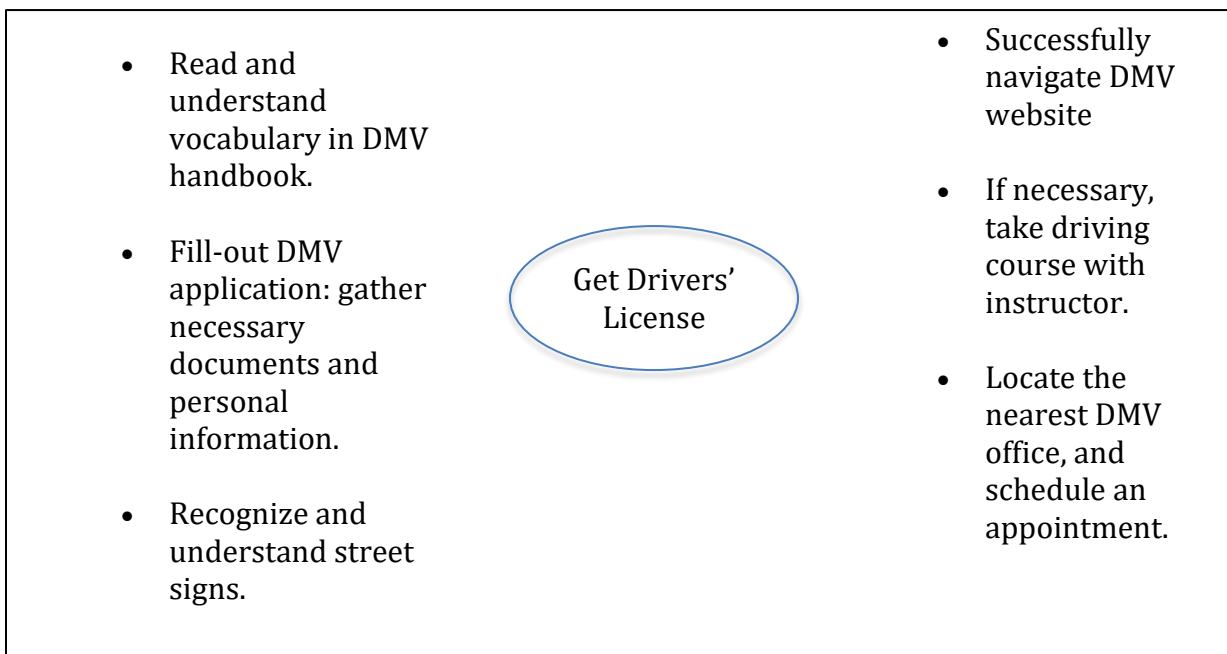


GOAL: Get a Driver's License

GUIDEPOST I: Where to Start

- Tutor: "Since you already know some basic information about getting a driver's license, let's decide where to start to help you learn the new skills you need."

Here is an example of a mind map for this goal, broken down into achievable components or objectives. Talk about these with your learner, add components that your learner identifies, remove those which your learner is already comfortable with, and as a team pick one to work on first.



Remember that each of these objectives will take time to complete. To avoid overwhelming your learner, work on one activity at a time and when that has been mastered, move on to the next activity.

GUIDEPOST II: What You Will Learn

- Tutor: “Now, we’ll figure out exactly what we want to accomplish to help you get closer to your goal.”

After breaking down the goal into instructional components, you may discover that your learner is most concerned about understanding DMV vocabulary and also filling out the online application.

Explain to your learner that, based on the previous discussion, your tutoring sessions will include practice in reading the DMV handbook, and online work with the DMV driver’s license application.

Helpful Resources:

- Department of Motor Vehicles Drivers’ Handbook
<https://www.dmv.ca.gov/portal/uploads/2020/06/dl600.pdf>
California DMV website. Also found at your local DMV Office. The reference desk at your library may also have copies of the handbook.
- Department of Motor Vehicles Video.
<https://www.youtube.com/user/californiadmv>
Useful videos created by the DMV on topics like: “Top 10 Reasons for Failing the Driving Test,” and “Rules of the Road.”
- Dept. of Motor Vehicles Sample Tests
<https://www.dmv.ca.gov/portal/driver-education-and-safety/educational-materials/sample-driver-license-dl-knowledge-tests/>
This sample test page has several interactive tests that ask 20- 40 questions.

Is there goal-related information needed from learner?

- Ask your learner to collect the personal information necessary for the DMV application.

Guidepost II is an important intermediate step between your learner’s long term goal of *writing a check* and the instructional activity which you will use in the

tutoring sessions. Make sure to discuss how the instructional strategies relate to the long-term goal -- it may not always be obvious to your learner.

GUIDEPOST III: How You Will Learn – Multisensory Strategies

- Tutor: “Now we’ll look at some strategies, or the steps we need to take to help you learn to fill out a check”

INSTRUCTIONAL ACTIVITIES

1. Key Vocabulary

Yield	Emergency Flashers	Speedometer
Odometer	Ignition	Brake
Accelerator	Windshield Wipers	Headlights
Stop	U-Turn	Right-of-way
Intersection	North	West
East	South	Pedestrian
Stop	Horn	

Vocabulary Practice:

Ask the learner to create flashcards using difficult vocabulary. On the reverse side of each card use sample sentences from the DMV handbook, or simple drawings to help reinforce the word’s meaning. Review these vocabulary cards until the learner is confident with word recognition and definition.

