Contents

**Reading:** Embedding Phonics into ESL Reading Instruction ............................................. 3

**Numeracy:** Helping Students Read Line Graphs ........................................ 6

**Applied Literacy:** Using Craigslist with Students to Sell Goods and Services ........................................ 11

**Exploring Resources** .................................................................................. 14

**Tutor Profile:** A True Dedication to Teaching and Learning ......................... 16

paraphrased text from the image in the question:

Editor’s Corner

Happy New Year! Never mind the cold outside—this issue’s articles will keep you warm with new ideas for 2012.

We start off with some great ways to incorporate phonics into your beginning ESL reading lessons. Our lead article showcases excerpts from the recently released New Readers Press series What’s Next?. The series provides a multilevel phonics approach for ESL students, and our article is written by the series author. You’ll be able to use a story from the series along with related phonics practice.

Our second article, “Helping Students Read Line Graphs,” helps you teach ABE students how to read line graphs. Graphs and charts are an important component of visual literacy, and we provide a way you can easily explain line graphs to learners while also giving them practice with various graphs, including one graph that focuses on graphing their personal word-per-minute reading speed.

The new year is often a time when we focus on getting rid of items we no longer need. Our third article, “Using Craigslist with Students to Sell Goods and Services,” can help students sell items on the website Craigslist. This practice will help students with their reading, writing, and technological skills. Students who have their own businesses will also find Craigslist useful to promote their services. Of course, we have included in our article some cautions to consider when using Craigslist.

This issue’s Exploring Resources includes some online resources to help students learn civic skills, submit their writings to adult learner-focused publications, and more. Our Tutor Profile focuses on an award-winning tutor who has gone on to share her passion for literacy as her organization’s Volunteer Literacy Coordinator.

A final note: If you are reading an electronic version of Notebook, it is because your local literacy or adult education program is an organization member of ProLiteracy, an international adult literacy organization. One of the benefits of an organization membership is the right to share electronic copies of Notebook. If you yourself are an individual member of ProLiteracy, you will receive a print copy of Notebook. You may also receive the electronic version from your program. To find out how to become a member of ProLiteracy, please see the box at the left.

The Editor
Purpose
To provide effective phonics practice for beginning ESL students to improve their overall reading ability and fluency.

Rationale
The whole-parts-whole method of embedding phonics into reading instruction helps students build foundational reading skills while maintaining a focus on creating meaning from the text as a whole. This method begins with the whole, in this case a lifeskills-based story, from which to build reading fundamentals. Instruction of the whole should focus on building reading strategies, such as accessing prior knowledge, making predictions, and reading for comprehension.

Once students have developed an understanding of the text (whole), the focus switches to the parts. The activity that follows will lead you step by step through several parts that focus on phonics and phonemic awareness.

The reading series What’s Next? (2012, New Readers Press) is based on this method and provides the content for this activity. The series and its accompanying Teacher’s Guide contains many other foundational reading activities as well. In this article, you will find excerpts from both the student books and the Teacher’s Guide.

The Basic Activity
1. **Read together.** Guide students through the story “Samsam Looks for a Job” on page 4. Ask questions to check their comprehension.

   Now it’s time for students to look at parts of this text.

2. **Scanning.** Scanning for target consonant and vowel sounds within the text is an excellent way for students to see the direct link between phonics sounds and the text. Here is a way you can practice this story’s consonant and vowel sounds.

   - **Consonants:** Write the featured consonant sounds on the board; for this story, they are n, s, v, cl, and pl. Have students brainstorm words that begin with each sound. Then have students look at the text and circle all the words that begin with that sound. For example, for n, students may circle needs and neat.

   - **Vowels:** Write the target vowel sounds on the board; for this story, they are long eea. Brainstorm words that contain that vowel sound. Highlight any spelling pattern(s) associated with it (ea for this lesson). Then have students scan the text for words featuring that vowel sound. Reads and near are words they might circle.
3. **Beginning and ending consonants practice.** For this practice, use the top of page 5 in this issue, entitled “Beginning & Ending Consonants Practice.” Say each word below and have students circle the letter that makes the beginning or ending sound of that word. The words to read are as follows:

   Part 1: Example: please  1. very  2. neat  3. seat  4. clean

   Part 2: Example: neat  1. read  2. says  3. clean  4. her

4. **Word family practice.** Introduce students to the four word families that feature the target vowel sound. This lesson features _ean, _ear, _eat, _eal. Help students blend the onset (the initial sounds) with the rime (the body of the word).

