



Notebook

Resources for the Adult Educator

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In this issue:



Professional Development



Science



Reading



Listening



Exploring Resources



Student Profile



ProLiteracy[®]

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Editor's Corner

Are you ready for the new students and new opportunities that many programs face in the fall? The current issue of *Notebook* provides some ready-made resources for those opportunities.

Our first article focuses on the beginning and ending of classes. After all, those transition times could get lost while class just begins or while everyone prepares to leave. Don't lose those valuable learning times! Every minute counts, as our article, "20 Ideas for the First and Last Five Minutes of Class," reveals.

"How to Use the 'Sea Change' Video from The Climate Initiative," presents a science-focused article that you can use with pre-high school equivalency (HSE) students. The Climate Initiative collaborated with the National Science Teaching Association to produce a series of short videos on climate change-related topics. Our article provides a link to their "Sea Change" video and a modified lesson plan from The Climate Initiative.

Next up is a personal development lesson geared toward English language learners (ELLs). One criticism about personal growth books in English is that they may be too challenging for ELLs. An organization called Insider School condenses these popular books into shorter excerpts with brief explainer videos. Our article, "The Perfect Day Formula': Using Insider School's Personal Development Lessons With ELLs," shares an excerpt from Insider School's work so you can present it to students.

Listening is a skill that is often underappreciated in the ELL classroom. "The Umbrella' and 'Friends': Two Ready-to-Use Listening Activities for ELL Classes" shares two listening activities created by Florida-based teacher Vania Aguilar. One activity is for beginning learners, and the other is for more advanced learners.

Exploring Resources provides details on a variety of resources now available. Finally, our Student Profile focuses on John Taylor from the Adult Literacy League in Winter Park, Florida, and a Dollar General Student of the Year award winner.

Please stay in touch with your story ideas.

—The Editor

20 Ideas for the First and Last Five Minutes of Class

Purpose

To present several ideas for short activities that adult literacy instructors and students can use in the first or last five minutes of class.

Rationale

What typically happens in the first five minutes of your class? Do you dive right into the lesson for the day? Use a formal warm-up activity? Or do you keep that time flexible as students continue to arrive?

How do you use the last five minutes of class? Does everyone gather their materials to go while you talk about sports and weekend plans? Or are students dutifully finishing up their work for their day?

Whether your approach is stricter or more casual during the first and last five minutes of class, there's no question that both of those are transition times for teachers and students. It's not uncommon to wonder if you are making the best use of that time.

There may not be a right or wrong answer to the "best" way to use the first and last five minutes of class. However, there are different activities you can try and see what works with your students. Here are a few ideas.

The Basic Activities

Activities for the First Five Minutes of Class

- 1. Ask a question and have your students write a brief response to it.** The resource "Low-Stakes Writing Activities" in the sidebar has some question prompt ideas.
- 2. Have learners work in learning centers.** Learning centers can include self-directed, self-correcting activities that students can complete on their own or in small groups. These may include handouts or software programs related to topics relevant to your class, including grammar or pronunciation practice. Learning centers also can accommodate students who arrive early to class.
- 3. Lead the class in some gentle stretches or body movement, to help tired students regain energy.**
- 4. Show students a small object.** It could even be something as simple as an apple. Ask students to take the next five minutes to write about it.



Professional
Development

More Information

Make the First and Last 5 Minutes of Class Your Superpower!

<https://www.proliteracy.org/Blogs/Article/792/Make-the-First-and-Last-5-Minutes-of-Class-Your-Super-Power>

On the ProLiteracy blog, New Readers Press sales rep and adult educator Rebecca Eller-Molitas shares some ideas to improve student retention with specific activities you can use in the first and last five minutes of class. When you visit the site, you also can sign up to subscribe to the ProLiteracy blog.

ESL Warm-up Activities and Fillers

<https://eslgames.com/no-prep-warm-up-activities/>

ESLGames.com shares more than 30 no-prep ways to start class. Some of the ideas are incorporated into our article.

Low-Stakes Writing Activities

<https://tstp.utoronto.ca/teaching-toolkit/active-learning/low-stakes-writing/>

The University of Toronto shares a series of low-stakes writing activities, many of which could be used at the beginning or end of class.

Student Self-Assessment Checklist

<https://www.checkli.com/checklists/viewwro/5b4f3f5795f04>

The website Checkli provides a brief checklist of items that students can use to assess how they are working in a group. However, the items could also apply to a general classroom setting.

Writing Prompts for the First or Last Five Minutes

Here are some potential writing prompts you could give to students for the first or last five minutes of class. You could also take many of these prompts and turn them into expanded writing exercises.

