purpose of this activity is for them to practice combining sentences. You may wish to take a brief moment to discuss the various ways in which pieces of information, fragments, and clauses can be combined into a single sentence to avoid choppiness and repetition, and to improve sentence clarity. The goal of the activity is for each student to be able to combine all of the information in a highlighted group of sentences into **ONE** single sentence. Tell students that there are suggested clues on how to combine the sentences in brackets following each highlighted section. The original article is provided in a Word document, so tell students that they will be typing their revised sentence after each bracket. Finally, assign 15-20 minutes to complete the activity.

Since this activity is a little difficult to follow at first, let's look at an example. You may find the example on the following page.

**Example:**

Social media influencers use social media to build their brand. They may get their followers to buy products. They may get their followers to support a cause. They may get followers to vacation in a certain place. *They may get their followers to buy products, support a cause, or vacation in a certain place.* It might seem like it's something people do just for fun, but some influencers make large amounts of money. Not every social media influencer is an entrepreneur. Still, many of them have much in common with traditional entrepreneurs.

**STEPS:**

- *In this example, you see that three sentences have been highlighted in yellow. These are the three sentences that need to be combined.*
- *Next, you have the suggested language application for combining these sentences. This appears within brackets. In this example, the suggestion reads "items in a series." Since there are three sentences with the same subjects, you can combine them by writing the subject once "They may get their followers to" and then combine the three predicates meanwhile separating them commas as appropriate. Add, "buy products" followed by a comma "," add "support a cause" followed by a comma "," add the conjunction "or" followed by the last verb phrase "vacation in a certain place" and end with a period.*
- *The student combines the highlighted sentences into one single sentence using the clue provided in brackets and highlighted in purple. The student's response is underlined and in italics.*
- *You may want to give students a heads up that there may be more than one correct final sentence. This is okay.*
- *At the end of the allotted time, students are to save their work and upload their assignment to the virtual platform.*

This activity is a student-content interaction activity; however, you can also modify the activity for lower-level students by having them work together in break out rooms to come up with one group product where all participants receive the same score.

**PART 2: Reading Activity**

We continue with Part 2 of this activity which emphasizes TABE reading skills. Be sure that your students have had some instruction on the covered skills. Just to refresh, the included skills are listed on the following page.

*Tested TABE reading skills addressed in this activity:*

- Make an inference connecting ideas in a text.
- Make an inference based on explicit details.
- Determine the central idea of a moderately complex text.
- Use inference to summarize a section of text.
- Summarize a slightly complex informational text.

\*\*\* **IMPORTANT INFORMATION** \*\*\*

**Close reading is an integral component of Part 2. For additional training/information on Close Reading, access IPDAE's recorded webinar training and workbook titled "Three Times a Charm: Engaging ABE/ESOL Students in Close Reading."**

Because the emphasis for Part 2 is on reading, I always like to ensure that students apply close reading strategies as they complete the activity. There are two ways you can approach the activity. You can either direct the activity via "web conferencing" or you can have students complete the activity on their own. If you are working with low-level students, you may wish to guide the activity. The steps that are outlined in this resource handbook are for this guided application. We will first do a close reading. Remember, we are still using the same article that we used in Part 1.

**Part 2 (Reading Activity): Close Reading+**

1. Tell students that we will be doing a close reading of the original article that was used in Part 1.
2. Provide students with specific steps for each read. Explain the purpose for each read and provide a guiding question.
  - Read 1:**
    - a. **Purpose/Explanation:** for general understanding. What does the text say? Who is speaking, and what happened in the text?
    - b. **Guiding Question:** What is the topic? What is the central idea?
  - Read 2:**
    - **Purpose/Explanation:** opportunity to analyze text structure, looking for further understanding of how the text works. Are there any text features or organizational patterns that the author used in the selected passage (such as cause/effect, compare/contrast, poetic or dramatic devices)? Notice the author's use of word choice and figurative language. This is also a good time to review new or important vocabulary words and phrases.
    - **Guiding Questions:** What are some key vocabulary words that you don't understand?
  - Read 3:**
    - **Purpose/Explanation:** builds on the first and second readings to determine the meaning of the text. What is the author trying to say? What is the author's purpose for writing the text?
    - **Guiding Question:** What is the author's purpose for writing this article? Be sure to include key points to support your response.
3. Have students take and submit the online quiz.  
*(Quiz is provided in the Appendix of this handbook.)*
4. Review responses & provide evidence.

