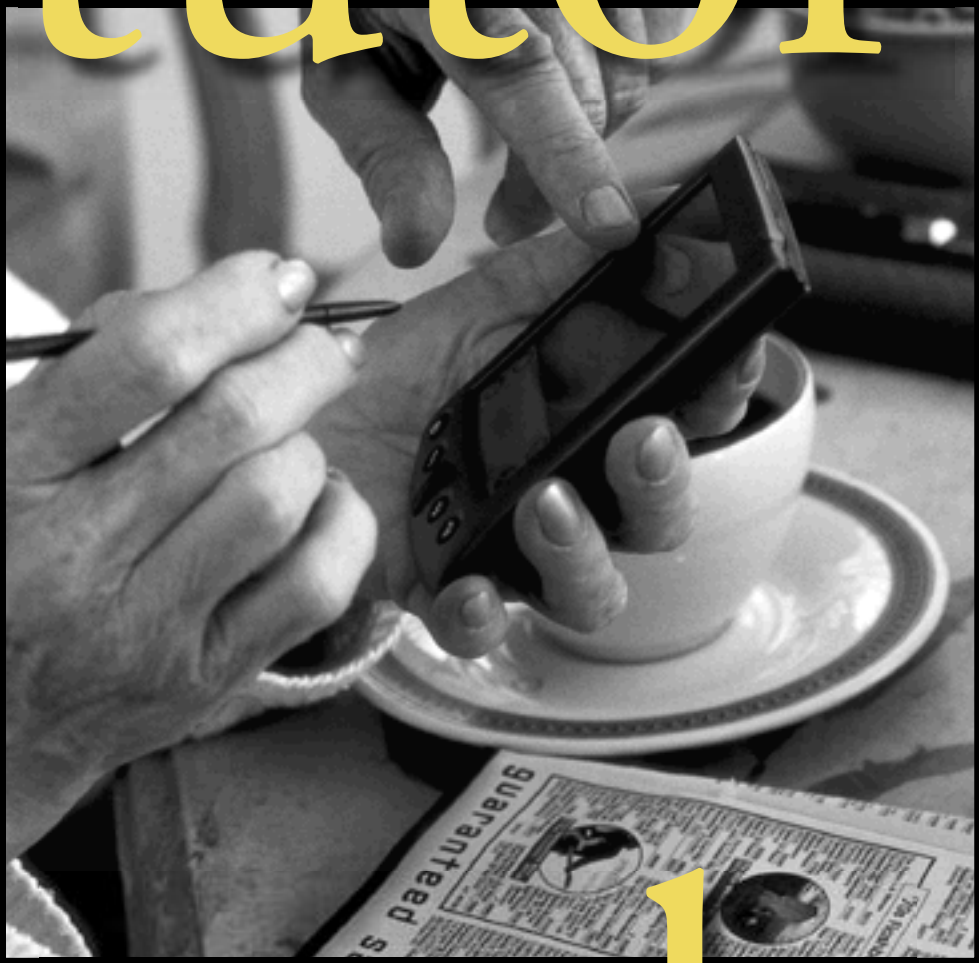
tutor tools



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acknowledgements

Since the first edition of Tutor Tools in 1994, many Alberta literacy practitioners have contributed ideas to this handbook of tutoring tips and strategies. Most recently, in November 2003, literacy tutors attending the Provincial Literacy Conference shared their favorite and most useful tutoring tips. We gratefully acknowledge the contributions of all.
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introduction

"The mere act of teaching is rather secondary to what we are teaching for, and what we are teaching for, is the kind of society we want to create."

- Cecil Craigg

Literacy tutors seem to take these words to heart because the work they do is not so much about imparting knowledge as much as it is about helping others improve their opportunities through knowledge. Still, the practice of teaching requires tools, strategies, approaches, and ways of engaging with the learner.

This booklet is not a tutor training manual. Rather, the purpose of this booklet is to provide a collection of tips, strategies, tools, tactics, ideas, and guidelines that will help tutors approach the teaching with creativity and confidence.

The collection is comprised of several sections:

- Tips for Creating and Maintaining a Positive Learning Environment
- Reading Strategies
- Word Games
- Writing Strategies
- Numeracy
- Teaching English as a Second Language
- Family Literacy Tips
- Recommended Resources

tips for creating
and maintaining a positive learning environment

Condensed from an article of the same name written by Patrick P. MaCabe and published in Adult Learning January 1992, Volume 3, Number 4.

As we well know, most adult learners are apprehensive about learning, but there are ways we, as adult educators, can help to reduce that concern.

The following ten principles are the result of research into the nature of the reading process, the nature of the adult beginning reader/writer, and the characteristics of successful literacy programs.

1. **Create rapport.**
   First impressions are critical, so communicate goodwill immediately. Use positive body language: smile, nod your head affirmatively, lean forward slightly toward the student. Ignore distractions (for example ringing telephones), use timely, positive verbal reinforcers that demonstrate empathy, for example "Yes, I understand that, that's interesting," and so on.

   Another way to establish rapport at the first meeting is for both the tutor and student to bring along family pictures or other personal pictures to help get to know each other.

2. **Reveal a little about yourself.**
   Share common concerns with your student to help create a bond with her. You may find that your children go to the same schools; or perhaps you have a common concern about some local issue. By discussing these issues, trust and respect are given an opportunity to grow.

3. **Establish a partnership approach to learning.**
   Make the student aware of the strategies that will be used to accomplish her education goals. Demystify the business of learning. Develop education goals collaboratively and discuss the goals and methods in a clear and candid manner, avoiding

education and academic jargon. Encourage the student to feel that she has a say about her learning.

4. **Applaud success.**
If the adult learner can see personal improvement he will be more likely to continue to take on new and challenging tasks. Keeping a portfolio of accomplished work is one way to applaud success and allow the student to see progress.

It is also important that a tutor support his student by giving him specific constructive feedback, not mere words of praise. For example, tell the student what he did that was successful, for example:

"You read through that period and when it didn't make sense, you went back and read again, better this time. Good for you!"

"I like the way you stopped and read that word again when it didn't make sense." That's good reading!"

"You read that word correctly. How did you know what it says?"

5. **Use material to which the learner can relate.**
It is essential to use material that is relevant to the needs of the reader/writer. It is NOT appropriate to use material for children simply because it is easy to read. Suggestions for new reader/writer authentic materials: a driver's manual, cookbooks, rental agreements, measurement materials, student produced materials, commercial materials written for a variety of reading levels, and pamphlets from work. Most literacy tutoring projects have a broad range of materials for you to choose from. The National Adult Literacy Database http:www.nald.ca also has an extensive listing, and these materials can generally be ordered from the organization or author that produced them. Some materials, such as On the Right Track, produced by the NWT Literacy Council, are available in Aboriginal languages.

6. **Assess student progress on an on-going basis.**
   Assessment should be ongoing, not an activity that happens only occasionally. Assessment monitors the quality of instruction as well as student achievement. One way to assess literacy skills is to keep a portfolio of literacy tasks in date order to see the degree of growth and possibly the areas of strengths/weaknesses.

7. **Reinforce literacy tasks in different areas.**
   The application of newly learned skills should not be confined to the instructional situation. Help the student practice learned skills in different contexts. For example, if an instructional goal is for the student to learn to alphabetize names, show the student that the skill can be easily transformed to other situations in other environments, such as finding a doctor's name in a telephone book – something done in everyday life.

8. **Establish mutual respect.**
   Adult learners come to the learning situations with a lifetime of experience. Allow them to use their experience as a platform for learning. Respect that experience and do not assume you know more than the student.

9. **Present reading and writing as a process.**
   Present reading as an interactive process that synthesizes new information with existing background knowledge, and writing as a process that uses existing knowledge to create meaning and convey ideas.

10. **Encourage risk-taking.**
    The adult beginning reader/writer should feel comfortable in the learning situation; there should be no fear of giving a wrong answer. The importance of creating an atmosphere in which there is freedom to "make mistakes" cannot be overestimated. If mistakes are costly in terms of personal integrity and if "the right answer" is assigned a disproportionate emphasis, students of any age are less likely to take risks, more likely to develop negative feelings about the program and may even choose not to attend. Try redirecting wrong answers with, "I see what you mean, but what do you think about" or, "Tell me how you came up with that answer…"

    For more information about adult learning principles and basic education go to http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-1.htm Using Adult Learning Principles in Adult Basic and Literacy Education.