- What is your favorite food? Why do you like it?
- What is your favorite season? Why is that your favorite season?
- What has been the best part of your week so far?
- What is easy for you about learning English? What is hard about learning English?
- When do you listen to music? Why do you listen to music at those times?
- What do you like to do in your free time?
- What makes you laugh? (Make a list.)
- What advice would you give to a new student?
- What type of TV programs or movies do you like the most? Why?
- Do you think you use your phone too much? Why or why not?
- What is your favorite song? Why is that your favorite song?

5. **Show students the image of a work of art, such as a famous painting (although the image you show doesn't necessarily have to be famous).** Ask the class to describe what they see, either on paper or in an oral discussion.
6. **On the board, write the topic that you will cover that day in class.** Ask students what they already know about that topic. Then ask what they would like to learn about it.
7. **Review something brief but important from the previous class, such as a set of vocabulary terms or a key concept.**
8. **Play Bingo, Hangman, or a similar quick, easy game.**
9. **Show and tell!** Have students bring in an object and be prepared to talk about the object with the class. Learners can take turns throughout the semester, so only one or two students are presenting during each class period.
10. **Put a longer word on the board.** Ask students to make as many words as they can from the letters in that one word.

Activities for the Last Five Minutes of Class

1. **Use the last five minutes of class to ask students what they learned that day from the lesson.** This could be an oral discussion or a written exercise. It also can be on a piece of paper that gets passed around. Each student receives the paper, reads the other answers, and then adds their own response.
2. **Alternately, ask students what they still want to learn about the topic you studied that day or what questions they still have.**
3. **Have a checklist for students to evaluate how they did in class that day.** Use the last five minutes for students to complete the checklist. (See "Student Self-Assessment Checklist" from the page 3 sidebar for a possible checklist to use.)
4. **Ask students a simple question, such as, "What is your favorite food?"** Have a ball, and take turns tossing the ball back and forth. The person who has the ball is the next one to answer the question.
5. **Have a book or long article for students to read.** During those last five minutes, have students focus on reading that book or article.
6. **Show students a picture for a minute.** Take it away and ask them everything they remember about the picture. Review answers together.
7. **Try fluency writing.** Students can write about a topic for two to three minutes without stopping or editing. The idea is to get words on paper and then go back and edit for a couple of minutes after the writing time is finished. This gets creativity flowing and helps students get past writer's block.
8. **Play a song.** It could be a song with some lyrics that you want to teach students, or it could be a song that students take turns selecting. You could focus on the words, or just have students talk about what they like or don't like about the song.
9. **Play Bingo, Hangman, or a similar quick, easy game.** You could even relate the game to your lesson, if possible.
10. **Watch a funny video together.**

How to Use the "Sea Change" Video from The Climate Initiative

Purpose

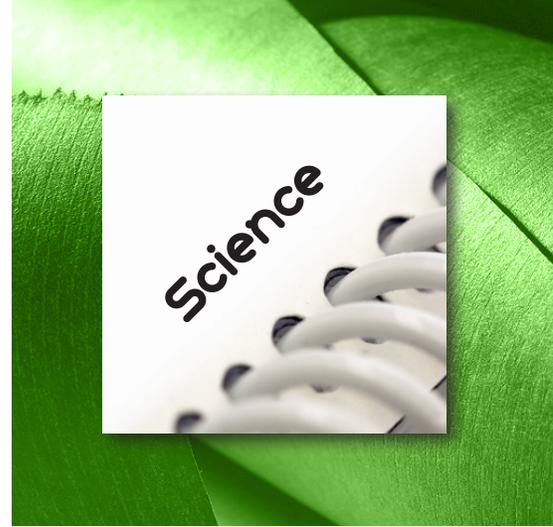
To present a pre-HSE lesson addressing sea-level rise that instructors can use in a science lesson.

Rationale

To better educate students about climate change, the nonprofit organization The Climate Initiative collaborated with the National Science Teaching Association and Kikim Media to produce a series of short videos that educates learners about various facets of climate change. Each video lasts about or under 10 minutes and includes lesson plans. The videos focus on science and engineering practices used to help explain climate change.

This *Notebook* article presents a shortened, modified lesson plan created by the National Science Teaching Association from the video "Sea Change," which focuses on sea-level rise in the Gulf of Maine and some other specific ongoing changes. This information is used with permission from The Climate Initiative.

Find the video link here (<https://www.theclimateinitiative.org/videos/our-beautiful-planet-sea-change/>) and the full lesson plan here (<https://tinyurl.com/2dpvdjzj>). The full lesson plan document also includes applicable learning standards. You can learn more about the nine other video topics in our sidebar on this page.



