

BACK TO BASICS

FOR FLORIDA ADULT BASIC EDUCATION PRACTITIONERS

Urgent Call for Advocacy – 66% Reduction

As practitioners in the field of adult education, we see on a daily basis the benefits of our services to students in terms of employment, parenting, personal enrichment, self esteem and many other ways we may never realize. Though your students and their successes are great advocates for adult education programs, they are not enough. You, too, must be an active advocate for literacy.

All the effective teaching, student achievement and economic success of our students can only be continued if the powers who control our funding understand fully how important adult education is to our students, the economic success of our communities, and the future success of our nation's children as readers.

President Bush's Budget Proposal for FY 06 cuts the funding level for adult education state grants from the current \$569 million to \$207 million, a reduction of almost 66%. A cut of this magnitude will destroy the adult education program delivery system in many states around the country. The funding for Even Start programs has been reduced to \$0 in the President's budget. **We must move to restore that funding through our work with the US House and Senate.**

Governor Bush's budget indicates a commitment to strengthen and expand the capacity of workforce programs by a \$102.8 million workforce allocation. The Governor's support indicates his awareness of the opportunities we provide for students and the economic impact the success of our students has on the state of Florida. In addition, improving the educational levels of parents contributes to the success of Florida school children in the Governor's Just Read, Florida Program and their performance on the FCAT. Be sure to thank the Governor for his support of our programs and let your local legislative delegation know you would appreciate their support as well.

Continued on the next page

OPEN BOOKS - OPEN MINDS

Florida Literacy Conference

May 11-13, 2005

Florida Mall Hotel - Orlando, Florida

www.FloridaLiteracy.org

Look What's Coming!



WHAT: The ABE Summit:
Together We Can -
Issues and Solutions

WHEN: April 12 – 13, 2005

WHERE: Belleview Biltmore
Clearwater, Florida

For a peek visit
www.belleviewbiltmore.com

WHY: Because there is so much to learn that is fun, interesting and actually helpful in the classroom! The second ABE Summit promises to be full of information that will be classroom ready. The Five Components of Reading, Group Activities, Learning Communities, Teaching Styles, Learning Disabilities, State and Federal Initiatives and the Over-aged Middle School Learner are some of the topics that will be addressed. Participants will leave each session with strategies and learning activities ready for application in the classroom.

WHO: YOU! All teachers, administrators, and volunteers are invited. Whether you work for an ABE program, volunteer for literacy, or direct a faith-based literacy initiative, you will find something of worth at the 2005 ABE Summit.

Urgent Call for Advocacy – 66% Reduction Continued

Here are some ways to be an advocate that require little more than the thought to do them and a few minutes of time. Use these tips in both the upcoming state legislative session and with the US House and Senate. Your action should be taken immediately!

1. Read the newspaper or check the legislative website to keep up with pending legislation. (<http://www.leg.state.fl.us/> and <http://www.whitehouse.gov/omb/budget/fy2006/> and <http://www.house.gov/>)
2. During any conversation with an elected official of any rank, mention your involvement with literacy; hand out your card; help your official to associate literacy information with you.
3. Attend any open house(s) held by your representatives.
4. Send a letter, fax or email when legislation is pending. Briefly state the position you support and encourage legislators' support.
5. Invite your representatives to your classroom, your office, your school. Ask them to mentor, tutor, attend graduation, present an award, etc., but get them involved.
6. Put all of your elected officials on your newsletter mailing list and include their names and contact information in at least one newsletter. Consider adding a regular advocacy column in each issue.
7. Be sure to write, fax, email or call in a **big thank you** when support has been offered.

5 COMPONENTS OF READING: The Beginning Pair

Much research in the last five years has supported the importance of five specific components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. We know now that comprehension cannot be attained until *after* phonemic awareness and phonics have developed enough to allow fluency. This beginning pair is very important in the development of literacy.

