

Notebook

Resources for the Adult Educator

A Membership Publication of ProLiteracy

In this issue



Listening



Numeracy



Writing



Advocacy



Exploring Resources



Student Profile

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

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Contents



Listening: Teaching Students How to Be Active Listeners 3



Numeracy: Discovering Slow Reveal Graphs 6



Writing: 4 Ways to Practice Summarizing Skills 9



Advocacy: Letter Writing for Adult Literacy Program Advocacy 11



Exploring Resources 14



Student Profile: All But Math: Bootcamp Motivates Mildred Pearson to Complete Her GED® Studies 16

Editor’s Corner

Are you ready to begin the Fall session of classes with some new ideas? *Notebook* is here to help.

With classes typically starting in autumn, *Notebook* often will focus on core skills that adult literacy students need to build for successful learning, such as reading, speaking, or writing. In this issue, we focus on listening. Listening is one of those underappreciated skills that can benefit students but may not be addressed adequately. “Teaching Students How to Be Active Listeners” shares some specific ways to teach and practice listening in the classroom or in a one-to-one setting.

Next up is an article about slow reveal graphs. If you’re teaching numeracy, helping students understand how to read charts and graphs may be part of your teaching plan. However, looking at a full graph may be overwhelming. Or, students may focus too frequently on just finding the answers to questions related to the chart or graph rather than understanding it more deeply. In “Discovering Slow Reveal Graphs,” we explain how slow reveal graphs work and demonstrate a way you can use them with students.

Summarizing is a key skill for students in any adult literacy setting. Yet summarizing doesn’t have to be boring. There are ways you can make summarizing more dynamic. Our article, “4 Ways to Practice Summarizing Skills” presents a few ways to make summarizing more engaging.

National Adult Education and Family Literacy Week takes place this year from September 15 to 21, so it’s the perfect time of year to shine a spotlight on family literacy. In “Letter Writing for Adult Literacy Program Advocacy,” we share a letter-writing project to help engage students in advocacy related to family literacy.

Exploring Resources features a mix of New Readers Press and Education Network resources as well as other helpful links to improve your instruction.

Finally, our student profile tells the story of Mildred Pearson, who persisted with earning her GED® despite challenges with math.

Please stay in touch with your story ideas and feedback.

–The Editor

Teaching Students How to Be Active Listeners

Purpose

To share tips and ideas to help students be active listeners.

Rationale

Listening is often an underappreciated and undertaught skill in adult literacy instruction. Everyone knows that listening is important, but there may not be much time spent dedicated to teaching it. Yet listening can help our students be better learners, workers, and family members.

This article shares several activities you can use to teach listening and provides some of the exact skills involved with active listening, so you can help students practice those skills.



Listening

More Information

“10 Steps To Effective Listening”

<https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/?sh=56cf5c933891>

This is the Forbes.com article mentioned in our story. Peruse it for additional listening skills to teach to students.

How to Listen Actively (Rather Than Deeply) in Difficult or Vulnerable Conversations

<https://truthforteachers.com/how-to-listen-actively-in-difficult-conversations>

Teacher Candace Brown shares some tips on listening actively when engaging in difficult conversations. This article may be useful if students want to explore listening skills further. It also could be helpful for instructors to improve their own listening skills.

4 Things All Great Listeners Know

<https://tinyurl.com/mr392r3b>

This five-minute animated video features a Ted-Ed talk on what makes for a great listener. The speaker has a British accent.

(continued on page 4)

(continued from page 3)

More Information

Listening Activity Ideas for Adult Learners

<https://teachingenglishwithoxford.oup.com/2024/02/08/listening-activity-ideas-for-adult-learners/>

Oxford University Press shares some specific ways to practice listening with adult learners, including the use of podcasts, film clips, and news clips.

How to Teach Listening Skills to ESL Adult Students

<https://www.inenglishwithlove.com/blog/improve-esl-listening-skills>

The website In English With Love shares general tips to boost listening skills for English language learners (ELLs) but also shares a vocabulary and speaking lesson based around a video called “Why You Always Seem to Have Room for Dessert.” The four-minute YouTube video by Vox focuses on why we somehow make room for dessert even when we feel full.

Easy English Listening Practice | ESL Daily Conversation Lessons

<https://www.youtube.com/watch?v=MfWgrkoDABg>

This five-minute animated video from English Easy Practice provides practice listening to daily English conversations in settings like a coffee shop and movie theater. Students may want to listen to them several times to capture pronunciation and phrases commonly used. English Easy Practice has many other similar videos on its main YouTube page.