More Information

About The Climate Initiative

<https://www.theclimateinitiative.org/about/>

Find out more about The Climate Initiative's mission and goals.

Videos from The Climate Initiative

<https://www.theclimateinitiative.org/resources/videos/>

At this link, find a variety of videos from The Climate Initiative. This includes the "Our Beautiful Planet" series, as well as a few other topics. Other videos that are part of "Our Beautiful Planet" include:

- Mosquito Menace
- After the Flames
- Dust Rising
- In Search of Nitrogen
- Liquid Gold
- The Climate Secrets of Cows
- The Superpowers of Seaweed
- The Future of Shellfish
- A Search Beneath the Sea

More Information

Community Activity and Discussion Guide

<https://tinyurl.com/56k34fhh>

The link above focuses more on conversation-based activities related to the “Sea Change” video. Read page 6 from the link above for details on how to use the Discussion Guide. Page 9 has pre- and post-film questions to spark conversation. Page 11 has some general questions and conversation starters related to sea change, such as:

- What are ways that carbon dioxide and methane are negatively impacting our climate?
- What is something you learned [from the video] that you think more people should know?
- What role do our news and media outlets play in communicating sea-level rise?

The 18-page guide also contains additional activities that may fit well with your classes.

The Basic Activity

1. **Ask students what they know about climate change.** Start a brainstorming list of ideas where all students can see it. If there is anything climate change-related in the news when you share this lesson, you can bring it up to help provide some context. Then, ask what students know about rising sea-levels as they relate to climate change. If you live near a coast, you can briefly discuss any sea-level changes relevant to your area.
2. **Let students know that they will watch a seven-minute video that talks about sea-level rise.** The video mostly focuses on the Gulf of Maine. Make sure that students know where Maine is on a map, or show them a map before starting the video. Point out that Maine has a long coastline. Watch the video in advance.
3. **Ask students to write down some things that they notice and wonder about while watching the video.** They should also write down a couple of questions generated by watching the video. Here are some examples of things students might notice and wonder:

- Ocean temperatures are rising.
- Some atmospheric gases have a warming effect on the earth.
- Some aquatic creatures (like lobsters) move to find colder waters.

Here are some examples of questions students may have based on the video:

- Does the temperature of the water really matter that much?
 - How could water temperature affect hurricanes?
 - Are we OK if we don’t live by an ocean?
4. **Show the video to the whole class.** Once students finish watching the video and write down what they notice as well as the questions they have, put students in small groups of three.
 5. **If available, provide each group with a piece of large chart paper or a portable whiteboard and markers.** If these aren’t available, they can just use regular paper. Within each group, have students choose one of the questions that they wrote to share with their group members. Each group should write the chosen question on their paper and discuss what they think the answer might be. If possible, they can draw models to explain or predict their answers. (In the lesson plan link, see a model drawn by one student to help explain how carbon dioxide from factories causes lobsters to move north.)
 6. **Encourage each group to note other questions or ideas that come up when addressing their original question.**



7. **Next, let students know that you will ask some focused questions related to the video:**

- a. *According to the film, greenhouse gases like carbon dioxide and methane have been in Earth's atmosphere for thousands of years. Why are they a problem now?* Listen for participants to say that they are a problem because there are so many more gases in the atmosphere now. If students have trouble answering this question, you can show the video between 2:58 and 3:54 minutes again.
- b. *Why are more greenhouse gases a problem?* Potential answer: Greenhouse gases trap heat. You can point out that it's incorrect that greenhouse gases are trapped (this is a common misnomer); more accurately, they trap heat.

8. **Have students display their group findings—either answers to questions or models that they drew—around the classroom.** Ask students to walk around and look at the information created by other groups. Encourage them to look for similarities and differences between what they created with their group and what other groups created. Facilitate a group discussion.

9. **Conclude the activity by discussing with the class why the information in the lesson is important, even if they don't live in Maine.** Potential answers:

- Similar happenings are going on around the world.
- Even if we do not live near an ocean, people may move to our area to escape climate change.
- Things like floods can become widespread and affect a larger area.

If you have time and interest, you can further expand the lesson with a discussion on things we can all do to slow climate change. The lesson plan has further information to address this. Visit the lesson link and go to page 6.



More Information

The links below are relevant to the "Sea Change" video or relevant to climate change in general.

News for You's Climate Change Focus

The weekly newspaper *News for You*, published by New Readers Press, included a two-page spread in a July issue with four articles on climate-change happenings around the world. Access the articles for free at:

- *Sandstorms Cover Large Parts of the Middle East:* <https://tinyurl.com/nfyclimate1>
- *South Asia Heat Is Sign of Things to Come:* <https://tinyurl.com/nfyclimate2>
- *Wildfire Risk Grows, Data Shows:* <https://tinyurl.com/nfyclimate3>
- *Do Not Lose Hope, Expert Says, as CO2 Levels Pass Scary Point:* <https://tinyurl.com/nfyclimate4>

Use the password "climate" (no quotation marks needed when you log in) to access the articles.