   For example, cl (onset) —> ean (rime) = clean

5. **Word family flashcards.** See page 5 of this issue for Word Family Flashcards related to the story. Demonstrate this activity to students by showing each of the word family cards to them. (For this lesson, each card features one of each of these word families: _ean, _ear, _eat, _eal.) Point to each onset one at a time, having the students blend the onset with the featured rime on the card. Next have students cut out the individual letters (the onsets) from the word family flashcards to practice in pairs. Student A points to the onset while Student B blends the onset and rime. Then they switch roles. Circulate to help with blending and pronunciation. A slightly larger version of this worksheet is available on Notebook Online. See page 2 of this issue for information on how to access Notebook Online.

---

**Samsam Looks for a Job**

Long e: ea

Look at the picture.

What is Samsam doing? How does she feel?

Do you remember looking for a job?

Samsam needs employment. First, she reads the help-wanted ads in the newspaper. Then she visits many companies near her home. Her clothes are very clean and neat. She speaks to the manager in each place. She asks, “Can I have an application, please?” One manager is mean. He says, “I can’t hear you. You need to speak clearly.” Another manager says her experience is really weak. How will Samsam get an interview?
Beginning & Ending Consonants Practice

Part 1: Beginning Sounds
Circle the letter or letters that make the beginning sound of each word you hear.

Example: please (pl) v b
1. f b v
2. n m d
3. sh t s
4. cl sl gl

Part 2: Ending Sounds
Circle the letter or letters that make the ending sound of each word you hear.

Example: neat (d th)
1. y d t
2. sh z d
3. b n m
4. s l r

Word Family Flashcards

<table>
<thead>
<tr>
<th>_____ean</th>
<th>_____ear</th>
</tr>
</thead>
<tbody>
<tr>
<td>l b cl</td>
<td>r h cl</td>
</tr>
<tr>
<td>m j</td>
<td>t f g</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>_____eat</th>
<th>_____eal</th>
</tr>
</thead>
<tbody>
<tr>
<td>b s m</td>
<td>s d h</td>
</tr>
<tr>
<td>n h tr</td>
<td>m r t</td>
</tr>
</tbody>
</table>
Helping Students Read Line Graphs

Purpose
To help students learn how to read line graphs.

Rationale
Reading, writing, and math are often emphasized in ABE and GED classes. However, visual literacy—or the ability to interpret visual information—is also an important skill, especially in these days of website graphics and PowerPoint slides. One type of visual representation, a line graph, can help show changes over a period of time. Line graphs also show the connection between two different variables. This lesson guides instructors through teaching the use of line graphs and provides students with practice using line graphs. Much of the information from this lesson is adapted from the text Visual Literacy 1 (2004, New Readers Press).

The Basic Activity
1. Make sure you have enough copies of pp. 8–10 in this issue to share with your students. Ask them if they are familiar with line graphs. Where might they have seen or used line graphs before? What do they think line graphs can show? Hand out copies of pp. 8-10 from this issue. Explain line graphs with the following information from Visual Literacy 1 (p. 25):

   A line graph plots data, or information, at regular intervals over time or distance. One or more lines start on the left and move across each line graph. As you follow the shape of a line, you can see changes in the data. Does the line go up, go down, or stay level? If the line follows a pattern, it is showing a trend. Trends allow you to make predictions.

   Although the lesson focuses only on single-line graphs, you can tell students that there are also double-line graphs and multiple-line graphs.

2. Have students read the two-page handout about line graphs on pp. 8-9. Discuss the main line graph components, such as title, line, bottom axis scale and label, and side axis scale and label. As you review the pages, share with students the following steps to reading a line graph. You may want to have students copy these steps. These steps also appear in Visual Literacy 1.

   a. Read the title to find out what the line graph is about.
   b. Describe the overall shape of the line. Does it start at a high or low point? Does it move up or down? Does it change direction?
3. **Give students practice interpreting line graphs using p. 10 from this issue.** Ask what else they can learn from reading these particular line graphs.

