

Notebook

Resources for the Adult Educator

A Membership Publication of ProLiteracy

In this issue



Speaking



Professional Development



Reading



Numeracy



Exploring Resources



Tutor Profile

Notebook is published three times a year by ProLiteracy, the largest adult literacy and basic education membership organization in the nation. *Notebook* is just one of the many resources we provide to our members, who consist of organizations and individuals that share a passion for adult literacy and its potential to improve lives.

Editor

Vanessa Caceres
notebookeditor@proliteracy.org

Graphic Designer

Cathi Miller

Editorial Support Staff

Danielle Zimmerman,
Project Manager

Send inquiries or suggestions to the editor.

To learn more about ProLiteracy membership, contact us at membership@proliteracy.org or visit us on the web at proliteracy.org/membership.

ProLiteracy
308 Maltbie Street, Suite 100
Syracuse, NY 13204
315-422-9121 • proliteracy.org

Reproduction & Reprint Policy

Reproduction

You may photocopy any of the activities in *Notebook* for use with students. This includes material provided by New Readers Press, the publishing division of ProLiteracy. To learn about New Readers Press products, call 800-448-8878 or visit newreaderspress.com.

Issues of *Notebook* are archived electronically on ProLiteracy’s Education Network. You will need to create an account if you don’t already have one. Please visit proliteracy.org/Professional-Development/Education-Network.

Reprints

If you reprint an article from *Notebook*, please acknowledge the source as follows: “From ‘Title of Article’, by [Author] (if provided), *Notebook: Resources for the Adult Educator*, [Issue Name], [Page Number], Copyright [Year] by ProLiteracy. Reprinted [or Adapted] with permission.” Also, send a copy of the publication with the reprinted article to the editor as this helps us learn more about what our readers find most useful.

Example: “20 Ideas for the First and Last 5 Minutes of Class,” *Notebook: Resources for the Adult Educator*, Fall 2022, page 7. Copyright 2022 by ProLiteracy. Reprinted with permission.

To reprint an article that *Notebook* has reprinted from another source (other than New Readers Press), you must contact the original source for permission.

To reprint an article in a publication that will be for sale, contact the editor for permission.

Contents



Speaking: Using the Website YouGlish to Help Teach Pronunciation **3**



Professional Development: 9 Tips to Help Recruit and Retain Volunteer Tutors **5**



Reading: Using *News for You* and a Reading Activity in the Classroom **8**



Numeracy: Using a Hundreds Chart **11**



Exploring Resources **14**



Tutor Profile: Doug Cook Shares Passion and Advice for Tutoring Math and Science **16**

Editor’s Corner

Welcome to our jam-packed Fall issue of *Notebook*! Let’s dive right in.

One area where English language learners (ELLs) frequently want more guidance is pronunciation. In fact, it’s a great idea to incorporate pronunciation practice into your classes regularly. Our article “Using the Website YouGlish to Help Teach Pronunciation” provides some activities and approaches.

Next up is an article geared toward program administrators, and it focuses on the recruitment and retention of tutors. ProLiteracy and New Readers Press frequently hear about the challenges of recruitment and retention. Yet we also hear of success stories from programs that get it right. “9 Tips to Help Recruit and Retain Volunteer Tutors” shares strategies to help you find great tutors and hold on to them.

This issue shares an article from *News for You*, a weekly newspaper that helps adults learn English with simple news articles. Students will love the *News for You* article about a group of dogs in Alaska that ride a bus together. You’ll love the reading activity you can use with the article!

This issue also includes a numeracy article that focuses on how to use a hundreds chart. As you may recall from grade school, a hundreds chart displays numbers in groups of 10 from zero to 100. It can be a useful visual tool to practice and demonstrate several math concepts.

Exploring Resources includes our usual mix of web resources as well as promotions for New Readers Press and ProLiteracy. Don’t miss the blurb about our first *Notebook* webinar. We hope to see you virtually!

Finally, this issue’s Tutor Profile features Doug Cook, a math and science tutor with Parker County Center of Hope in Weatherford, Texas. Find out what keeps Cook motivated—and what you can learn from his approach to teaching math and science.

Please let us know how we can help you improve your classroom lessons, and stay in touch with story ideas.

–The Editor

Using the Website YouGlish to Help Teach Pronunciation



Purpose

To introduce the website YouGlish and explain how ELL teachers and tutors can use it for pronunciation teaching.

Rationale

Pronunciation is one of those skills that students often desire to practice more, but it sometimes gets overlooked in favor of reading, writing, or speaking fluency. Yet clearer pronunciation in English is something that will help students in just about any context, both in and out of the classroom.

