



A Newsletter for friends of LITERACYWORKS

## Greetings from the Office

Page 1

## LITERACYWORKS

### Who's Who

Page 2

### Chairperson's Corner, I Love to Read Winners

Page 3

### Volunteer Opportunities, Word in a Word Game, In the News...

Page 4

### Special Words from a Few Tutors

Page 5

### Tutor Resources

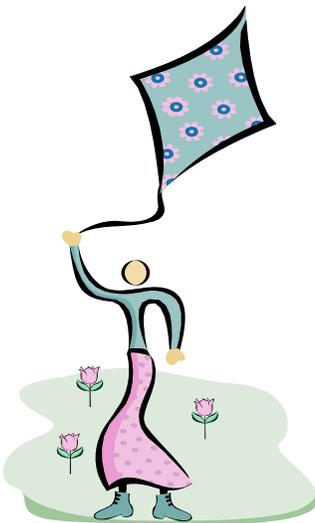
Pages 6-8

### Helpful Websites

Page 6

### Games Night Info, Book Sale at KP

Insert



## GREETINGS FROM THE OFFICE



**Lorraine** has returned from a Mexican vacation with tales of swimming with stingrays, basking in the sun and generally having a fun and relaxing time. Good thing—the office has been quite hectic since she's been back.

Staff worked hard on the program review for the current year (“*Good Practice Guide*” [GPG]) as well as the development plan and proposed budget for next year for our provincial funders, **Adult Learning and Literacy**. This issue of the newsletter has information from the tutor evaluation section of the GPG that we think you'll enjoy. Tutors wrote about their experiences and some strategies they have been using. **Thank you** to all the volunteers and learners who took time to share their feedback with us about LITERACYWORKS!

After a very long wait, we received the great news that our project proposal through the federal government's Adult Learning, Literacy and Essential Skills Program (ALLESPP) has been funded. The project started in March and will run for nearly two years, until Dec 31, 2008. Taking on special projects provides extra income that helps defray the cost of rent and other expenses.

The fancy title for the project is “Testing goal-setting and making measurable progress as factors in increasing learner engagement and retention in adult literacy programs”. We want to prove that when learners set goals and can see measurable progress towards those goals they will be less likely to drop out and may be more motivated to do homework. We will be using learner goal-setting materials from an assessment kit prepared by the Kingston Literacy program. Believe it or not, no one has done a study of this type with adults!

Soon, we will be looking for learner/tutor “volunteers” who would like to test some learner feedback materials for this project. The role of “researcher” could be a good thing to add to a learner's or a tutor's resumé!

Continued on Page 2



**LITERACYWORKS Who's Who**

**Board**

Mary Switek, Chairperson  
Susan Wakeman, Vice chairperson  
Leslie Eskra, Past Chairperson  
Eva Whitmore, Treasurer  
Marion Fulcher, Secretary  
Diane Lonergan, Funding Officer  
Jackie DePape, Publicity Officer  
Avril Chartrand, Student Representative  
Nola Hudson, Student Representative  
Andrew Quarry, Member at Large  
Bonni Book, Member at Large  
Eliude Cavalcante, Member at Large  
Anita Ens, Member at Large  
Antonieta Oliveira, Member at Large

**Staff**

Lorraine Kaczor, Program Manager  
Terry Smith, Program Coordinator  
Sherry Funk, Program Administrator  
Deane McDonald, Administrative Assistant/Bookkeeper

**Newsletter** - Barb Webb

**Website and E-mail addresses for staff...**

**Email:** lkaczor@litworks.ca  
tsmith@litworks.ca  
sfunk@litworks.ca  
dmcdonald@litworks.ca

[www.litworks.ca](http://www.litworks.ca)

**LITERACYWORKS**

230 – 500 Portage Avenue  
Winnipeg, MB R3C 3X1  
Phone: (204) 786-1212  
Fax: (204) 786-1249  
[www.litworks.ca](http://www.litworks.ca)

**Greetings From the Office** (continued)

The approval of our project has meant a shift in duties for **Sherry**, who will be working part-time with the project and the remainder with the program.

We are excited to announce that **Deane McDonald** has joined the staff as administrative assistant/bookkeeper to free up some of Sherry's time for work on the project. He brings lots of experience in bookkeeping and administration, and has volunteered and worked with not-for-profits in the past. When you're in the neighbourhood, drop in and say hi to Deane!