### Expansion Activities

1. Students can practice making line graphs by using the web extra that appears on *Notebook* Online. The practice, called “Complete the Line Graph,” allows students to track the reading time of a student named Sam who is studying to take the GED exam. See the sidebar on p. 2 of this issue for information on how to access *Notebook* Online.

2. Based on the expansion activity above with Sam’s reading time, encourage students to practice math while also practicing reading by having them design line graphs to track their own reading speeds. Use a level-appropriate passage that you would like students to read aloud several times. Each time they read it, they should track how long it takes them. Use a blank graph similar to the one found with the web extra and picture here, and work with students to indicate Words per Minute on the side axis and Timed Reading on the bottom axis. They can use the line graph to track how their reading speed changes with practice.
Labeled Line Graph

Look at the parts of a line graph.

Getting Information from a Line Graph

What can you learn from the parts of a line graph?

**Title**

You can tell what the line graph is about.

1. Does this graph show temperature change at the airport over a year or over a day?

You know what questions the graph cannot answer.

2. How many airplanes fly from Center City Airport in a 24-hour period?

**Line**

You can see the shape of the line.

3. What is the overall direction of the line? Is it straight or does it go up and down?

You can see how the line changes from beginning to end of the measurement period.

4. Where is the line highest—at the beginning, in the middle, or at the end?
Bottom Axis Scale and Label

The bottom axis label identifies the unit of time measurement.

5. Was the temperature recorded in intervals of minutes or hours?

The bottom axis scale tells you the size of the interval between measurements.

6. Was temperature measured every two hours or every three hours?

You know when the line reached its lowest and highest points.

7. When was the temperature lowest?

You can tell when the greatest change occurred by looking at the steepness of the line.

8. During what 2-hour period did the temperature drop the farthest?

You can compare points on the line at different times.

9. Was the temperature lower at 4:00 A.M. or 4:00 P.M.?

You do not know how hot or cold it was.

10. What was the highest temperature within the 24-hour period?

Side Axis Scale and Label

The side axis label tells you what is being measured. Notice the number at the bottom of the scale. Scales often begin at 0, but not always. Numbers can start below the lowest point on the line and stop above the highest point on the line.

11. What is the range of this scale? Range means the lowest and highest temperatures that can be shown.

You can find data for specific points on the line.

12. What was the temperature at noon?

You can compare points on the line.

13. How much warmer was it at 6:00 P.M. than at 8:00 P.M.?
Practice

Use this graph to answer questions 1–4.
Circle your answers.

Signal Computer Stores—Retail Sales

1. What does this graph show?
(1) dollar amount of sales at Signal Computer Stores
(2) growth in the number of Signal Computer Stores nationwide
(3) kinds of computers sold by Signal Computer Stores

2. What were the reported sales for Signal Computer Stores in 1994?
(1) 14 thousand dollars
(2) 13 million dollars
(3) 12 billion dollars

3. In which time period did Signal Computer Stores report a decrease in sales?
(1) 1994 to 1995
(2) 2000 to 2001
(3) 2002 to 2003

4. Which statement is NOT supported by the graph?
(1) In general, sales at Signal Computer Stores have increased.
(2) Sales held steady from 1993 to 2003.
(3) Sales reached their highest point in 2000.

Use this line graph to answer questions 5–8.
Circle your answers.

Average Price of Unleaded Regular Gasoline in the U.S.

5. According to this graph, when did unleaded gas cost least?
(1) 1995
(2) 1998
(3) 1999

6. When did the greatest price increase occur?
(1) 1999–2000
(2) 1994–1996
(3) 1997–1998

7. Between 1994 and 2001, about how much did gas cost at its peak price?
(1) about $1.45 per gallon
(2) just over $1.50 per gallon
(3) about $1.60 per gallon

8. What was the range in gas prices from 1994 to 2001?
(1) $1.11 to $1.36
(2) $1.06 to $1.51
(3) $1.00 to $1.60
Using Craigslist with Students to Sell Goods and Services

Purpose
To help students sell items or job-related services on Craigslist (www.craigslist.org).