One pronunciation resource that your students may find helpful is the website YouGlish (youglish.com).

Here's how YouGlish describes itself:

Use YouTube to improve your English pronunciation. With more than 100M tracks, YouGlish gives you fast, unbiased answers about how English is spoken by real people and in context.

By typing a word or phrase into the YouGlish search bar, users receive examples of that word or phrase in YouTube videos. This allows learners to hear how it's pronounced in context with other words. You can also set YouGlish to focus on pronunciation in Australian English, British English, U.S. English, and more.

YouGlish is also available for a variety of other languages, including Arabic, Hebrew, and Spanish.

The About page on YouGlish (youglish.com/about) explains how the site can further narrow down the types of video clips you want to find, such as part of speech. For instance, you can hear the word *call* used as a noun versus as a verb.

As you watch each video clip, a transcript will appear right below the video. The program will continue to transcribe the video beyond your target word or phrase. Below that is the Definition section, where users can click to see a definition of each word that is part of the transcript.

YouGlish provides controls to allow you to slow down or speed up the rate at which the person is speaking.

Speaking

ProLiteracy Webinars Provide Pronunciation Insights

“Pick Your Battles: Best Practices for Helping Students with Pronunciation”

tinyurl.com/2s449tcw

Steven Reid, program manager for Literacy Volunteers Charlottesville/ Albemarle in Charlottesville, Virginia, presented “Pick Your Battles: Best Practices for Helping Students with Pronunciation” as part of ProLiteracy’s webinars earlier this year. You can find the webinar online at the link above. Here are a few tips from Reid for better pronunciation teaching:

- When deciding what to correct, focus on words that will impede communication. If you’re leading a pronunciation-specific lesson, you can offer more frequent corrections.
- If a student is speaking fluently, and you want them to build that skill, don’t correct. Instead, take notes about words to correct while they’re speaking. At a stopping point, go back and correct as needed. This also applies to read-aloud situations.
- Don’t correct if it’s a correction that would hurt their confidence.
- Slow down what you’re saying so you can focus on clear pronunciation and students can hear words correctly.
- Encourage students to self-advocate both during instruction and outside of class with phrases like, “Can you repeat that?”, “Can you slow down?”, “Can you speak louder?”. You can teach these phrases as part of your lesson.

ProLiteracy Webinars Provide Pronunciation Insights

“Why Phonological Awareness?”

tinyurl.com/2sazk4a9

Another helpful ProLiteracy webinar related to pronunciation is “Why Phonological Awareness?”, led by Dianne Nichols of Literacy Delaware. The webinar focuses on teaching students how to identify and learn spoken parts of words and sentences. You can find more information at the link above; here are a few of Nichols’ insights:

- A phoneme is the smallest unit of sound in speech, like /m/, /a/, and /t/, and a grapheme is a symbol (the letter) that represents a phoneme.
- When teaching phonological awareness, focus initially on sounds that a student hears versus connecting sounds with written letters or words.
- Use clapping to make students aware of syllables.
- Use a handheld mirror so students can watch their pronunciation.
- Use multisensory activities when teaching sounds. Involve vision, touch, and hearing for better learning.
- *The Reading Teacher’s Book of Lists*, available on Amazon, is one relevant resource that Nichols highly recommends. It includes resources for adult literacy and ELLs.

