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Editor’s Corner

Happy 2016!

If you or your students are looking for a fresh start in 2016, then our story “Eating Healthy on a Budget” can help you keep your New Year’s resolutions. The story features ChooseMyPlate.gov, a U.S. Department of Agriculture website that focuses on developing healthier eating habits without breaking the bank.

Next up is some reading practice we are certain your class will enjoy. Adult literacy pioneer Robert S. Laubach, known affectionately as “Dr. Bob,” passed away in September. Laubach and his father, Dr. Frank C. Laubach, are credited with teaching more than 100 million adults to read in more than 200 languages. Laubach Literacy was one of the founding organizations of ProLiteracy in 2002. Dr. Bob founded New Readers Press, the publishing division of ProLiteracy, and the weekly news source News for You, which is still published today. This issue of Notebook includes the article that appeared in News for You about Dr. Bob’s life and has an activity for students to practice what they learned about Dr. Bob.

It’s fun to present the occasional science activity in Notebook. This issue’s article “The Final Frontier: 4 Activities to Discover More About the Solar System” takes your learners on an out-of-this-world journey to the planets, which is information they’ll need to know for their high-school equivalency exams. The activities could also be used in higher-level ESOL classes.

Exploring Resources provides links to new products from New Readers Press, a naturalization curriculum, the new Change Agent newsletter, and more.

Finally, check out our Student Profile for the inspiring story of Eulalia President, an adult learner who earned her GED® credential after facing and overcoming a number of life challenges. We think you’ll see why she received a special award at the ProLiteracy Conference on Adult Literacy in October.

Enjoy the issue, and as always, stay in touch with your story ideas. You can email the Notebook editor at notebookeditor@proliteracy.org.

The Editor
Eating Healthy on a Budget

Purpose
To give students ideas on how to eat healthy on a budget.

Rationale
It seems like most people are tight on time these days, which can make healthy, home-cooked meals harder to come by. At the same time, many health reports indicate that meals prepared at home are healthier than packaged, processed, and fast foods. However, packaged and processed foods are usually cheaper. Healthier eating won’t just help adult students feel better—it can also help them fight the obesity epidemic that affects more than one-third of the U.S., according to the U.S. Centers for Disease Control and Prevention. The poor eating habits of many in the U.S. often shock newcomers to this country.

This article gets students learning and discussing how they can make healthier, more affordable choices at the grocery store. The resources shown with this article are from the U.S. Department of Agriculture’s (USDA) ChooseMyPlate.gov, a website focused on healthier eating and living. Make sure to check out the sidebars for additional food, health, and budget resources from ChooseMyPlate.gov and other sites.

The activities in this article could be adapted for almost any level of ESOL or basic literacy. For example, in a lower-level ESOL class, you could simplify the reading or share only some of the tips. However, the activity will work best if students have a basic familiarity with the food categories shown on the shopping list: fruits, vegetables, grains, dairy, and proteins. It will also help if students know names in English for some of the foods that they eat within those categories. Many picture dictionaries for ESOL students devote a few pages to food and food groups.

More Information
The article focuses on two resources from the USDA’s site ChooseMyPlate.gov. Here are other helpful links on the site.

Daily Food Plans
http://www.choosemyplate.gov/tools-daily-food-plans
http://www.choosemyplate.gov/sites/default/files/myplate/dailyfoodplans/PlanAndWorksheet-1600cais-18plusyrs.pdf

The healthiest food plan for you may differ from that of your partner, colleagues, children, or students. At the first link above, you’ll find various links to healthy daily food plans, with recommendations based on age, sex, and calorie limits. There is also a link to a more personalized plan. The second link above shows a sample daily 1600-calorie plan for someone who is 18 or older.

ChooseMyPlate.gov in Other Languages
http://www.choosemyplate.gov/multiple-languages

ChooseMyPlate has a variety of resources available in Spanish as well as some in Arabic, German, Japanese, Chinese, and more.
The Basic Activity

1. Discuss with students various questions related to the grocery store. Ask:
   How often do you go to the grocery store? What do you buy there? Where else do you go for food shopping? Do you spend a lot of money? How do you save money when buying food? What do you buy that is healthy? What do you buy that might be unhealthy? Discuss these questions as a class or in small groups. If discussing in small groups, have the questions in front of the class or on handouts.