A Word About Learning Styles

The exploration of learning styles has been a popular education topic for the past 20 years. There have been many different approaches taken to describing learning styles and their implications for teaching and learning. For example, the site http://tip.psychology.org/theories.htm lists 50 different theories. One common approach is to see learning in terms of four perceptual modalities:

Auditory
Auditory learners learn best by hearing information, including verbal instructions. They usually listen attentively and love to talk. When reading, they enjoy dialogue and plays but they do not like lengthy descriptions. They are often unaware of illustrations. They sometimes move their lips or whisper when they are reading.

Visual
Visual learners learn best by seeing information (including written print) and by watching demonstrations, videos, etc. When reading, they like description and illustrations. They sometimes stop reading in order to stare into space and picture a scene in their mind.

Tactile
Tactile learners remember best what they are able to touch. They can understand information and instructions that they write. They like to play games and make things.

Kinesthetic
Kinesthetic learners learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

All learning styles theories are founded on the belief that individuals have preferred ways to absorb information and to learn. The important thing for a tutor to do is to recognize the variety of ways that people may prefer to learn and to be sensitive to any obvious preference that the student may have. We tend to teach the way we learn. Make a conscious effort to expand your teaching techniques to reach students whose learning style does not match yours.
Tutors who wish to learn more about learning styles can find a wealth of books at the public library and a broad range of articles on the Internet.
A few tips for working with different learning styles are on the following page.

"I hear and I forget. I see and I remember. I do and I understand." Confucius

Appendix B: Handout #12

HELPFUL HINTS FOR LEARNING

VISUAL

Use information that can be seen.

Use charts, maps, posters, diagrams, videos, photographs, etc.

Use COLOR with markers, chalk, crayons, etc.

Highlight important words, facts, details.

AUDITORY

Use tape recorders for stories, vocabulary words, important information.

Use chants for spelling words and math facts.

Use auditory clues: fingersnaps for syllables, tongue clicks for punctuation marks, etc.

TACTILE

Use manipulatives.

Write information and ideas.

Write words on chalkboard, sandpaper or with plasticene, string, spaghetti.

Use games, puzzles, cards.

"Fingerspell" on arms, legs, or on a textured surface.

KINESTHETIC

Use activities which allow for movement.

Use a flashlight for practising words and facts.

Pace, walk, dance while studying.

Stand while working.

Use games and role plays. Take exercise breaks.

Ref. TT12

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Lesson Planning

(Taken from the Frontier College Tutor Training Manual – 1984)

In order for the time with the student to be spent efficiently, it is important that tutors spend some time preparing for the lesson. The following is a checklist that may help. It is important to remember that when a lesson is being taught, students may have other ideas, thus tutors should be prepared to change the plan.

Three things to be considered while planning a lesson are:

1. The aim of the lesson – to be based on the needs and interests of the student.

2. The length of the lesson – this will limit the amount that can be done.

3. The shape of the lesson, which should include:

- Variety — To keep the student interested.
- Integration — To ensure that literacy skills are inter-related.
- Practice — To aid the learning process.

A basic plan may include:

1. Talking to the student about what they have been doing and finding out whether there is particular issue or goal that they'd like to work on.

2. Reviewing homework. A review of homework is important to acknowledge good work done and to help decide direction.

3. Providing a break or changing the activity if a lesson lasts for two hours or if a student has difficulty concentrating.

4. Introducing new skills and concepts.

5. Develop homework plans.

6. Determining direction for the next lesson.

reading
strategies and activities

"I find television very educating. Every time somebody turns on the set, I go into the other room and read a book." - Groucho Marx

What is reading? Having a good understanding of what constitutes reading helps provide a foundation for teaching reading strategies. Recent research has changed how we view reading.[1]

Old and New Definitions of Reading

	Traditional Views	New Definition of Reading
Research Base	Behaviorism	Cognitive sciences
Goals of Reading	Mastery of isolated facts and skills	Constructing meaning and self-regulated learning
Reading as Process	Mechanically decoding words; memorizing by rote	Interaction between the reader, the text, and the context
Learner Role/ Metaphor	Passive; vessel receiving knowledge from external sources	Active; strategic reader, good strategy user, cognitive apprentice.

Recent research reveals that:

1. Meaning is not in the words on the page. The reader constructs meaning by making inferences and interpretations.
2. Reading researchers believe that information is stored in long-term memory in organized "knowledge structures." The essence of learning is linking new information to prior knowledge about the topic, the text structure or genre, and strategies for learning.

3. How well a reader constructs meaning depends in part on metacognition and in part on attribution. Metacognition is the readers ability to think.....comprehension. Attribution is the beliefs about the relationship between performance, effort and responsibility.

4. Reading and writing are integrally related. That is, reading and writing have many characteristics in common. Readers increase their comprehension by writing, and reading about the topic improves writing performance.

5. Collaborative learning is a powerful approach for teaching and learning. The goal of collaborative learning is to establish a community of learners in which students are able to generate questions and discuss ideas freely with the teacher and each other. Students often engage in teaching roles to help other students learn and to take responsibility for learning. This approach involves new roles for teachers.

The tips and strategies for assisting the new reader are founded on these notions. Note that the strategies chosen must naturally be reflective of reader's abilities, interests, and goals.

Language Experience Approach

This approach generates material for teaching and learning. It has proven to be very successful with adult learners for a number of reasons. For one, students have likely not been exposed to this previously, so it has no negative memories. Also, it is much easier to read the story if it is your own story. The letter combinations can be associated with words more easily if they are your own words and you already know the story. The words from the story can be used for phonics, word patterns, and sight word exercises. Here is a general procedure:

1. Choose a topic or focus for the story based on the student's experiences and interest.
2. Record the student's story exactly as it is said, being sure to use the student's language. Do not substitute the student's vocabulary for a "better" word.
3. Expand the story if need be by asking questions and incorporating the additional information.
4. Provide a response to the story so that it isn't just teaching/ learning material.
5. Use the story in ways that are aligned with your student's

learning goals, perhaps to build a word bank of familiar words, to learn word endings, or any other strategies described in this section of Tutor Tools.

Phonics

Phonics is a method of decoding words by pronouncing the letters and letter combinations. While there are rules in terms of how to pronounce these sounds that make up words, there are also many exceptions to the rules, which can be frustrating for new readers. In fact, there are 165 phonetic rules and 45 exceptions![2] Most adult literacy learners have been taught phonics in their school years so have some familiarity with this approach. However, simply decoding words does not ensure that the student gets meaning from the text, so phonics should be used in combination with reading comprehension strategies.

Paired Reading

Select a short reading, which is just slightly above your student's ability. Sit beside each other and ask your student to read aloud with you as you move your finger beneath the lines. Let him know the object of this lesson is to read the selection fluently without awkward pauses at the end of words or phrases. Read through the entire passage together at a steady pace. Continue to read at a normal rate even if your student hesitates or falls behind, but stop if he stops completely. Over time it will become easier for your student to keep up as he acquires the habit of looking ahead at the coming words to keep from falling behind. Do not ask comprehension questions. The purpose of this exercise is to develop fluency and to overcome word-by-word reading. The technique is also known as "Neurological Impress," or "Echo Reading."

Sight Words

As the name suggests, sight words are words that are known, familiar and recognizable to the reader. Some of these sight words may derive from a list of 100 most commonly used words and others might be words that are very common in your particular student's life, for example, words about a job. You may want to write out the list of 100 common words on index cards for reading practice. The list of 100 common words can be found at http://pseagle.sas.edu.sg:8068/spser_c/PrimaryResource/100_most_common_words.htm. As the student learns these words, keep them in a list in his portfolio or file. This will show progress.

Structural Analysis

The reader unlocks new words by recognizing familiar parts in the word. When a tutor teaches compound words, and word beginnings and endings like prefixes and suffixes, she is teaching Structural Analysis. Like recognizing common words, recognizing common word parts is important to becoming an accomplished reader. Keep a list of common word endings and, as they are learned, list them in the student's portfolio or file.

Word Families

Word families are groups of words in which the parts have the same phonetic pattern, such as fat, that, cat, spat. Recognizing word families can help build the student's reading vocabulary. Work with the student to generate lists of word families. Play the online word families quiz listed in the resources section of this booklet.

Context Clues

When a reader encounters an unknown word in a sentence, he can use other information in the sentence to guess what the word might be and thereby know the word. The reader must be attuned to the meaning being created in the sentence because it is on the basis of having built meaning that the reader can accurately suggest what the unknown word might be. Most often a combination of phonics and context clues can help the reader accurately identify the word. Tell the reader about this strategy so that it becomes a tool she can use to tackle unknown words. Practice this strategy so that the reader becomes accustomed to using it.