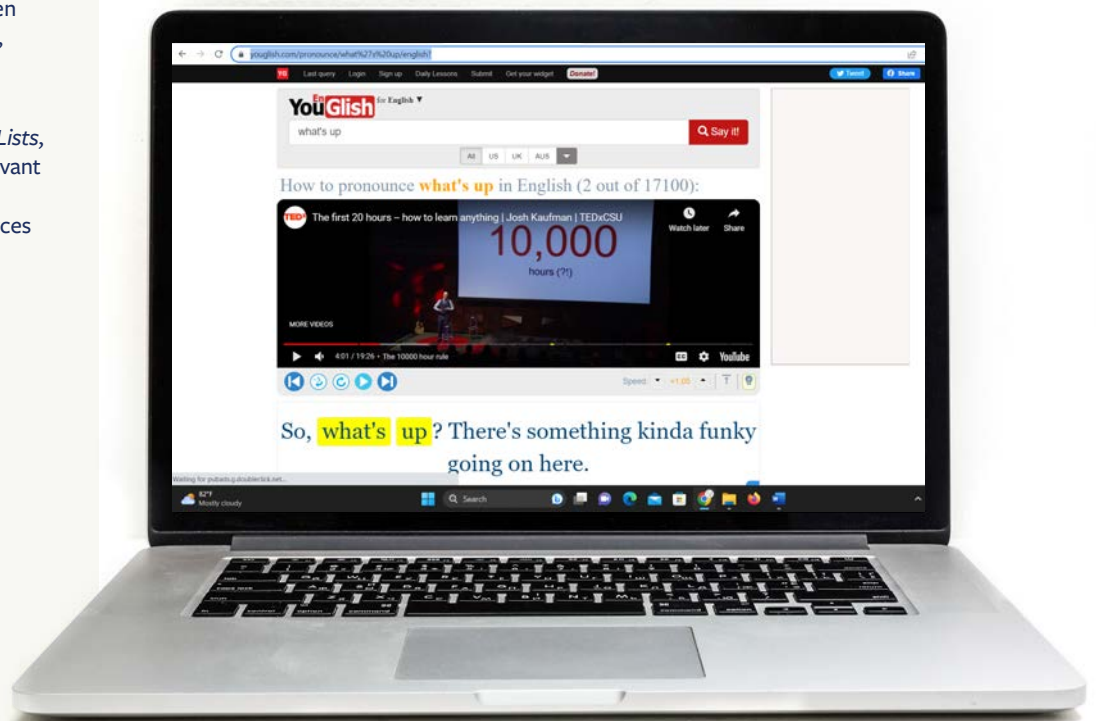
By hitting the right-pointing arrow, the site will take you to the next available video using your target word or phrase. Your search may come up with an astounding number of videos. For example, type in the phrase, “What’s up?”, and you’ll get more than 17,000 videos.

Toward the bottom of the page, YouGlish frequently shows more tips to practice target words or phrases.

YouGlish is available for free, but you may experience pop-up ads as well as other ads on the page.

Several Ways to Use YouGlish:

- A great way to use YouGlish is for pronunciation of certain words or phrases. You can use the site to show how these are used naturally and in context.
- If you want to focus on the pronunciation of certain names, input the name into the YouGlish search box. Students can now hear that name used in a natural context.
- Have students practice the site’s “Tips to Improve English Pronunciation” (located at the bottom of the screen) with the target word or phrase.
- Sign up for the YouGlish “5 Minutes to Improve Your Pronunciation” or “One Word a Day, Every Day” using your email or X (formerly Twitter) account.



9 Tips to Help Recruit and Retain Volunteer Tutors



Purpose

To share challenges, opportunities, and suggestions when it comes to recruiting and retaining adult literacy tutors.

Rationale

Recruiting and retaining volunteer adult literacy tutors remains a consistent challenge for adult literacy programs across the U.S. Of course, the passion that these same tutors have is what helps fuel programs to successful student outcomes. This article reviews some of the challenges involved with tutor recruitment and retention and shares tips to find and keep tutors.

Challenges of Tutor Recruitment and Retention

There are some common challenges that are a part of tutor recruitment and retention:

- Identifying tutors who are the right match for the program.
- Finding tutors who can make a year-round or school-year commitment to tutoring.
- Building tutor confidence so they feel well-equipped with students and don't think they need years of teaching experience.
- Offering enough training for tutors to feel confident in what they are teaching.
- Getting people to attend training.
- Having a diverse mix of tutors in terms of age, culture, gender, and other areas.
- Finding tutors who are comfortable with any technology involved with tutoring or who can assist with remote tutoring.
- Assuming tutors must have teaching experience.

One thing that may help initially is thinking about why the tutors you work with currently decided to volunteer. Here are a few reasons that motivate many volunteer tutors:

- They believe that adult literacy is important.
- They have a personal interest in adult literacy, perhaps due to a career related to teaching or literacy.
- They know someone who has been helped by the program.

Professional Development

A Tutor's Perspective on Why She Volunteers

Christina Giles of Nashua, New Hampshire, began to volunteer in January 2021 for the Nashua Adult Learning Center. Her undergraduate degree was in French and English education, but most of her career had been in healthcare administration and teaching new people in that field.

"When I decided to semi-retire, I thought I should start looking for volunteer opportunities," she says. She saw a website about volunteering that listed the Nashua Adult Learning Center and decided to give it a try.

Her first student was a young woman from Venezuela who was a nurse at home and wanted to work toward her degree in the U.S. Since then, Giles has had a total of five students, almost all of whom speak Spanish and one who speaks Portuguese. She says that all of the students want to learn to speak English better, so they always spend time talking about the news or their lives.

Resources provided by the program coordinator have helped Giles educate herself about teaching ELLs.