Rationale
Like many of us, students often have personal items they no longer need. Additionally, some adult education students have their own businesses that they want to market inexpensively. Since Craigslist started in 1995, it has become a popular website for buying and selling products and services, with 20 billion page views and 50 million new classified ads posted every month. Craigslist reaches 700 geographical areas in 70 countries.

Although some precautions are recommended when using Craigslist (see sidebar), the site can be a great tool to help advanced ESL and ABE/GED students advertise items or job-related services. This article describes the process for posting an ad on Craigslist. The directions assume that students (and you as the instructor) have some previous experience using computers, so the technology-related prompts encountered in this activity should not be overwhelming. Students should also have email addresses, as Craigslist will email ads to them for confirmation as well as notify them when someone is interested in their items or services. Although not all students will have something they want to sell or advertise, the experience of writing an ad (even if not posted) provides useful computer experience and practice with succinct writing.

The Basic Activity
1. Prepare for this lesson by visiting Craigslist in advance of your class to review the kinds of ads that are typically posted under “For sale” and “Services.” These are the two sections that you will use in class. Identify two or three succinct, well-written ads in each area to show students. Also, decide on the geographical area where your students will post ads. For some users, there will only be one logical choice, but users in larger metro areas may need to choose from several zones.

   Before working with students, practice opening an account on Craigslist (it’s free) so you can better guide them through this part of the activity. You are not required to open an account to sell items, but you do need an account for job/service-related postings. You can create a sample ad, and Craigslist will email the ad to you for verification before posting it.

2. In class, ask students if they have had experience selling items that they

Craigslist Cautions
Although most people who use Craigslist are legitimate, there have been occasional reports of problems and even crimes committed when people have met through ads. Here a few articles to prepare your students on how to be cautious when using Craigslist.

Better Business Bureau Tips for Using Craigslist
http://ms.bbb.org/article/better-business-bureau-tips-for-using-craigslist-22341

Personal Safety Tips
http://www.craigslist.org/about/scams

How to Safely Sell on Craigslist
http://www.ehow.com/how_4716887_safely-sell-craigslist.html

How to Recognize Craigslist Scams
http://www.helium.com/items/2010523-how-to-recognize-craigslist-scams

National Cyber Security Alliance
http://www.staysafeonline.org/ncsam
This site focuses more generally on cyber security.
More Craigslist Cautions

Some of the articles on Craigslist safety point out that scam messages may be written in a way that indicates English is not the poster’s primary language. As some students (especially ESL students) may not know how to recognize a poorly written ad or reply, you may want to encourage them to show ads/posts from others to you or another native English speaker before they respond, particularly if an ad deals with money transactions or makes elaborate promises.

Alternatives to Craigslist

Craigslist isn’t the only site online where students can try to sell items or job-related services. Here are a few others.

**Selling Items**

- eBay
  http://www.ebay.com/

- Amazon
  http://www.amazon.com

**Local Newspaper Classifieds**

Your local newspaper classifieds most likely have both print and online versions.

**Selling Job-Related Services**

- Facebook
  http://www.facebook.com
  Users can create an account on Facebook that markets their business.

- LinkedIn
  http://www.linkedin.com

3. **Ask students if they are aware of Craigslist and what they know about it.** Explain that it is a popular website for selling items and services as well as searching for jobs and housing. Tell students that they will create a Craigslist ad to sell an item they no longer want or to advertise job-related services. If students do not have anything to sell, encourage them to identify a household item they can write about for practice.

To assist students in creating ads, show them some sample Craigslist ads that you have identified. You can also show them the ads below (these are slightly adapted versions of actual ads that appeared on Craigslist).

Ask students why they think the sample ads are effective. Point out that these ads are good because they have short but useful titles and concise descriptions that show readers why their product or service is unique. The painter ad has some marketing points listed on individual lines, making

---

**SAMPLE TEXT FOR SELLING AN ITEM:**

**Beautiful Wood Baby Cradle**

**Date:** 2011-09-29, 8:22AM EDT
**Reply to:** sale-mj3vk-2623254143@craigslist.org

Rocking baby cradle in very good condition. Light wood tone. Mattress is included. Nice design on each end.