Risk Factor Reveals Risk for Wildfires, Flooding

<https://riskfactor.com/>

The nonprofit group First Street Foundation created the free website Risk Factor so users can find out their home or workplace risk for wildfires and flooding. Type in your address, and you'll receive a numbered risk (out of 10) for wildfire and flooding over five-year increments, going up to 30 years from now. The website also will provide detailed information about your community's overall risk.

How You Can Stop Global Warming

<https://www.nrdc.org/stories/how-you-can-stop-global-warming>

The Natural Resources Defense Council has an article to address 12 ways we can all help stop global warming, such as using energy-efficient appliances and driving a fuel-efficient vehicle.



"The Perfect Day Formula": Using Insider School's Personal Development Lessons With ELLs

More Information

"The Perfect Day Formula: How to Own and Control Your Life"

<https://tinyurl.com/3nrmdbk5>

Here is a link to "The Perfect Day Formula," written by Craig Ballantyne and available on Amazon.

ProLiteracy Education Network

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

The log-in page for ProLiteracy Education Network is available here. Anyone can join Education Network for free. Once you log in, search "Insider School" to find free resources.

Incorporate Personal Development Into Every Lesson

<https://www.youtube.com/watch?v=dDEn-fl3CVC>

Watch ProLiteracy's webinar with Brandon Hakim, where you can learn more about Insider School's free resources available via Education Network. The webinar is about an hour.

Insider School Welcome Page

<https://insiderschool.com/welcome>

This is the welcome page for Insider School, where you can find out more about its various resources, including the videos, cheat sheets, daily challenges, and more.

Purpose

To present a website that allows ELLs to access personal development books in English and to present one specific lesson from the site.

Rationale

English language learners may express a desire for self-help and personal development lessons in English, but also lament the fact that most of these resources are written in language that is challenging for them. The website Insider School (InsiderSchool.com) helps to address that challenge. Brandon Hakim founded Insider School as a way to help adults learn information and skills that can help them in three areas of life: well-being, relationships, and career. As part of the Insider School, Hakim reads a book a week and turns the key elements into five 5-minute videos with accompanying short "cheat sheets." Each video and cheat sheet show how to take action on what you learn.

Hakim has partnered with ProLiteracy to make some of these lessons available for free to tutors and students. These short videos and accompanying cheat sheets can be incorporated into lessons and support instruction in vocabulary, reading comprehension, writing for basic literacy students, and listening comprehension skills for ELLs. The short, easy-to-understand video lessons and cheat sheets give students access to information that would otherwise be unavailable to them. The lessons are available on ProLiteracy's Education Network (see link in sidebar).

In this article, *Notebook* features a lesson to accompany one of Insider School's videos and cheat sheets based on Craig Ballantyne's "The Perfect Day Formula." This particular video, which is about five minutes long, is one of five parts related to "The Perfect Day Formula" and is called "The Olympic Sprinter." There are other lessons for "The Perfect Day Formula," as well as additional books. See the sidebar on page 9 for a list of books featured for free on Education Network.

The cheat sheets are written at a fourth- to seventh-grade level, so the materials and the lesson are best suited for high intermediate or advanced ELLs. You could also use the lesson in other adult literacy classes with a focus on personal development.

The Basic Activity

- 1. Review the reading on page 10 of this issue, called “Day 501: The Olympic Sprinter,” in advance.** Make sure you have enough copies of this reading for all students or can share the reading electronically with them. Also review the corresponding video in advance, available at the following link: <https://tinyurl.com/4kctadv9>. You may need to first log onto ProLiteracy’s Education Network to access the video.
- 2. To provide a warm-up to the topic, ask students what they do when their alarm goes off in the morning.** Do they hit the snooze button? Do they hop right out of bed? Do they get anything important done first thing in the morning? Generate a brief discussion, then ask: *Do you think it might be a good idea to get more things done in the morning? Why or why not?* Let students know that you are going to show them a video that explains some of the ideas from a book called “The Perfect Day Formula.” This book focuses on doing things a specific way to be more organized and have more control of your life. This specific video will focus on what you do first thing in the morning. Let them know that you will do a related reading after watching the video.
- 3. Show the video.** Stop as needed to briefly check comprehension. It would also be a good idea to set up the video to show closed captioning on the bottom.
- 4. Provide the corresponding reading from page 10 of this issue.** Review the reading in whatever fashion you typically would in your class, be it reading together, giving students time to read on their own, or both. As they finish reading, check overall comprehension. Students may have questions about certain vocabulary words or phrases, including the ones we have defined below. You can share definitions as needed:
 - mutually exclusive – adj. not able to be true at the same time
 - mutually dependent – adj. two things that need each other to do well
 - sink into – (phrasal verb) go into
 - ritual – n. series of acts always done the same way
 - shift – n. change
- 5. Facilitate a group discussion based on the concepts from the video and reading.** Alternately, you could assign students into pairs or groups of three to complete the following discussion. Let students know that these questions will help them react to what they learned from the video and the reading. Use the Discussion Questions found on this page’s sidebar.