6 Listening Activities for Your Students

- 1. What or who is it?** In this game, pairs of students sit back-to-back. Ask one partner to think of something specific, and their partner will ask questions to guess what it is. Have some parameters in mind, such as certain job occupations you have recently studied, names of people related to a history lesson you’ve done, etc. It should be something concrete. One student will ask the other student yes/no questions to guess what their partner is thinking of. You may want to have a limit on the number of questions asked (for example, a maximum of five questions) before revealing the answer. By having their chairs back-to-back, students are forced to rely on their listening skills.
- 2. Teach music lyrics.** English language learners often love to learn song lyrics in English. You can find lyrics online at various websites and on YouTube by searching for a song’s name and the word “lyrics.” Provide students with a copy of the song lyrics to follow as they listen to the song. For additional practice, you can provide copies of the song lyrics but remove some words so they complete it as a cloze exercise. See our sidebar on page 5 for songs you may want to teach to students.
- 3. Ask students to summarize/paraphrase what they heard.** Have students listen to a short article, podcast episode, or other content available in audio form. If it’s not available in audio form, it could be something that you read aloud to them. Provide some brief context before they listen and point out how the content ties in with whatever you are learning. When they finish listening, ask them to briefly explain orally and/or write in their own words what it was about. They can share their summary with a partner or with you. Make sure that their summary/paraphrasing covers any key points.



4. Use dictation. If you haven't tried dictation before, you'll find that students enjoy this simple listening practice to refine their listening, pronunciation, and writing skills. You can use words or sentences from something students have read already. You also could use words or sentences from new material, but this will seem less relevant to them. Pick the words or sentences you want to read to the class. Let students know they should write (or type, if they're on a computer) what they hear. Make sure to read each sentence aloud in phrases versus all at once so they have time to hear and write things down. Have student volunteers share their work when finished so everyone can make corrections as needed or ask grammar, spelling, and pronunciation questions.

5. Teach specific listening skills. Fun activities that engage listening practice are one way to cultivate listening; another approach is to teach students specific skills that good listeners use. Students may want to be good listeners, but they have never been taught how to do so. Here are a few skills as shared in the article "10 Steps To Effective Listening," from Forbes.com (link is in the sidebar on page 3):

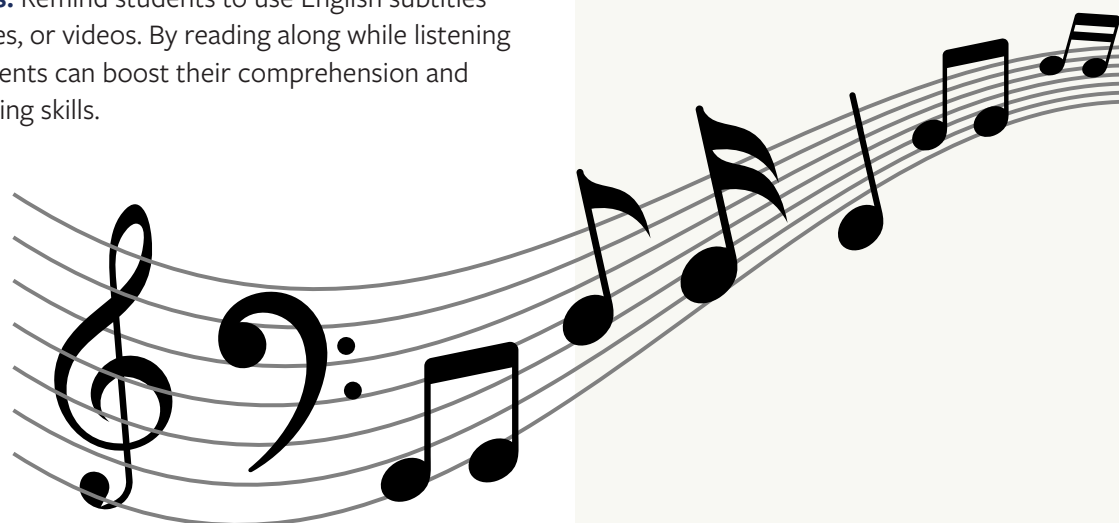
- *Face the speaker and maintain eye contact.* Maintaining eye contact may be a newer cultural concept for students from countries where direct eye contact is frowned upon. It's also a good reminder for anyone who seems glued to their phone screen.
- *Keep an open mind.* Let someone finish what they want to say without rushing in to interrupt or make a judgment about it.
- *Don't interrupt and don't impose your "solutions."* If the person speaking wants advice or a solution, they will ask for it.
- *Ask open-ended questions only to ensure understanding.* Ask questions to clarify your understanding, but stay focused on the topic the speaker is discussing. For instance, "Can you tell me more about (insert topic here)?" or "How does that make you feel?"