**SAMPLE TEXT FOR SELLING A JOB-RELATED SERVICE:**

**Professional Painter/Handyman Available**

**Date:** 2011-11-10, 8:42AM EST
**Reply to:** serv-fyr9a-2694875185@craigslist.org

We can do it all—handyman work, remodeling, painting and pressure washing, and roof repair. Call for a free estimate. Great references available. Licensed and insured. Professional results.

Commercial/residential
Interior/exterior
Drywall and stucco repairs
Roof leaks/roof repair

Call Joe’s Precision Painting at 505-555-1212 or email affordablejonesvillepainter@craigslist.org.
the ad easy to read. You can mention that including photos with ads is an additional way to help sell your item. If someone has a website for a job-related service, they may also wish to include that website address in the ad. Students should also know that all ads enable readers to email the person posting the ad directly, which is why not all ads provide phone numbers.

4. **Introduce the idea of online selling before the day you actually post the ad, as this gives students time to think about what they want to advertise and take pictures if necessary.** Tell them to come to the next class ready to advertise an item or job service. If students have access to a digital camera (or even have a camera phone), tell them they can take pictures of the items they want to sell and then email those pictures to their email accounts. Students can use the worksheet below to prepare drafts of their ads. Make sure you have enough copies available of the worksheet.

5. **Once the draft ads are prepared, have students pair up so that partners can review each other’s ads (if you are in a class versus a one-to-one tutoring situation).** You as the instructor should also review them. Provide feedback on ways to make the ad stronger, focusing on word choice, ad length, and even layout (e.g., using bullet points instead of continuous lines of text). Students should note suggested changes and revise their ads.

6. **When it’s time to post ads, there should be enough computers for everyone in the class.** Guide students through the process of creating an account to post an ad.

---

**Worksheet: Craigslist Ad for Selling an Item**

**YOUR AD TITLE** (Clearly identify what you are selling. Include the brand name if available.):

______________________________

**PRICE** (Consider how long you have had the item, how much you paid for it originally, and the item’s condition. You can search Craigslist for similar items to compare prices. You don’t want to charge a price that is much higher or lower than what others on the site are charging.):

$__________

**YOUR AD** (Craigslist readers should already know from your ad title what you are selling. Use your ad to tell them three or four benefits of the item and to describe its condition.):

____________________________________
____________________________________
____________________________________
____________________________________

---

**Worksheet: Craigslist Ad for Selling a Job-related Service**

**YOUR AD TITLE** (Clearly identify what your job-related service is, adding one or two adjectives to distinguish you from those advertising similar work.):

______________________________

**YOUR AD** (Craigslist readers should already know from your ad title what job service you are offering. Use your ad to tell them three or four benefits of using your job service, such as the kinds or quality of work you do, how competitive your pricing is, years of experience you have doing this work, and your licenses and/or related insurance, if applicable.):

____________________________________
____________________________________
____________________________________
____________________________________

____________________________________
The Literacy Tribune
http://theliteracytribune.org/
Encourage your learners to write and get published. The Literacy Tribune, published by the nonprofit organization United Literacy, comes out bimonthly and is written by and for adult learners. Contributors can submit articles about their journey to literacy, their literacy organization, or literacy resources they have found useful and would like to share with others. Book reviews, poems, and articles about health, finance, and technology are also welcome. You can also use The Literacy Tribune for class activities. The September issue featured articles about the U.S. budget, a member spotlight, and new music-related technology for smartphones.

The Change Agent
http://www.nelrc.org/changeagent
Published by the New England Literacy Resource Center, The Change Agent is a social justice newspaper for adult educators and learners published twice a year. The Change Agent provides resources to teach social issues, showcases powerful student writing, and features many ready-to-use multilevel lesson plans. Recent issue topics have included “Staying Safe in a Toxic World,” “Peaceful Tomorrows” and “Youth in ABE.” Selected articles are now also in an audio format that is available online. An electronic subscription is free but the newspaper requests a voluntary donation when people sign up for a subscription. A one-year paper subscription is $10. Students and instructors are invited to submit articles to The Change Agent; submission details are available on the newspaper’s website.