During the discussion, you can point out to students that the reading has a challenge they can try, called “Your Challenge Today.” Depending on class interest in the topic, you could have them take the challenge and discuss if they followed it the next time you meet.
- 6. Have students conclude with a writing activity.** Students can write down their answers to the Discussion Questions.

Insider School Resources on Education Network

Here is a list of book titles featured on Education Network and created by Insider School. Each book has a video and cheat sheet available. Below, you will also find out how many videos/cheat sheets are available for each book. For more details, log onto Education Network and search for “Insider School.”

- “Atomic Habits: An Easy and Proven Way to Build Good Habits & Break Bad Ones” by James Clear. Six-part series of videos and cheat sheets.
- “Outwitting the Devil” by Napoleon Hill. Five-part series of videos and cheat sheets.
- “Shoe Dog” by Phil Knight. Five-part series.
- “How We Learn” by Benedict Carey. Six-part series.
- “The Score Takes Care of Itself” by Bill Walsh. Five-part series.
- “The Perfect Day Formula” by Craig Ballantyne. Five-part series.

Discussion Questions

- Do you think the idea of waking up 15 minutes earlier is a good way to get things done? Why or why not?
- Have you ever gotten up early to get something done? If you did, what was it?
- Why do you think it’s bad to live a reactive life, as described in the video?
- Why do you think the author compares the “insider secret” to an Olympic sprinter?
- Will this information change how you get up in the morning? Why or why not?

[DAY 501] THE OLYMPIC SPRINTER**BOOK: THE PERFECT DAY FORMULA BY CRAIG BALLANTYNE**

Paulo Coelho, the author of *The Alchemist*, said, “Discipline and freedom are not mutually exclusive but mutually dependent because otherwise, you’d sink into chaos.”

We think that freedom means being able to do what you want. That’s not freedom. That’s living a **reactive life** — a life reacting to other people’s messages, a life reacting to life’s distractions — even a life reacting to your own in-the-moment thoughts and feelings — which can change at any time.

So what’s the difference between a person who lives a regular life and a person who lives an extraordinary life?

The difference is **Structure**. Because “**Structure Equals Freedom.**”

Craig Ballantyne says in *The Perfect Day Formula* that “The most important ritual in your life is what time you choose to get out of bed, and the best decision you can make is to start getting up fifteen minutes earlier. This will allow you to attack your number one priority first thing in the morning.”

In other words, you get up at least 15 minutes before you otherwise would have, you set a timer, and work on your most important work before doing anything else. Do this 7 days a week.

This sets you up with a win, that puts you in a good mood. And it helps you build momentum for the day, and in your life.

You might think 15 minutes isn’t enough. And you’re right that it’s not enough time to make a difference to your sleep. But it’s a powerful shift that will impact the next 24 hours that follow.



Insider Secret #1: The Olympic Sprinter. Freedom doesn’t come from doing whatever you want. It comes from structure. And one of the most powerful structures you can put in place is to get up 15 minutes earlier every day to work on your most important work first thing.

YOUR CHALLENGE TODAY

Think about what the most important work you can do tomorrow morning is. Commit to setting your alarm 15 minutes earlier, and immediately start doing that work.

"The Umbrella" and "Friends": Two Ready-to-Use Listening Activities for ELL Classes

Purpose

To present two listening activities ELL instructors can use with high-beginning or advanced students.

Rationale

Listening is often an underappreciated skill in the language classroom. Language learners, including ELLs, spend so much time listening, but much of what we teach focuses on honing speaking, writing, and reading skills. Although those skills are obviously important, listening is a skill that should be part of the teaching and learning mix.

This article shares two listening activities designed by Vania Aguilar, who works with Adult and Community Education in Leon County, Florida, and the Florida State University Center for the Advancement of Human Rights in Tallahassee. Aguilar shared these activities and many others during a webinar this year hosted by the Florida Literacy Coalition (floridaliteracy.org). The activities are slightly modified and used with permission from Aguilar.