Recently, more opportunities to socialize with other tutors has helped her feel more connected. These have included some fun gatherings as well as virtual meetings to discuss issues they've experienced and how to resolve them. A monthly newsletter also provides more information about what is happening with the program.

Have You Thought About These Places for Volunteer Recruitment?

- Corporate volunteer programs
- Volunteer-oriented websites
- Websites that connect volunteers with their areas of interest
- Places of worship
- Career counseling centers
- Community bulletin boards
- Schools
- Billboards
- Government organizations
- Volunteer recruitment fairs
- Other nonprofit groups
- Farmers markets and other community events
- Your program's social media (both for specific volunteer recruitment and to post your program's successes)
- Community groups
- Libraries (if your program is not already part of a library)
- Retired teachers' organizations
- Local newspapers and magazines (online and in print)
- Local universities
- High school guidance offices

ProLiteracy Blog Features Volunteer Recruitment/Retention Article Series

proliteracy.org/news/

Check out the article series focusing on volunteer recruitment and retention, available on ProLiteracy's blog. Search for articles that start with "Volunteer Recruitment & Retention."

- Volunteering allows them to gain experience in teaching/adult literacy, and this will help with a future career.
- They want to give back to the community.
- Volunteer tutoring gives them a social outlet.
- Tutoring allows them to step out of their usual concerns in life and focus on something else.

9 Tips to Improve Volunteer Recruitment and Retention

Now that we've established some common motivations and challenges with tutoring, let's take a look at some of the opportunities to improve recruitment and retention. Here are nine tips:

1. **Try new areas for recruitment.** The sidebar on this page shares several places where you can spread the word that your program is looking for volunteers. You may want to give one or more of these areas a try if you haven't already.
2. **Emphasize in your promotional information what volunteers will get out of volunteering.** This is where reflecting on those reasons to volunteer comes in handy. If you find that many of your current volunteers are there because they want to give back to the community, that's a message you can emphasize. If you happen to live in an area where people want or need teaching experience, you can mention that. Tailor your message.
3. **Let volunteers know that you will offer training.** It may seem obvious from a program perspective that you'll offer training, but volunteers don't necessarily know this. As mentioned previously, they may assume that they need to have teaching experience or that they need to speak another language if you tutor ELLs. Your promotional message can succinctly address these concerns, even specifying how long training will be and that it's required before being paired with a student.
4. **Rethink training.** Naturally, you want to offer training to your volunteers so they feel comfortable tutoring. Yet do you think the training you offer is enough? Too much? If it's the latter, and that's a roadblock to recruitment, perhaps you can whittle down your training. Or, perhaps you can offer training online, an option that has expanded since the COVID pandemic. You could also offer a mix of in-person training along with some self-study. Training that fits into tutors' schedules will aid with recruitment efforts.
5. **Make sure that one-on-one tutoring is really what the volunteer wants to do.** Some volunteers may be drawn to your program because they see themselves leading a classroom of students. Tutoring may give them some of that feeling, but it's not exactly the same. Perhaps you can find a way to use volunteers in a broader instructional setting. Maybe you can find it easier to

recruit tutors if they can teach remotely (this is a great option if you're having trouble with recruitment and need to look beyond your region for tutors). Or perhaps they won't teach at all, and you can use them for administrative help or in other roles. Keep in mind that these behind-the-scenes assistants could help you to expedite certain tasks related to your program's funding.

6. **Consider using team volunteering.** This involves finding a handful of volunteers for a job (such as teaching a small group of students) instead of just one person. Although this requires coordination among those volunteers when it comes to teaching, it has some benefits. The burden is not on just one person, and their time commitment is lessened. This helps to fill in gaps when someone isn't available. For those interested in volunteering from a social perspective, there's a built-in team for chatting and working together. This concept also works well for computer lab monitoring or facilitating a conversation class or book club.
7. **Set up tutor's expectations properly.** In some programs, there are more tutors than there are students. Or, a student may need tutoring in a specialized topic (such as math), but there aren't tutors available. Letting tutors know in advance that it might take some time to pair them up with the right student can help set realistic expectations and avoid disappointments.
8. **Continually offer training.** Continual training can help improve retention and let volunteers know that you care about them and want them to continue to learn. At the same time, additional training can be bonus knowledge instead of something that is mandatory. Additional training sessions that you advertise can focus on certain skills of interest to tutors. Make training sessions a social event.
9. **Recognize and appreciate volunteers' efforts.** Find ways throughout the year to celebrate volunteers, and let them take part in your program's success! Some ideas could include an annual gathering, an end-of-the-year celebration, and daily recognitions during Volunteer Appreciation Week.