***Suggested medium: "web conferencing" & "quiz"***

## 5. Activity #5: Quiz

Activity #5 is a simple quiz on the article used for Activity #4.

### QUIZ

1. Which sentence from the article would be MOST important to include in a summary of the article?
  - A. It might seem like it's something people do just for fun, but some influencers make large amounts of money.
  - B. This money is called venture capital, and often the investors get part of the business in exchange.
  - C. They don't have to spend money on renting an office, for instance, since many of them work from home.
  - D. They have created a new way of making money on social media, and they also create new jobs because they need help creating new content.
  
2. Which statement is a central idea of the article?
  - A. Many influencers like to use You Tube and Instagram to do their posts.
  - B. Many influencers build a personal relationship with the people who follow them.
  - C. Many influencers only need a social media account and a smartphone to start their business.
  - D. Many influencers have a lot in common with traditional entrepreneurs.
  
3. Which sentence from the section "Getting Started" BEST introduces startup costs to the reader?
  - A. Entrepreneurs and influencers start businesses in very different ways.
  - B. They have to spend money to buy materials and equipment and rent an office.
  - C. They sometimes are able to get money from investors.
  - D. Influencers, on the other hand, usually have much lower startup costs.
  
4. Read the selection below.

*Entrepreneurs see a need for a new product and start a business to make it. An influencer, on the other hand, has the power to affect people through social media, and they have a more personal relationship with their followers. Influencers who start their own business are definitely entrepreneurs, but are they fulfilling a need?*

**Why did the author include this idea?**

  - A. to explain how entrepreneurs sell their products using traditional methods
  - B. to show that entrepreneurs make more money than influencers
  - C. to show that influencers do not work as hard as entrepreneurs
  - D. to clarify the differences between entrepreneurs and influencers

## 6. Activity #6: Journaling Activity Using You Tube

Activity #6 is a journaling activity using a You Tube video on the topic. The video is "Inside the big business of being a social media influence." Again, refer to the summarized steps on the chart below for easy access but read on for additional content.

### Journaling Activity Using You Tube

1. Play the You Tube video: "Inside the big business of being a social media influence."
2. Students are to write a journal entry responding to the video.
3. Assign a minimum number of sentences (say 8-10). Then, add that at least 6-8 of the sentences must be complex sentences. Explain that this is an opportunity for them to practice combining sentences.

***NOTE:** Set the number of sentences required based on the course level. The higher the course level, the higher the number of sentences.*
4. Assign no more than 10-15 minutes for this activity and be sure to let students know that they will not be required to share their journal entries unless they wish to do so

**Suggested medium: "web conferencing," "assignments tab," & "discussion post" (optional)**

Tell students that they are going to write a journal entry responding to the video. Encourage them to be creative but make sure they respond to the topic. Be sure to assign a minimum number of sentences (8-10). Then advise students that at least 6-8 of the sentences need to be complex sentences. This provides them with an opportunity to practice combining sentences.

Also, let me make a brief note regarding the number of sentences required for this activity. Set the number based on the course level. The higher the course level, the higher the number of

sentences. Finally, assign a maximum of 10-15 minutes for the activity and don't forget to tell the students that they will not be required to share their journal entries unless they wish to do so.

Let's briefly look at an extension activity to this journaling one.

### **Activity #6: Extension Journaling Activity**

You may extend the prior journaling activity as follows.

After completing the journaling activity, have students submit their individual entries as Word documents. Select 3-4 entries and post them during the following class meeting date. Be sure to post one entry at a time and keep the authors anonymous. **Finally, implement PEER REVIEW:** Ask students to read each entry and provide corrective feedback. Place emphasis on the application of content and information learned during prior instruction.