For additional listening activities to use with ELLs, check out the resources in the sidebars on this page and page 12.

The Basic Activities

Activity One: "The Umbrella," for High-Beginning Students

- 1. Ask learners: What do you use when it rains?** If possible, have an umbrella that you can show students.
- 2. Let learners know that they will watch a video called "The Umbrella."** You can tell them the video is about something that happens when it is raining. Watch the video in advance to look for any questions that may arise from your students. While the video is about eight minutes long, only two minutes are focused on the story students will listen to and watch. The rest of it features a dictation exercise that you can use. The video, made by Club English, is available at: <https://tinyurl.com/y2a9etnv>. It is part of a series called "ESL Easy Listening Comprehension."
- 3. Show "The Umbrella" to students.** You can also show the words from the video on the screen by selecting "cc" for closed captioning.



More Information

ESL Easy Listening Comprehension

<https://tinyurl.com/cc3u2hrx>

Here is the playlist from Club English that lists all 40+ videos from its "ESL Easy Listening Comprehension" series. "The Umbrella" video featured in this article is the first video in this series.

Voice of America Learning English

<https://learningenglish.voanews.com/>

Voice of America has many videos that students can listen to and watch. Many of the videos focus on topics in the news.

(Continued on page 12)



More Information

(Continued from page 11)

Agenda Web

<https://agendaweb.org/listening/podcast-english-learners>

This site leads to a series of short videos from the British Council that follows a story line of young adults getting to know one another. The videos feature British English.

Randall's ESL Cyber Listening Lab

<https://www.esl-lab.com/>

This longtime website has a treasure trove of listening practice activities for learners of all levels. Watch out for ads that say "Start" or "Download." You typically will need to scroll past the ads to find the site's actual activities.

More "Friends" From TBS on YouTube

<https://tinyurl.com/mvwr8fj38>

TBS has a full selection of "Friends" clips. You may get inspired and find another one to share with students.

Song Lyrics

Don't forget that you can also use song lyrics to practice listening in English. Search on YouTube or online for "songs to learn English" or similar terms, and you'll find a wide variety of songs for listening, singing, and practicing English.

4. **Stop the video when finished, at 1 minute, 40 seconds.** Ask some basic comprehension questions about the video, such as, *where was the tall man going?* and *what did he decide to buy?*
5. **Provide students with the questions below, either on a handout or in a place in the classroom where everyone can read them.** Put students in pairs. Ask them to take turns asking and answering the questions with a partner.
 - a. What kind of day was it?
 - b. Where was the tall man going?
 - c. What happened to him on the way to the station?
 - d. Who had given him the present?
 - e. What did he end up doing with his present?
 - f. Did the weather get better? What happened?
 - g. What did he decide to buy?
 - h. What did he find out when he got to the store?
 - i. What did he decide to do?
6. **For additional practice, you can use the dictation activity that is part of the video.** The video will say a sentence and show a related visual. After a few seconds, it will display the sentence as it should be written. You may want to pause the video and repeat the sentence, to give students a little more time to listen and write it.

Activity Two: "Friends" Listening, for Advanced Students

1. **Ask learners what they know about the popular American show "Friends."** Here are some other supporting questions you can ask: *Have you watched "Friends" before? Do you like it? Do you watch any specific American shows to help learn English? If you do, which shows?*
2. **Let students know that you will show them a three- to four-minute video clip from "Friends."** The focus is on understanding the English in the clip. There will likely be some new words for them, but remind them it's OK if they don't understand everything. They can focus on the main ideas. You also can let students know that the clip focuses on the character Monica and her tendency to want everything to be perfect.
3. **Provide learners with the handout on page 13 of this issue.** Let them know that they will discuss the questions afterwards. For now, they should look at the words listed toward the bottom (like *ottoman* and *raggedy*). Pronounce the words so students know what they sound like. Ask if they already know any of the meanings. Definitions are in the sidebar on page 13.
4. **Show students the video clip, available on YouTube from the TV channel TBS.** The clip is called, "Monica Doesn't Think She's a Perfectionist." (<https://www.youtube.com/watch?v=HtoIbFNbfSY>) Provide closed captioning with the clip so students also can see the words. You can do this by selecting "cc" at the bottom of the video. You can also slow down the speed of any YouTube video. Pause the video as needed to check comprehension. Ask students to check off the words as they hear them.