6. Encourage the use of subtitles. Remind students to use English subtitles when watching TV shows, movies, or videos. By reading along while listening to what someone is saying, students can boost their comprehension and improve both reading and listening skills.

Song Lyrics for English Practice

If you love the idea of teaching song lyrics to students but you're not sure where to start, here are a few songs that are often taught. You can find lyrics online:

- "Just the Way You Are" by Bruno Mars
<https://www.azlyrics.com/lyrics/brunomars/justthewayyouare.html>
- "Do You Love Me" by The Contours
<https://www.azlyrics.com/lyrics/contours/doyouloveme.html>
- "Happy" by Pharrell Williams
<https://www.azlyrics.com/lyrics/pharrellwilliams/happy.html>
- "Shake It Off" by Taylor Swift
<https://www.azlyrics.com/lyrics/taylorswift/shakeitoff.html>
- "(Sittin' On) The Dock of the Bay" by Otis Redding
<https://genius.com/Otis-redding-sittin-on-the-dock-of-the-bay-lyrics>
- "Shallow" by Bradley Cooper and Lady Gaga
<https://www.azlyrics.com/lyrics/ladygaga/shallow.html>
- "Imagine" by John Lennon
<https://genius.com/John-lennon-imagine-lyrics>



Numeracy

About the Website SlowRevealGraphs.com

The website SlowRevealGraphs.com is maintained by site curator and math instructor Jenna Laib, but also welcomes contributions from others. The website includes an introduction to slow reveal graphs, as well as articles and a video to show how a teacher uses one in practice.

The various slow reveal graphs include ready-to-use slide decks with questions to ask students. Under “Classroom Resources,” the graphs are organized by type, such as bar graphs, pictographs, infographics, and more. There is also a special collection of graphs related to incarceration in the U.S.

Some of the slow reveal graph topics include:

- The highest-paid athletes in seven professional sports
- Box office history for the “Star Wars” franchise
- Endangered animal species in the U.S.
- Deadly animals
- World religions

Discovering Slow Reveal Graphs

Purpose

To introduce what slow reveal graphs are and how they may be useful for numeracy lessons in pre-high school equivalency (pre-HSE) classrooms.

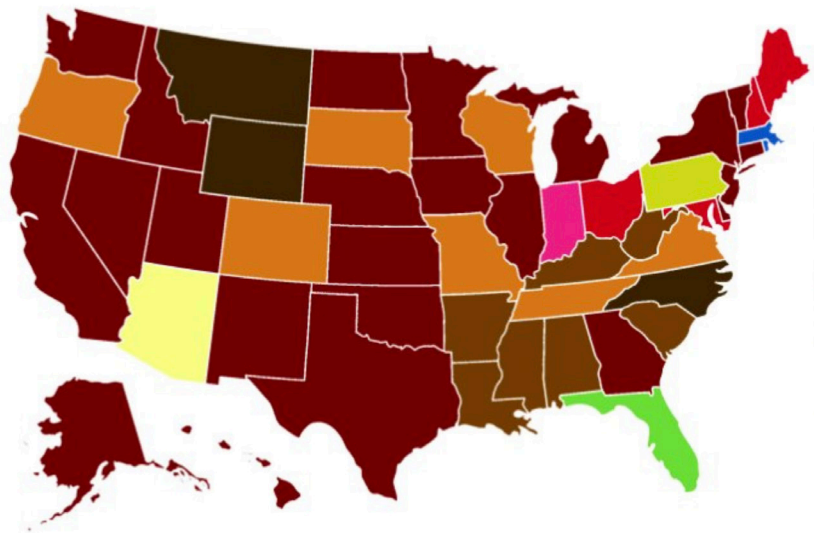
Rationale

Many adult literacy students struggle with understanding graphs such as infographics, bar graphs, pictographs, and other forms of visual literacy. Or students may understand how to interpret a graph but then they only focus on answering specific questions for a class activity versus attempting to analyze the graph in a deeper way.

The use of a slow reveal graph helps to address both of these issues. With a slow reveal graph, the instructor shares new elements from the graph gradually, prompting students to think about what they notice and wonder with each new element shown.

In the following lesson, we present a slow reveal graph activity from the website SlowRevealGraphs.com (see more resources in the sidebar on this page). The lesson focuses on favorite pies around the U.S.—an appropriate activity with Thanksgiving happening in November.