At this point, I want to share a tip with you. You can easily adapt activities 1, 2, 3, & 6 to fit any topic. These activities were (1) What do you meme?, (2) One-minute opinion, (3) Brainstorming activity, and (4) Journaling Activity with the correlated Extension Activity.



## Conclusion

As we approach the end of this handbook, please remember this. When developing engaging virtual lessons, do so in a planned, purposeful manner. Clearly define goals around what you want students to know and be able to accomplish for every activity and don't forget to assess mastery. This will help you figure out ways in which you can improve virtual lesson activities that will address required content and support student success.

## Time to Reflect

As always, I like to end my trainings by emphasizing a growth mindset and, therefore, ask you to take what you have learned one step further.

**Change** how you develop or select lessons for your virtual classes. Use the techniques and sample activity templates that were shared during this training to keep our students actively engaged!

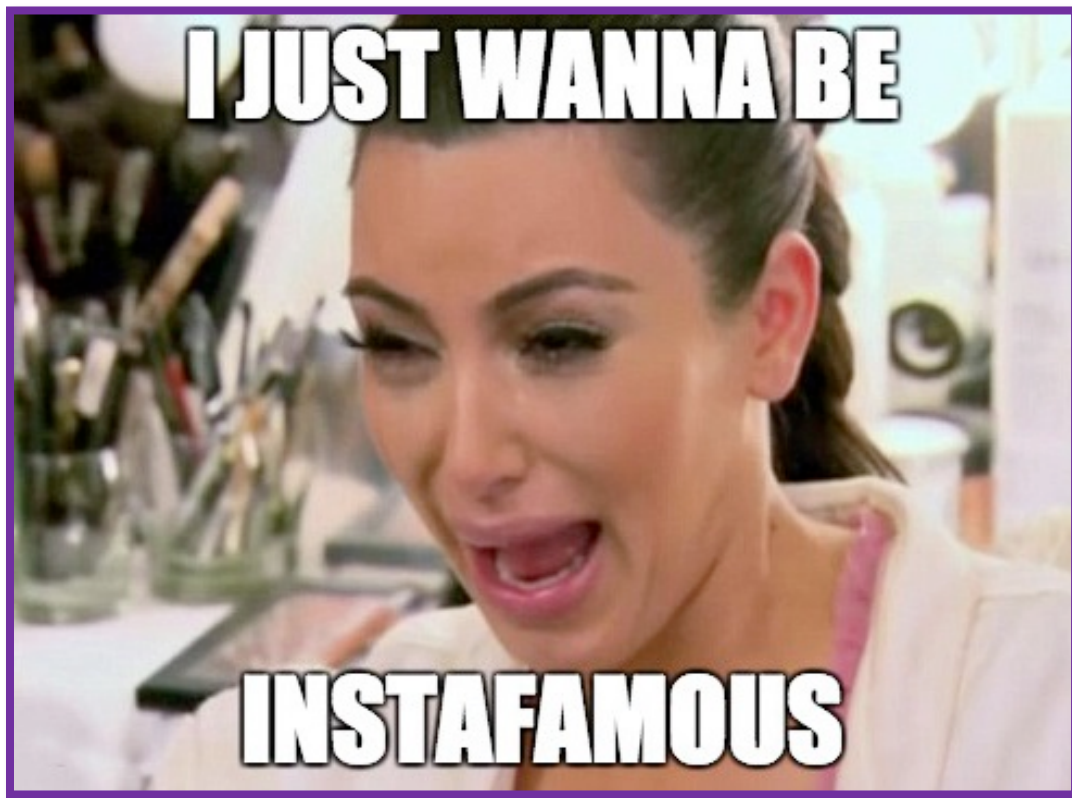
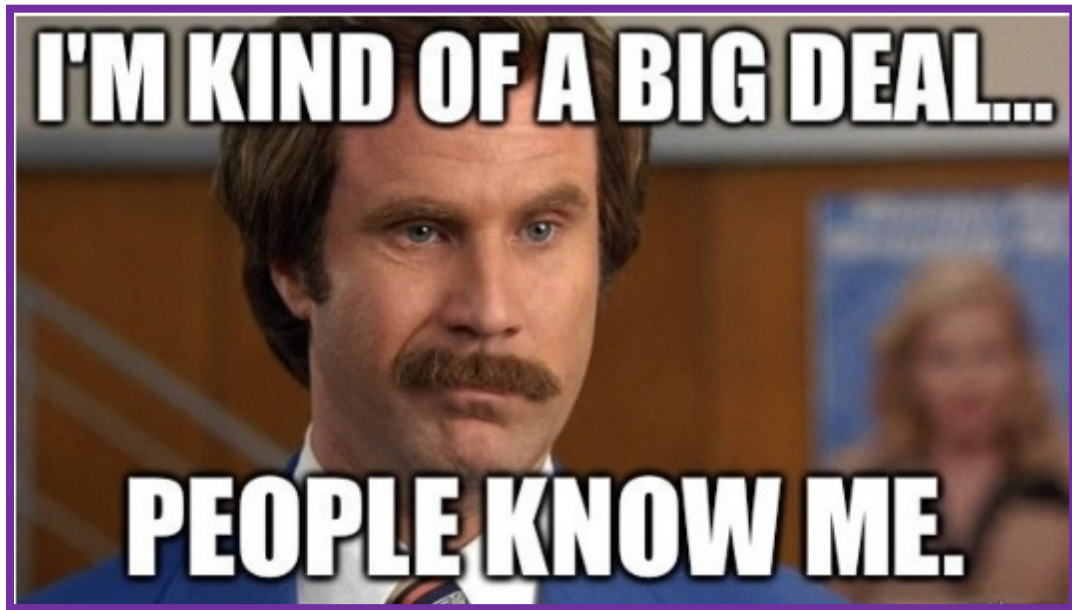
**Redesign** your online activities. Ensure that you incorporate the suggested techniques into all activities. Also, incorporate a variety of activities that address student-teacher, student-student, and student-content interactions in order to provide students with a variety of opportunities to actively engage in your virtual setting.