CLOZE

CLOZE is a technique that teaches readers to use context clues to build meaning. A passage is used in which specific words are left blank. The student must use the surrounding text information to decide what word belongs in the blank. Tutors can create CLOZE passages from language experience stories or from any piece of writing of interest to the student. Take the passage and delete a word every eight or so words. Depending on the student's risk-taking level, you might want to provide word options so that the student can select one rather than having to generate the word entirely on his own, as in the example on the next page:

CLOZE Example:

go	peaches	for
He	played	game
a	cut	it

Did you know that basketball was first _____in 1891? A man from Canada invented it._____was a college teacher. His name was James Naismith. Mr. Naismith had _____reason for making up this game. He had to think of a _____to play indoors in winter. His idea _____ basketball came from a children's game. It was called "Duck on a Rock." Mr. Naismith changed_____a little. He got peach baskets. They were used to hold _____. He nailed the empty baskets to the walls of the gym. Later on, Mr. Naismith _____ the bottoms out of the baskets. This way the balls would _____ through.

The tutor can also use language experience stories to create a CLOZE activity. For example, this language experience story was created by a Bow Valley College adult literacy student and her tutor:

> This morning I came back to school. I hope I will do fine this year. I am happy to be back.

morning	school	back
fine	hope	year
came	am	happy

This _____ I came back to school.
I hope I will do _____ this year.
I am _____to be back.
This morning I came back to _____.
I _____I will do fine this year.
I am happy to be _____.
This morning I _____back to school.
I hope I will do fine this _____.
I _____happy to be back.

Prediction

One way to enhance reading comprehension is to make predictions about what the story or article will be about. This engages the student before the reading even begins. For example, select a short newspaper or magazine article. Read the headlines with the student and ask her what the headline suggests the text will be about. Write down the predictions. Now read the story and confirm predictions throughout. You may wish to ask for additional predictions as the reading progresses. Not only does this activity engage the student in the reading and help build meaning but it also prepares the student for the vocabulary that might be encountered.

K-W-L Plus

K-W-L Plus is a reading-thinking strategy that encourages readers to ask questions in order to think about what they are about to read and give them something to look for as they read. This helps engage their attention and heighten their interest. K-W-L stands for three stages of the activity:

K What do I **know** about this topic?
W What do I **want to know** about this topic?
L What did I **learn**?

1. Before reading (setting purposes for reading):

   A. What do I know?
      - Learners brainstorm ideas and talk about what they know about the topic.
      - Learners note, on a worksheet, what they know about the topic.
      - Learners categorize the ideas they have brainstormed. These categories provide a framework for anticipating the kind of information they will be reading about.
      - You can model the categorization process. (Think aloud about how you place ideas in categories).
      - Learners note anticipated categories on their worksheets.

   B. What do I want to know?
      - Learners generate and list questions that they hope the reading will answer. Questions may come from brainstorming or from categories.

2. During reading (monitoring comprehension):
    - Divide text into manageable segments. Teachers may do this at first, but encourage learners to do it for themselves.
    - Learners read a segment, then pause and monitor their comprehension by checking for answers to questions that they wrote down. Additional questions can be added to the list as they read.
    - Learners also note, as they read, new information that was not anticipated.
3. After reading
    A. Review
    - Discuss new information.
    - Review questions to see how they were answered in the reading.
    - Use the reading for other purposes, perhaps mapping or summarizing.

KWL not only engages the reader more fully, but helps the reader retain information.

Main Idea

In order to get the writer's message, readers need to be able to identify and distinguish between main ideas and details. A main idea is the general idea in a piece of text. Usually paragraphs contain one main idea that is supported by details. Sometimes the main idea is clearly stated, but sometimes it is implied.

You can teach distinguishing main idea by first explaining what a main idea is and how it differs from detail, and then by asking the reader at the end of each paragraph, "What sentence in this paragraph best states what it is mostly about?" Main ideas may be found anywhere in the paragraph, but if the main idea is clearly stated in the first sentence this is much easier. If no one sentence states the main idea, just repeat the query and ask, "What is this paragraph mostly about do you think – what is the writer's main point?" Then explore the details that the writer has added to embellish that main idea. This helps teach the reader that not all information is equally important.

As you progress through the text, highlight the stated main ideas. If the main idea is not stated, write the reader's paraphrasing of the main idea alongside the paragraph.

At the end of the reading and highlighting, have the reader write a summary of the piece by writing a paragraph reflecting all of the main ideas (and maybe a few details). This is a very effective study strategy.

Mapping Ideas

Another approach to tracking main ideas is to map them on a sheet of paper that becomes a graphical display of the entire story or article's main ideas and details.

Read the entire text first and highlight main ideas and note details. Place the title of the text in the center of the paper and circle it. Then, starting at the upper right hand side of the page write the first main idea and circle it. Then write details with lines connecting those details to the main idea. Proceed to "map" the remaining main ideas and details in this fashion.

Ask the reader to summarize the article by using the main idea – detail map.

Skimming

Skimming is a reading technique that students can learn and still have sufficient confidence in their reading fluency. Point out to the student that skimming is used when it is only necessary to get the gist of an article or piece of text. For example, many people skim newspaper articles. They read the headlines and the first and perhaps last sentences of paragraphs to get the gist of the information.

Demonstrate to the student how to let your eyes "float" along the text. English Express articles might be good material to begin teaching skimming. (Please see the Recommended Resources section of this booklet for information on how to obtain a subscription to English Express.) You can make up questions that focus on main ideas to test if the student got the gist while reading quickly. You can also time the readings to see progress in terms of reading speed.

Scanning

Scanning is a reading technique used very frequently by readers who wish to locate a single piece of information while ignoring the bulk of the material. Students can gain practice by using dictionaries, telephone books and other listed materials.

At a more advanced level, readers use scanning to look up information in manuals, a reading task frequently used on the job. Many readers find this task difficult because it involves first generalizing to come up with an

appropriate keyword and then scanning a table of contents or index to locate that keyword and related information.

Additional Reading Activities Using Authentic Texts

Use the classified sections or various advertisements to discuss prices and average prices. For example, have the student find the cost of renting apartments in town. What is the average cost of an apartment?

Use the classified ads to find jobs. Have your student find three jobs he thinks he could spend at least five years doing. Why would they be enjoyable? What are the qualifications for each job? What do they need to qualify for the job? How much does it pay? Go through more of the ads and find jobs that would not have existed 50 years ago. Are there jobs that will probably not be around in another 10 years?

Use the TV guide. Take one day, or a few hours – say between 5 p.m. and 9 p.m., and determine the type of show listed, i.e. news, dramas, comedy, documentary etc. Record the number of hours of each type of programming. Make a pie graph or other graph to show the percentages of time devoted to each type.

Using the newspaper flyers, make a menu of food items that appear in the ads. How much does each item cost? How much is the whole supper going to be? Were there any specials – 10% off? How much does that come to? Is the dinner nutritional? Do you need special pots or pans to cook it?

word games

Use word games to strengthen reading skills.

Crossword Puzzles
Crossword puzzles are a favorite with some learners, and they are a lot more fun when you make them yourself! Use the theme that you are currently working on and have the students make up a crossword.

If you buy a crossword puzzle book, save the easy puzzle and word games. Using cardboard, glue the puzzles on one side and the answers on the reverse side. Learners can use individual puzzles.

The English Express newspaper also has excellent crossword puzzles appropriate for adult literacy students. See the Recommended Resources section of this manual to subscribe to this newspaper.

Bingo
Purchase a magic wand and bingo chips and store them in a 3-hole pencil case with a sign-out library card inside. Divide a lightweight piece of cardboard into squares and print a word in each square. Read a word. When the student finds it, she covers it over with a bingo chip. Go for a blackout each time and once they have it, have the student read each word back to you. It is much more difficult for a student to read the word back than for her to find the word as she hears you read it.

Hangman
The old word game "Hangman" sounds gruesome, but it is a lot of fun. If you don't like the idea of "hanging" maybe the game could be changed to dressing or undressing a stick figure! The student chooses letters to make the word; each wrong letter becomes part of the "body." Let the student try to "hang" you by choosing a word from a current story.

Add a Word
This is a variation of Scrabble and can be played without a board. The first player writes down a word. The longer the word, the easier it is for other player(s). The next player writes a word using one of the letters in the first word.

Word Cards
Word cards, or flash cards, help develop sight vocabulary. Flash cards are available commercially, but you and your student can make your own too. If you do, be sure to put a picture of the word on the back of the card. The new words are printed or written onto the cards which are then displayed one at a time. Your student may look at the word and say it three times, trying to imprint the image on her mind. Words learned in this manner are "sight words." When a word is successfully recognized in three consecutive presentations, it may be added to a separate stack of known sight words. Not more than five new words should be introduced at one lesson.