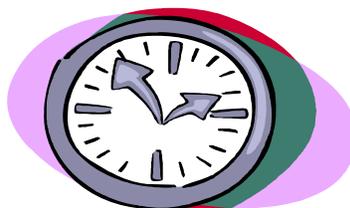
Over the next several years, **Sherry** will be trained in various aspects of the Program Coordinator role to get her ready for an eventual change-over in staff.

**Sherry, Terry and Lorraine** received the first part of our training on a new learner and volunteer tracking database called LACES which should be a real time-saver for us because it will replace about numerous Excel spreadsheets and Word files that are each updated separately! It also looks like it will be a great way to track our statistics for the province.

You are invited to attend our Games Night – an evening of Scategories™-inspired fun – and our annual Summer Reading Book Sale. See the Insert for details.

Thank You to the anonymous Easter Bunny who left special goodies for Lorraine, Terry and Sherry.

Happy Spring everyone!



**Office Hours**

Monday	1 – 8 pm
Tuesday	9 am – 4 pm
Wednesday	1 – 8 pm
Thursday	9 am – 4 pm
Friday	CLOSED

## CHAIRPERSON'S CORNER

Do you ever wonder how you're ever going to survive another boring meeting or seminar? Here's a sure fire way to make sure you're never going to fall asleep again.

Before your next meeting or seminar, prepare yourself by drawing a square. I find that 5"x5" works well. Divide the square into columns—five across and five down, giving you 25 one inch blocks.

Write one of the following words or phrases in each block. As you become more skilled, make up your own words and phrases.



synergy  
value-added  
empowerment  
growth oriented  
at the end of the day  
out of the loop  
proactive  
24/7

benchmark  
knowledge base  
number crunching  
leverage  
goal oriented  
think outside the box  
client focused  
touch base

mindset  
paradigm  
win-win  
target group  
result-driven  
strategic fit  
game plan  
bottom line

Check off the appropriate box when you hear one of those words or phrases. When you check off five boxes horizontally, vertically or diagonally, stand up and shout "Bull \*\*\*\*!"

- Mary Switek

### "I Love to Read Month" Contest Winners

February's contest for **I Love to Read Month** was a great success among our tutors and learners. Four tutors tied for first place, each reading six books. The winning learner read 4½ books.

Congratulations to **Avril, Susan, Chris, Joan** and **Darlene**. They all received \$5 in coffee coupons from Tim Horton's. Thanks to everyone who entered.



Keep up the great reading and don't forget—every month can be **I Love to Read Month**.

Books read by all contestants were:

Slow Burn	Blue Shoes and Happiness	The DaVinci Code
The Lighthouse	Two Little Girls in Blue	The Englishman's Boy
The Lottery	Czerneda	Night Threads
Quick Silver	Let it Snow	an ABC book
Old Lady in the Shoe	Christmas	a Franklin book
Freakanomics	A Bend in the Road	Postcards from the Edge
Something Borrowed	Children of Men	I Love You More
Marley and Me	The Witches of Eastwick	Cold Mountain
The Vinyl Café	The Devil Wears Prada	The Doctor's Wife
Peter the Great	True Believer	The Testament
a Ruth Rendell mystery	Big Surprise	Too Small to Ignore
a Lisa Scottoline mystery	a Canadian History book	a Marilyn Robinson novel

# Volunteer Opportunities

## Volunteers for Book Sorting

Volunteers are needed for two hours on Saturday mornings in April and May to sort and box books for the upcoming *LITERACYWORKS* sale at Kildonan Place.

Call the office to check specific times and dates. Be sure to wear old, cool clothes and bring water.

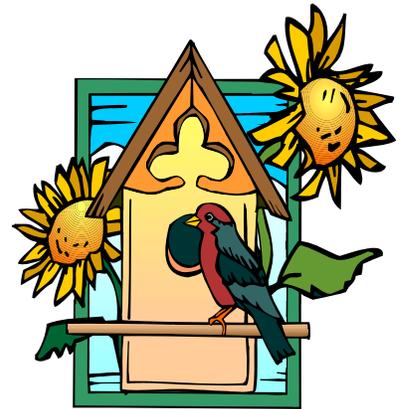
### *Word in a Word Game*

(from One-Minute Challenges English by Linda Aber)

Each capitalized word has another word hidden in it. The clues will help you find the hidden words. Underline them. How many can you find in one minute?