**Review** all of the information provided in this training. Share this information with teachers, administrators and district personnel and become an expert on developing actively engaging activities/lessons for your virtual classes. Have round-table discussions with your administrative team and share the wealth to ensure all of your students remain actively engaged online.

**Reflect and Make a Change.** Finally, ask yourself, "What is working especially well in my virtual classroom, and what is not?" Develop a planning checklist to ensure that you incorporate best practices and techniques in the development of online activities as well as include activities that address all three types of interactions. Continuously evaluate the effectiveness of your online activities. Request feedback from students and use the feedback to make improvements. Share your students' success with other teachers and be proactive in helping teachers implement changes that will support more active student engagement during their online instruction.

## Appendix A

“What’s your meme?”





## **Appendix B**

See full article: “Influencers: The modern entrepreneur” + Quiz following this page.

## Influencers: The modern entrepreneur

By National Geographic Society, adapted by Newsela staff on 06.05.19

Word Count 754

Level 940L



Image 1. Influencers Ethan and Grayson Dolan, known as the Dolan twins, at MTV Studios in New York City, November 30, 2017. Photo by: MTV/TRL/Getty Images

Social media influencers use social media to build their brand. They may get their followers to buy products, support a cause or vacation in a certain place. It might seem like it's something people do just for fun, but some influencers make large amounts of money. Not every social media influencer is an entrepreneur. Still, many of them have much in common with traditional entrepreneurs.



### Are Influencers Entrepreneurs?

Entrepreneurs see a need for a new product and start a business to make it. An influencer, on the other hand, has the power to affect people through social media, and they have a more personal relationship with their followers. Influencers who start their own business are definitely entrepreneurs, but are they fulfilling a need? Many say yes. Companies can reach specific groups through an influencer. Their followers seem more likely to buy what the influencer suggests.

This article is available at 5 reading levels at <https://newsela.com>.



## Getting Started

Entrepreneurs and influencers start businesses in very different ways. Nearly all traditional businesses have startup costs. They have to spend money to buy materials and equipment and rent an office. But entrepreneurs do not always have to spend their own savings on their new business. They sometimes are able to get money from investors. This money is called venture capital, and often the investors get part of the business in exchange.

