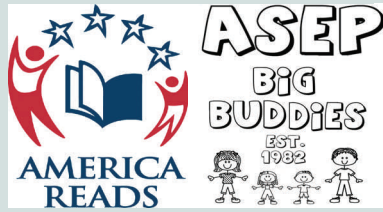


THE NEWSLETTER



Center for Public Service

PACIFIC LUTHERAN UNIVERSITY

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IMPORTANT DATES:

- Timesheets due by February 16th at 10 AM on Banner web!
- Tutors- Don't forget to add your reflection meeting hours.
- **New Big Buddies** – School Site Visit **Wednesday, February 16th** from 4:15-5:15 p.m.
- **Big Buddies Training**- Wed., February 23rd from 2:30-5:30 p.m. in UC 133.
- **America Reads Tutor Training**- Thursday, February 24th from 5:30-7:30 p.m. in UC 133. (*Returning tutors need only attend from 6:45-7:30 p.m.*)

NEW BIG BUDDIES FOR SPRING

Rayna Mc Mullen and Philip Kendall will be returning this spring to Big Buddies . Rayna started in Fall 2009. Philip started as a Buddy in Fall 2008.

Our New Big Buddies for Spring 2011 include:

- Farah Schumacher
- Mamie Howard
- Kirsty Palmer
- Toby Call
- Jenn Jepsen
- Briana Frenchmore
- Sarah Johnson
- Melissa Castor
- Rachel Wattley-Williams

Please welcome our new Big Buddies to the program!

*Remember the James Sales **Big 5 Rules**:

1. I will keep my hands & feet to myself.
2. I will use appropriate language for school.
3. I will treat everyone with kindness, cooperation, and respect.
4. I will behave in a safe manner at all times.
5. I will be in the right place, doing the right thing, at the right time.

Little Buddies, as well as Big Buddies, should be follow these rules at all times during the after-school program.

NEW AMERICA READS TUTORS FOR SPRING

Anzhelika Ternichenko and Joanne Griesse are our new tutors at Spanaway Elementary. Joanne & Anzhelika are both first years majoring in Nursing.

Nicole Klapel is our new tutor at Christensen Elementary. Nicole is an Sophomore with an Intended major in Psychology. Nicole would like to attend Grad School and get her Master's in Nursing.

Kim Lam is our new tutor at Brookdale Elementary. Kim is a Sophomore majoring in Business with an emphasis in Accounting.

Jessica Williams is our new tutor at James Sales Elementary. Jessica is a Junior majoring in Elementary Education with a Reading endorsement.

Please welcome of our new America Reads tutors to the PLU team!

"I am of the opinion that my life belongs to the community and as long as I live, it is my privilege to do for it whatever I can..."
-George Bernard Shaw

Brain Teasers!

Figure out the answers and email them to Tiffany.

The first one to get all of them right gets a prize!

What is full of holes, yet holds water?



A man has two coins in his hand. The two coins total thirty cents.

One is not a nickel. What are the two coins?



What speaks every language?



Email Tiffany @ lemmontm@plu.edu



Teasers from the Substitute Teacher Handbook, 5thEd., Utah State University.



TUTORING TIPS OF THE MONTH

Good for meeting your student for the first time:

My name is: _____

1. My favorite color is _____.
2. I have _____ brothers and _____ sisters.
3. My favorite food is _____.
4. My favorite kind of animal is _____.
5. My favorite thing to do on the weekend is _____.
6. I am _____ years old and I am in the _____ grade.
7. My teacher this year is _____.
8. My favorite subject in school is _____.
9. My favorite book is _____.
10. My favorite time of year is _____ because _____.
11. My best friend's name is _____.
12. The thing I like best about myself is _____.

Adapted from "On the Road to Reading" by Derry Koralek and Ray Collins

Math Tips: Strategies for Multiplication Facts

Doubles

Facts that have 2 as a factor are equivalent to the addition double and should already be known by students who know their addition facts. The major problem is to realize that not only is 2×7 double 7, but so is 7×2 . Try word problems where 2 is the number of sets. Later use problems where 2 is the size of the sets.

x	0	1	2	3	4	5	6	7	8	9
0			0							
1			2							
2	0	2	4	6	8	10	12	14	16	18
3			6							
4			8							
5			10							
6			12							
7			14							
8			16							
9			18							

Borrowed from "Elementary and Middle School Mathematics: Teaching Developmentally" by John A. Can De Walle

Multiplying by Five

Evens:

If you are multiplying 5 times an even number: halve the number you are multiplying by and place a zero after the number. Example: 5×6 , half of 6 is 3, add a zero for an answer of 30. Another example: 5×8 , half of 8 is 4, add a zero for an answer of 40.

Odds:

If you are multiplying 5 times an odd number: subtract one from the number you are multiplying, then halve that number and place a 5 after the resulting number. Example: 5×7 : -1 from 7 is 6, half the 6 is 3, place a 5 at the end of the resulting number to produce the number 35.