2. Brainstorm as a class some ideas to save money while grocery shopping. Put the ideas on the board. Ideas not shared in the reading on page 6 that could be helpful include:
   – Shop at a local farmers market.
   – Leave the kids at home when food shopping.
   – Visit a local u-pick farm.
   – Look for sales.
   – Cut coupons from the newspaper or print them from websites.
   – Join a community-supported agriculture program or co-op.
   – Make a list and stick to it.
   Ask: Do you think you can eat healthier by doing these things? Let students know they will now do a reading on the topic of saving money while grocery shopping.

3. Give each student a copy of the reading on page 6 of this issue. The reading is also available on the ChooseMyPlate.gov website at http://www.choosemyplate.gov/sites/default/files/tentips/DGTipsheet16EatingBetterOnABudget.pdf. Decide in advance how difficult the reading may be for your students. You may choose to review potentially difficult vocabulary terms in advance. We have identified a few terms below, with their definitions, that you can share:
   head – v. go
   loyalty card – n. a card some stores give that provides savings so you will shop there more
   economical – adj. less expensive
   bulk – n. large amount
   in season – n. foods or plants ready at a specific time of year
   scratch – n. homemade
   batch – n. amount of goods or food prepared at one time
   leftover – n. food from a previous meal that is saved to eat later
   Go through the reading as you usually might with other reading assignments.

4. Ask students what new ideas they learned from the reading. Are there some tips from the reading that they will try at home? What are some ideas from the article that will help them eat healthier?
5. Let students know that you want them to make a grocery list for their next trip to the store. As they make their lists, they should think about how to save money at the supermarket. Give each student a copy of the list on page 7 of this issue. (The list can also be used electronically by going to http://www.choosemyplate.gov/sites/default/files/budget/grocery_list_interactive.pdf.)

Do a quick check with students to make sure they understand the different food categories on the list. Have students write down what they plan to buy when they go to the store next. Encourage them to share their lists with partners or with you.

6. Discuss the lists as a class. Ask what foods they have in each category. See if the class can find food trends (for example, eggs and chicken are on most lists; mangoes are only on one or two lists). What do people plan to make with their food? Do you always make a list before going to the store?

Encourage students to go home and complete their lists and then use the lists at the supermarket.

7. When students return to class, ask if they used their lists at the grocery store. Were the lists helpful? Would they use them again? What new things are students trying at home now to save money on their food budget? Can anyone say if they saved money in their food budget and by what amount (for example, they spent $20 less last week)? If possible, have available extra copies of the list to share with students who request it. Let them know they can make additional copies on their own and use them every week.

Extension Activities

a. Pick out a healthy recipe that the class can make together from the ChooseMyPlate.gov or USDA Mixing Bowl websites listed in the page 4 sidebar. Alternatively, students can volunteer to make a recipe from the site and bring it in for a class potluck.

b. Take a field trip to the supermarket and pick out healthy foods students like. Speak with a supermarket manager in advance, as they may have special resources or tours they can offer your class. The class could also visit a local farmers market with the same idea.

More Information

Eat Well on $4 a Day
http://tinyurl.com/khluvwr
This 89-page guide from Leanne Brown is geared to help SNAP users eat better and healthier. Brown has a master's degree in food studies from New York University.

Raising the Bar on Nutrition
http://rifoodbank.org/Programs/RaisingtheBaronNutrition/tabid/188/Default.aspx
Similar to the “Eat Well on $4 a Day” resource, the links found on the site here, from the Rhode Island Food Bank, were created to help low-income families cook healthy, affordable meals. The recipes focus on a plant-based diet and are rich in vegetables and whole grains.

Local Food Directory:
Farmers Market Directory
This resource from the USDA lets users search for farmers markets by location and even type of payment accepted (farmers markets are increasingly accepting SNAP benefits). The resource is helpful but keep in mind that some of the information may be outdated. Best to check with individual markets before you visit them.

Local Harvest
http://www.localharvest.org/
Find local farmers markets and farmers here.

Also, if you google “what’s in season graphic” and your state name, you can usually find a list of what produce is in season based on where you live.
10 tips
Nutrition Education Series

eating better on a budget
10 tips to help you stretch your food dollars

Get the most for your food budget! There are many ways to save money on the foods that you eat. The three main steps are planning before you shop, purchasing the items at the best price, and preparing meals that stretch your food dollars.