Influencers, on the other hand, usually have much lower startup costs. Beauty and fashion influencers may have to get new clothes and buy the latest makeup. However, most influencers only need social media accounts and a smartphone. They don't have to spend money on renting an office, for instance, since many of them work from home.

## Building A Brand

Building a brand is important for both influencers and entrepreneurs, but they do it in different ways. Entrepreneurs build their brands slowly over time. Before they even sell anything, they have to first determine how their brand is different from others and communicate that to consumers. For entrepreneurs, the product or service comes first, and the brand comes later. Influencers also develop their brand over time. However, their brand is their personality, so they have to be able to get followers before they can make any money. Influencers develop a message to reach and gain followers, then monetize it by working with product brands. For them, their personal brand comes first, and reaching followers comes second.



## Making Money

Businesses try to sell a product or service for more than it costs to make it. This is their profit. After building up an audience of followers, influencers enter partnerships with companies or advertisers. They are paid to post about a product or service. With social media channels, like YouTube or Instagram, influencers can add advertisements to their page, creating a way to make even more money. Most influencers earn money through a combination of advertisements, posts and sometimes their own line of products. And of course, they advertise these products on their own social media channels.

## Driving The Economy

An economy is growing when jobs are being created, businesses are starting and people are spending more money on goods and services. Entrepreneurship is a major driver of economic growth. As the number of influencers has grown and they've become more popular, influencers are helping to grow the economy, as well.

Entrepreneurs create new markets and also create competition. For example, Uber was started to fill the need for more taxis, and soon several ride-sharing companies sprang up. As new companies grow, they hire more people. Entrepreneurs also encourage innovation. This is demonstrated by

This article is available at 5 reading levels at <https://newsela.com>.

the vast number of startups that introduce new technology to the world.

Influencers can help the economy in similar ways. They have created a new way of making money on social media, and they also create new jobs because they need help creating new content. As more people become influencers, the competition between them grows. Influencers also get followers to join new social media platforms to see their content. As entrepreneurs, influencers create businesses and add a few unique features that boost the economy in a socially connected world.



## Quiz

- 1 Which sentence from the article would be MOST important to include in a summary of the article?
- (A) It might seem like it's something people do just for fun, but some influencers make large amounts of money.
  - (B) This money is called venture capital, and often the investors get part of the business in exchange.
  - (C) They don't have to spend money on renting an office, for instance, since many of them work from home.
  - (D) They have created a new way of making money on social media, and they also create new jobs because they need help creating new content.

- 2 Which statement is a central idea of the article?
- (A) Many influencers like to use YouTube and Instagram to do their posts.
  - (B) Many influencers build a personal relationship with the people who follow them.
  - (C) Many influencers only need a social media account and a smartphone to start their business.
  - (D) Many influencers have a lot in common with traditional entrepreneurs.

- 3 Which sentence from the section "Getting Started" BEST introduces startup costs to the reader?
- (A) Entrepreneurs and influencers start businesses in very different ways.
  - (B) They have to spend money to buy materials and equipment and rent an office.
  - (C) They sometimes are able to get money from investors.
  - (D) Influencers, on the other hand, usually have much lower startup costs.

- 4 Read the selection below.

*Entrepreneurs see a need for a new product and start a business to make it. An influencer, on the other hand, has the power to affect people through social media, and they have a more personal relationship with their followers. Influencers who start their own business are definitely entrepreneurs, but are they fulfilling a need?*

Why did the author include this idea?

- (A) to explain how entrepreneurs sell their products using traditional methods
- (B) to show that entrepreneurs make more money than influencers
- (C) to show that influencers do not work as hard as entrepreneurs
- (D) to clarify the differences between entrepreneurs and influencers



## Appendix C

Adapted article: "Influencers: The modern entrepreneur" for "combining sentences" activity.

### Influencers: The modern entrepreneur

Social media influencers use social media to build their brand. They may get their followers to buy products. They may get their followers to support a cause. They may get followers to vacation in a certain place. [ITEMS IN A SERIES] It might seem like it's something people do just for fun, but some influencers make large amounts of money. Not every social media influencer is an entrepreneur. Still, many of them have much in common with traditional entrepreneurs.