Find a winged thing in BEAT,  
And an auto in CARE,  
Something warm in WHEAT,  
A long distance in FAIR.  
There's a bug tucked in PANT,  
And a boy's name in BEAN.  
Find a plot in a PLANT,  
And a number in TEEN.  
There's a nap in CREST,  
And a tool in SHOE.  
A direction's in WREST.  
More than one is in FLEW.  
Find a fruit in APPEAR,  
And a listener in HEAR.  
There's a buddy in PAIL,  
And a good buy in SCALE.  
Something legal's in CLAW,  
Something uncooked in DRAW.  
There's a question in CHOW,  
Something not high in PLOW.  
Two times five is in TREND,  
And the last line's in SEND.

(Answers on Page 6)



### *In the News...*

#### Welcome to *LITERACYWORKS*...

##### **New Learners**

Jonathan, Mary, Gavin, Muazzez, Mervin

**New Tutors** Kayla, Linda, Veronica

#### **Special Congratulations to**

**Justin** for being accepted into the Learner Speaker's Bureau Training. His goal is to write his personal story and then to promote literacy through public speaking.

Tutors **Joan** and **Chris** for their Premier's Volunteer Service Award certificate!

## Special Words from a Few Tutors

*“Dear potential volunteer:*

*“If you wish to make a step in your life to give you great joy, satisfaction, and humility teach someone to read. I have found this a humbling experience. I believe this experience has expanded my mind and my heart. It costs only your time and rewards you with great personal satisfaction in seeing another person take steps to self-confidence, self-satisfaction and freedom of choice. That is a very big gift.”*

This short note was written as feedback to Adult Learning and Literacy by one of our tutors to describe her tutoring experience here at LITERACYWORKS.

Thanks to all the tutors and learners who filled out the form for the Good Practice Guide, for our provincial funders, Adult Literacy and Learning. Here are a few more responses.

### ***How would you describe your experience to potential volunteers?***

- I think that providing a learner with the tools to read and write could be an extremely rewarding experience. It is a long-term commitment with no time frame. Literacy is the key to open many doors for the learner. As a volunteer, you will seldom receive a thank you or pat on the back, but perhaps one day the learner will be able to be a happier and more productive member of our society.
- Opportunity to meet a group of people from different walks of life all willing to share what they know in a friendly atmosphere.
- ... people need to be flexible, and to remember learners often have other crises in their lives, day to day problems that interfere with learning
- I am finding it to be an exciting and rewarding experience. I look forward to each session I have and always leave feeling positive about our time together. It is amazing to me to see the progress being made.

### ***What strategies worked well?***

- Asking the “who, what, where” etc. questions about the reading
- Learner keeps a diary, unfamiliar words used to make new sentences, word bingo, finding details and making lists
- Writing simple poems
- I have a box of related word cards I use and then follow up with spelling e.g.” ar” words, “et” words and how they fit in bigger words
- Repetition, consistency
- Homework
- Realize “rules” cannot be introduced quickly and noticed that journal writing and workbook story reading have become much more appreciated.
- My learner chooses library books to read and reads them to her granddaughter. They are often children’s books and are at a perfect level for her
- We have worked on antonyms, synonyms, consonant blends and other activities to help with language and reading.
- Explanations of any instructions in simple terms has been helpful e.g. even with multiple choice questions.

# Tutor Resources

## Tips from the Resource Library

### *The Oxford Picture Dictionary (Canadian Edition) and accompanying Beginning and Intermediate Workbook*

This dictionary has nice coloured pictures of all aspects of daily life. Topics cover home, family, workplace, community, health care and academic studies. They are grouped together in units, each unit with a colour and symbol. This is for beginning and low-intermediate level English language coursework. Can be used to increase the learner's vocabulary.

The workbook pages match the pages in the dictionary. Learners practice vocabulary through: answering questions about the pictures, answering true or false statements, counting the number of pictures of the vocabulary item(s). Other tasks: labelling, fill in the blanks, multiple choice, categorizing, completing forms, etc. There are also "Challenge" exercises that need outside information, such as looking for apartments in a newspaper. The "Take Another Look" section reviews the exercises.

#### Answers to Word in a Word Game

Bat; car; heat; far; ant;  
Ben; plan; ten; rest;  
hoe; west; few; pear;  
pal; sale; law; raw;  
how; low; ten; end.