SLIDE 1 FROM THE LESSON



Used with permission from SlowRevealGraphs.com.

The Basic Activity

1. **Access the slow reveal graph slide deck available via Google Slides at <https://slowrevealgraphs.com/2021/11/22/which-data-is-most-representative-pie-edition> and click on where it says “slide deck.”** The slide deck is called, “Bye, Bye Miss American...” Be prepared to share the Google Slides document with your class. If that isn’t possible, you can also print the slides in advance.
2. **Show students the first slide, which simply shows a U.S. map with the states represented in different colors.** Ask students, “What do you notice? What do you wonder?” Encourage them to share any answers that come to mind.
3. **Show the second slide, which reveals that the orange color represents pumpkin and the red color represents cherry.** Ask learners, “What new information did we just learn? What do you think this map might be representing?” Elicit answers and help facilitate any discussion.
4. **Show the next three slides, which respectively show additional colors used in the graph, the title of the graph (“Most Popular Pie In Each State”), and then, finally, revealing what each color stands for in the graph.** Follow the question prompts given with the latter slides, asking students what new information they learned with each reveal and what other predictions they have for any information not yet revealed. For instance, before they know what all the colors represent, they could predict what the other colors represent on the map. When you get to slide 5, which shows the full graph, give students some additional time to understand what it shows and to discuss it. Ask, “Are you surprised by any of the results? Why or why not?”

More Information

Here are more websites and resources related to slow reveal graphs:

What’s Going On in This Graph?

<https://www.nytimes.com/column/whats-going-on-in-this-graph>

<https://www.nytimes.com/2021/07/28/learning/introduction-to-whats-going-on-in-this-graph.html>

The *New York Times* site “What’s Going On in This Graph?” doesn’t focus specifically on slow reveal graphs, but it does show a variety of graphs that you can discuss in the classroom. It also shows how the graphs relate to a recent *New York Times* article. The second link above provides a quick tutorial on how to use the website.

“Graphs Are Hard for Students to Digest. Can a ‘Slow Reveal’ Help?”

<https://www.edweek.org/teaching-learning/graphs-are-hard-for-students-to-digest-can-a-slow-reveal-help/2023/07>

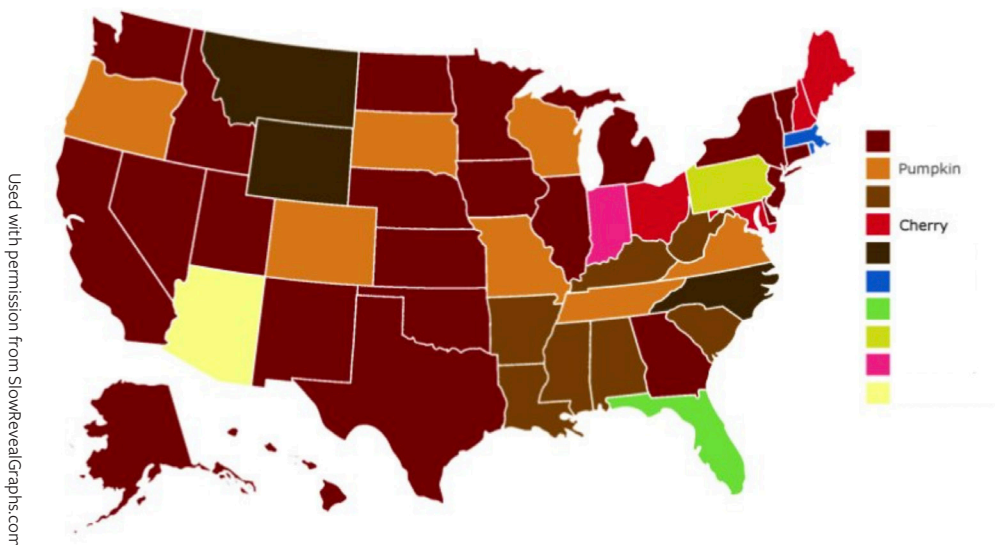
The article above from *Education Week* discusses what slow reveal graphs are and features Jenna Laib, the creator behind the SlowRevealGraphs.com website.

“Instructional Routines for Reasoning & Sense Making”

<https://tinyurl.com/4n6syxzh>

The ProLiteracy webinar at the link above is led by instructor Cynthia Bell and spends a good portion of time explaining the idea of slow reveal graphs, using one with attendees to introduce the concept. The discussion about slow reveal graphs begins around the 19-minute mark, but the full webinar might be of interest.