#### Are Influencers Entrepreneurs?

Entrepreneurs see a need for a new product and start a business to make it. An influencer, on the other hand, has the power to affect people through social media. They have a more personal relationship with their followers. [APPOSITIVE] Influencers who start their own business are definitely entrepreneurs, but are they fulfilling a need? Many say yes. Companies can reach specific groups through an influencer. Their followers seem more likely to buy what the influencer suggests.

#### Getting Started

Entrepreneurs and influencers start businesses in very different ways. Nearly all traditional businesses have startup costs. They have to spend money to buy materials. They have to spend money to buy equipment. They have to spend money to rent an office. [CONJUNCTIONS] But entrepreneurs do not always have to spend their own savings on their new business. They sometimes are able to get money from investors. This money is called venture capital, and often the investors get part of the business in exchange.

Influencers are the opposite. They usually have much lower startup costs. [CONJUNCTIVE ADVERB OR INTERRUPTER] Beauty and fashion influencers may have to get new clothes. They may have to buy the latest makeup. Most influencers only need social media accounts. Most influencers only need a smartphone. [TRANSITION WORD & CONJUNCTION] They don't have to spend money on renting an office, for instance, since many of them work from home.

## Building A Brand

Building a brand is important for influencers. Building a brand is important for entrepreneurs. Both do it in different ways. [CONJUNCTIONS] Entrepreneurs build their brands slowly over time. Before they even sell anything, they have to first determine how their brand is different from others and communicate that to consumers. The product or service comes first for entrepreneurs. The brand comes later. [INTRODUCTORY PREPOSITIONAL PHRASE & CONJUNCTION] Influencers also develop their brand over time. However, their brand is their personality, so they have to be able to get followers before they can make any money. Influencers develop a message to reach and gain followers, then monetize it by working with product brands. For them, their personal brand comes first, and reaching followers comes second.

## Making Money

Businesses try to sell a product or service for more than it costs to make it. This is their profit.

Influencers enter partnerships with companies or advertisers. They do this after building up an audience of followers. [INTRODUCTORY SUBORDINATING CONJUNCTION] They are paid to post about a product or service. Influencers can add advertisements to their page, creating a way to make even more money. They can do this with social media channels. Examples of these media channels are YouTube or Instagram. [INTRODUCTORY PREPOSITIONAL PHRASE, PARTICIPAL PHRASE] Most influencers earn money through advertisements. They earn money through posts. They sometimes earn money through their own line of products. They combine these three to make money. [ITEMS IN A SERIES] And of course, they advertise these products on their own social media channels.

## Driving The Economy

An economy is growing when jobs are being created. An economy is growing when businesses are starting. An economy is growing when people are spending more money on goods and services. [VERB PHRASES IN A SERIES] Entrepreneurship is a major driver of economic growth. As the number of influencers has grown and they've become more popular, influencers are helping to grow the economy, as well.

Entrepreneurs create new markets. Entrepreneurs also create competition. [CONJUNCTION] For example, Uber was started to fill the need for more taxis, and soon several ride-sharing companies sprang up. New companies grow. New companies hire more people. [INTRODUCTORY ADVERB PHRASE] Entrepreneurs also encourage innovation. This is demonstrated by the vast number of startups that introduce new technology to the world.

Influencers can help the economy in similar ways. They have created a new way of making money on social media. They also create new jobs. They create new jobs because they need help creating new content. [CONJUNCTION WITH 2 INDEPENDENT CLAUSES] More people become influencers. The competition between them grows. [INTRODUCTORY ADVERB CLAUSE] Influencers also get followers to join new social media platforms to see their content. As entrepreneurs, influencers create businesses and add a few unique features that boost the economy in a socially connected world.

## Appendix D

Key for “combining sentences” activity.

(There may be more than one correct response for each.)

