



Brunswick County Literacy Council



Adult Basic Literacy Workshop

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Job Description: *Volunteer Tutor*

Purpose:

To help an adult sixteen years of age or older to acquire basic reading and writing skills and to use those skills to meet self-identified goals

Training:

Orientation Session
Adult Basic Literacy (ABL) or English for Speakers of Other Languages (ESOL)
ABL or ESOL in-service training sessions

Place of Work:

One-on-one tutoring will occur in the Literacy Council or in a neutral place in the community such as a church or library.

Hours:

Best results occur when the volunteer tutor and student meet twice weekly for one to one and one half hours each session. The length and frequency of sessions are set collaboratively.

Duration of Work: Minimum of eight to ten months. The length of time is set collaboratively.

Duties:

- 1) Provide encouragement and support by:
 - a) Helping the student develop confidence and a positive attitude toward learning by affirming his or her thinking and progress in the lesson.
 - b) Showing respect for the student by listening to what s/he has to say and by involving her/him in decisions about the learning process.
 - c) Selecting materials and approaches that are suitable to the student's skill and needs and giving praise whenever the student is successful.
 - d) Encouraging the student to respond to difficult materials by being supportive of her/his mistakes.
 - e) Seeking to understand the psychological, emotional, and physical problems that may cause a student to have difficulty learning to read.
 - f) Meeting regularly and punctually.
- 2) Be well prepared for each lesson and give the student lessons designed for her or him as an individual.
- 3) Review with the student the work s/he has done independently.
- 4) Keep records of the student's progress.
- 5) Report to the coordinator regularly on student progress and any change in class schedule.

Volunteer Qualifications:

- 1) Dependable and prompt
- 2) Interested in and enjoy relating to a variety of people
- 3) Willingness to maintain the confidentiality of the lessons
- 4) Literate (professional training is unnecessary)
- 5) Flexible
- 6) Friendly
- 7) Patient
- 8) Optimistic
- 9) Sense of humor

Fringe Benefits:

- 1) Altered perception of the world
- 2) Increased understanding and appreciation of different values and lifestyles
- 3) Increased skill in creative problem solving

Roaming Through My Resource Book

We'll be sharing the six prompts below. Complete **ONLY** the one(s) assigned to you. Feel free to use the book's Table of Contents on P. 3 (it will save you time). Write your completed responses in the space provided and **please be sure to include the corresponding page numbers**.



When everyone has finished, we'll be sharing our responses. Write down the *page numbers ONLY* from others as you hear them...

1. On what page is the definition of literacy?
P. ____
2. What is one characteristic of an adult learner and a corresponding implication for teaching?
P. ____
3. From "Using Language Experience" what is one activity that you could envision using with your learner?
P. ____
4. From "Writing for Meaning" what is one controlled writing activity that you might use with your learner?
P. ____
5. A Student Learning Log is one way to evaluate progress. What's one prompt you might give your student?
P. ____
6. What is ONE "Social Sight Word" YOU feel is important?
P. ____

Learning Styles Inventory

Place a check mark in front of each statement that describes you.

Group 1

- I like to read when I have free time.
- I remember what I read better than I remember what I hear.
- I can “see” words in my mind when I need to spell them.
- I picture what I read.
- I can remember something by “seeing” it in my mind.
- I remember what the pages look like in books I’ve read.
- I remember people’s faces better than I remember their names.

Total number of checks
for **Group 1**: _____

Group 2

- I remember more when I listen to the news on TV than when I read about it.
- I usually remember what I hear.
- I learn better by having someone explain something to me than by reading about it.
- I remember things best when I say them out loud.
- I talk to myself when I try to solve problems.
- I communicate better on the telephone than I do in writing.
- I understand material best when I read it out loud.

Total number of checks
for **Group 2**: _____

Group 3

- I like to make things with my hands.
- I learn best by handling objects.
- I find it hard to sit still when I study.
- I pace and move around a lot when I am trying to think through a problem.
- I take notes when I read to better understand the material.
- I like to recopy my lecture notes to better understand the material.
- I communicate better when I write than when I speak.

Total number of checks
for **Group 3**: _____

The ***most*** checked group is likely to be your preferred learning style.

Group 1: Visual Group 2: Auditory Group 3: Kinesthetic/Tactile

Adapted from Gail Murphy Sonbuchner, *Help Yourself; How to Take Advantage of Your Learning Styles*, New Readers Press, 1991.