SLIDE 2 FROM THE LESSON



Videos About Slow Reveal Graphs

Below are links to several videos that focus on how to create slow reveal graphs or how to use them in the classroom.

What Are Slow Reveal Graphs?

<https://tinyurl.com/3trf27mx>

The creator of the website SlowRevealGraphs.com created this three-minute introduction to explain what slow reveal graphs are.

Create Your Own Slow Reveal Graphs

<https://tinyurl.com/ycn7hryn>

NOCS Instructional Technology shares a 10-minute video that discusses how to make slow reveal graphs.

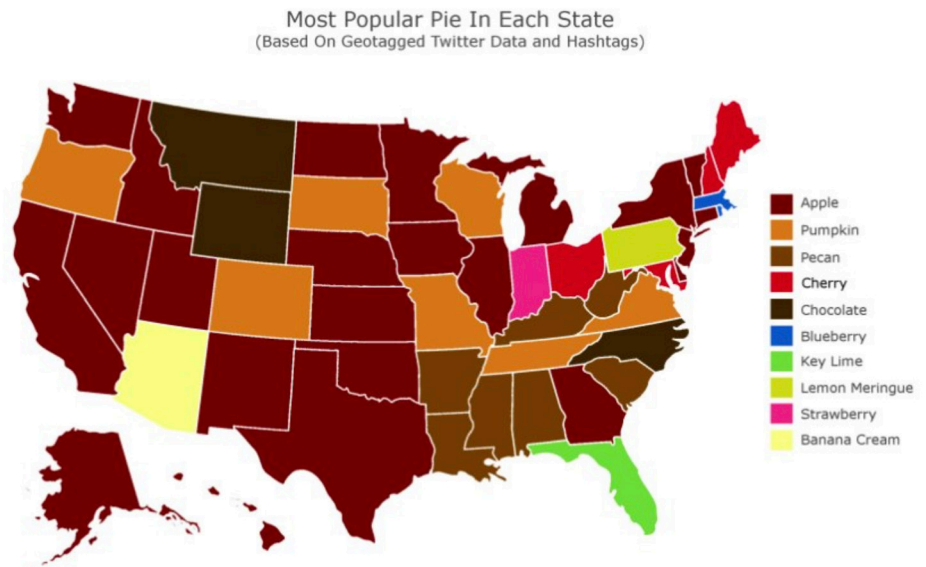
Slow Reveal Graphs Routine

<https://tinyurl.com/mrcd43ud>

Theresa Wills focuses on using slow reveal graphs as part of a math routine in her 1-minute video.

5. Show slide 6, which summarizes how many states favor each type of pie. Ask, “How do you think the data was collected?” Then show slide 7, which presents where the data are from. The slide has some additional questions, such as, “What biases might the data have?” and “What might be a better way to collect the data?”
6. Contextualize the topic by adding some additional discussion questions, such as:
 - What is your favorite type of pie?
 - What is the favorite type of pie in your state? Are you surprised by that? Why or why not?
 - What types of pies from the graph have you tried?
7. For additional focus on graphs related to pie preferences, you can show and discuss slides 8 through 11 with the slide deck, which show other visual representations of pies. For instance, a Google Trends slide shows the most searched pies ahead of Thanksgiving.

SLIDE 5 FROM THE LESSON



4 Ways to Practice Summarizing Skills



Purpose

To present four summarizing strategies that students can use.

Rationale

Summarizing is an important skill for all adult literacy students. Although a sentence or a paragraph summary is crucial for any student to be able to do, this format may get repetitive. To help change things up, we present in this article four different summarizing approaches. You can use these with any reading that you do so long as the reading is level-appropriate and that students have some familiarity with how to summarize.

The Basic Activities

Summarizing Approach 1: How Did the AI Summary Do?

This summary approach involves access to the internet and some basic knowledge on using an artificial intelligence tool like Google’s Gemini or ChatGPT. It also is better suited for higher-level students.

Have students read an article that’s relevant to what they are learning in class. Let them know that they will use an AI tool and judge if the summary it gave is useful. Make sure it’s an article that students can access online so it can be shared with the AI tool.

Lead students to Google Gemini, ChatGPT, or another AI tool of your choice. Have students instruct the AI tool as follows:

Read this article (insert link here) and write a paragraph summary of it.

Where it says “insert link” above, this is where you or your student will insert the link to the article you want AI to summarize. Alternately, you can copy and paste the full text into your AI tool.

When finished, have students read the summary that they received. It’s possible that students will get slightly different summaries from each other. Ask students, “Do you think AI did a good job with the summary? Why or why not? How would your summary be different?” Discuss any key points.