Recruitment and Retention Tips from a Volunteer Coordinator

As volunteer coordinator for Exeter Adult Education in Exeter, New Hampshire, Katie Walker uses several strategies to help find tutors and keep them volunteering with the program:

- Volunteer recruitment information is included on all student recruitment materials as well as posted at libraries, town halls, and other community places. Walker has also worked with agencies that help retired individuals to find volunteer opportunities. "Finding tutors in this region has not been a challenge for the program," Walker says.
- "Retaining tutors is important and decreases the need to recruit and train tutors," Walker says. One way to begin the process is to understand what tutors are looking for in a volunteer opportunity and try to create the best match for the tutor and the student, she says. She encourages volunteers to share with her what works best for them. For example, some students need a tutor who is flexible on the day they meet due to their work schedule, but that may not fit all volunteers.
- Tutor support helps with retention. This includes newsletters, emails with instructional ideas or resources, and roundtables. "Availability to answer questions or provide feedback is important in supporting tutors," Walker adds. She lets volunteers know that emailing her to set up a meeting by phone, Zoom, or in person guarantees a timely response.
- Moving orientation and training materials to an online format has helped her to meet comfortably with tutors online, which helps during poor winter weather. The online tutoring opportunities available since the pandemic also suit some of Walker's tutors who travel to warmer places in the winter months. "This hasn't paused tutoring because many tutors are willing to switch to online instruction when they are away," Walker says.



Reading

More Information

News for You

newsforyouonline.com

News for You publishes 48 weeks a year, both in print and online. Seven new stories are posted each Wednesday to the *News for You* website, along with audio, exercises, vocabulary, a crossword puzzle, a word search, and a poll. Listen to each story in full or sentence-by-sentence.

News for You also has a Weekly Roundup online that presents current events in news brief form. It includes a set of online activities for students.

Every two years, *News for You* also publishes a guide to help students understand how national elections work. The guide will publish again in 2024.

News for You articles are geared toward ABE 3–6 reading levels (TABE levels E through D) and ESL High Beginning through High Intermediate. All content in *News for You* is thoroughly reviewed by adult education professionals and editors to ensure accuracy, low-level readability, and appropriateness.

Using *News for You* and a Reading Activity in the Classroom

Purpose

To present a reading activity that accompanies an article from *News for You* that instructors can use with ELLs.

Rationale

News for You is a weekly newspaper published by New Readers Press that offers easy-to-read news stories to help students read, write, speak, and understand English. The articles in *News for You* are based on reports from The Associated Press and The Washington Post news services. Find out more about *News for You* in the sidebar on this page.

Reprinted here is a *News for You* article from earlier this year about a group of dogs in Alaska that board a bus every day to go for a walk. Video footage of the dogs boarding the bus went viral. The current article includes a reading activity to use as well.

The topic would fit in well with students who are pet lovers or in a class that has recently discussed jobs and working.

The Basic Activity

1. **Review the article on page 10 in advance to make sure it is level appropriate for your students.** Make sure to have enough copies of the article for all students. Alternately, you can find the article online at newsforyouonline.com/internet-falls-in-love-with-dogs-riding-in-bus. Use the password **note23** to access it.
2. **Start with some general discussion questions to spark prior knowledge of the topic.** Some possibilities:
 - Do you have a dog? Do you know any dogs that go to day care or for special walks?
 - Would you want to work with dogs? Why or why not?
 - Have you ever been to Alaska? Do you know anyone who lives in Alaska?

Let students know that you'll be reading a story together about a group of dogs that ride a "dog bus" every day for fun activities.

3. Provide students with new vocabulary from the story, which will appear in bold both in print and online. Online, students can scroll over these words to see the definitions:

- *greet*s: says hello to someone, usually in a friendly way
- *heal*s: makes someone or something feel better
- *fan*s: people who like someone or something and like to share that feeling with others

4. Review the story as you normally would with students. This may include reading it aloud, reading it silently, or doing a combination of both. Find out what questions students may have about the story. If possible, have students watch the video of the dogs getting on the bus that is embedded into the story's web link.

5. Provide students with reading comprehension questions for the story. If done in writing, ask students to answer them in complete sentences, or you may choose to discuss them orally. Answers appear in parentheses beside each question.

- Who owns the dog bus? What type of business do they run? (Mo and Lee Thompson own the dog bus. They have a dog walking and training business. It is called Mo Mountain Mutts.)
- How many dogs get on the bus? Where do older dogs sit? (There are 12 dogs on the bus. They seat older dogs near the front of the bus.)
- Where does the bus go? (It goes to a hiking trail.)
- What happened during the pandemic that changed plans for the Thompsons? (Many people adopted dogs during that time.)
- How many people live in the town where the Thompsons are? (It is a town of fewer than 2,000 people.)
- What do people think about the video of the dogs getting on the bus? (They like it. The internet is in love.)