### Helpful Websites

#### Lists common errors in English

Personal favourite is the use of 'bring' and 'take'  
<http://www.wsu.edu/~brians/errors.html>

**Uses a different story each week** from CNN and CBS 5 to promote literacy. The site includes the full text of each story and interactive activities to test comprehension.  
<http://literacynet.org/cnnsf/>

**Lots of computer word games:** Hangman, Text Twist, Bookworm, Scrabble, Boggle, What Word, etc.  
<http://www.games.yahoo.com/games/texttwist.html>

**Short stories at varying levels** as well as a teacher's section and some word games.  
<http://www.eastoftheweb.com/short-stories/indexframe.html>

#### Safe to Ask

The government's new "Safe to Ask" health promotion is good for topics on "health literacy".  
<http://safetoask.ca/>



## Library Exercises for Stage 2 Learners

Are you working with your learner on the Stages of learning program?  
Having a hard time thinking up ideas for lessons?

My learner is working on her Stage 2 program. In one assignment she has to use a new reference system to find information. (Document Use, Assignment 6, page 9.)

We chose the Dewey Decimal Classification (DDC) system at the public library as the new reference system to learn. Here's what we did:

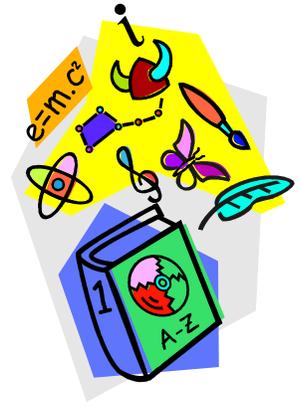
I looked up the DDC system on the Internet and made a summary of the information, including the main classes (000 to 900) and the divisions within one of the classes (I selected the divisions within the 900 class). The DDC is made up of the following classes:

- 000 – Computer science, information and general works
- 100 – Philosophy and psychology
- 200 – Religion
- 300 – Social sciences
- 400 – Language
- 500 – Science
- 600 – Technology
- 700 – Arts and recreation
- 800 – Literature
- 900 – History and geography

Lesson 1: We met at the Millennium Library. My learner and I read through the information I made for her, then I did a lesson on the numbering system, as my learner does not know how to work with decimals. I also showed her the numbering system on the end of the book shelves.

I had my learner practice the numbering system. I asked her a question about where she would find a certain kind of book, and she had to tell me the numbers for the class it would fall under. For example, I asked her where she would find a book about learning French, she said “400-Language”. I asked where she would look up information about computers, she answered “000-computer science”. We continued with this question and answer session, until she had answered a question about each section. She was not sure about a few words, so we talked about either the meaning of the word or, in the case of “literature”, the type of books she might find there.

(continued next page)



# Make your Student a STAR!



Please submit student stories or any exercises you found helpful for The Write Stuff.

Email them to: [tsmith@litworks.ca](mailto:tsmith@litworks.ca)  
or drop them off at the office!

## DONATIONS

**A great way to honour a birthday or special occasion is a tax-deductible contribution to LITERACYWORKS.**

**This year please consider LITERACYWORKS as part of your annual giving.**



### *Library Exercises* (continued)

My learner decided on four different topics she would like to look up. We went to the computers and looked up the numbers for books in each of the four sections. We also noticed which library the books are kept at, and if each book is “in” or “checked out”.

We went to the book stacks and I showed her how to find the numbers on the books. We looked up the books she wanted (if we could find them!).

We spent the remainder of this lesson looking at the books we had found.

Lesson 2: We again met at the library. We reviewed the numbering system and how to look up books on the computer. My learner picked two more topics she is interested in. This time she looked up some books on her own and wrote down the numbers. When she was ready, I had her take me to the shelves to find her books. She had to figure out if her book number fit between the numbers on the end of the shelves, or if she had to move on to another row. She looked up her books on her own. Looking back on this lesson, I should have had her practice comparing her number to a starting and ending number on paper. (For example, “Is 938.6 between 941.1 and 957.8?”)

Future lesson: I will be making up a list of books I want her to find and I will send her on her own to find the books. I think I will have her write down the name of the book. The more times she practices her new skill the better.

The final part we have to do for the lesson is to have her write down, in point form, the information she wanted to find, the steps to find the information and how the information was organized (e.g. by alphabet, numbers, colour coding, etc.)

Please call the office if you would like a copy of the summary of the DDC to use with your Stage 2 (or higher) learner.

– Lorraine Kaczor