1. plan, plan, plan!
   Before you head to the grocery store, plan your meals for the week. Include meals like stews, casseroles, or stir-fries, which “stretch” expensive items into more portions. Check to see what foods you already have and make a list for what you need to buy.

2. get the best price
   Check the local newspaper, online, and at the store for sales and coupons. Ask about a loyalty card for extra savings at stores where you shop. Look for specials or sales on meat and seafood—often the most expensive items on your list.

3. compare and contrast
   Locate the “Unit Price” on the shelf directly below the product. Use it to compare different brands and different sizes of the same brand to determine which is more economical.

4. buy in bulk
   It is almost always cheaper to buy foods in bulk. Smart choices are family packs of chicken, steak, or fish and larger bags of potatoes and frozen vegetables. Before you shop, remember to check if you have enough freezer space.

5. buy in season
   Buying fruits and vegetables in season can lower the cost and add to the freshness! If you are not going to use them all right away, buy some that still need time to ripen.

6. convenience costs...
   go back to the basics
   Convenience foods like frozen dinners, pre-cut vegetables, and instant rice, oatmeal, or grits will cost you more than if you were to make them from scratch. Take the time to prepare your own—and save!

7. easy on your wallet
   Certain foods are typically low-cost options all year round. Try beans for a less expensive protein food. For vegetables, buy carrots, greens, or potatoes. As for fruits, apples and bananas are good choices.

8. cook once...eat all week!
   Prepare a large batch of favorite recipes on your day off (double or triple the recipe). Freeze in individual containers. Use them throughout the week and you won’t have to spend money on take-out meals.

9. get your creative juices flowing
   Spice up your leftovers—use them in new ways. For example, try leftover chicken in a stir-fry or over a garden salad, or to make chicken chili. Remember, throwing away food is throwing away your money!

10. eating out
    Restaurants can be expensive. Save money by getting the early bird special, going out for lunch instead of dinner, or looking for “2 for 1” deals. Stick to water instead of ordering other beverages, which add to the bill.

Go to www.ChooseMyPlate.gov for more information.
## CREATE A GROCERY GAME PLAN
### GROCERY LIST

<table>
<thead>
<tr>
<th>FRUITS</th>
<th>GRAINS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BREADS, PASTAS, RICE, CEREALS)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAIRY</th>
<th>VEGETABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MILK, YOGURT, CHEESE)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROTEIN FOODS</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MEAT, SEAFOOD, BEANS &amp; PEAS, NUTS, EGGS)</td>
<td></td>
</tr>
</tbody>
</table>

### NOTES:

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More Information

*News for You Online “Dr. Bob” story*

http://tinyurl.com/DrBobNFY

This link allows you and your students to read the “Dr. Bob” story online and see the recently revamped *News for You* website. The website has audio of the story, easy ways to view vocabulary terms and definitions, a comments section, and additional online exercises. Teachers can access the weekly Teacher’s Guide (note that the activity that appears in this issue of *Notebook* comes from the Teacher’s Guide.) You can also see other articles from the Sept. 30 issue of *News for You*.

When you get to the site, type in the password “literacy” (no quote marks needed when you type it in).

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**Purpose**

To give students reading practice using an article about the late Dr. Robert Laubach.

**Rationale**

You or your students may have heard of the *Laubach Way to Reading* instructional series—but do you know much about Dr. Robert Laubach, one of the pioneers behind the series? Laubach, affectionately known as “Dr. Bob,” passed away September 11, 2015, at age 96, in Syracuse, N.Y. His death was significant not only for adult learners and instructors who use his materials daily, but also for ProLiteracy as well as New Readers Press and its news source *News for You*.

Dr. Bob and his late father Dr. Frank C. Laubach are credited with teaching more than 100 million adults to read and write in more than 200 languages in hundreds of countries around the world. In 1955, Frank Laubach founded Laubach Literacy Inc., in Syracuse. Laubach Literacy became one of the founding organizations of ProLiteracy Worldwide in 2002. In 1959, Dr. Bob began publishing *News for You*, a weekly news source for adults learning to read, which is still in publication today. Just a few years later, he founded New Readers Press, the publishing arm of ProLiteracy (then Laubach Literacy), which develops and publishes instructional materials for adult learners and adult education teachers. Today, New Readers Press has over 400 educational titles that help adults learn how to read, write, and do basic math.