Tips from Drexel Universities article "Calculation Tips and Tricks" at <http://mathforum.org/>

GIVING INDIVIDUAL ATTENTION, PRAISE, AND FEEDBACK

Giving Individual Attention and Assistance

Many students begin to improve their work when they receive one-on-one assistance and support from a tutor. If you are working with one or more students, try to give each equal support. Students may need assistance in different areas but all students benefit from attention, support, and praise. Research shows that we tend to ignore students who are quiet or shy and have good behavior. Research also shows that student success depends on receiving individual support an in being made an equal part of the group or class process. Be sure to include all students in group activities and discussions.



Giving Praise and Feedback

Find something specific to praise students about each time you work with them. Praise may be about what they learned, how they behaved, their attitudes, their ideas or their creations.

What they learned:

- Wow you learned three new words today...
- You did a really good job of answering these questions...
- I liked the way you read your favorite page...
- You did two more problems than yesterday...
- You are getting really good at finding main ideas...
- You really know your stuff for this test...

*Borrowed from: Seattle Reads Tutoring Compact
Tutoring Handbook
written by A. Remaley & . De Ruyck*

How they behaved, their attitudes:

- Thanks for getting right to work today...
- Thanks for asking for help instead of getting angry...
- Thanks for taking a time out with you were getting upset...
- Thanks for listening while Keesha read...
- Thanks for working so hard...
- Thanks for doing such good work...
- Thanks for staying safe and not tipping back in your chair...

Their ideas & creations:

- That was an awesome idea.
- I like the way you answered that question.
- This is a fantastic picture...model...report.
- Thanks for sharing...your story...your ideas...your feelings.



CHECKLIST FOR READING ALOUD

1. Choose a book

- Look for a book that:
 - You will enjoy reading.
 - Supports and builds on the child's interests and experiences.
 - Is slightly about the child's current vocabulary level.
 - Introduces a new style such as poetry or a folk tale.
- Invite the child to choose books she would like to read.
- Repeat familiar, well-loved books often.

2. Get to know the book

- Examine the illustrations so you can point out the information and clues in pictures.
- Read the story to yourself
- Plan ways to vary your voice (tone, volume, pauses) to fit the plot and characters.

3. Set the stage for success

- Help the child get ready to listen.
- Make sure the child is comfortable and can see the book.
- Make sure that you are comfortable.

4. Before starting the story

- Introduce the author and/or illustrator
- Show the cover and point out details in the illustration.
- Read the title aloud.
- Describe where and when the story takes place.
- Introduce the setting and the main characters.
- Suggest things to look and listen for in the story.
- Show a few pages and ask: What do you think will happen in the book?

5. While reading the story

- Stop frequently to:
 - Add information that will help the child understand what is happening.
 - Rephrase something that might be confusing.
 - Explain the meaning of a new word.
 - Invite the child to predict what might happen next.
 - Ask the child about the story and characters.
 - Share your own reactions to the story and characters.
 - Use the props to enhance the child enjoyment of the story.

- Encourage participation by inviting the child to join in
- Move your finger under words as you read.

6. After reading the story

- Ask questions to help the child:
 - Recall what happened in the story.
 - Relate the story to personal experiences
 - Put themselves in the story
 - Express ideas, opinions, and creativity.
- Do a book-related activity so the child can:
 - Act out the story (with or without props).
 - Make up a sequel to the story which you write on a large piece of paper.
 - Draw pictures that show the events in the story then use them to retell the story.
 - Read the book again and again if the child is interested.



*Adapted from "On the Road to Reading" by
Derry Koralek and Ray Collins.*



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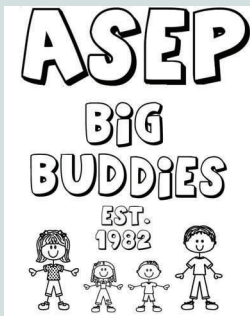
Educating for Lives of
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Want to get a chance to win a prize?

Pick the new title of this newsletter by submitting
your ideas to lemmontm@plu.edu.

The person with the best idea will win a prize!

SUDOKU

Each Sudoku has a unique solution that can be reached logically without guessing. Enter digits from 1 to 9 into the blank spaces. Every row must contain one of each digit. So must every column, as must every 3x3 square.

		5	9			2	4	
8		9			5	1		
2	6	3	7	1				5
			4			2	6	
			8	1				
	8	2		5				
7				3	8	9	5	6
		6	5			3		1
3	5				6	7		

Find others at <http://www.websudoku.com>.

Answers will be in next month's newsletter.

Tutor & Mentor Word Search

X A P W P D M P V Q Q U
P R A I S E F U V R Z U
J S Y K O O B T O A X E
S D A E R A C I R E M A
S E I D D U B G I B N L
S Z R M E N T O R E E E
I N O Y C D N R T U H P
K Q T N T N Y S V M K L
L G U Y N D I I R N D Z
L L T C R L S J O M Z K
S C I T A M E H T A M B
R K P E S A Y X J S L W

Find these words in the puzzle:

America Reads
Mentor
Listen

Praise
Big Buddies
Book

Tutor
Mathematics
ASEP

Found on <http://www.puzzle-maker.com/>.