

Clatsop Community College Volunteer Literacy Tutor News

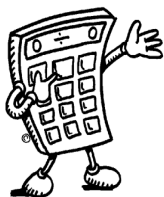
Volume 3, Issue 6

November 2012



Seeking input for tutor trainings:

I am asking tutors for advice on future trainings. What would you like to learn? Are there issues arising with your students that you feel unable to address? Any suggestions would be much appreciated.



Something for our math tutors:

To help reinforce **math** skills, it's essential to raise **real-life** or **real-work** scenarios.

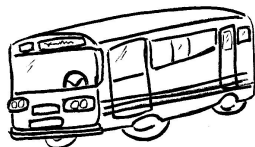
For example, teaching unit pricing shows participants that **division** has a useful application.

- An employee pay stub is an excellent tool for teaching **addition**, **subtraction**, and **percentages**.
- Discussing restaurant tips is a real-life application of figuring **percentages**.
- And don't forget to teach how to use **calculators**. But make sure the student can add, subtract, multiple and divide without one before relying on it!

All of these situations can be used for teaching English, too.

For example, consider this word-based math problem:

*The army has to move 1,000 troops to another base. One bus holds 45 troops. How many buses will it take to move the troops? The mathematical answer is 22.222, which you'd ordinarily round to 22. But **the practical answer** is 23. Twenty-two buses wouldn't hold all of the troops.*



Save the Date!

**TUTOR APPRECIATION
LUNCH
DECEMBER 7, 2012
COLUMBIA HALL, ROOM 219
11:30-1:00 pm
Guest Speakers
RSVP**



Worksheets/Materials You May Be Interested
in Using

- **Math Operation** vocabulary worksheet- words that indicate a student should use addition, subtraction, multiplication and/or division in word problems
- **Blank multiplication charts** for students to fill in
- **Phonetic Spanish charts**, English written so a Spanish speaker can pronounce easily; not good for spelling, but helps with those nasty English vowels!
- Simple **Lesson Plan templates**
- **Nancy Drew** mysteries: Remember those? Do you have an intermediate reader looking for something fun to read?
- A worksheet for **calculating tips and practicing percentages**
- A worksheet to practice **frequency adverbs**: "How often do you go to Portland?" (always, sometimes, rarely, never)



Notes on: Student Success

- One of our literacy students **earned a GED** certificate a few weeks ago! 2 more are within shooting distance.
- Another student **got her job back** because her English had improved.
- A long-term literacy student who began working in the fields, and then for many years in a fast food kitchen was **hired to work in a local educational institution**. This represents a quantum leap for her and her family.



Notes on: World Literacy

- While global illiteracy rates are falling, it is estimated that about **one in every six adults still cannot read or write**.
- The world's **women comprise two out of every three adults** who cannot read or write.
- UNESCO and the UN Human Settlements Programme (UN-HABITAT) are working together to assist the Afghan Government reach its goal of reducing illiteracy by 50 per cent by 2015. In a joint statement, the two agencies noted that improving **Afghanistan's literacy** is vital for the country, which has a **26 per cent literacy rate among people over the age of 15, and only 12 per cent among girls and women over 15**.



Notes on: Health Literacy

Does your student have medical questions and on-line access? The National Library of Medicine publishes **MedlinePlus** with multi-lingual and easy to read materials.

- The **Spanish language** web address is: <http://www.nlm.nih.gov/medlineplus/spanish/>
- The **Easy to Read site** offers abridged text and graphics on many topics that a student can listen to and read at the same time. http://www.nlm.nih.gov/medlineplus/all_easytoread.html

Teaching Tips for Tutors of ESL Learners

- **Have them teach you something in their language.** Being willing to learn their language shows that you respect it and their knowledge and culture. "Hello," "thank you," or "goodbye" are good phrases to learn.
- **Have your student teach you something about his/her country and/or culture.** Learn where they come from, where it is on the map and learn how to pronounce these places.
- **Revisit topics frequently.** Beginners usually do not get it the first, second or even the third time. Go back and review important points often.
- **Don't let them call you "Teacher."** This is a matter of debate, but it prevents the students from seeing you as a person, and particularly as a peer.
- **Try to make instruction activity-based.** In my experience, the more you talk, the less they understand. The more they do something other than just listen, the more they understand. These ideas come from practicing tutors who have been using them successfully.
 1. **Telephone conversations/dialogs** related to real-life situations
 2. **BINGO** cards
 3. **Create a cookbook** with recipes – perhaps for specialties from their native country or culture. **Measurements, food and cooking instructions** provide a base vocabulary. The students also can do research to provide information on the nutritional value of the dish they have chosen.
 4. Create questions and do an **interview with a family member** about his/her life.
 5. Use **role play** to practice for a **job interview**
 6. Practice personal appearance characteristics through **role play – conduct an interview with the police to describe a suspect**. Selections from the "On the Record" section of the *Daily Astorian* can serve as a sometimes amusing jump-off point to generate scenarios.