Writing

More Information

Quick Summarizing Strategies to Use in the Classroom

https://www.readingrockets.org/sites/default/files/2023-08/summarizing_Strategies.pdf

The six-page resource at the link above, available from Reading Rockets, presents dozens of summarizing strategies, some of which we have shared or slightly modified in the accompanying article. In addition to written strategies, the resource also shares some oral summarizing activities.

Summarizing: Pre-teaching

<https://tinyurl.com/5uj3u5cz>

In a one-minute video from PBS, adult education instructor Kay Combs discusses reading comprehension and summarizing with a small group of students.

Summarizing

<https://tinyurl.com/mryvu2wx>

In another short PBS video, watch Combs and her students summarize a short text. Glean ideas for summarizing in class from Combs’ approach.

5 Activities for Summary Writing

<https://elamatters.com/2022/01/11/5-activities-for-summary-writing/>

Find more activities for summarizing, including poetry, drawing, and putting a price on words students can use. For instance, you may ask students to write a summary that’s worth a dollar, and each word costs 5 or 10 cents.

The Writing Process

<https://www.proliteracy.org/education-network/>

Summarizing can be part of the writing process, depending on the type of writing you are focused on in class. For a broader look at the writing process, log on to ProLiteracy Education Network (signing up is free but requires a username and password). Search for a video called “The Writing Process.” It will take you to a 15-minute Tutor Ready Writing video that shows a tutor and student going through the cyclical writing process, including:

- pre-writing
- planning
- drafting
- reflection
- tutor or peer review for feedback
- revision
- editing and proofreading
- publishing or sharing the final piece of writing

Writing Without Fear Course

Writing is important for any student trying to develop his or her language skills. However, tutors and teachers often have a difficult time getting students to write. Trying to put one’s thoughts down in a way that makes sense and at the same time trying to remember all the rules of grammar and spelling can be daunting to anyone, especially a new writer. This course will show you how to use process writing to help students overcome their fears of writing in creative writing and everyday writing contexts. Find this free course on ProLiteracy Education Network.

If students like this approach, you could have them then ask their AI prompt to make the summary just one sentence. Discuss again if this new, shorter summary is good or not.

You can extend this by discussing any pros and cons of using AI to help students learn.

Summarizing Approach 2: “Dear Student” Letter

Have students read an article you would like them to summarize. When finished, ask them to imagine that they are going to write a letter/email to a student who was absent to let them know what the article is about. You can let them know how long the letter should be, such as one or two paragraphs.

Review their summaries and look for key points that you think are important to include. For additional practice, you can have them reduce their summary to a text message. This will force them to think further about how much information to include and to keep things concise. If you do this, ask students which type of writing was easier—the longer letter summary or the shorter text-sized summary?

Summarizing Approach 3: One-Word Summary

Here is an easy, quick, and fun summarizing practice shared by Literacy Minnesota. Before starting, make sure to have a few pictures that students can practice summarizing. Next, show students a picture. Share one word you would use to describe the picture, and explain why you chose that word.

Next, ask students what word they would use to describe the picture. Have them explain to the class or a partner why they chose that word.

Once you’ve practiced a few times with pictures, you can have them practice doing one-word summaries of a story or paragraphs.

Summarizing Approach 4: Sample Test Questions

Although this veers from a traditional summary to include article details, it still helps demonstrate article comprehension.

Have students read the article that you are using in class. When finished, ask them to write one to two test questions related to the article. You can give them index cards or cut-up pieces of paper to write their questions. Preferably, these should be questions that require a one- or two-sentence answer. They should also provide the answer for each question.

If you’d like, you can use these questions for a review in the next class. Or, they could be actual test questions if you review them in advance for accuracy.

Letter Writing for Adult Literacy Program Advocacy



Purpose

To facilitate a letter-writing campaign for students to write to their elected officials. The letters will let officials know about the things that happen at your adult education program and encourage their support.

Rationale

National Adult Education and Family Literacy Week (AEFLW) takes place this year from September 15 to 21. Adult education programs need support from their local elected officials so they can continue to offer their excellent classes and tutoring sessions to those who need it. This support includes funding for local programs.

One important way to help make local elected officials aware of what your program does is with a letter-writing campaign featuring letters from your students. By sharing their own stories, local elected officials gain a better sense of just how impactful your program is.

This type of activity can be used in any adult education setting, although a letter-writing campaign among those with lower literacy will require more support and guidance.

