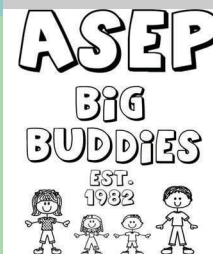




THE

Center for Public Service



PACIFIC LUTHERAN UNIVERSITY



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IMPORTANT DATES:

- Timesheets due by March 16th at 10 AM on Banner web!
- Tutors—Don't forget to add your training and reflection meeting hours!
- America Reads Site Visits—March 28-31, 2011.
- Big Buddies Coordinator applications are due by Friday, April 1, 2011.
- PAYDAY—Friday, March 25, 2011.
- Celebration of Service in **NOW** on **Wednesday, April 20, 2011** from 5-7 p.m. in UC Regency Room.



SERVICE SCHOLARSHIPS  
2011 - 2012

The Center for Public Service is currently accepting applications for three student scholarships to recognize outstanding commitment to service at PLU and the surrounding community.

*The awards will be presented at the Celebration of Service on the evening of April 20, 2011 in the Regency Room at the University Center.*

- **The Gladys Mortvedt Voluntary Service Award (\$400)** is awarded to a PLU student (*preferably with Junior status*) who has quietly won attention by rendering voluntary service without expectation of

recognition or compensation. This award may be for service on or off campus.

- **The Fossness Memorial Leadership Award (\$1,000)** is awarded to a “Christian student from Washington (*Sophomore status*) who performs exceptional community service.” This student has demonstrated leadership in their school, community, or church. Award may be renewable upon application.

Applications are available on our website [www.plu.edu/public-service/](http://www.plu.edu/public-service/).

DAVID T. ALGER  
SERVICE AWARD 2011

The Center for Public Service is currently accepting nominations for the **2011 David T. Alger Service Award**.

This award was created in 2009 to honor Reverend Alger for his deep connections with Associated Ministries, Pacific Lutheran University and the Pierce County community.

Two individuals will be honored with this exceptional award, one student and either one faculty or one staff member.

Each awardee will receive \$500 that he or she will then have the opportunity to gift to a community organization, agency, or cause in the spirit of continued giving and philanthropy.

Nominations will be reviewed by a committee of faculty, staff, students, and community partners, and the recipients will be announced at the PLU Celebration of Service on April 20, 2011.

Forms are available on our website at [www.plu.edu/public-service/](http://www.plu.edu/public-service/).

Brain Teasers!

Figure out the answers and email them to Tiffany.

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

What five letter word becomes shorter when you add two letters to it?



You throw away the outside and cook the inside. You eat the outside and throw away the inside. What did you eat?



Email Tiffany @ [lemmontm@plu.edu](mailto:lemmontm@plu.edu)

Teasers from: [squiglyplayhouse.com](http://squiglyplayhouse.com)

*“Few people come anywhere near exhausting the resources dwelling in them. These are deep wells of strength never used.”*

-Richard E. Byrd

# TUTORING TIPS OF THE MONTH

## Motivating Students

Motivating a student to achieve is perhaps the most challenging aspect of tutoring you will encounter. The personal interest you take in your student and the concern you show for his/her progress are essential factors that spur success. Whenever possible, praise your student in front of his/her peers and parents. Acknowledge effort and reward participation, even if the desired result is not yet achieved.

- Making a simple progress chart offers one way to visually illustrate your student's advancement toward established goals.
- Plot start and finish points.
- Determine important plateaus along the way.
- Plot the amount of progress made during each session.
- Have the student record his/her own progress at the end of each session.
- Reward intermediary progress toward final objectives. For example, regarding the chart, you may want to reward memorization of fifth and ninth multiples on the times table.
- Review the chart and examples of past work as an observation of success and evidence that the child is learning.

A tutor's attitude should convey an expectation of success. You also can share with your student a difficulty in learning that you have had. Your story should encourage and show your student that others with learning difficulties have overcome similar problems.

Your student needs to know that you believe in your student and that you are willing to help him/her reach goals. Motivation will come as a natural outgrowth of a nurturing, caring relationship.

**Objective:**

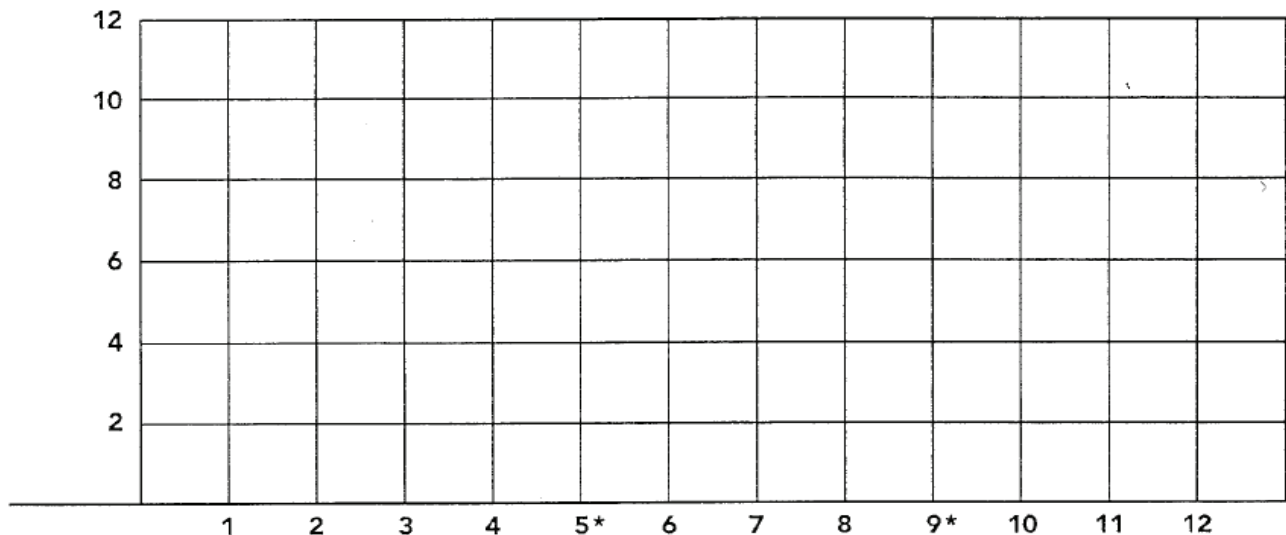
Mastery of Multiplication Tables from 1-12 in 12 sessions (6 weeks/twice a week)