6. Assign students to work in pairs or small groups to discuss the following questions. If you're in a one-to-one tutoring situation or if you prefer to lead, you can facilitate the discussion instead.

- Would you want to work with the dogs in this video? Why or why not?
- If you had a dog, would you send your dog to go on the bus and hiking trail? Why or why not?
- Do you like hiking? Why or why not?
- Would you want to visit Alaska? Why or why not?
- Have you ever posted a video that got a lot of views? If yes, what was it?

7. For additional practice, students can complete online activities related to the story by clicking Article Exercises. If you click on *Teacher's Guide for this Week's Issue*, you can find an additional activity related to the story.

More Information

Here are other helpful links related to *News for You*:

News for You Online User's Guide for Teachers

newsforyouonline.com/filebin/pdf/NFY/NFY-User_Guide.pdf

This features an 11-page guide that provides a step-by-step approach to using *News for You*.

Tips for Teachers

newsforyouonline.com/teachers

Tips for Teachers shares ways to use *News for You* in the classroom, although the ideas are not specific to individual articles. Browse tips from a wide range of categories, including expressing opinions, grammar, maps, news literacy, and more.

News for You Archive

newsforyouonline.com/archive

In the archive, you can browse weekly stories by headline, or you can type in a keyword to search. This is accessible to subscribers.

How to Use News for You Online

newsforyouonline.com/

Go to the main website for *News for You Online*, and scroll down about halfway. On the right, you'll see a link for a seven-minute video called "How to Use *News for You Online*."

Internet Falls in Love With Dogs Riding in Bus

Amaru is a 5-year-old dog. He lives in Skagway, Alaska. Each morning, he waits on his front lawn for the doggy bus to come. When the bus door opens, he climbs (*klahymz*) in on his own. He **greet**s his dog friends. Then he gets onto his seat.

At stop after stop, dogs get on the bus. They take their seats and wait to be buckled in. The dogs will soon go on a pack, or group, walk.

The dog bus belongs to Mo and Lee Thompson. They run Mo Mountain Mutts. It is a dog walking and training business.

Recently (*REE-suhnt-lee*), a video of the dog bus became very popular online. Millions of people watched.

The Dogs on the Bus

The Thompsons pick up about 12 dogs in one trip. The dogs have been trained how to ride the bus. Each pup has a seat that has been picked just for him or her.

The Thompsons plan the seating carefully. They seat older dogs near the front of the bus. They seat playful, young pups in the “licky puppy corner.” Those pups lick each other for most of the ride.

Once the dogs are buckled in, “they have to stay on their seats,” Mo said. Then the bus goes to a hiking trail.

What a Treat!

Mo first recorded the bus trips to share with the dogs’ owners. She posted the clips online. “Now the internet is in love,” she said.

People often post comments about the videos.

“Can we all agree that this video **heals** all sadness?” one person wrote online. “[Be]cause I was crying two minutes ago. I am not anymore.”

Many **fans** know the dogs by name. They have favorite dogs. Amaru is one of the fan favorites.

“All my friends tease me that he’s going to leave home and go to Hollywood,” said owner Gary Hisman.

You can watch the videos at youtube.com/@MoMountainMutts.



MO MOUNTAIN MUTTS VIA THE WASHINGTON POST

DOGS RIDING the dog bus in Alaska include Gumbo and Slade (front, from left) and Yarrow and Otis (back, from left).

Good Dogs, Good Life

The Thompsons never planned to start a dog-walking business. Things worked out that way during the pandemic. Many people adopted dogs during that time.

The Thompsons live in a town of fewer than 2,000 people. They started out walking just a few dogs. But word spread fast. Soon they had many dogs to walk. They needed to trade their van for a small bus.

Jim Higgins’ 3-year-old mutt, Murray, has gone on the pack walks for the past two years. “He can hear the bus coming ... and he gets very excited [*ik-SAHY-tid*],” Higgins said.

The Thompsons are happy with their job.

“It’s the dream,” Mo said. “I can’t believe this is what we do for a living.”

SOURCE: THE WASHINGTON POST

Using a Hundreds Chart

123

Purpose

To explain what a hundreds chart is and possible ways to use it with pre-high school equivalency (pre-HSE) students.