Variations:
1. Ask your student to match a word card with the original in an experience story.
2. Make a duplicate deck of word cards. You and your student can play "Fish" with the duplicate cards by shuffling both together, dealing a hand of seven cards to each player, and taking turns drawing a card from the deck. Pairs of identical words can be laid on the table face-up.
3. Play word card poker. Group cards in piles of nouns, verbs, adjectives, articles, and prepositions. Deal your student five to ten random words, and pretend he wins $10 for each of the words he can include in a good, single sentence. Tell him he can buy words from the various category piles for $10 each. He loses $10 for each of the random words that are not used or misused. Keep a running tally sheet as you play this game over a number of weeks.
4. Play Concentration. Make duplicates of the cards. Turn the cards face down on a table. Flip one card and lay it on the table, then flip another. If they match remove them from play. If they do not match turn them over again, and the next person flips two cards until all are matched. Don't forget to read each card as it is turned over.

Listing Print Sources
Listing all of the places where print might be found is an excellent classroom or individual brainstorming activity to appreciate that words are everywhere. This might be especially appropriate at the beginning of the tutoring relationship to get the student thinking about literacy and its impact on our lives.

Phonetic Poker
Poker can bring phonics into your tutoring. Make playing cards with rhyming groups of words like "cat, rat, mat, fat" or "best, west, rest, guest, "be, see, we, three." Dealer deals five cards as in poker. Players may exchange cards to make the best possible hand. All hands are shown and the winning hand receives a point. The player to get five points first is the winner. Winning hands are as follows:

FOUR OF A KIND: rain, stain, main, pain, dark

FULL HOUSE: crash, splash, mash, rest, crest

THREE OF A KIND: ghost, most, toast, peach, map

TWO PAIRS: frog, log, cat, rat, speck

ONE PAIR: ball, fall, most, speck, splash

Name Game
Think of some personality characteristics of a friend, husband, tutor, or neighbor and use the friend's name as the root for a new word describing that quality. Add prefixes and suffixes and think of different contexts, e.g., "The weather has turned Fredish," "Let's reFred the chicken dinner."

Read-along Books
Instead of paying a lot of extra money for read-a-long books, make your own. Read the books into a tape recorder. Read slowly but without hesitation. This can be a source of practice material for the student to use between meetings with you.

As a variation, the student can read into the tape recorder, listen to themselves, and make self-corrections. It is great for teaching fluency and expression. It can also help chart progress by allowing students to listen to previous recordings and hear the improvements they have made.

Word Search

Word search games can be found in crossword books and in daily newspapers. However, you can also create them for your student using words from reading material that is being used or along a theme that is being used, as shown in the example below:

black	over	small	under
coffee	pay	stove	warm
cold	pot	swim	what
glass	ready	table	where
hot	shopping	tall	white
motor	short	they	who
next	shore	this	
night	ski	trip	

V	A	S	T	O	V	E	K	L	C	C	O	O	D
V	K	N	H	Y	B	S	U	O	T	H	I	S	W
I	O	W	N	E	X	T	N	I	G	H	T	X	K
T	T	A	H	S	S	S	D	O	S	L	H	X	R
B	C	R	T	A	B	L	E	T	M	O	E	X	R
L	W	Z	O	J	T	P	R	E	A	D	Y	C	G
A	W	I	O	H	J	K	Q	N	L	K	F	O	N
C	G	L	A	S	S	L	P	E	L	P	T	F	I
K	L	R	O	T	O	M	D	A	O	E	E	F	P
J	O	V	E	R	I	P	N	T	A	L	L	E	P
E	R	E	H	W	A	R	M	M	R	K	G	E	O
P	A	Y	S	L	G	T	N	C	O	I	C	Y	H
E	T	I	H	W	I	S	H	O	R	E	P	W	S

The Internet also offers a number of websites featuring word search games.

Field Trips

Field trips, perhaps to a museum or even to the grocery store, offer a creative way to encounter print and help the student with reading in a very real life context. Field trips also provide an opportunity for writing afterward about the event.

writing
strategies and activities

"I write entirely to find out what I am thinking, what I am looking at and what it means." - Joan Didion

A general truth is that many people find writing to be a more difficult literacy task than they do reading. They worry about how to fill the blank paper in front of them; how to get the ideas in their head onto the page. They worry about writing conventions, like spelling, grammar, and punctuation. Writing conventions especially concern new writers. Remember that when choosing a writing activity the student's interests, abilities, and goals should be criteria for selection.

List Making

If your student is a beginning writer, it might be appropriate to begin by making lists of many kinds – days of the week, months, groceries, family names, likes and dislikes – the possibilities for list making are many.

For more advanced students, lists of questions might be a useful activity. Prepare a list of 25 questions including who, what, when, where, and why questions. Expect expanded answers, not two or three words, but at least one sentence, preferably two. For example, "Where are your shoes?" The answer may be, "They are on my feet. I put them on this morning." Then have the student prepare 25 questions to ask you. This exercise can help vocabulary, writing, grammar, etc.

CLOZE

Beginning writers can also integrate their reading and writing skills by completing a CLOZE exercise, or completing single sentences. For example, if your student chooses to write about her cat, she can complete sentences such as:

Cats like to _____.
Cats like to eat _____.
Cats do not like_____.

Photo Stories

Make photo stories using a Polaroid camera. The tutor and student develop a story idea then take a sequence of photos dramatizing the events. Back at home they paste one picture per blank page. The caption or sentence that goes with that picture is printed below the picture. As the pictures and dialogue or narrative flow, they are assembled into booklet format. A cover design could comprise another lesson. Writing and then reading practice has been accomplished.

Journal Writing

You and your student may choose to keep a journal that focuses on the student's ideas about various topics of interest. At the beginning, the tutor may have to do the writing while the student tells the story. Make this a component of each lesson. Journal entries can be shared as agreed to by the student and tutor.

Reciprocal journal writing is also a good teaching/learning activity. In this case, the student writes a journal entry to which the tutor responds in writing, perhaps asking questions about what has been expressed.

Lesson Log or Daily Log

At each lesson, have the student fill in the log, looking up the date, noting the time and the work accomplished, and sometimes choosing the work for the next lesson.
Alternatively, have the student keep a daily log, if even just writing one sentence about that day. This can be used as reading material for the lessons.

Letter and Email Writing

Ask the student to write you a letter or an email. Provide her with a subject for the letter or email. For example, ask her to tell you about her family, job, children or an event that has recently occurred.

Create a Book – A Project for the Entire Family

Choose a book that has repetitive, easily recognized patterns. Use these books as a model for creating your book. Family members can work together to make their own story. Both adults and children can get together for the illustrations. When the book is finished, cover it with pre-laminated construction paper and staple the binding. Taping over the stapled edge gives the book a professional touch.

Family Tree

Design a family tree with your student. Do this when you first meet to generate conversation. If you know your ancestry, share that with the student too. Some students may not be able to go back many generations, but it will give you some insight about the people that your student will inevitably mention in future encounters. If the student wants to pursue this further, have him dictate or write a letter to:

National Archives of Canada
395 Wellington Street
Ottawa, Ontario
K1A 0N3
Ask for a free booklet entitled *Tracing Your Ancestors in Canada.*

Pen Pals

Letter writing and email writing can be either casual or formal. Whether corresponding with friends, relatives, or family, letters and emails are good motivators for writing. Learners can be shown how to properly format a letter, how to compose an email, and how to organize their ideas. Some learners may dictate to you while others will write pages! Discuss punctuation, salutations, closings, and addressing the envelope.

Literacy Alberta's eLit.ca email system provides a platform for adult literacy students and tutors to communicate by email with other students and tutors around the province. If your student wishes to communicate by email with a student from another part of Canada, Literacy Alberta may be able to assist you. See the Acknowledgements page of this booklet for contact information for Literacy Alberta.

Is there something in your city that really bothers your student – a dangerous intersection, or a bad decision made by city council? Write a letter to the mayor or to the editor. You don't have to send it, but it is good practice to have your student put down his concerns in writing.

Reformatting Writing

This activity helps writers understand the relationship between content and format and encourages them to try out different writing format. It is a suitable activity for advanced writers.

Step 1: Select a piece of writing that the student has already done. Discuss the ideas in the piece of writing to help recall the thinking or situation that prompted the writing.

Step 2: Discuss the format that the student used, for example, poem, letter, narrative, paragraph or short story.
Step 3: Brainstorm other choices for formatting the ideas. For example, could the piece be reformatted into a list, song, newspaper report, personal letter, or a business letter?
Step 4: Choose an alternate format and enjoy rewriting.