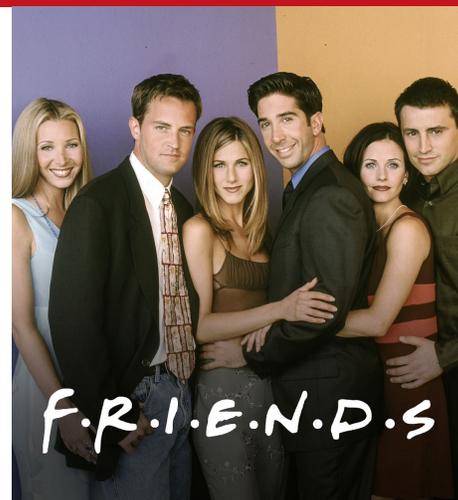
5. **When done with the video, have students take a look again at the vocabulary words from their handout.** Which words did they hear? Discuss any meanings, although the main purpose of this exercise is to focus more on the listening rather than vocabulary. The new terms simply provide more of a focused listening aspect.
6. **Have students pair up or work in groups of three to discuss the questions from the handout.** Students don't need to write down answers from their classmates, but they should focus on listening carefully.
7. **When group discussions are finished, come together as a class to go over any common points from the group discussions.** You can also ask: *Do you think watching TV shows is a good way to learn English? Why or why not?*
8. **If you want to culminate this activity with some writing practice, you could have students write their answers to the questions on the handout.**

Definitions for "Friends" Activity

- a. **bristles** (n.) short, stiff hair or fiber
- b. **ottoman** (n.) piece of furniture with no backs or arms
- c. **fan out** (phrasal verb) spread apart
- d. **raggedy** (adj.) not in good condition
- e. **kook** (n.) crazy person
- f. **madcap gal** (n.) used to describe a woman who does things in a very different way than others
- g. **big break** (n.) big opportunity; usually used for jobs in entertainment, like acting

Advanced "Friends" Show Activity

1. Have you ever watched the show called "Friends"?
2. What do you like the most about it?
3. What do you think about their relationship?
4. In your country, are friendships similar?
5. What is similar? What is different?
6. Do you think the character Monica is a perfectionist? Why or why not?



You will watch a clip and may hear the following vocabulary. Do you know the meaning of each of these words?

- | | |
|-------------|---------------|
| a. bristles | e. kook |
| b. ottoman | f. madcap gal |
| c. fan out | g. big break |
| d. raggedy | |



Exploring Resources

New Resources, Courses Available on ProLiteracy's Education Network

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

On ProLiteracy's Education Network, find the following new resources and courses:

- An expanded collection of low-level **pleasure-reading books** for students they can access online. There are now more than 100 pleasure-reading books on Education Network.
- New distance-education courses. This will be a series of three courses:
 - **Implementing Distance Education in Your Program:** For administrators and other staff who want to implement or improve upon distance-education services they offer. This course will discuss different models and look at the elements of successful distance education services, including identifying technology and resources, recruiting and supporting students, and recruiting, training, and supporting teachers and tutors. These elements will create an infrastructure to sustain distance education.
 - **Teaching English Language Learners Through Distance Education** and **Teaching Basic Literacy Learners Through Distance Education.** These are for ELL and basic literacy tutors and teachers. They show teachers how to develop lessons for a distance learning environment, how to keep students engaged, how to convert classroom strategies and activities to a distance learning environment, and how to identify resources. There are also video examples from Distance Learning classrooms.



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The courses will be released by the end of September or the beginning of October.

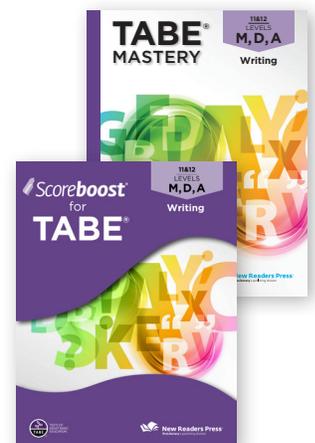
- **Laubach Way to Reading 1** online course: This is an online practice course for students working in **Laubach Way to Reading 1**. It includes activities meant to provide opportunities for students to practice what they learned with a tutor outside of the tutoring session. This will be released in the fall.

TABE Mastery Writing and Scoreboost for TABE Writing Available This Fall

<https://www.newreaderspress.com/>

New Readers Press has two exciting new resources available this fall. *TABE Mastery Writing* is a student book and teacher's guide that will help you prepare learners for the TABE writing test. Appropriate for students at TABE levels M, D, and A, scaffolded lessons cover composition, revision, and conventions of standard English. Instruction on writing argumentative and informative essays is reinforced with practice questions and prompts that are modeled on the test. Diagnostic pretests and posttests gauge students' progress and identify areas where more practice is needed.