Rationale

As adult students build their math skills, one resource that may be particularly helpful is a hundreds chart. As shown on page 13 of this issue, a hundreds chart shows all of the numbers between 1 and 100 in rows of 10. This simple presentation of numbers has multiple uses, including adding, subtracting, multiplying, and more. A hundreds chart can be a terrific tool for pre-HSE learners. You may even find uses for it with ELLs.

This article presents several ways you can use a hundreds chart with students. Feel free to provide them with their own copy of the chart found with this article, either with a photocopy or a virtual copy.

When you provide students with their copy of the chart for the first time, make sure to ask them what they notice or wonder about the chart. This can serve as a springboard for further discussion about the chart and how to use it.

Numeracy

More Information

15 Brilliant Ways to Use a Hundred Chart

thestemlaboratory.com/15-brilliant-ways-use-hundred-chart/

The STEM Laboratory shares several suggestions on how to use a hundreds chart, some of which are used in our story.

Use a Hundred Chart to Add

youtube.com/watch?v=Jm3OVzwcNBI

This three-minute YouTube video from Math-n-Roll focuses on how to use a hundreds chart for adding.

Use a Hundred Chart to Subtract

youtube.com/watch?v=dXDzAUvk1ZQ

Math-n-Roll shares how to use a hundreds chart to subtract.



More Information

Engaging Hundreds Chart Activities

mrelementarymath.com/engaging-hundreds-chart-activities/

Mr. Elementary Math shares different ways to engage students using a hundreds chart. His blog post includes some separate activities for beginning versus advanced students.

Interactive Hundreds Chart

toytheater.com/hundreds-chart/

The website Toy Theater has an interactive hundreds chart if you want students to practice using it with an online activity.

120 Chart

classplayground.com/shared/pdf/Hundred_Twenty_Chart_US_Letter.pdf

If you have a need for more numbers, here is a printable version of a 120 chart, shared by the website Class Playground.

Patterns in Hundreds Chart

tinyurl.com/ytszfcam

Khan Academy's four-minute video outlines different patterns that students may see in a hundreds chart.



The Basic Activities

Counting

Practice different types of counting with a hundreds chart. For instance, students can count by twos, fives, or tens. You can come up with other variations. If possible, have small colored circles, coins, or other small manipulatives for students to physically place on the chart when counting (e.g., a colored circle would be placed on 5, 10, 15, 20, 25, etc., when counting fives). If you are teaching virtually, students can use highlighting or other digital tools.

Consider other types of counting in future classes. For example, you can have students start with the number three and count in groups of five from there (3, 8, 13, 18, etc.).

Pronunciation

For an English class, use the chart to practice pronunciation of numbers. Focus on the ones that may be most difficult for them. Encourage students to circle those numbers so they know to practice them more.

Even Versus Odd

Have students color even numbers one color and odd numbers another color.

Adding and Subtracting

Use the chart to teach adding and subtracting in multiples of 10 (e.g., $45 - 10 = 35$). You can demonstrate how this will take them up or down the chart. Once they are comfortable with this, you can use the chart to practice addition and subtraction with multiples of twos, fives, and other numbers.

Rounding

Name a number and have students find it on the chart. Next, have them count to the 10 that is closest to it. Let them know that numbers ending in 1 to 4 round down, and numbers 5 to 9 round up.

Puzzle

Cut up a hundreds chart, and have students put the pieces back together in order. Ask them what helped them to complete the puzzle correctly.

Race to 100 Game

For this game, you'll need dice. Pair students together, with each one having their own hundreds chart. Starting at the beginning, each player should roll the dice and move the number of spaces indicated. The winner is the first one to reach 100.

One final note: As you start and finish different exercises with a hundreds chart, continue to ask students what they notice or wonder.

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Exploring Resources

“Using *Notebook* to Enhance Your Instruction” Webinar Details How to Use *Notebook*

tinyurl.com/27ruxd5a

Come join *Notebook* for our first webinar! “Using *Notebook* to Enhance Your Instruction” takes place on November 15th at 1:00 p.m. ET. Discover more about *Notebook* and the types of articles that we cover, and find out how to use *Notebook* in different classroom settings. This could be in person or online, with a class or tutoring individual students. We hope to see you there!

New Readers Press Launches *Career Power*, *Scoreboost Update*

newreaderspress.com

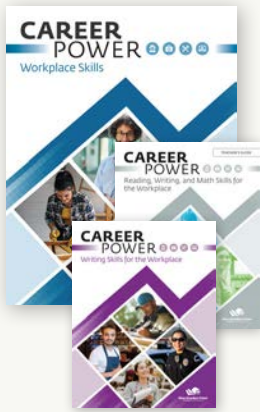
Career Power: Workplace Skills

New Readers Press has launched its new *Career Power* workplace series to prepare low-level students for International English Test courses. *Career Power: Workplace Skills* teaches employability skills using contextualized lessons based on current in-demand occupations. Reading grade level is 4–5, or NRS level 3. There is a student book and a teacher’s guide for Workplace Skills.