The Basic Activity

- 1. Decide in advance what type of local elected official you'd like to target with your letter-writing campaign.** For instance, would it be city or county officials? A state or federal legislator? Someone else? Leaders at your program can likely provide guidance if you aren't sure who would be best. You can also decide in advance if you'd like students to handwrite letters or type them. Although typing is more common, there is still a personal touch with handwritten letters.
- 2. Ask students if they know who any of their local elected officials are.** Make sure to mention the various levels of local elected officials, which may start at a city level and continue up to the national level with members of Congress. Even though you may have a specific person in mind already, it's good to get students thinking about the different layers of government. Ask why might it be important for local elected officials to know about your adult

Advocacy

The Difference Between Advocacy and Lobbying

Depending on what you are teaching in class, it may be helpful to explain to students the difference between advocacy and lobbying.

You can explain that advocacy is:

- Identifying, embracing, and promoting a cause,
- Attempting to share public opinion, and
- Promoting the interests of your community.

You can let them know that the letter-writing activity is considered advocacy.

Lobbying is a specific legally defined activity that involves stating your position on specific legislation to legislators and/or asking them to support your position. You can point out that many big industries, such as gun rights and insurance, often employ lobbyists to help influence politicians regarding their stance on certain issues.

Check your organization's rules and guidelines about advocacy and lobbying prior to undertaking any advocacy activities.

The ProLiteracy Advocacy Toolkit

<https://www.proliteracy.org/resources/advocacy-toolkit/>

The ProLiteracy Advocacy Toolkit for adult education and literacy programs offers strategies for advocating at state and local levels, utilizing skills data, messaging, and engaging with legislators, donors, and foundations.

It emphasizes virtual advocacy and provides valuable tools such as the PIAAC Skills Map and the Barbara Bush Foundation Literacy Gap Map.

Other information included in the 121-page toolkit include:

- Creating effective messages
- Asking for support
- How to write and call local and state legislators
- Advocating in the private sector

ProLiteracy aims to create awareness, influence public policy, and empower individuals to make a difference in adult literacy.

Stay tuned in early 2025 for the release of an updated Advocacy Toolkit and news of new advocacy-related benefits for ProLiteracy members!

education program. Facilitate a discussion, but make sure to point out that the government often funds these programs. You can let them know what specific leader you are targeting and why. If your class has a specific interest or focus on civics, you also can show them where online to find names of local legislators and learn about their responsibilities.

- 3. Let students know that they will write letters to briefly share a story about their adult education experience and why it's important to support adult literacy programs.** Let them know that they will write a draft of their letter before finalizing it.
- 4. Provide a template for students to follow for their letter (see page 13).** Point out different elements it contains, such as:
 - the student's address (or program's if they are not comfortable using their own)
 - the legislator's address
 - a brief introduction
 - a brief explanation of why they are taking the class
 - how the school or class has helped them
 - brief statement of future plans
 - stating at the end, "Please support funding for adult education."
- 5. Provide time for students to write their letter draft.** Remind them that they don't have to share anything that they think is too personal.
- 6. Have students share their draft letter with you and/or a fellow classmate for feedback.** This feedback can help improve any content, grammar, or spelling issues. However, the letters don't have to be perfect. The goal is authenticity.
- 7. Give students time to revise their letters.** Make sure that they sign them as well.
- 8. When finished, have letter copies ready to send.** If it's by email, then it's as quick as emailing the official. If it's by mail, provide stamps (if you can) and help students address the envelopes correctly.
- 9. Keep the conversation going about your program's advocacy efforts.** Encourage students to let you know about any replies they receive from their letters. Share any feedback or relevant updates with students as you get them.

Programs can also follow this same format to have staff members write letters as well. They can share their passion and experience to advocate for their program/ students and perhaps even invite the local elected official to the class or program.

Sample Letter for Students to Use for Letter Writing to Local Elected Officials

[Your name]

[Your address]

[Your city], [state] [zip code]

[Today's date]

[Representative's name]

[Representative's address]

[Representative's city], [state] [zip code]

Dear [Title] [Representative's last name]:

[In the body of your letter, you should:

Introduce yourself,

Explain why you are taking adult education classes,

Show how the class or school helps you,

Describe your plans for the future,

Thank the person for his or her service.]

Please support funding for adult education.

Sincerely,

[Your signature]

[Type or print your name]



Exploring Resources



New Readers Press Resource: *GED® Test Mastery* Available in 2025

newreaderspress.com

Fully aligned with GED® Assessment Targets and Practice Indicators, *GED® Test Mastery* from New Readers Press will emphasize high-impact indicators to teach and reinforce the critical-thinking skills that are vital to succeeding with the GED® tests. Separate student books in reading, writing, mathematics, science, and social studies will offer instruction with a real-world emphasis, along with guided and independent practice, pretests, and practice tests to reinforce targeted skills. A companion Teacher's Guide will include skills-focused teaching strategies and differentiated instruction for different types of classes and learners.