The reading that appears with this article teaches students about Dr. Bob’s life and the mark that he made on adult literacy. The article originally appeared in the Sept. 30, 2015, issue of *News for You*.

**Basic Activity**

1. **Have enough copies of the *News for You* article on page 9, called “Dr. Bob' Brought a World of Words to New Readers ,” available for each student.** If you want to give your students the chance to read the article online, see our sidebar on this page for instructions on accessing *News for You* Online.

2. **Review the article before you share it with the class.** Decide how you will review vocabulary words. You could introduce the words before reading, or you could have your class read the article and then discuss words that are new for them. *News for You* defined the following words with the article:

   - **literacy** – n. the ability to read and write
   - **journalism** – n. activity of writing and editing news stories for newspapers, magazines, TV, radio, in print, or online
   - **treat** – v. behave a specific way with someone
3. Ask learners what various materials they use to learn English or how to read. They will likely mention textbooks, fictional books, newspapers, signs, etc. Ask if they have heard of the newspaper *News for You*. Let them know that they will read a story about Dr. Bob.

4. Read the article to the class and/or give learners time to read the article on their own.

5. Ask learners the following comprehension questions. You can discuss answers as a class, in small groups, or have them write answers down. The correct answers appear in parentheses.

   a. When and where was Dr. Bob born? What did his father do? *(He was born in 1918 in the Philippines. His father taught the Maranao people how to read.)*

   b. What was the area of study that Dr. Bob created in college? What does it mean? *(He created literacy journalism. It taught students how to write for new readers.)*

   c. When did *News for You* start? Who was the audience? *(It started in 1959 for adults learning to read.)*

   d. What were three writing rules for *News for You*? *(Stories would not follow a word list. Writers would use simple, direct sentences. Writers would write for new readers in the U.S.)*

   e. *News for You* is part of what organization? What does that company do? *(It is part of New Readers Press. It makes books for adult new readers and their teachers.)*

   f. What was something interesting for you about Dr. Bob’s story and life? *(Answers will vary.)*

6. Let students know they will play a game to practice what they have learned about Dr. Bob.

Before class, have index cards (or pieces of paper cut to the size of index cards) ready to use. In class, let learners know they will work with you to ask and answer questions about the story. Have learners work alone or in pairs, depending on their English levels. Each learner or learner pair should write three questions using information from the story about Dr. Bob. On one side of the index card, they should write the question. On the opposite side, they should write the correct answer. Circulate around the room to make sure that learners are completing the activity correctly.

When learners are finished writing questions, collect the index cards. Divide the class in two or three groups. Each group will compete to answer questions correctly. Have one learner volunteer be the scorekeeper.

Ask the groups the questions. *(Make sure to cover up the answers on the back as you ask questions!)* See which team has the most correct answers. You could have simple prizes for the winning group, such as pieces of candy or pencils.

If learners want additional practice, have them go to the first weblink given on this page’s sidebar that provides more information about Dr. Bob so they can read it and create additional questions.

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### More Information

**Special *News for You* issue about Dr. Bob**

http://tinyurl.com/DrBobNFY

Access a special *News for You* issue about Dr. Bob that published in 2012. At the end of the article about Dr. Bob online, click on the orange sentence that says “You can read more about Dr. Bob and *News for You* in this special edition.”

**Press Release About Dr. Bob**


This is the press release ProLiteracy sent out about Dr. Bob’s passing.
‘Dr. Bob’ Brought a World of Words to New Readers

The newspaper you’re holding in your hands has a history.

The first issue of News for You came out more than 56 years ago. And it all began with Dr. Robert Laubach (LAOU-bawk).

The man many people knew as “Dr. Bob” died September 11 in Syracuse, New York. He was 96 years old.

Born to Help Others

Dr. Bob was born in 1918 in the Philippines. He was also born into literacy work. His father, Frank, taught the Maranao (mehr-uh-NOW) people to read. They are Muslims living in the island nation.

“Dr. Frank” had a small printing press. He used the machine to print the things he wrote for his students. Bob loved to help work the press after school.


In college, Dr. Bob created a new area of study. He called it “literacy journalism.” He began to teach it at Syracuse University in the late 1950s. He taught students how to write for new readers. They came from around the world to study with him. They wanted to help new readers in their own countries.