**PLOT SESSIONS ON TIME LINE**

1. Expect learning plateaus on the way.
2. Reward intermediary progress toward final goal. (See \* on chart.)
3. Provide incentives, such as stickers.
4. Give student positive praise for his/her efforts.

*Taken from Washington Mutual's One-To-One Tutoring Handbook.*

**TIME LINE:  
Tutoring sessions**



**TIMES TABLES**

# MATH TIPS: STRATEGIES FOR MULTIPLICATION

## Zeros and Ones

Thirty-six facts have at least one factor that is either 0 or 1. These facts tend to get confused with the “rules” that some children have learned for addition. The fact that 6+0 stays the same, but 6 X 0 is always zero. The 1+4 fact is a one more idea, but 1 X 4 always stays the same. Make flash cards and games that reflect a conceptual approach to these facts.

x	0	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9
2	0	2								
3	0	3								
4	0	4								
5	0	5								
6	0	6								
7	0	7								
8	0	8								
9	0	9								

Borrowed from “Elementary and Middle School Mathematics: Teaching Developmentally” by John A. Can De Walle, 2001.

## Multiplying by Nine

To multiply by nine on your fingers, hold up ten fingers – if the problem is 9 x 4 you just put down your 4th finger and there is your answer: 36. (If the problem is 9 x 7 put down your 7<sup>th</sup> finger: 63.)



You can also take the number you are multiplying by nine and subtract one. That number is the first number in the solution. Then subtract that number from nine. That number is the second number of the solution.

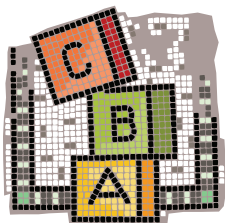
Problem:  $4 \times 9 = 36$   
 Step one:  $4 - 1 = 3$   
 Step Two:  $9 - 3 = 6$   
 Solution:  $= 36$

Tips from Drexel University’s article “Calculation Tips and Tricks” at <http://mathforum.org/>.

# READING VOCABULARY

The following is a list of common vocabulary that is used in our elementary reading programs. Test your knowledge and see how many you can guess correctly.

- \_\_\_\_\_ 1. Alphabet Arc
- \_\_\_\_\_ 2. AR- Accelerated Reader Program
- \_\_\_\_\_ 3. Choral Reading
- \_\_\_\_\_ 4. Chunking
- \_\_\_\_\_ 5. Decoding Words
- \_\_\_\_\_ 6. Letter/Sound Recognition
- \_\_\_\_\_ 7. Literacy Centers
- \_\_\_\_\_ 8. Picture Cues
- \_\_\_\_\_ 9. Picture Walk
- \_\_\_\_\_ 10. Predicting
- \_\_\_\_\_ 11. Popcorn Reading
- \_\_\_\_\_ 12. Sounding Out
- \_\_\_\_\_ 13. Tracking
- \_\_\_\_\_ 14. Read Aloud
- \_\_\_\_\_ 15. Retell



- A. This is a resource, usually used in kindergarten where the letters of the alphabet (usually ABC magnets) are scrambled up and students are asked to say the letter out loud and arrange the letters on the arc. This is good resource to practice letter recognition.
- B. When students first start reading, they usually starts with the basics of learning the letters of the alphabet and then learning what sound(s) are associated with them. Many kindergarten classes practice this on alphabet flashcards.
- C. Using letter sounds to read a word. (ex: d/o/g).
- D. Reading by splitting up words into chunks (ex: pl/ant).
- E. Teacher or tutor reads a story out loud to students.
- F. Students use their fingers and point to words as they read aloud.
- G. Students read books that are rated by reading level and answer comprehension questions on a computer program and get AR points. Some schools give rewards to students for reaching certain goals (ex. 100 points = pizza party).
- H. Students in a small group take turns reading. The students call on each other by saying, “Popcorn, (Student’s name).”
- I. Giving a brief summary of what was just read.
- J. Before reading a book, the reader will look at the pictures in the story and ask himself questions about what he sees.
- K. During reading time, a teacher has established different reading centers for students to cycle through. Centers may include vocabulary, writing, small group reading, one-on-one reading, and reading computer program.
- L. Using pictures to help decode words.
- M. Students in a small group read together at the same time.
- N. Using different reading strategies to break up a word and read it. Some examples include, sounding out (phonics), context clues, picture clues, chunking, and using base words.
- O. During reading, asking the reading to guess what will happen next in the story.