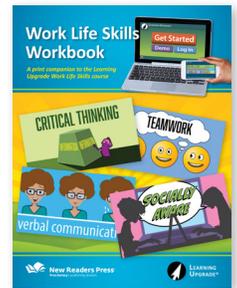
This *Scoreboost* workbook features review lessons and practice questions to prepare students for the TABE writing test. Practice prompts for argumentative and informative essays will help students at TABE levels M, D, and A feel comfortable writing the essay on the test.



Learning Upgrade's Latest Course, "Work Life Skills," Now Available

<https://www.newreaderspress.com/>

New Readers Press has just released a new companion workbook for Learning Upgrade's latest course: "Work Life Skills." The course includes lessons that will prepare learners for success at school, at work, and in their community. Topics cover work ethic and perseverance, teamwork and collaboration, time management, active listening, social awareness, résumé writing, and decision making.



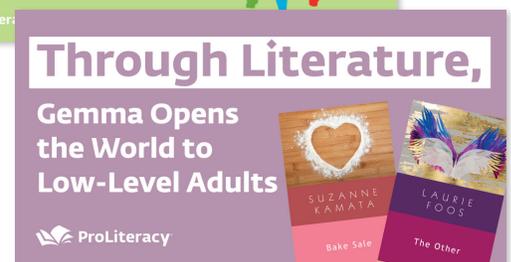
ProLiteracy Blog Helps You Stay Informed on Literacy Topics

<https://www.proliteracy.org/Blogs>

Did you know that ProLiteracy has a blog that you can follow? The ProLiteracy blog covers a wide range of literacy topics, from program highlights around the U.S. to teaching tips to excerpts from literacy research articles. Here's just a sample of some recent article topics:

- It Started With One City, Now There Are 10: The Race for Literacy Awareness
- Declining Enrollment in Federally Funded Adult Education: Critical Questions for the Field
- Gemma Opens the World to Low-Level Adults
- 3 Things to Consider Before Starting an Adult Learner Book Club

To subscribe to the ProLiteracy blog, visit the link above.



We're Moving!

CHANGE OF ADDRESS NOTIFICATION

Please note: As of **October 1, 2022**, ProLiteracy and its publishing division New Readers Press will be relocating. At that time, please change our address to:

**308 Maltbie Street
Suite 100
Syracuse, NY 13204**

Our telephone and fax numbers will remain the same.
Tel: (315) 422-9121 Fax: (315) 422-6369



Notebook

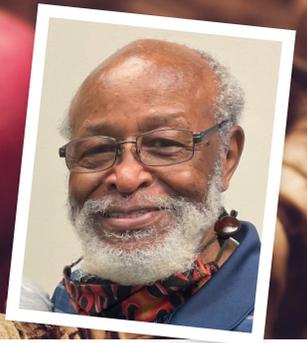
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STUDENT PROFILE

JOHN TAYLOR, DOLLAR GENERAL AWARD WINNER SAYS, "YOU'RE NEVER TOO OLD TO LEARN"

By Vanessa Caceres



John Taylor of the Adult Literacy League (ALL) in Winter Park, Florida, knew he had trouble reading, writing, and pronouncing words, but life kept him busy.

He was born the son of sharecroppers in rural Georgia, the seventh of 14 children. When he was able to hold a plow behind a mule at a young age, he was taken out of school.

He served in the military and then worked at JC Penney, followed by a 25-year career in respiratory therapy at an Orlando area hospital. Much of his job was hands-on and did not require extensive reading.

An ad on a local park bench led him to the ALL in 2013, at age 68. He found out that he was at a second-grade reading and writing level.

He decided to dedicate a full day each week to learning, meeting with a

tutor, and then attending classes with other students.

"I realized how much I didn't know," Taylor says, reflecting on how much he's learned. Since starting classes, he has read and written for pleasure, voted, opened a bank account, and more. He still meets with his tutor once a week, while also working with the Boy Scouts.

Taking classes isn't Taylor's only connection to the ALL. He also became a member of their board of directors, representing the students' point of view. Serving on the board has helped him better understand how organizations make plans and come to decisions.

During the COVID pandemic when classes went online, Taylor helped his fellow students struggling with the Zoom platform, sometimes even

driving to their house to assist them.

"John is a remarkable man—generous, smart, brave, and considerate," says Gina Berko Solomon, executive director of the ALL. Solomon also praises Taylor's work on the board, noting that he never misses a meeting and always has students' best interests in mind.

Taylor's dedication to learning and serving adult literacy led him to receive the 2021 ProLiteracy Conference Dollar General Student of the Year Award.

Taylor shares advice for others. "Don't give up. You're never too old to learn." He says people may be surprised to find out that they have neighbors, peers, or even upper-echelon managers who don't know how to read or write well. In other words, no one is alone in facing the challenge.