Dr. Bob also traveled a lot. He thought every person had the right to know about the world and its events. But new adult readers did not have news stories they could read.

Starting News for You

Dr. Bob and his students worked on a way to solve that problem. They started working on News for You in 1958. They decided it would be for adults. And it would treat new readers like the smart people they are.

They decided on some basic (BEY-sik) writing rules:
• They would not follow a word list. They would use the words needed to tell the story.
• They would write simple, direct sentences.
• They would write for new readers in the U.S. They also would write for people from other nations who were learning English.

The first issue (ISH-oo) came out in February 1959. It included a story about new Cuban leader Fidel Castro. By its third year, “NFY” was read across the nation.

Today, it is part of New Readers Press. The press makes books for new readers and their teachers.

NFY is read in print and online at newsforyouonline.com. Dr. Bob was excited about all of it.

He read NFY until the end of his life. This summer, he sent notes to the editor about some of the stories. He liked a June story about changes at FIFA (FEE-fuh). The group holds soccer matches such as the World Cup. He also liked a July story about sharks.

We think he would have liked today’s story on a new fossil discovery. He had a big love of adventure (ad-VEN-cher).

Thank you, Dr. Bob.

You can read more about Dr. Bob and News for You in a special edition PDF at tinyurl.com/NFY-DrBob.
The Final Frontier: 4 Activities to Discover More About the Solar System

Purpose
To share resources and activities related to the solar system with pre-high school equivalency and advanced ESOL students.

Rationale
Humans have a natural curiosity about outer space. With a recent spate of popular space-themed movies, including “The Martian,” “Interstellar,” and “Gravity,” our fascination with space is even more evident. A basic understanding of the solar system is part of the knowledge necessary to pass high-school equivalency exams. Here are a variety of ways to help your pre-high school equivalency or even your advanced ESOL students better understand the solar system. Note that some of the activities still say that Pluto is a planet, as they may have been created before its dwarf planet status was established.

These activities assume that students have been introduced to the basics of the solar system, such as the names of the planets and their locations in relation to the sun.

More Information

9th Rock from the Sun
https://www.youtube.com/watch?v=6jXazEY13P8
For something on the lighter side, this 14-minute video from “The Late Show with Stephen Colbert” features astrophysicist and cosmologist Neal de Grasse Tyson discussing with Colbert the size of Pluto. For ESOL students, the video may be too challenging.

Khan Academy and NASA
https://www.khanacademy.org/partner-content/nasa
Khan Academy partnered with NASA to produce the tutorials on space exploration and astronomy seen at this link.

NASA for Students
http://www.nasa.gov/audience/forstudents/index.html
http://www.nasa.gov/audience/foreducators/index.html
More information about space exploration, direct from NASA. The first link is for students, and the second is for educators. On the educator link, there are resources divided by grade level as well as informal education.

Mars Activities
http://mars.nasa.gov/classroom/pdfs/MSIP-MarsActivities.pdf
To give students extra practice learning about the red planet, this 131-page book from NASA presents a variety of hands-on activities.
The Activities

1. **Travel to the Planet ________!** Have students work in pairs or small groups to design a brochure to entice people to travel to one of the planets. Obviously, students will need to stretch their imaginations and pretend as if humans could live on the various planets (apart from Earth). In their brochures, students should address average temperatures, weather (wind, rain, etc.), terrain, average hours of sunlight, and any other facts a traveler might want to know. Encourage creativity. Students can find pictures of their chosen planet online or draw them using markers or colored pencils. For more details on this idea, go to “Voyage: A Journey Through Our Solar System” (http://journeythroughtheuniverse.org/downloads/Content/Voyage_G58_L1.pdf).

2. **Make a model of the solar system.** At “A Classroom Solar System” (http://lasp.colorado.edu/education/outerplanets/lessons/grades3-5/A%20Classroom%20Solar%20System.pdf), from the University of Colorado at Boulder, you’ll find instructions on how to make a model of the solar system that’s built to scale according to the planets’ sizes. Although the activity is geared toward younger students, it could be adapted for adults. Check out the link for more details; the site recommends using the following objects to accurately size the planets:

   - **Mercury:** a marble
   - **Venus:** a walnut
   - **Earth:** a golf ball
   - **Mars:** an acorn
   - **Jupiter:** a basketball
   - **Saturn:** a soccer ball
   - **Uranus:** a softball
   - **Neptune:** a small grapefruit
   - **Pluto:** kidney bean

3. **Use a crossword puzzle to test students’ knowledge.** On its website, the New Hampshire Bureau of Adult Education department has a solar system crossword. The crossword puzzle originally comes from the website Super Teacher Worksheets. We share the puzzle on page 13 of this issue. If you want to see the puzzle online, go to the following link, and scroll to pages pages 39 and 40: http://nhadulted.org/grants/17_ABE-GED-Science-Denise-Reddington.pdf. The word box is below.

