



PACIFIC LUTHERAN UNIVERSITY

Educating for Lives of Thoughtful Inquiry, Service, Leadership, and Care.

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Big Buddies Visit Fall 2011

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.

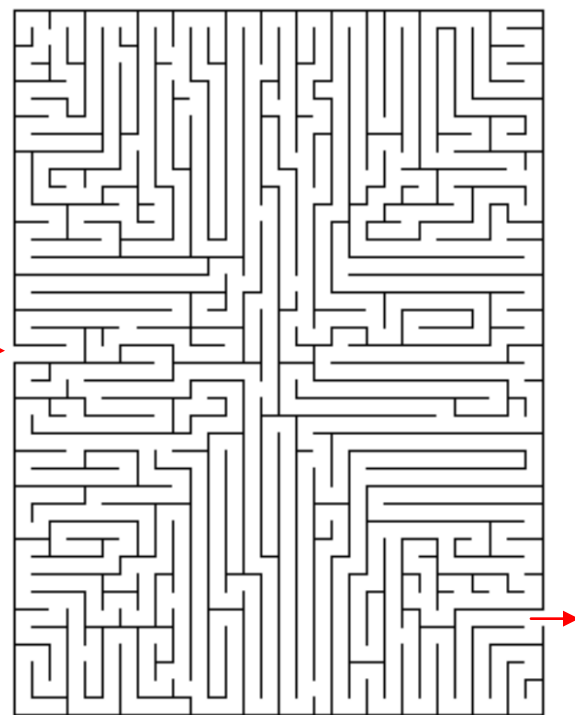
6	1	4	8	5				
4		2	1	7		9		
9	5							
3	9		8		4	5	6	
1	8	7		4		9		2
							4	9
	9		3	2	1			5
		5	9	4	3	8		

Last Months Solution:

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

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

Tutor Mentor Maze



More puzzles at <http://puzzlemaker.discoveryeducation.com>

FEDERAL COMMUNITY SERVICE WORK STUDY PROGRAMS

THE NEWSLETTER

BIG BUDDIES VISIT PLU CAMPUS



On Thursday, October 27, 2011, twenty-two Little Buddies from James Sales Elementary came to the PLU campus with their Big Buddies for a scavenger hunt and pizza party in the University Center.

The Little Buddies come to campus once a semester to hang out with their Big Buddies at PLU and see what the campus is like.

The Little Buddies will come to campus again in the spring for "Chowdown" where the Little Buddies get to come and eat dinner with their Big Buddies in the University Commons.

A good time was had by all and the Little Buddies got to take a little PLU goody bag home with them and make a Big Buddies/PLU pennant as a memento for their trip. See you again in the spring!

Hunger and Homelessness Awareness Week November 14-18, 2011



Hunger and Homelessness Awareness Week is a national movement to raise awareness about issues of hunger and homelessness in the United States and globally. PLU recognizes Hunger and Homelessness Awareness Week by facilitating events for students that promote dialogue about this issue, and help eradicate it. Everyone is welcome and encouraged to attend events held during the week and to continue discussions of this topic even after the week is over.

Monday, November 14th: Learn about Hunger and Homelessness facts by looking for signs in Red Square or stopping by our table in the UC during dinner.
Tuesday, November 15th: **Movie Night**

Come watch "The Pursuit of Happyness" with us.
Snacks are on us!
Xavier 201
8:30-10:30pm

Wednesday, November 16th:
Feast or Famine Lunch & Panel
Come to the Feast or Famine lunch sponsored by Campus Ministry from 11:30-1 p.m. Right outside UC Commons.

Come to the H&Haw Panel for a chance to learn about local hunger and homelessness issues from community members, faculty, and fellow PLU students.
UC Regency Room
5:30pm
Appetizers will be served!

Thursday, November 17th:
Thrivent Meal Packaging Event
Help package meals for children in Africa with Children of the Nations, sponsored by Thrivent

Financial for Lutherans. Sign up for a 30 minute session by contacting the Volunteer Center or stopping by our table on Monday the 14th. We need 100 volunteers to package 24,000 meals!
Olson Field House
4:30-6:30pm

Friday, November 18th:
Trinity Community Dinner
Come help Trinity Lutheran Church prepare, serve, and clean up at their monthly Community Dinner. Good food, new friends, and great fun!
Contact the VC to sign-up.
Trinity Lutheran Church
5:30-7:30 p.m.