Writing as a Process

Regardless of which literacy activity is chosen, the tutor should teach in the context of the writing process. The writing process consists of the following five stages:

Pre-writing
In the prewriting stage, the student and tutor decide upon the purpose for writing, identify the topic, brainstorm ideas about the topic, jot down the ideas, perhaps talk to others, or find information to expand those ideas. A plan or outline is developed at this stage to determine in what order the ideas will be presented.

Mapping ideas for writing is a useful method for organizing the ideas. Have the student write the topic in the centre of the page. Then have him cluster the ideas around the topic, ensuring that the clusters are in a logical order.

Drafting
In the drafting stage the writer composes the ideas into sentences and paragraphs making sure there are connections between the sentences/ideas. Writing conventions (spelling, punctuation, and grammar) should not be a focus for attention at this stage.

Revision
In the revision stage, the writer first proofreads the piece to ensure that the ideas relate well and that the vocabulary chosen is appropriate, and then makes changes to improve the piece. In a classroom setting peers often assist each other at this stage, each making suggestions to each other or asking questions of each that can spark an idea for change. In a one to one tutoring situation, the student might wish to take the piece home to family and friends to read and suggest changes. The piece is then re-drafted according to the ideas for changes.

Editing
Editing refers to the task of ensuring that the conventions are correct, that words are spelled correctly, that punctuation is appropriate, and that grammar is conventional.

Publishing
The "publishing" of the piece is an important stage because it fulfills the purpose of writing: to entertain, inform, or persuade a reader. Publishing can be as simple as having a friend read the piece or as sophisticated as perhaps having a letter printed in the newspaper.

An excellent exploration and discussion of the writing process can be found at:
http://www.psesd.org/technology/writeprocess/

Teaching Spelling

See, Say and Spell Method

- First, **study the word**. What part of the word seems hard to remember? Can you separate the letters in the word into small groups to help you better remember the word?

- They do not have to be divided into syllables.
- Mark in **red** the letters you may forget.
- After you have looked very carefully at the word, **spell it out loud**.
- **Cover the word** and spell it out loud again.
- **Copy the word** several times, spelling it out loud as you write.
- Cover the word again and write it on a separate page.
- **Write sentences** using the word in all its meanings. You may have to look it up in the dictionary to find all the meanings.
- **Have someone give you a test** of the words, 10 at a time. **Repeat** all these steps for any words that you missed on the test. Continue to try to use the words in sentences in your writing.
- **Add new words** to your list of words to be studied.

Teaching spelling in the context of the student's own writing is very effective, although occasionally workbook drills as practice activities may prove useful too. Always encourage students to look a word up in the dictionary for help about how to spell it, or to check spelling.

Teaching Grammar

The goal for teaching grammar to writers is to help them convey thoughts in a system of language that readers will understand. Current research suggests that teaching grammar in the context of student writing is more effective than a more traditional, formalized manner. Learning grammar rules from workbooks, while useful as practice exercises, do not necessarily improve writing skills.

An interesting discussion about teaching grammar can be found at:

http://www.cal.org/resources/digest/larsen01.html and at http://www.english.vt.edu/~grammar/GrammarForTeachers/readings/weaver.html

Teaching Punctuation

Like teaching spelling and grammar, teaching punctuation is also best accomplished in the context of the student's writing. The key point to make is that punctuation acts as an aid to let the reader know about the relationship between ideas in a sentence or paragraph. Workbooks may prove helpful as practice activities but the student will learn punctuation conventions by drafting and revising his own writing and applying the rules.

numeracy

"Do not worry about your difficulties with Mathematics. I can assure you mine are still greater." - Albert Einstein

Common basic math skills that students may wish to improve are: numerical place values, estimating and rounding, adding and subtracting, multiplying and dividing, decimals, fractions, metric system, imperial to metric conversion, money math, and geometry. The student's interests and needs will determine the areas for teaching and learning.

The Internet site http://www.math.com/students/homeworkhelp.html has some quizzes on these different math topics that may prove useful.

Another site http://math.serenevy.net/?page=Origami-TeachingLinks&layout=framed#Lessons offers a variety of lessons plans that use origami to teach math in creative ways.

Math games suggested by tutors include:

Hockey Math = + x –

Here's a twist for the sports fan! Create a hockey, baseball, or football pool without money. Find as many interested individuals as possible including family, friends, and fellow students. Draw for teams in the national or provincial leagues depending on the learner's interest. Some folks may have two or three teams depending on how many participate. Once a week, a tally sheet must be completed where points for WINS, LOSSES, TIES, and GAME POINTS are totaled as required. The student is responsible for bringing in the sports section from a newspaper. This activity can also include learning major city names and locations – introducing basic geography.

If Letters Were Dollars

Suppose letters were money. Use the chart below to see who has the most expensive name in the group.

A=$1	E=$5	I=$9	M=$13	Q=$17	V=$22
B=$2	F=$6	J=$10	N=$14	R=$18	W=$23
C=$3	G=$7	K=$11	O=$15	S=$19	X=$24
D=$4	H=$8	L=$12	P=$16	T=$20	Y=$25
				U=$21	Z=$26

John Smith figures out his name this way:

J	o	h	n	S	m	i	t	h
10+	15+	8+	14+	19+	13+	9+	20+	8+ = $116.00

1. How much is your name worth?
2. How much is the name of your literacy organization worth?
3. What is the most expensive three-letter word you can think of?
4. What is the most expensive four-letter word you can think of?
5. What is the least expensive word you can think of?
6. USELESS is an example of a $100.00 word. Can you find more $100.00 words?

Using Road Maps to Determine Distances

Road maps or a map of your town or Canada are great tools to teach place names, math (how far from this place to that place), how to get from one place to another, how long would it take by car?

Other Math Instructional Aids

Other instructional aids include: calculators, cash register receipts, kitchen scales, measuring spoons and cups, utility and telephone bills and supermarket flyers. Using authentic materials to teach math concepts will be more effective than math drill books, although for practice of math concepts workbooks may be useful.

teaching english
as a second language

"The English language is nobody's special property. It is the property of imagination: it is the property of the language itself."
- Derek Walcott

Please note that all of the strategies described earlier in the manual are effective with English Second Language (ESL) learners, too!
One of the most useful resources for ESL tutors may be the Canadian Language Benchmarks site:
http://www.language.ca/home.html
This site allows the reader to download, free, a PDF version of *The Canadian Language Benchmarks 2000: English as a second language for adults* which provides national standards in adult ESL. It is a set of descriptors of what learners can do with English at various levels.

Further, the site directs the reader to *The Canadian Language Benchmarks 2000: ESL for Literacy Learners,* which lays out the progression of reading, writing and numeracy skills for ESL adults who have little or no literacy skills in their first language. The ESL Literacy Benchmarks are designed to be used with the Listening and Speaking ESL for Adults Benchmarks. It can also be downloaded as a PDF file.

Another Internet resource is ESL Lesson Plans and Resources:
http://www.csun.edu/~hcedu013/eslplans.html
This site offers an array of resources, one of which is the *Adult Education ESL Teachers Guide*. Features include: Beginning ESL Lessons and Accompanying Teacher Training Modules; Intermediate ESL Lessons and Accompanying Teacher Training Modules; and Teaching Non-Literate Adults. All materials and worksheets are provided. This site is so comprehensive that it requires time for the tutor to sift through what will be useful and what not, but certainly has a lot to offer the ESL tutor. Topics appropriate for ESL students, particularly for conversation and writing purposes, include:

- Their job in their native country.
- Why they left their native country.
- How they got to Canada.
- Their first impressions of Canada.

- Difficulties they have faced in Canada.
- What it is like to learn a new language.
- What they hope for their future.
- What they find unusual about Canada and Canadians.
- Food from their native country.
- Legends from their native country.

Tutors should employ the writing process with ESL students just as they would with any literacy student. Having said that, the pre-writing stage is very important because it is difficult for them to generate ideas and pay attention to grammar, spelling, and punctuation at the same time. In order to obtain coherence in their writing, that is, a logical transition from idea to idea, it is vital that they have their thoughts organized from the start. Pre-writing ideas vary according to the type of writing being generated:

A. Descriptive – photographs, drawings, objects. Discuss and develop phrases that describe the stimulus. Encourage students to use adjectives and adverbs to make their writing more interesting.
B. Narrative – discuss an incident in the student's life, perhaps a wedding or a vacation.
C. Expository – Brainstorm topics that the student knows about. For example: hobbies, family, sports, TV, news, job, school. Help the student to make an outline so that the ideas are grouped logically and flow naturally.

Follow the other steps in the writing process being sure to remain encouraging and to first get ideas down on paper before getting to editorial, mechanics issues like spelling, grammar, and punctuation. Don't forget the publishing stage! Have the student read the piece aloud, or have another ESL student read the piece and respond in either speech or writing to it.