Set SMART goals

- Specific
Define *exactly* what I intend to accomplish
- Measurable
How will I know I've made it?
- Active
What action will *I* take?
- Reachable
Stretch me but still within my reach
- Timed
Clear deadline

YOUR SMART Goal:

YOUR Learner's SMART Goal:

Materials for YOU and Your Learner(s)

Real-world

Advantages

- Can be highly motivating
- Learner sees immediate application of new skills
- Relevant to the learner's needs and interests
- Readily available

Disadvantages

- No manual is available to show tutors how to use these materials for teaching
- May require more preparation time than other types do
- Tutor must assess the material and its approximate reading level
- May be too advanced or frustrating for the learner

Published

Advantages

- Provide a road map for tutors to follow
- Comprehensive: learners won't miss a critical skill
- Often come with a teacher's manual
- Tutors need less time to prepare lessons
- Learners can see physical evidence of progress through the book
- Materials meet many learners' need for "real books"

Disadvantages

- Instructions may be good for experienced teachers but inadequate for new tutors
- The teaching approach may be inappropriate for a specific learner
- Tutors and learners may get hung up on the books and not use other materials
- Reading selections may seem uninteresting or irrelevant to the learner
- Tutors might allow the series to control the content of the lesson rather than the learner's needs
- Cost could be prohibitive

Tutor-Produced

Advantages

- Can be expensive
- Tutor can control content to reinforce specific vocabulary or skills
- Personalized to the learner's interest
- Learner sees tutor's commitment

Disadvantages

- Takes time to develop

Learner-Written

Advantages

- Learner knows the meanings of the words
- Process uses learner's listening and speaking skills to build reading and writing
- Interesting and relevant

Disadvantages

- Process may not seem like real reading to the learner
- Tutor can't control content
- No manual is available to show tutors how to use these materials for teaching
- May require more tutor preparation time than other types do

Selecting Texts of Appropriate Difficulty

Independent

Easy reading for your learner. Five or less word calling errors in 100 words of text, and 100 percent accuracy on comprehension questions about the story. A student could read it alone with ease.

Instructional

Reading a text at this level requires some assistance. The oral word error range is from 5 to 10 word calling errors per 100 words of text (90-95% accuracy or better), with at least 80 percent comprehension on simple recall questions about the story. Reading at this level during tutoring is where the best progress is made.

Frustration Reading Level

This text is too hard for the reader to manage. Word errors are over 10 per 100 words of text. Comprehension is below 70 percent accuracy.

Comparing Readability of Two Selections

Read through the Passage A below. Then respond to the two questions.

A. Neither growth nor health can be sustained unless the daily foods provide certain essentials which are called vitamins. Research has shown that the vitamins have great importance in many of the vital activities of the body. Health, growth, development and fortification of the body against disease, all of which are directly affected by the vitamin content of the foods eaten, can be influenced by a careful selection of foods. The selection process must take into consideration the method of cooking that will be used to prepare the food for consumption, because certain cooking methods adversely affect a food's vitamin content.

1. What would you guess is the approximate grade level of this selection?

___1-4 ___5-8 ___9-12 (HS) ___13+ (college)

2. What about this passage might make it easy or hard for a struggling learner?

Read through Passage B below. Then respond to the two questions.

B. You need vitamins. Everyone does, young or old. You need vitamins to build a healthy body. You need them to keep fit and strong. When you eat fresh vegetables from your garden, you get vitamins in their natural form. Seeds are also rich in certain vitamins. Green growing plants produce and hold vitamins. These plants include broccoli and spinach. Ripe fruits, vegetables and grains give you vitamins along with other nourishment. Fresh food has the most vitamins. You lose vitamins when you cook food too long or use too much water. If you cook vegetables, steam them. Don't boil them.

1. What would you guess is the approximate grade level of this selection?

___1-4 ___5-8 ___9-12 (HS) ___13+ (college)

2. What about this passage might make it easy or hard for a struggling learner?

The First Couple of Meetings

1. Exchange and confirm contact information
2. Establish a meeting place, day, and time, and expectations regarding scheduling and cancellation
3. Get to know each other. Discuss hobbies and interests, family, jobs, daily life
4. Bring and share pictures of your family or other things about yourself that you want to share. Invite your student to do the same at your second meeting
5. Ask your student about reading, writing and math goals (*Example: What would you like to be able to read/write/math better now/in the future?*)
6. Discuss current reading, writing and math practices and challenges (*Example: What kinds of things do you read/write during a normal day at home, at work, and when you're out? What are some things about that reading/writing that are challenging for you?*)
7. Implement one or two activities related to your student's needs and interests (based on information attained from the needs assessment)
8. Together decide on something your student can do before the next lesson to practice what you have worked on in the session
9. Take turns expressing how the session went. (*Example: What did you learn today? Is there anything that needs clarifying? Is there anything that we should do differently next time?*)
10. Discuss plans for your next meeting and confirm meeting time and place

What Helps People Learn to Read?