Phonemic awareness is the ability to hear, identify, differentiate, and blend individual sounds. Phonics includes the ability to match these sounds with print, allowing the decoding of unknown words. Recent research shows that sight word-reading is necessary for fluency and that sight word-reading depends on good phonemic decoding skills. In short, if a reader can't read the sounds, he won't remember the word or understand it.

So how does one teach an adult to "sound it out?" Poetry from scripture, hymns, rap music, limericks, tongue twisters and nursery rhymes all offers alliteration, assonance, rhyming sounds, word families, and word segmentation. Ask your beginning readers to get the lyrics to their favorite songs. While keeping journals of the rhyming words they find in their lyrics they are introduced to word families. Have them come up with a way to explain how the words fit the rhythm of the music; this should lead them to segmentation. Have them list words that begin with the same sound or use the same vowel sound and they are practicing their phonemic skills.

Student names and initials may be used for teaching phonemic awareness and phonics to emerging adult readers. Give students a list of the names in their class. Have them sort the names by beginning sounds. Sorting the names by number of syllables may be used as an extension activity. Let the emerging reader ask each student for his or her initials. Then let them brainstorm names that begin with the middle initial they've been given. Let them check with the other students to see if the correct middle name is on the brainstorming list.

The age-old Make a Word game works well as a group activity and in a mixed level classroom. Take a word from a recent reading experience and write that word on the board or on a sheet of paper. Have emerging readers make as many words as they can from the letters in the target word and then read their lists out loud. While emerging readers are making words, more fluent readers can be looking up the word in the dictionary or in context in the reading. Strong readers could write different sentences using the target word, its antonym, and a couple of synonyms.

Emerging adult readers can learn phonemic awareness and develop phonics skills from any text. Consider focusing on accessible sight words such as name brands, emergency words, addresses and place names. Such words could be grouped by first sounds, rhyming words, number of syllables or final sounds.

However you choose to direct your emerging adult reader, do be sure to take time regularly to sit, face-to-face with your learner, and listen to her read aloud, both familiar words and new ones. Practice leads to fluency, the next step towards comprehension.

Spotlight on Students

Sammy B. Goings
Leon County Schools
Adult & Community
Education



My Life According to Me

I was born in Cairo, Georgia on September 9, 1946. The house that I was born in has long been torn down although I have visited the site located about five miles out of town.

My father went to prison when I was very young so I was raised by my grandparents and my mother. My grandparents were very religious and they taught me a lot about values and faith.

My teen years were difficult for me because we moved around a lot. Finally after failing the ninth grade I joined the Navy. That was the same time that President Kennedy was assassinated.

After almost four years in the Navy, I joined the AFL/CIO Union of Engineers and worked for dredging companies. I studied and became a tugboat captain in New Orleans. I soon grew tired of the long days I spent away from home and began over the road truck driving.

My future plans are to go to college and major in criminal justice. ***Wish me luck!***

GOLD FROM THE GUIDES



Here is a sampling of the GOLDEN material you'll find in the Resource Guides at www.ABEFlorida.org. Recently expanded and updated, each Guide is full of gems. Take a look!

Marketing (*ABE Resource Guide, 2004; pp. 103 and 104*)

Your classroom is an ideal place to show off the benefits of Adult Education programs. With preparation and coaching, your students are the best marketing tool you have. Consider working these ideas into your lesson plans:

1. Have students research the history of the American flag. As part of the research, have someone from the American Legion or a similar organization come and demonstrate the proper care of and disposal of an American flag. Invite the media to come and cover the event. **RESULTS:** This exposes a powerful volunteer agency/civic group to the positives of adult education and gets both adult education and the civic group some positive media exposure.
2. Have students do research on health issues and/or health professions. Invite a local nurse or doctor to your classroom to be interviewed. Be sure to have students write thank-you notes. **RESULTS:** A member of the professional community gets to see the hard work of adult education students and hear their involvement in public civic issues such as healthcare.