Watching a TV program with an ESL student, and then discussing it, is a good way to work on the mechanics of speech and to explore cultural and topical issues. Tune the ESL learner into CBC! By listening to CBC AM or CBC FM the literacy student can practice listening comprehension skills within the context of Canadian culture and politics.

Of particular note is this recent publication: E*SL Resource Package for Alberta Communities* by L. Anderson and D. Seabrook de Vargas, published by Bow Valley College, May 2003.

This homegrown publication was created by two of the most experienced ESL practitioners in Alberta, and the result is a must-have publication of curricular activities at Canadian Benchmark levels one to eight. In addition, there is a profile for each Benchmark, advice for developing unit and lesson plans, and listings of resources and organizations.

family literacy tips

"Don't limit a child to your own learning, for he was born in another time." Rabbinical saying

Teach your students to read to their children.

1. **Read aloud to your children.** This is the most important thing you can do. Stop and talk with your child during the story. Let them:
    - Point out the letters and words they know.
    - Talk about the story.
    - Ask about the meaning of the words.

2. **Be a good example.** Read newspapers, magazines and books when your children are around. They will:
    - Watch what you do.
    - Learn from what you.
    - Copy what you do

3. **Help your children learn about things.** Take your children to:
    - The beach.
    - The park.
    - The zoo.
    - The laundromat.
    - The store.

    Talk with them about what they see. They need this kind of information to understand stories.

4. **Talk with your children about their experiences**. This helps them to:
    - Learn new words.
    - Understand what these new words mean.
    - Learn from their experiences.

5. **Encourage your children to think and talk about events.** This helps them to:
    - Give good descriptions.
    - Remember the order of events.
    - Tell complete stories.

    Your children will learn about how stories are written and better understand what they are reading.

6. **Give your children writing materials.** Children often want to learn how to write. You can help by:
    - Having paper, pencils and crayons in your home.

    When your children are too young to hold a pencil or crayon you can use materials, like magnetic boards and letters, to help them learn about letters and words.

recommended resources

General

- Literacy Alberta Resource Centre. This Resource Centre is located at 302, 1300 – 8 Street SW, Calgary, Alberta, T2R 1B2 403-410-6990. To view a listing of resources go to http://literacyalberta.ca/resources To borrow materials you need to be a member in good standing. Materials are loaned for a period of 30 days.

- Literacy Alberta's Travelling Trunk Program
  The Traveling Trunk program is a series of actual "suitcases" filled with resources on the following topics: Program Administration, Family Literacy, Learning Disabilities, Tutor Training, and English as a Second Language. Information about contents of the trunks is available online @ http://www.literacyalberta.ca/resources/ Those wishing to borrow a traveling trunk from Literacy Alberta can call the Literacy Alberta office (403)410-6990, or email la_library@elit.ca.

- Verizon Literacy University http://www.vluonline.org
  This is a very innovative site that provides online resources to volunteer tutors and program staff alike. This is a site definitely worth exploring!

- National Adult Literacy Database (NALD) http://www.nald.ca
  The National Adult Literacy Database is a non-profit service that is a single source for a variety of resources, including downloadable publications and links to other literacy organizations.

- Websites for Tutors, September 2003. A compilation of website links relevant to tutoring adults. Available at the NALD site as a PDF printable document.

- *Frontier College Tutor's Handbook*. (1997) Frontier College Press, Toronto, ON. This manual provides tips and strategies for tutoring adults. It is available from the Literacy Alberta Resource Centre

- English Express newspaper
  Subscriptions to this excellent resource can be obtained by sending an email to subscriptions@englishexpress.ca, or by fax at 780-468-3119

- Grass Roots Press. http://www.literacyservices.com or Toll Free 1-888-303-3213
  This company provides a full line of adult literacy resources and materials for practitioners and students, including Easy Readers, Student Workbooks, Software, and more.

- *Drawing the line*: Dealing with affective issues in literacy. Saskatchewan Literacy Network: Saskatoon, 2001.
  The Saskatchewan Literacy Network developed the Saskatchewan Level 2 Drawing the Line Kit to provide literacy workers with the information they need about violence and learning, and drawing the line between tutoring and counselling.

  Highlights of the Drawing the Line Kit include:
  - Naming the presence of violence
  - Balancing needs and respecting boundaries
  - Bringing the whole person to learning
  - Taking safety seriously

  This resource can be ordered from:
  The Saskatchewan Literacy Network
  206 - 220 - 3rd Ave S
  Saskatoon SK S7K 1M1
  Phone 306-653-7368
  saskliteracy@sasktel.net

- *Creating Plain Language Forms for Seniors*: A Guide for the Public, Private and Not-for-Profit Sectors by The Canadian Public Health Association (National Literacy and Health Program.

  Available from:
  The Canadian Public Health Association
  400-1565 Carling Avenue
  Ottawa, ON K1Z 8R1
  Tel: (613) 725-3769
  Fax: (613)725-9826
  E-Mail: comm.@cpha.ca
  Internet : www.cpha
  Published 1998

- *Building Workplace Essential Skills* (2000) Bow Valley College.
  This resources was developed to help students develop skills in three essential areas: reading text, using documents and solving numerical problems. Students develop these skills in the context of authentic workplace materials. Both a student and an instructor version of the workbook is available from Bow Valley College by calling Workplace Learning Services, 403-410-3200 or by contacting the Bookstore at bookstore@bowvalleycollege.ca Cost is $100.00 for the Instructor Manual and $50 for the Student Manual.

- *eLit.ca*. Literacy Alberta's eLit.ca email system provides a platform for adult literacy students and tutors to communicate by email with other students and tutors around the province. If your student wishes to communicate by email with a student from another part of Canada, Literacy Alberta may be able to assist you. See the Acknowledgements page of this booklet for contact information for Literacy Alberta.

- *Tips at your fingertips*: Teaching Strategies for Adult Literacy Tutors. (1986) International Reading Association. Available from Literacy Alberta Resource Centre.
  This resource contains effective teaching strategies for reading, writing, and vocabulary development.

- *LITSTART*: Literacy Strategies for Adult Literacy and ESL Tutors. (1999) Ed. Patricia Frey. Can be ordered at the website http://www.michiganliteracy.org/LITSTART.htm
  LITSTART provides tutors with the framework, guidance, and strategies to teach lessons that focus on the personal goals and learning styles of their students. LITSTART contains 13 strategies for teaching English as a Second Language, 12 strategies for reading, 24 for work study and spelling and 2 for writing, as well as background information, tutoring tips, checklists of skills, sample lessons and over 60 pages of word lists.

- *Tutoring Made Easy*. Ordering information available at http://www.michiganliteracy.org
  Tutoring Made Easy provides the basics of tutoring instruction needed to teach reading and writing skills. Tutoring Made Easy has proven useful in peer tutoring and serves as the curriculum for a pilot program to train parents to tutor their children.

Student Writing and Stories

- *Writing Well*. This is a booklet containing the contest-winning entries written by adults in Fort Resolution, NWT. Available at the NALD site as a PDF printable document. http://www.nald.ca

- *Whispers*. Stories written by elders in the NWT. Available at the NALD site as a PDF printable document.

- *Echoes*. Stories written by elders in the NWT. Available at the NALD site as a PDF printable document.

- *Hardships and Blessings*. Stories written by seniors from Newfoundland. Available at the NALD site as a PDF printable document.

- *Writers' Voices*. New York Public Library.
  http://literacy.nypl.org/journal/home.cfm
  This site allows the reader to click on any number of short student stories written by adult literacy students in the New York City area. Students might find it interesting to note cultural similarities and differences.

- *Story of the Week*. NALD. http://www.nald.ca/STORY/Story.htm
  This page allows adult literacy students to read other students' writing. A new story is posted every Monday. There is an archive of past stories to browse as well.

- *Voices of Canadian Literacy – Student Writing and Stories section*.
  Available from Grass Roots Press. http://www.literacyservices.com
  The textbook contains stories gathered from learners across Canada and includes feature chapters devoted to notable Canadian literacy programs. Exquisite black and white photos accompany the text.
  Voices of Canadian Literacy – Teacher's Guide and Workbook.
  Available form Grass Roots Press. http://www.literacyservices.com
  The purpose of this guide is to assist teachers and tutors in finding ways to help new readers make connections between their lives and those recounted in the texts, and to help contextualize language and literacy exercises and activities that may be prompted by the stories.

Adult Learning Difficulties

- *LDPride*. http://ldpride.net/emotions.htm
  This internet site is broad in its coverage of the issue of learning disabilities, but this particular page entitled "The Top 5 Emotional difficulties of People with Learning Disabilities" provides excellent awareness raising and is food for thought.