### Influencers: The modern entrepreneur

**Sentences to be combined:** They may get their followers to buy products. They may get their followers to support a cause. They may get followers to vacation in a certain place. [ITEMS IN A SERIES]

**Suggested Response:** They may get their followers to buy products, support a cause, or vacation in a certain place.

---

**Sentences to be combined:** An influencer, on the other hand, has the power to affect people through social media. They have a more personal relationship with their followers. [APPOSITIVE]

**Suggested Response:** An influencer, on the other hand, has the power to affect people through social media, and they have a more personal relationship with their followers.

---

**Sentences to be combined:** They have to spend money to buy materials. They have to spend money to buy equipment. They have to spend money to rent an office. [CONJUNCTIONS]

**Suggested Response:** They have to spend money to buy materials and equipment and rent an office.

---

**Sentences to be combined:** Influencers are the opposite. They usually have much lower startup costs. [CONJUNCTIVE ADVERB OR INTERRUPTER]

**Suggested Response:** Influencers, on the other hand, usually have much lower startup costs.

---

**Sentences to be combined:** Beauty and fashion influencers may have to get new clothes. They may have to buy the latest makeup. Most influencers only need social media accounts. Most influencers only need a smartphone. [TRANSITION WORD & CONJUNCTION]

**Suggested Response:** Beauty and fashion influencers may have to get new clothes and buy the latest makeup. However, most influencers only need social media accounts and a smartphone.

---

**Sentences to be combined:** Building a brand is important for influencers. Building a brand is important for entrepreneurs. Both do it in different ways. [CONJUNCTIONS]

**Suggested Response:** Building a brand is important for both influencers and entrepreneurs, but they do it in different ways.

---

**Sentences to be combined:** The product or service comes first for entrepreneurs. The brand comes later. [INTRODUCTORY PREPOSITIONAL PHRASE & CONJUNCTION]

**Suggested Response:** For entrepreneurs, the product or service comes first, and the brand comes later.

---

**Sentences to be combined:** Influencers enter partnerships with companies or advertisers. They do this after building up an audience of followers. [INTRODUCTORY SUBORDINATING CONJUNCTION]

**Suggested Response:** After building up an audience of followers, influencers enter partnerships with companies or advertisers.

---

**Sentences to be combined:** Influencers can add advertisements to their page, creating a way to make even more money. They can do this with social media channels. Examples of these media channels are YouTube or Instagram. [INTRODUCTORY PREPOSITIONAL PHRASE, PARTICIPAL PHRASE]

**Suggested Response:** With social media channels, like YouTube or Instagram, influencers can add advertisements to their page, creating a way to make even more money.

---

**Sentences to be combined:** Most influencers earn money through advertisements. They earn money through posts. They sometimes earn money through their own line of products. They combine these three to make money. [ITEMS IN A SERIES]

**Suggested Response:** Most influencers earn money through a combination of advertisements, posts, and sometimes their own line of products.

---

**Sentences to be combined:** An economy is growing when jobs are being created. An economy is growing when businesses are starting. An economy is growing when people are spending more money on goods and services. [VERB PHRASES IN A SERIES]

**Suggested Response:** An economy is growing when jobs are being created, businesses are starting, and people are spending more money on goods and services.

---

**Sentences to be combined:** Entrepreneurs create new markets. Entrepreneurs also create competition. [CONJUNCTION]

**Suggested Response:** Entrepreneurs create new markets and also create competition.

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**Sentences to be combined:** New companies grow. New companies hire more people. [INTRODUCTORY ADVERB PHRASE]

**Suggested Response:** As new companies grow, they hire more people.

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**Sentences to be combined:** They have created a new way of making money on social media. They also create new jobs. They create new jobs because they need help creating new content. **[CONJUNCTION WITH 2 INDEPENDENT CLAUSES]**

**Suggested Response:** They have created a new way of making money on social media, and they also create new jobs because they need help creating new content.

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**Sentences to be combined:** More people become influencers. The competition between them grows. **[INTRODUCTORY ADVERB CLAUSE]**

**Suggested Response:** As more people become influencers, the competition between them grows.

## Websites

The Blue Book of Grammar & Punctuation: <https://www.grammarbook.com/>

National Geographic: <https://www.nationalgeographic.org/education/>

Newsela: <https://newsela.com>

Florida IPDAE. <http://www.floridaipdae.org/>

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