Ednet’s Online Vocabulary Practice
http://www.proliteracyednet.org/
EdNet (ProLiteracy Education Network) has an entire section for adult students who want to practice new skills. One group of activities focuses on vocabulary related to everyday tasks such as driving and maintaining a car, using doctors and hospital services, getting a lawyer, and communicating with neighbors and the police. Students look at a picture and then select from a multiple-choice activity the word that represents that picture. A special audio component allows students to listen to each word before making a selection. This is a great way for a student to practice vocabulary taught in class and at the same time become more comfortable using the computer as a learning tool. Once you get to the website, click on “Students,” and then click on “Vocabulary” under the heading “Practice Reading, Writing, Math.” Tutors and teachers can find a list of all the vocabulary activities in the Instructor section of EdNet at http://tinyurl.com/3orspkw.
Cast Your Vote—Citizenship and Voting Preparation
http://www.icivics.org/subject/citizenship-and-participation
Help prepare students for the upcoming presidential election with the game “Cast Your Vote” on the iCivics.org website, an education project to teach students civics. In “Cast Your Vote,” users choose from a selection of questions to ask two hypothetical candidates in a debate and then vote on which responses they like the best. Some topics addressed in the questions include school lunches, litter and recycling, and managing stray animals. Users also vote on how important each issue is to them personally. Users can also set up a free account to save game progress and compete with friends.

Learning and Violence
http://www.learningandviolence.net/StudentKit/reception_desk.html
http://www.learningandviolence.net/
The site Learning and Violence focuses on making learning easier for both instructors and students in times of violence or when learners have been particularly affected by violence, be it politically related, domestic abuse, or harassment. The site can be used by GED, ABE, literacy, or ESOL students. The first link above (StudentKit/reception_desk.html) uses animated graphics and audios to guide users through different ways that violence may negatively affect learning, such as “spacing out” or being overly judgmental about oneself or others. The site was created in Canada, so some of its resources focus specifically on Canada.
You never know where tutoring will lead you. For Laura Sherwood, of the College of Lake County (CLC), Grayslake, Illinois, a friend’s suggestion several years ago that she tutor with CLC seemed appealing. After all, she had her master’s degree in teaching and had homeschooled her three children. After her training with CLC, she volunteered to tutor a low-level ABE class. She excelled at the experience so much that she started to teach, which she did for three years. However, eager for a new challenge, Sherwood decided in 2008 to apply for the Volunteer Literacy Coordinator position with CLC.

In 2010, along with CLC, Waukegan Public Library, and Literacy Volunteers of Lake County, Sherwood helped to set up literacy tutors for 442 students. However, it is some of Sherwood’s work in the Lake County Jail that has particularly demonstrated her passion for literacy, says Michele Vaughn, CLC’s associate dean for community education. Sherwood began a program in which literacy tutors help inmates record themselves reading children’s books. The inmates then share these recordings with their own children. In 2010, 114 inmates produced recorded books that were shared with about 200 children, Sherwood says. “Laura has touched over 200 children and family members with this innovative literacy program and continues to spark the attention of volunteer tutors in a manner that compels them to jump on board,” Vaughn says. The program has even attracted local news coverage.

Sherwood says she thought the project would be an important endeavor to keep incarcerated parents involved in children’s literacy and education. Some of the male inmates were initially hesitant, thinking that reading to children is more “the mom’s job.” However, upon completion of the project, Sherwood had fathers thank her for letting them participate. Inmates who do not speak English fluently have read bilingual or Spanish-only books, Sherwood says. “I feel strongly about the program, and the inmates think it’s a fun thing to do,” she says.

Sherwood’s dedication to literacy has also manifested itself in a growing commitment to helping ESL learners. Because of Sherwood’s frequent work with ESL students, both in ESL and GED classes, she went on to obtain an ELL teaching endorsement from her college. She also started a one-hour ESL conversation circle led by tutors and helped to begin a drop-in tutor center for GED learners.

“Laura has an in-depth passion to teach others and to transfer knowledge to a ready learner. She strives to make education accessible and understandable to all levels of learners,” Vaughn says.

For her part, Sherwood is particularly humbled of another recent achievement—winning the Ruth J. Colvin and Frank C. Laubach Award for Excellence in Community-based Adult Literacy, presented to her by ProLiteracy during the 2011 U.S. Conference on Adult Literacy (USCAL) in Houston in November.