- *Literacy and Learning Disabilities* http://ldlink.coe.utk.edu/
  This internet site is a single point of access to information on LD issues important to adults with learning disabilities and their families, adult education teachers and tutors, staff and employers. Of particular interest may be the information on how a learning disability affects second language learner.

- *Asking the Right Questions: Assessment and Program Planning for Adults with Learning Difficulties* (1996) Calgary Learning Centre.
  This locally produced (Calgary) resource provides information on such topics as Possible Blocks to Learning, Types of Assessment Procedures, and Developing Individual Program Plans. Videotapes accompany the manual. It is available from the Literacy Alberta Resource Centre.

Adult Learning Principles

- *Principles of Adult Learners.* http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-.htm
  This page offers a nice concise listing of characteristics of adult learners to keep in mind for successful teaching and learning.

Learning Styles

- *Learning Styles Theories* http://tip.psychology.org/thwories.htm
  This site lists 50 different theories of learning styles and provides descriptions of each.

- *Learning Styles Online*
  http://www.learning-styles-online.com/overview/
  This site provides a discussion about learning styles, a description of seven learning styles and an online learning styles inventory that is quick and easy to take. The descriptions of the learning styles discuss implications for learning.

Reading

- *How-to Kit*: Literacy Games for Adults. This publication contains word games, some of which are already described in Tutor Tools, but also others that may appeal to students. Available at the NALD site as a PDF printable document.

- *Journal of Adolescent and Adult Literacy*
  http://www.reading.org/publications/jaal/
  This site offers a wealth of information and resources including

instructional techniques, articles on current topics and more. To read the Journal you must subscribe, but there is always a number of sample articles for free viewing. Also available from Literacy Alberta Resource Centre.

- *"What does research say about reading?"* http://www.ncrelorg/sdrs/areas/stw_esys/str_read.htm
  This article discusses a number of findings from recent research about reading, including new definitions of the reading process, characteristics of poor and successful readers and milestones in reading research.

- *List of the 100 most common words*. http://pseagle.sas.edu.sg:8068/spser_c/PrimaryResource/100_most_common_words.htm Please note that in the link above the spaces between chunks of text are actually underscores _.
  This page offers a handy, ready reference to the 100 most common words.

- *For Reading Teachers and Literacy Tutors* http://www.literacyconnections.com/AdviceForReadingTutors.html
  This site provides articles about a number of broad ranging topics, including The Great Phonics Debate, Word Families, The Language Experience Approach, Tips for Tutors, and many more.

- *Word Families Quiz*. http://www.btinternet.com/~mrfield/Literacy_Disk/commonendings/commonendings.htm
  This fun site offers word family quizzes to play online.

- *Teaching Reading to Adults*: Tutor Training Videos. Available form Grass Roots Press. http://www.literacyservices.com
  In these videos, tutors and students demonstrate 13 highly successful reading strategies. Tutors will learn how to identify a student's reading pattern and how to choose strategies that meet the student's learning needs. Also available from Literacy Alberta Resource Centre.

Writing

- *The Writing Process*. http://www.psedsd.org/technology/wrtieprocess/
  This page provides and excellent discussion of the writing process.

- *Teaching grammar*. http://www.cal.org/resources/digest/larsen01.html and http://www.english.vt.edu/~grammar/GrammarForTeachers/readings/weaver.html
  The first article is entitled "Grammar and Its Teaching: Challenging

the Myths and addresses misconceptions about grammar instruction. The second article is entitled "Teaching Grammar in the Context of Writing. This article addresses a key question: "Should we teach formal grammar to all our students, knowing full well that only a few are likely to make practical use of what we've taught? Or should we abandon the teaching of grammar entirely, … unless we teach it as a subject of intellectual interest?"

- *Writing out Loud and More Writing Out Loud*. Deborah Morgan. (1997, 2002) Grass Roots Press. http://www.literacyservices.com
  These user-friendly books provide detailed steps for writing activities, samples of student writing, and ways to adapt activities for students at different literacy levels. Also available from Literacy Alberta Resource Centre.

- *Writing at Work* (2003) SkillPlan – BC Construction Industry Skills Improvement Council. Also available from Literacy Alberta Resource Centre.
  This excellent resource containing practical, work-related writing activities ranging from logbooks to emails, can be ordered from SkillPlan online at www.skillplan.ca The binder costs $25.00 and may be photocopied for instructional purposes.

- *The Spelling Toolbox: Workbook 1 & 2*. Available from Grass Roots Press. http://www.literacyservices.com or Toll Free 1-888-303-3213
  This spelling workbook aims to help adult beginner spellers develop a strategy-based approach to spelling. Also available from Literacy Alberta Resource Centre.

- *Writing*. American University of Beruit.
  http://nadabs.tripod.com/shaith-writing.html
  This comprehensive site covers The Nature of the Writing Process, Developmental Writing Stages, Approaches to Teaching Writing, Model Activities, Process Writing Activities, Mini-lessons, and Supporting and Managing the Writing Process. The activities, such as Writing a Description from Questions, are at appropriate beginning writer levels.

Math

- *Math quizzes.* http://www.math.com/students/homeworkhelp.html
  This site has a variety of quizzes and practice activities related to a number of mathematical operations, from basic math to algebra.

- *Math lesson plans*. http://math.serenevy.net/?page=Origami-TeachingLinks&layout=framed#Lessons
  This site offers a variety of lesson plans for math using Origami.

- *ABE Fundamental Level Mathematics, I and II*. Queens Printer, Minister of Finance, Victoria B.C. Available through Grass Roots Press. http://www.literacyservices.com
  Mathematics I, a series of three workbooks and an instructor's guide, is designed to help the student gain greater confidence and skills. A New Way to Look at Math shows the student strategies for dealing with mathematics anxiety and methods to develop better ways to learn. Natural Number Sense and Natural Number Operations provide instruction and practice in solving problems using natural numbers.
  Mathematics II is a series of five workbooks with instruction, exercises, and tests in whole numbers, fractions, measurement, and geometry.

- *Numeracy at Work* (2002) SkillPlan – BC Construction Industry Skills Improvement Council.
  This excellent resource containing practical, work-related math activities ranging from money math to measurement and calculation, can be ordered from SkillPlan online at www.skillplan.ca The binder costs $25.00 and may be photocopied for instructional purposes.

- *Box Cars and One-Eyed Jacks*.
  http://www.boxcarsandoneeyedjacks.com
  This resource was created by Joanne Currah and Jane Felling to provide fun math activities for children, but the activities work equally well with adult learners and many Alberta literacy tutors have used the book and recommend it. The book contains 72 games with clear instructions for each.

English as a Second Language

- *Canadian Language Benchmarks*. http://language.ca/home/html
  This premier site allows the reader to download, free, a PDF version of The Canadian Language Benchmarks 2000: English as a second language for adults provides national standards in adult ESL. It is a set of descriptors of what learners can do with English at various levels. Further, the site directs the reader to The Canadian Language Benchmarks 2000: ESL for Literacy Learners, which lays out the progression of reading, writing and numeracy skills for ESL adults who have little or no literacy skills in their first language. The ESL Literacy Benchmarks are designed to be used with the Listening and Speaking ESL for Adults Benchmarks. It can also be downloaded as a PDF file.

- *The ABC's of Practical Literacy*: A Resource Book of Content-based

Literacy Activities Based on the Canadian Language Benchmarks 2000: ESL for Literacy Learner.
Produced by Bow Valley College in Calgary, this resource can be acquired from Diane Hardy, Bow Valley College, 403-410-3409.

- *Picture Stories for Adult ESL Health Literacy*
  http://www.cal.org/ncle/health/#Emergency
  This site offers picture stories designed to help ESL tutors to address topics that affect the health and well-being of their students. It is also useful for beginner and low-literacy students. Suggestions for questions to prompt discussion are supplied. A very creative site.

- *ESL Resource Package for Alberta Communities.* (May 2003) Anderson, L., Seabrook de Vargas, D. Bow Valley College.
  This homegrown publication was created by two of the most experienced ESL practitioners in Alberta, and the result is a must-have publication of curricular activities for 8 Canadian Benchmark level learners. In addition there is a profile for each Benchmark, advice for developing unit and lesson plans, and listings of resources and organizations.

- *Teaching English as a Second or Foreign Language*
  http://www-writing.berkeley.edu/TESL-EJ/
  This site permits access to a Journal that contains articles on a variety of ESL topics. The articles are somewhat academic as opposed to practical, but are thought-provoking and occasionally provide ideas for new approaches.