Mathematics (*Math Resource Guide, 2004; p. 104*)

Benchmark: 17.03 Level: 4.0 – 5.9

All you need are a board and markers to do this activity. First, write the numbers 1; 10; 100; 1000; 10,000; 100,000; and 1,000,000 at the top of the board. Next, let the students brainstorm things that would cost \$1, \$10, \$100, etc. Finally, let students brainstorm things you could find only one of, things you find in sets of ten, things you find in sets of 100, etc.

Reading (*Reading Resource Guide, 2004; p. 224*)

Benchmark: 09.01 Level: 2.0 – 3.9

Collect yourself or have students bring to class restaurant menus. Assist the student in building a vocabulary list of new words by writing down what he wants to order from the menu. Ask the student to include these words in his word bank or word list. Have students choose a different meal for each day of the week. Continue as long as interest, time and new menus hold out!

Language (*Language Resource Guide, 2004; p. 269*)

Benchmark: 25.09 Level: 6.0 – 8.9

Prepare a number of papers to coincide with the number of students in the class. At the top of each paper, write an irregular verb in present tense. Give each student a paper and direct each student to write a short sentence using the word at the top of the page. Next, have each student pass his/her paper to another student. Direct the students to write another sentence using the same verb in its past tense. Have the students pass the paper to a third student. Direct the students to write another sentence on the paper using that verb along with a helping verb such as has or had. Pass the papers for a final time and have student read aloud the three sentences. Ask for a show of hands of all who agree the sentences are correct. Students should then write on the board any sentence questioned for accuracy and analyze that sentence to decide if it is correct or not. Group consensus must be reached.

Workplace Skills (*Workplace Readiness Skills Guide, 2004; p. 41*)

Benchmark: 1.5

Divide students into groups and distribute phone books and newspapers. Ask half the groups to look through the yellow pages of the phone book and select three businesses. Have students call and ask what skills and education the employer expects when he hires employees. Ask the other groups to do the same using the want ads in the newspaper. Have groups report their findings and discuss which skills and education requirements were most often mentioned. Ask students to select two jobs they might personally be interested in; list the skills they already possess and the training or education that may be needed.

www.ABEFlorida.org

Terrific Teacher TIPS

Ask for cell phone numbers. These numbers are usually more reliable than home phones since prospective students move often.

Ask enrolling students to write down two or three reasons to remind them why they want to go to school. These can be used to motivate them if they start thinking about withdrawing.

Should instructors treat students like adults or kids? Adults have different needs than youngsters. But like kids, they want feedback, recognition, and whatever it takes to boost their confidence.

How do you deal with students with limited English skills? Pair them with someone bi-lingual. Learning for both will improve.

Thanks to www.susanfschulz.com for the information.

BACK TO BASICS

Back to Basics is always looking for good ideas. If you have an article or activity you believe would be helpful to other adult educators, please e-mail it to Lynn Cunill at cunill@ACE-Leon.org or mail it to Lynn Cunill, 283 Trojan Trail, Tallahassee, FL 32311. We look forward to hearing from you.

PARENT AND CHILD ACTIVITY



Making Books Together

Source: <http://centerville.anderson5.net/cline/>

It is fun and easy to make books with your child. You will need paper, markers, and materials for cutting or creating pictures.

An easy place to begin is with your child's world. Find snapshots of family members, friends and favorite places. Have your child dictate a sentence about each person or place, and then write that caption under each picture. Put the pages together and you have a book!

Your child's favorite activity is another good topic. Making pages about what your child can do now and what he or she hopes to learn to do also works well. Your imagination is the limit.

Pictures are necessary for developing readers to remember words. Your child may cut out pictures, use snapshots, find pictures on the web, or draw pictures.

Because this book is personal, it is sure to become a favorite. Who knows? Maybe next you and your child will write and publish a book of poetry or short stories. Three pages or 30 pages, a book made by your child is a treasure.

Leon County Schools

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www.ACE-Leon.org



Florida Department
of Education

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