4. **Have students calculate their weight in space.** On pages 42 and 43 of the same resource used in number 3, students can apply their math skills by calculating what their weight would be on each planet, based on gravity. More ideas can be found in the 76-page guide found at the New Hampshire Adult Education link above; including additional word puzzles and activities related to the solar system and other science topics, all geared toward GED learners.
Solar System Crossword

Across
1. warmest planet; cloudy planet
5. to turn on an axis
12. place where astronauts live and work in space
13. number of planets in our solar system
14. Neil Armstrong was the first person to walk on the...
15. planet with the brightest rings
16. number of stars in our solar system
17. planet that rotates on its side
18. dwarf planet with two moons

Down
2. our sun and the objects that orbit around it
3. It takes Earth 365 days to __ the sun.
4. the force that pulls you towards the center of a planet or star
6. instrument used for seeing stars and planets clearly
7. an American space traveler
8. Saturn, Jupiter, Uranus and Neptune have ___ around them.
9. large planet known for the Great Red Spot
10. the red planet; humans have sent robots here
11. furthest planet from the sun
12. the star closest to earth
13. third planet from the sun; only planet people have walked on
14. planet closest to the sun
New Resources from New Readers Press

http://www.newreaderspress.com/

New Readers Press has a number of items that are available now or will be published in early 2016. Check out the website above to find more information and make your orders:

- Spanish *Scoreboost*: Spanish translations of our *Scoreboost® for the GED®* Test books
- *Digital Challenger*: *Challenger* books 1–4 in digital format with audio and interactive exercises
- *Core Skills* series for pre-high school equivalency study:
  - *Core Skills in Mathematics*
  - *Core Skills in Science*
  - *Core Skills in Social Studies*
  - *Core Skills in Reading & Writing*
- Content-based student books for the *HiSET®* test:
  - *Social Studies for the HiSET® Test*
  - *Science for the HiSET® Test*
  - *Mathematics for the HiSET® Test*
  - *Language Arts for the HISET® Test*
- Vocabulary series that teaches new words in context:
  - *Building a Strong Vocabulary for Life Skills*
  - *Building a Strong Vocabulary for Work Readiness*
  - *Building a Strong Vocabulary for Academic Preparation*
- *Teaching Adults: A Math Resource Book*

Prepare for College

https://studentaid.ed.gov/sa/prepare-for-college

Do you have students who are thinking about their post-adult education career and study goals? This website from the U.S. Department of Education can help them. It has easy-to-follow information for learners who are considering college, trade school, or a career. There are links to information on choosing schools, applying to school, taking tests, and budgeting. There’s also an interesting graphic about average salary differences based on how much education one achieves.

15 Characteristics of a 21st-Century Teacher

http://www.edutopia.org/discussion/15-characteristics-21st-century-teacher

Many of the resources we share in Exploring Resources help your students improve in their studies or daily lives—but sometimes teachers need inspiration as well. This article on the website Edutopia presents 15 characteristics of a modern, effective teacher. Although the article is not adult education-focused, we think you’ll agree that the characteristics apply to any teaching situation. Take a look, and see if you or other teachers in your program are on the cutting edge.
“Blended Learning in the Adult Education Classroom”


As adult education programs strive to meet students’ busy lives and ever-changing learning needs, some programs are using online learning options in combination with face-to-face classes. The new guide “Blended Learning in the Adult Education Classroom” presents learning options for adult education and practical considerations for blended learning.

Preparing for the Naturalization Curriculum

http://www.adultslearn.org/for-all/naturalization-curriculum

Designed by the Charlottesville, Va., Adult Learning Center, “Preparing for the Naturalization Curriculum” is geared toward a course that meets two hours a week for three months. Although the course is mainly designed for intermediate ESOL students, it has suggestions to adapt it for beginners. The curriculum includes the naturalization interview and test, and questions on listening, reading, and writing.