- *ESL Lesson Plans and Resources*
  http://www.csun.edu/~hcedu013/eslplans.html
  This site offers an array of resources, one of which is the Adult Education ESL Teachers Guide. Features include: Beginning ESL Lessons and Accompanying Teacher Training Modules; Intermediate ESL Lessons and Accompanying Teacher Training Modules; and Teaching Non-Literate Adults. All materials and worksheets are provided.
  This site is so comprehensive that it requires time for the tutor to sift through what will be useful and what not but potentially has a lot of use for ESL tutors.

- *Pronunciation Pairs*. Baker, Ann & Goldstein, Sharon. (1990) Cambridge University Press.
  This book has been recommended by several ESL teachers for beginning speakers who wish to develop their pronunciation.

It is designed to teach students to recognize and to produce English sounds. There are plenty of pictures to assist with sound/word association. Available in the Calgary Public Library.

- *Clear Speech.* Gilbert, Judy B. (1984) Cambridge University Press. This publication assists students at more advanced English speaking stages with listening and speaking.

- *The Oxford Picture Dictionary Canadian Edition*. Shapiro, Norma & Adelson-Goldstein, Jayme. (1999) Oxford University Press. Available in the Calgary Public Library.
  This comprehensive vocabulary resource provides the tutor and student with over 3,700 words, each defined and illustrated. An excellent ESL Resource.
  The Basic Oxford Picture Dictionary. Gramer, Margot F. (1994) Oxford University Press. An excellent resource for beginning English speakers. Available in the Calgary Public Library.

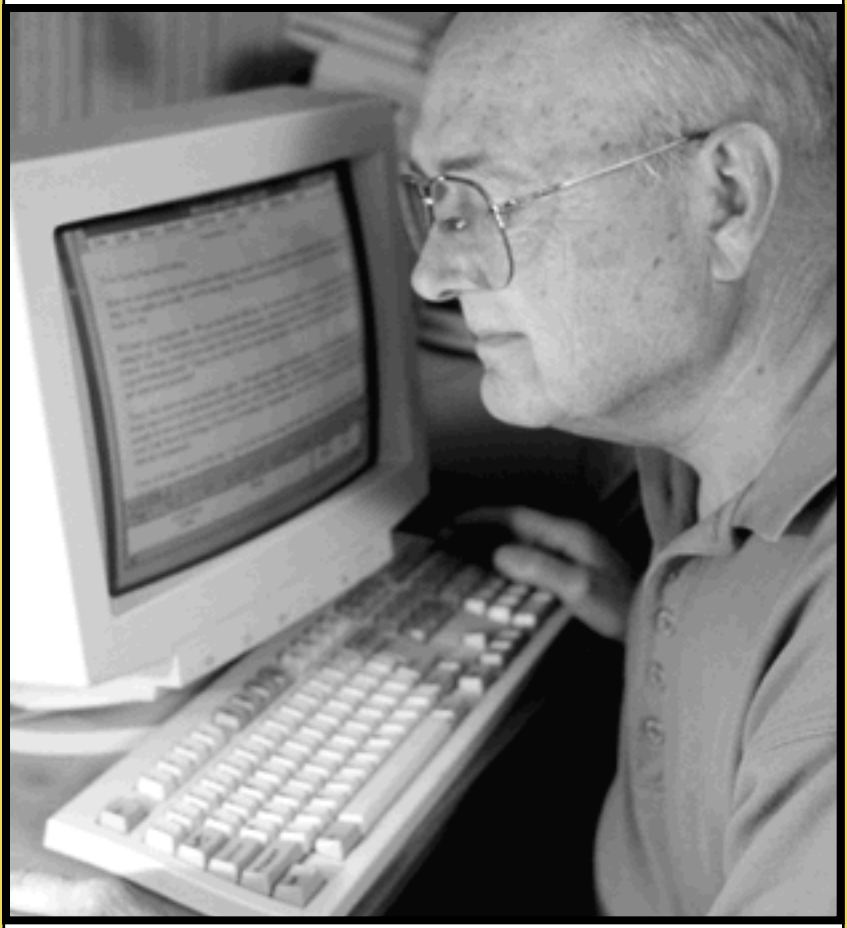
Family Literacy

- *Baby Book Project.* Produced by the Northwest Territories Literacy Council, this blank book is a template of sorts that allows the parent to fill in the blanks and describe baby's growing years. Available at he NALD site as a PDF printable document.

- *Centre for Family Literacy*, Edmonton, AB. http://www.famlit.ca
  The Centre for Family Literacy serves as a resource and information source for family literacy programs throughout Alberta. It is host to a variety of adult and family literacy programs to meet the needs of "at risk" families within the capital area. For a specific listing of the programs it provides, visit the website, or telephone 780-421-7323 (READ).
  This Centre has an extensive resource centre with over 4,000 titles. Materials cannot be borrowed, but the library is open from 9 a.m. – 4:30 p.m. Monday, Tuesday and Friday and from 9 a.m. – 8:00 p.m. on Wednesday and Thursday for browsing.

- *Literacy and Parenting Skills program*. Bow Valley College, Calgary, AB http://www.nald.ca/laps
  Literacy and Parenting Skills (LAPS) is an innovative family literacy program designed to provide literacy and parenting skills to at-risk parents who wish such training. Created and developed at Bow Valley College, Calgary, Alberta, in partnership with the Further Education Society of Alberta, the LAPS program targets parents who have

difficulties with reading and writing. The materials for the curriculum are based on the needs and concerns that are relevant to parents: i.e. discipline, communication and so on. There are four LAPS manuals — one for mainstream population groups, one for aboriginal groups, one for English as a Second Language groups and one created especially for Canada's Francophone community.



(Footnotes)

1 (page12) Excerpted from *What does Research Say About Reading*. http://www.ncrel.org/sdrs/areas/stw_esys/str_read.htm

2 (page 14) *Frontier College Tutor's Handbook*. (1997) Frontier College Press, Toronto, Ontario. p. 3.13.

THE WORD ON THE STREET

National Literacy Secretariat
Human Resources Development Canada

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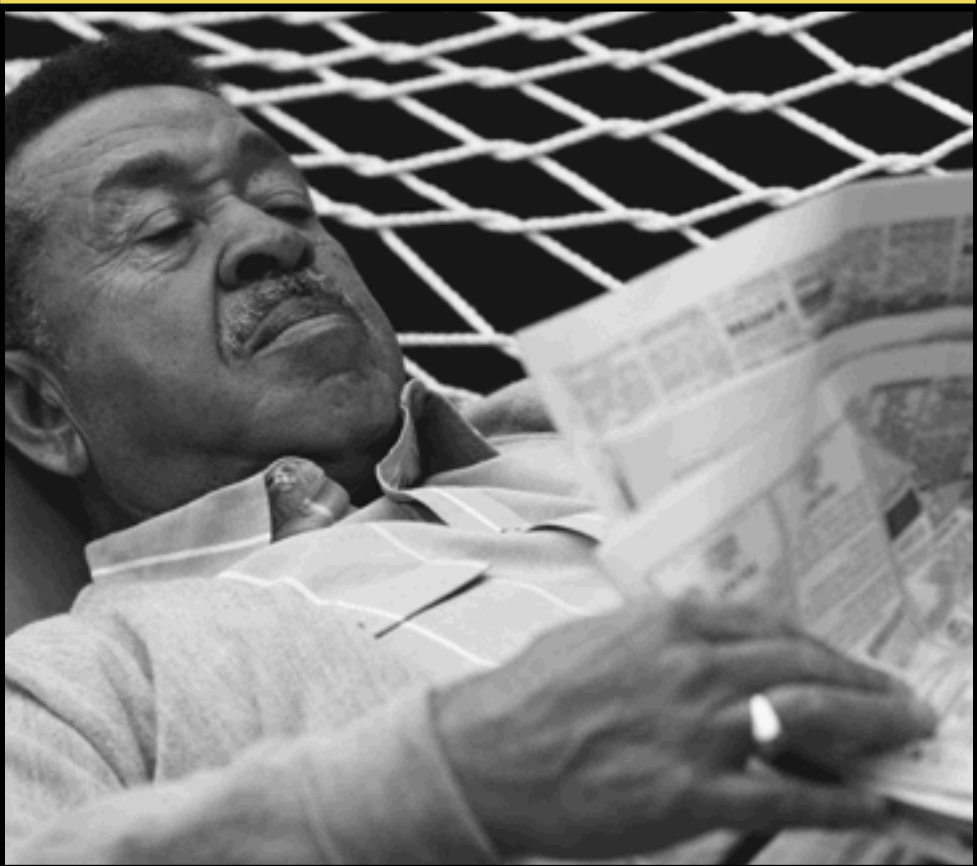
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