Pre-IET Workplace Skills Instruction Course on Education Network

<https://bit.ly/3YLglxD>

Position low-level learners for future Integrated Education and Training (IET) success. IET programs often require advanced reading levels, excluding learners who struggle academically. Join us as we explore best practices to support these individuals and ensure their journey to success. In this course you will:

- Explore the core elements of workplace skills instruction,
- Identify key literacy skills and supporting activities, and
- Download valuable instructional resources.

Unlock potential and empower careers through concurrent academic and career skill development. Search for this course by name on ProLiteracy's Education Network. Joining Education Network is free; just create an account.

Interactive Election 2024 Voting Guide

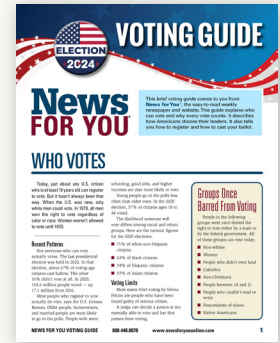
proliteracy.org/voting-guide

proliteracy.org/wp-content/uploads/2024/03/2024_NFY_Voting-Guide.pdf

Voting is a personal choice, and it's important that students make decisions based on the issues that matter most to them. This free, interactive voting guide (at the first link above) comes from ProLiteracy and *News for You*. The guide explains:

- Who can vote and why every vote counts,
- How people in the U.S. choose their leaders, and
- How to register to vote and cast a ballot.

You can use the Interactive Election 2024 Voting Guide along with the 11-page version of the guide (see second link).



Electoral College Lesson to Prep Students for the Presidential Election

community.lincs.ed.gov/group/20/discussion/civics-lesson-plan-us-presidential-election

Instructor Susan Finn Miller of Pennsylvania recently shared on a LINCS online discussion group her lesson to explain the electoral college to students. The lesson helps students understand how the U.S. presidential election is actually determined by the electoral college and what the designation of “red states” and “blue states” means. Students in her class work in teams of two to three and are assigned several states to research for data. Using a handout and certain websites, students complete a scavenger hunt to find out state information and electors per state as well as other information. The link above will lead you to Finn Miller’s resources for the lesson.



Hope to See You at the ProLiteracy Conference on Adult Education in Baltimore!



Notebook

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Student Profile

All But Math: Bootcamp Motivates Mildred Pearson to Complete Her GED® Studies

By Laura McLoughlin



If you teach HSE, it's likely no surprise that students can end up stuck—sometimes for years—trying to earn their HSE credential.

Students like Mildred Pearson would come and go from Project Learn of Summit County in Akron, Ohio, with one subject matter left to pass on the GED® Test.

“I did good, up until I didn't pass my math test,” she said. “So I stopped coming, and then it was on again, off again, on again, off again.”

All But Math

Project Learn executive director Marquita Mitchell had observed that math was not only an obstacle to earning a GED diploma, but that learners often saved it for last. So, she had an idea.

Mitchell decided to reinvent the GED bootcamp that they had been offering to create what is now the All But Math

bootcamp course.

Like any bootcamp, the course is intensive. Classes are kept to about six to eight students to build a sense of camaraderie. Bootcamp begins with students taking the GED Ready practice test. Then, for two weeks, the group meets six times for three hours each session. Students focus on targeted instruction aligned to the needs identified in the practice test.

At the end of the two weeks, the class takes the GED Ready practice test a second time. Of the 32 students who have taken the course, 16 have passed the official GED Mathematical Reasoning test upon immediate release from bootcamp. Those who don't pass often return to the next round of bootcamp, or, if they are within just a few points of passing, work for a short time one-on-one with a tutor.

She Did It

After deciding that she wasn't going to give up, Pearson spent six years at Project Learn working through GED math classes and took the math test several times. Then she was introduced to All But Math. She enrolled, and, using the *Scoreboost* books, she persisted.

It took her two bootcamp courses, but at age 50, after working for over a decade, she passed the GED math test. And when she did, everyone at Project Learn screamed.

“And that feeling, it was like, ‘I finally did it. I finally did it,’” she said. “And it was worth it.”

Pearson was invited to speak at Project Learn's graduation ceremony last year. Now, as a recovering alcoholic, she wants to go to college and become an addiction counselor to help others.