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Center for Community Engagement and Service

SPECIAL POINTS OF INTEREST:

- *November 14-18, 2011 is Hunger and Homelessness Awareness Week!*
- *Don't forget to turn in your timesheets on November 16th!*
- *Tutor and Mentor Evaluations*
- *East Campus Winterfest—Saturday, December 10, 2011 from 9-1 p.m. Volunteers needed!*



AMERICA READS

BIG BUDDIES



MATH STRATEGY OF THE MONTH: BUILDING FLUENCY FOR MULTIPLICATION FACTS

This intervention is designed to build fluency with multiplication facts while simultaneously decreasing errors.

Requires: Approximately 5 minutes each day.

Materials Needed: Construct a set of flashcards for a set of multiplication facts (e.g., multiplication by 3's). Construct a worksheet with the same facts randomly arranged (e.g., Basic Skill Builders). You will also need a digital timer and graph paper.

Tutor/Mentor Card: (complete these steps every day)

1. Present each flashcard to the student while verbally prompting the student with the question (e.g., "what is 3 x 3?").
2. Praise correct responses that occur within 3 seconds of the prompt (e.g., "That's right, 3x 3 is 9").
3. If no response occurs within 3 seconds or the student gives an incorrect response, give the student the answer (e.g., "3 x 3 is 9").
4. Immediately re-deliver the verbal prompt (e.g., "What is 3 x 3?").
5. Present each card twice.
6. Present the student with a worksheet containing the math facts you have just presented with flashcards to obtain a timed sample of independent work.
7. Set a timer for two minutes. Instruct the student to begin working when you say "start", to complete as many problems as possible before the timer rings, to work horizontally across the paper without skipping any problems, and to put the pencil down when the timer rings.
8. At the end of the two-minute time interval, give the student the answer key and direct the student to circle each error and write the correct response underneath.
9. Direct the student to calculate the number correct per minute and the number of errors. The student may graph his or her progress across days.

Student Card: (complete these steps every day)

1. Practice flashcards with your teacher or tutor.
2. Take the timed test.
3. Place the answer key next to the worksheet and begin to compare your answers to the answers on the key.
4. When you come to an error, circle the error on your worksheet.
5. Re-read the question and write the correct answer (from the answer key) next to the incorrect answer that you have just circled.
6. Count the number of answers you got right. Write this number at the top of the worksheet. Count the number of answers you circled because they were errors. Now write this number at the top of the worksheet.
7. Take out your progress graph. Find the correct day along the bottom axis of the graph (i.e., x-axis). Now find the number correct on the side axis (i.e., y-axis). Make a dot on the graph that marks both spots. Do the same thing for number of errors.

How will you know if it's working: Number of problems correct should increase across days. Number of errors should decrease across days. In order to maximize effects, this intervention should be conducted daily.

Promoting generalization: Conduct sessions with mixed multiplication problems randomly selected from the mastered sets of cards/problems periodically (e.g., once per week).

Bennett, K., & Cavanaugh, R. A. (1998). Effects of immediate self-correction, delayed self correction, and no correction on the acquisition and maintenance of multiplication facts by a fourth-grade student with learning disabilities. *Journal of Applied Behavior Analysis, 31*, 303-306.
Rhymer, K. N., Skinner, C. H., Henington, C., & D'Reaux, R. A., & Sims, S. (1998). Effects of explicit timing on mathematics problem completion rates in African-American third-grade elementary students. *Journal of Applied Behavior Analysis, 31*, 673-677

Sample Chart for Monitoring Student Progress

CHART FOR _____ IN _____
Student's Name and Subject (Math, Reading, or Writing)

MONDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

TUESDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

WEDNESDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

THURSDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

FRIDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

GIVING STUDENTS INTENTIONAL POSITIVE PRAISE



Join our
America Reads at PLU & Big Buddies
Facebook groups.

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...

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.

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

SCHEDULE OF EVENTS

- America Reads School Site Visits—October 21-November 10th.
- November 14-18th, 2011- PLU Hunger and Homelessness Awareness Week!
- Monday, November 16th—Time sheets due by 10:00 am on Banner Web!
- Wednesday, November 23rd—Payday!
- Thanksgiving Break— November 23 -25th.
- America Reads Monthly Reflection Meetings.

NOVEMBER 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 SCHOOL	2 SITE	3 VISITS!	4 —————>	5
6	7 <—————	8 SCHOOL	9 SITE	10 VISITS!	11 —————>	12
13	14 Hunger	15 and	16 Time sheets due @ 10am! Homelessness	17 Awareness	18 Week!	19
20	21	22	23 \$Payday\$	24	25	26
27	28	29	30 Early Dismissal	Thanksgiving	Break!	