Models

- read to the learner from the teaching materials
- read aloud from something the tutor especially enjoys
- talk about what the tutor uses reading for
- let the learner see the tutor looking up some information
- seeing others read or having others read to them

Purpose

- find out why the learner wants to learn
- use reading materials related to the learner's purpose
- make sure the learner sees progress toward that purpose
- help the learner identify his or her purpose each time before beginning reading

Confidence

- focus on what learners can already do rather than what they can't
- avoid using materials that are too difficult...or too easy
- make sure that learners have some things that will be easy for them to read
- believing that they can learn

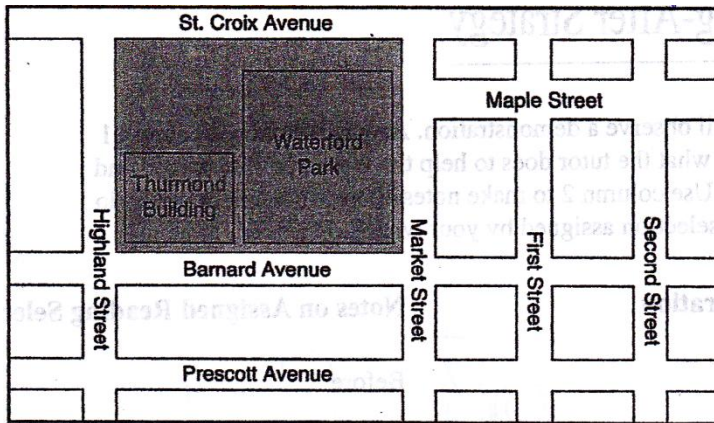
Reading

- offer a variety of high-interest reading materials, not just workbooks
- having access to interesting, stimulating materials
- vary the activities in a lesson
- include time in every lesson to just read

Support

- think about small awards or other ways to celebrate progress
- give lots of praise
- getting encouragement and reinforcement from others

Teaching...



The shaded area shows the proposed location of the mall that Triangle Construction Company hopes to build on the near west side.

City Council Divided Over Shopping Mall Proposal

At its weekly meeting last night Rosemont City Council representatives had strong reactions to a proposal to develop a major shopping mall on the near west side. The proposal was submitted by Triangle Construction Company, which built the Highland park Mall near Twin Cities Airport.

Council President Bernie Malone welcomed the proposal saying it would bring new jobs and income to the city. Other members, including Sue Schmidt, who represents that area, had concerns about the mall's negative impact on the neighborhood.

The proposed site is on Bernard Avenue between Highland and Market Streets. The site is currently occupied by the old Thurmond Company building which has been vacant for two years.

Maria Rodriguez, Triangle vice president, explained that her company wants to renovate the existing building. They also hope to buy the adjoining Waterford Park from the city to use as a parking lot.

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Schmidt then said that traffic congestion is already a problem on Market Street. She asked about plans for handling the extra traffic. Rodriguez said she would bring a plan to the next council meeting.

Some members were also concerned that the mall would hurt downtown stores. Rodriguez said that the mall over in Benton had helped downtown stores since it attracted shoppers from other areas.

Schmidt then proposed that the council sponsor a public forum for community members to express their views about the mall. Her proposal was accepted and council members agreed to set a date after they receive additional information from Triangle.

See P. 90 in *Teaching Adults*

Before-During-After Strategy

You will be watching a video that shows a tutor working with three students using the newspaper article to the left. As you watch, make notes about what the tutor does to help the learners understand and react to the article.

BEFORE

DURING

AFTER

Writing for Meaning

Situation #1:

Phyllis and her tutor, Janet, have been working in Skill Book 1 of the Laubach Way to Reading series. They have been working on phonics and building Phyllis's sight vocabulary. The focus of this series is reading, and Phyllis has so far used only the writing activities that appear in the book. These include

- Printing small and capital letters (which Phyllis now does well)
- Copying words from the stories
- Filling in blanks in sentences (letters or short words) that are taken from the story

When Phyllis came to class today, she had done the reading part of her homework, but not the writing. She said she didn't have time. Janet knew it wouldn't have taken much time, because it was just more practice writing capital letters. Janet is getting annoyed that she has to make time in the lesson for Phyllis to do her homework.

1. What do you see happening in this situation?

2. Why do you think these things are happening?