Career Power: Reading Skills for the Workplace, *Writing Skills for the Workplace*, and *Math Skills for the Workplace* use realistic workplace scenarios to demonstrate how students can apply reading, writing, and math skills to achieve success at work. Reading grade level is 4–5, or NRS level 3. The three student books have one combined teacher’s guide.

Scoreboost™ for the GED® Test 2nd Edition

The best-selling *Scoreboost* workbooks have been updated—in English and Spanish—with new practice questions that target the strategies your students need to pass the GED® Test. Reading passages, data, and graphs have been revised with up-to-date content, and more practice questions have been added.



Fotonovelas Educate About Scams

consumer.ftc.gov/features/fotonovelas

The Federal Trade Commission has a series of fotonovelas, or graphic novels, targeted to educate the public about scams that frequently target the Latino community. The 16-page fotonovelas are available in both English and Spanish. Topics of the fotonovelas include talking about scams, avoiding telemarketing scams, debt relief scams, car-buying trouble, and more. The link above is for the fotonovelas in English, but there is a link that will take you to individual versions of them in Spanish. You can also order print copies for free for distribution in your community.



Teachflix Offers Ready-to-Use Classroom Videos Shared by Educators

teachflix.org

Think of Teachflix as a Netflix for teachers, where you can search for and watch videos to use in your classroom. Although geared toward K–12, some of the videos can be a good fit for the adult literacy setting. Some videos share brief explanations of activities you would use in the classroom. Browse by level (elementary, middle, or high school) or by subject matter (including ESL, Math, English Language Arts, Science, Virtual Field Trips, and more). You can also submit videos to be included on the Teachflix site. Teachflix is created by the teaching website Ditch That Textbook.



Understanding Health and Wellness

proliteracyednet.org/understanding-health

ProLiteracy is excited to announce the launch of seven new direct-to-student health literacy lessons, created with grant support from generous donors. The Understanding Health and Wellness course introduces students to health topics through engaging stories and articles about proper sleep management, good eating habits, advice for choosing happiness, and recommendations on staying fit. These free, online courses expand students' health and wellness knowledge while they improve their reading comprehension by applying comprehension skills and strategies. Some skills include prior knowledge, summarizing, distinguishing between fact and opinion, and drawing conclusions.



Notebook

A Membership Publication of ProLiteracy
308 Maltbie St., Suite 100
Syracuse, NY 13204
Change Service Requested

Nonprofit Org.
US Postage
PAID
Syracuse, NY
Permit No. 351

Tutor Profile

Doug Cook Shares Passion and Advice for Tutoring Math and Science



Doug Cook is driven by passion. It's something he learned about himself since he became a math and science tutor at the Center of Hope in Parker County, Texas, four years ago.

Cook started at Center of Hope because his wife, Pat, was already a volunteer doing data entry and meal prep. She overheard that they needed a tutor. "I hesitantly said yes, not knowing what I would be getting myself into," he says. Although he had some previous tutoring experience, he wasn't sure he could dig deep enough to help those trying to pass the GED® test.

Yet now, Cook volunteers his time twice a week and finds ways to engage his students so they gain the skills they need to pass the GED® Math and Science tests.

Cook says that he enjoys one-on-one math and science tutoring for a few reasons. He finds that student progress often accelerates when they have the full attention of a tutor. In a larger classroom setting, he has observed that the lack of a formal educational background may deter some students from participating.

He also thinks math and science in particular lend themselves well to individual tutoring. "Answers can be 'wrong' in math and science, and this is scary to many people," Cook says.

Cook will use creative approaches to spark students' interest. With one reluctant math student, he tapped into their scientific interest in stars, and they worked together to build their own equipment. That included an equatorial mount to follow the equator.

They also met on several clear nights to map and track a few stars.

For instructors hesitant about teaching math and science, Cook has some advice: Be lively and interesting, but also be upfront about your knowledge gap. "If you come to a portion of a subject that you don't know well, tell your student that you are learning this together. Part of what we teach is how to learn and not just facts and information," he says.

It's also important to help your students feel comfortable, especially with a subject like math where students may feel embarrassed about how they did in a previous class.

"Listen, be kind, and care. Oh! Don't forget. Have some fun," Cook says.