Revamped News for You Online

http://www.newsforyouonline.com

*News for You*, the weekly newspaper for adult learners, has a revamped website with a cleaner, simpler look. With the redesign, there are bigger photos with simpler navigation. You can adjust the text size of articles with a click of the mouse. The online practice activities also now follow a new format. What hasn't changed is the audio for the stories and captions, weekly interactive polls, word puzzles, reader comments, pop-up vocabulary, teachers' tips, and more. *News for You Online* is paired with a redesigned New Readers Press site.

Our article on page 8 of this issue of *Notebook* includes recent content from *News for You* and provides access to a free issue. For subscription questions, contact customer service at nrp@proliteracy.org or, if you are in the U.S., call 800-448-8878.

LINCS Learner Center

https://learner.lincs.ed.gov/

There is a lot of great information online to help adult students meet their learning goals—but the sheer amount of information can be overwhelming both to students and instructors. The new Literacy Information and Communication System (LINCS) Learner Center, designed by the U.S. Department of Education, features a variety of web-based resources from reputable organizations (many of which have been featured in *Notebook* before) on topics of interest to adult students. Topics include learning math, science, reading, English, job skills, and U.S. civics/citizenship. There is also a link to help users find local literacy programs.

Apps for More Effective Studying: gFlash+, StudyBlue

http://www.gflashcards.com/
https://www.studyblue.com/study-tools

If you or your students are ready for flashcards and study aids with a modern twist, then discover the apps available from gFlash+ and StudyBlue. On gFlash's app for both Apple and Android, students can create their own flashcards and add personalized notes. They also can add photos, audio, and video. The app is free, but a more advanced version costs $4 and eliminates ads. StudyBlue's app has similar features but a slightly different look. Users can also see flashcards created and shared by others. This app is also free; although a more advanced version is available for $18 a month or $80 a year.

The Big List of Classroom Discussion Activities

http://www.cultofpedagogy.com/speaking-listening-techniques/

Looking for creative ideas to get your students talking? Then check out this big list from blogger Jennifer Gonzalez. You’ll need to decide which ideas are appropriate for your class setting, but there’s bound to be at least one idea you haven’t tried yet that will engage your class in conversation.
If there’s one lesson you can take from Eulalia President’s educational journey, it’s to never give up.

President, of Charleston, S.C., dropped out of high school when she was 15 and pregnant. Over the next 18 years, she was busy raising her three children and working odd jobs. Although she wanted to study for the GED® exam, she wasn’t focused enough to do it until her children were older.

By 2009, President was led to Trident Literacy Association in North Charleston and began her quest to earn her GED. With family issues and the never-ending challenges that come with raising children, it took President until 2011 to buckle down with her studies. “I always knew I wanted more, and I always wanted to go to college. There was no way I’d let my son get his high school diploma before I did,” she said. “I went out there on faith.”

During her studies, President’s older children were able to help watch the youngest one, which gave her the time she needed to study. Her oldest son is now 20, her daughter is 18, and her younger son is 13.

Her initial studies showed that President had strong skills in English and reading, but math posed more of a struggle. It was President’s mentor Stella Necker, of Trident, who helped to inspire her. “She was my go-to person. She challenged me,” President says. “In spite of my doubts, she always uplifted me. I consider her a mentor and friend.”

In 2013, President passed the GED® exam. She is working toward her associates of arts degree at Trident Technical College and has a work-study position there as an office administrator, in addition to working at the Educational Opportunity Center. She plans to get her bachelor’s degree to become a psychologist or counselor.

Necker only has praise for President’s achievements. “Eulalia knows what it takes to face challenges and succeed. Because of her increased skills, she has confidence to help others … She is an inspiration to others.”

Necker isn’t the only one impressed with President’s perseverance. President won the Ruth J. Colvin and Frank C. Laubach Award for Adult Learner Excellence and was presented with the award at the ProLiteracy Conference for Adult Literacy in October 2015; the meeting happened to be held in President’s hometown.

As for others who are struggling with their high-school equivalency exam-related goals, President has some good advice: “Don’t let your past dictate your future. Always have a short-term and long-term goal. Strive for your GED and go from there. Once you achieve that, you can do anything—and you’ll want to go further.”