Reading Practice

- Read the handbook. The DMV website also has versions of the handbook in other languages.

<https://www.dmv.ca.gov/portal/driver-handbooks/>

Ask your learner to review the videos (see link above) provided on the DMV YouTube channel

- As they do, have your learner identify words they have trouble with—make a list, or use flashcards for further review and reinforcement.

- It is very important that everything in the handbook is reviewed and learned because all of the information in the handbook is fair game for the test.

Word Search.

Make a Word Search that includes the vocabulary from the Key Vocabulary section or any words that pertain to the Drivers’ Handbook. Look for websites that will help you create a word search for free. Go to www.google.com and type in “Free Word Search Maker.”

- Do the Practice Tests.

Take the DMV provided practice quizzes and pay attention to the questions that were difficult.

Writing Practice

- Fill-In-The-Gap. Prepare a paragraph with missing words to be filled in. Put the words to be filled in at the bottom of the

Example: Sam is running behind schedule today. The highway is wet and a little slippery. The sign says the _____ is 65 M.P.H., but the car in front of her is going only 30 M.P.H. Sam sees a sign which warns her that two _____ of the highway are _____ into one. Another sign warns her about _____ work, so she knows there will be highway workers on the side of the road. She gets off the highway, but at the traffic light there is a big truck _____ the intersection, so Sam must wait. Then she makes a wrong turn onto a _____ street which stops. She makes a _____ and goes back.

dead-end merging blocking speed-limit U-turn lanes

paragraph.

When your learner is ready, help them begin to take the practice tests provided by the DMV: <https://www.dmv.ca.gov/portal/driver-education-and-safety/educational-materials/sample-driver-license-dl-knowledge-tests/>

Again, make note of vocabulary and concepts that are challenging and plan further review in your tutoring sessions.

- Practice completing the online DMV application.

Make sure the learner understands the type of information requested by the DMV and can locate the application on the website. Check that the learner has the personal information necessary to complete the application.

- Model how the learner can scan the form to look for information they will need to include.
- Ask them to highlight the sections they are confident about filling in.
- Make flash cards for unfamiliar terms found on the form.
- Repeat these activities until your learner feels confident.

Independent Practice (Homework)

- Each time your learner enters a vehicle, ask them to look for the essential equipment such as the emergency flashers, the lights, the horn, and so on.
- Ask your learner to identify road signs during their daily activities, and review to themselves what they should do when they see each sign.
- If needed, help your learner schedule a driving course with an instructor, or ask a family member or friend that has a car and license to help them become a better driver.
- Suggest they have some fun and go to an arcade that has driving/racing games. The key is to practice safe driving, not to win! Or go to a place that has go-karts to practice driving without worrying about hitting anything or anyone.

Real World Practice (Field Trips)

- Take a trip to the DMV to set up an appointment for your written test. Some DMVs have a very short wait time and may ask if you want to take the written test that day instead of setting up an appointment. If you are ready to take the test, then go for it!

GUIDEPOST IV: What Worked, What Didn't, What Can You Use?

- Tutor: "Let's think about what we learned today and how you can use it on your own as you work toward your goal. We can also discuss which tutoring activities worked today, and which did not work so well. We can then plan what we'd like to work on in our next session."

Reflect and Evaluate

- At completion of the lesson, review the day's instruction and discuss what your learner thought about the learning activities. Ask...
- Which activities helped them learn the best.
- Which parts of the lesson seemed difficult to understand or complete.
- What do they want to do differently next time?

Document Achievement

Remember to keep track of your learner's work, which shows growth and progress toward the goal. If you are using a Learner Portfolio, put aside specific evidence or indicators of progress. These might include:

- The list of key vocabulary words that are now recognized and understood,
- A print-out of the completed DMV application,
- A copy of a practice test with a successful score.

You can also make notes about conversations with the learner which have indicated new awareness of street signs, driving regulations or other information.

- You can use the *Roles and Goals Form for Collecting Evidence and Indicators of Achievement* sheet to keep track of goal-related progress. <https://libraryliteracy.org/for-coordinators/roles-and-goals/>. This information will be useful when you and your learner take time to reflect on what's been accomplished, and when Roles and Goals reporting time comes around.

As you and your learner work toward this goal, look for *Milestones* that reflect the important steps along the way. These might include:

- **Initial Effort** – You have a copy of the Drivers' Handbook and have begun to understand the basics of driving and the rules of the road. You understand the reading and writing skills needed to achieve this goal.
- **Making Progress** – After a few weeks of studying the handbook and doing activities to reinforce what you have learned, including taking the practice tests, you should be ready to take your written test at the DMV to get your permit. Once you pass the written test you can put your effort and energy into practicing your driving.

- ***Accomplished*** – For this goal to be considered accomplished, you must successfully demonstrate that you can drive a car to an employee of the DMV. The two of you will go on a short drive together in your car and you will simply follow the directions given to you. When you pass this test, you will hold in your hand the piece of paper saying that you have passed your driving test. That piece of paper is your temporary Drivers' License until the permanent one reaches you in the mail.