

Resources for the Adult Educator

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In this issue:



Health Literacy



Reading



Professional Development



Numeracy



Exploring Resources



Tutor Profile



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Contents



Health Literacy: "Bag of Rocks": A Story to Help Address Mental Health with ELLs 3



Reading: Using the Think-Aloud Technique in the HSE Classroom 7



Professional Development: 7 Tips to Encourage Self-Correction Among ELLs 10



Numeracy: Using a Nutrition Label to Teach Math (and More) 12



Exploring Resources 15



Tutor Profile: Passion for Teaching Helps East Hartford Program to Flourish 16

Editor's Corner

Let learning blossom in your classroom with the Spring issue of *Notebook*.

Our first article, "Bag of Rocks": A Story to Help Address Mental Health with ELLs," addresses a pressing concern among adult education students as well as the population as a whole. More people than ever are managing anxiety, depression, and other mental health concerns. Our students, who often face other challenges and barriers, may not know how to cope with these mental health issues or where to seek help. Our article presents a story that can serve as a springboard for a discussion on mental health and includes several nationwide resources.

Next up is "Using the Think-Aloud Technique in the HSE Classroom." You may want to picture the think-aloud technique as eavesdropping on the teacher's thinking when approaching a graphic, reading, math problem, or other academic task. Find out how the think-aloud technique can help your pre-high school equivalency (HSE) classes.

Our third article, "7 Tips to Encourage Self-Correction Among ELLs," focuses on error correction in the English language learner (ELL) classroom. As instructors make decisions on how to correct errors, they may find it valuable to focus on their students' ability to correct errors on their own as often as possible. This article has some suggestions to encourage this.

This issue's numeracy article, "Using a Nutrition Label to Teach Math (and More)," includes an activity for pre-HSE students to use nutrition labels for math practice. In addition, the article suggests how you can use nutrition labels in science or health lessons.

Exploring Resources includes the usual mix of information on New Readers Press products and Education Network courses, among other resources.

Last but not least, our Tutor Profile focuses on John Bergman, winner of the 2022 Ruth J. Colvin and Frank C. Laubach Award for Excellence in Community-based Adult Literacy. Find out what makes Bergman and his program so special.

—The Editor

"Bag of Rocks": A Story to Help Address Mental Health with ELLs

Purpose

To present a lesson and story called "Bag of Rocks" that can help address stress and mental health with ELLs.

Rationale

The COVID-19 pandemic has taken its toll on our mental health, including that of adult students. More than ever, we are experiencing anxiety, depression, and higher levels of stress.

For ELLs, the added burden of mental health challenges can feel even heavier as they may not be able to fully express what they are feeling in English, or they may not know how or where to find help in their native language. They also may have differing cultural perspectives on if or when to seek help for mental health or stress. Finding insurance for mental health can also be a challenge.

English-language instructors and adult educators in general are not fully equipped to address mental health concerns. Tackling these topics can veer into sensitive territory that students may not wish to share. However, there are ways instructors can broach the topic of mental health and share resources, that can make students feel less alone.

The activity shared here is a modified version of a lesson from the Virginia Adult Learning Resource Center Health Literacy (VALRC) Toolkit. Called "Bag of Rocks Lesson," it is geared toward ELLs. However, you may find it helpful in other class settings as well. You could incorporate the lesson into any class time related to health.

Find a link to the full lesson and story on the next page. This modified lesson is used with permission from the VALRC.



Health
Literacy

More About VALRC's Health Literacy Toolkit

The VALRC Health Literacy Toolkit is designed for educators of ELLs and others interested in health care communication with ELLs.

The toolkit includes reproducible lesson plans and teaching materials on high-interest, hard-to-teach health topics. It also has easy-to-read resources on using the U.S. health care system. Some of the information is geared toward programs to help them create their own health literacy curricula. Here are a few helpful links from the toolkit:

Health Literacy Toolkit Overview

<https://tinyurl.com/2d3439bm>

Medication List Form

<https://tinyurl.com/s39dxuuk>

ESOL Healthcare Tips

<https://tinyurl.com/bdd2ke2x>

Medical History Form

<https://tinyurl.com/yfk3wwd4>

WHAT IS COUNSELING? *(Note: The text below is part of the lesson on the next page.)*

Some students may not know what counseling is. You can let them know that talking with another person about their "heavy rocks" can be helpful. Counseling lets you talk with a professional to help work through any stress. Here is more information about counseling that you can share, courtesy of the VALRC curriculum:

- In the U.S., we have counselors or social workers who can help you with difficult things from your past or stress in your life.
- Sometimes, talking with a counselor can help you not to feel alone.
- A counselor is a safe person to talk with about things from your past that you are "carrying" with you.
- A counselor can help you deal with problems you are experiencing in the U.S.
- It is important to choose an interpreter you trust if counseling isn't available in your language.

More Information on Mental Health Resources

MentalHealth.gov

<https://www.mentalhealth.gov/>

The U.S. Department of Health and Human Services' MentalHealth.gov website includes basic information on mental health disorders, signs and symptoms, and where to find help.

National Suicide Prevention Lifeline

<https://suicidepreventionlifeline.org/>

By calling 9-8-8 or 1-800-273-8255, callers to the Lifeline receive free and confidential support and crisis resources.

SAMHSA Behavioral Health Spanish-Language Resources

<https://www.samhsa.gov/sites/default/files/spanish-language-resources-obhe-10202020.pdf>

Find phone numbers and web links to various behavioral health resources and hotlines available in Spanish. This list is from the Substance Abuse and Mental Health Services Administration.

"Yes I Can: A Mental Health Guide for Adult Literacy Facilitators"

<https://projectread.ca/pdf/MentalHealthGuide2017.pdf>

Written by Jennifer Hewitt with support from Canada's Project Read, this 999-page guide is chock full of information that can help you address mental health with students. Because of the guide's large size, you may want to browse the table of contents to find the information that would be most useful for you or your students.

The Basic Activity

1. **Have a copy of the "Bag of Rocks" story available for students as well as the Discussion Questions (see pages 5 and 6 of this issue). The full lesson is available at the following link:** <https://tinyurl.com/2ka7tvnt>
 2. **Before class, gather some mental health, social service, or refugee resources for students.** You can share this information on a handout or electronically. Your program may have names and contact information for such programs locally. The sidebar on this page shares some resources available on a national level.
 3. **Provide a copy of the "Bag of Rocks" story to students.** Ask them to look at the title and picture and guess what the story is about. You can also start an initial conversation about what types of stress students may experience.
 4. **Read and review the story as you normally do with students.** Encourage students to circle any new words. Discuss any new vocabulary.
 5. **Facilitate a discussion about "Bag of Rocks" using the Discussion Questions on page 6.** Here are a few notes to consider as students answer questions:
 - For questions 1 and 2, students who wish to volunteer their replies can do so.
 - For question 3, keep in mind that students may perceive a big or small "rock" differently. This is normal.
 - For question 4, have learners work alone or in pairs to use the chart and write down things that have been stressful in the U.S. Discuss answers.
 - Similarly, for question 5, have learners use the chart to write down things that make them feel hopeful. Discuss answers.
 - The goal of question 6 is to make a connection between stress and its physical and emotional consequences. Have students work with a partner or collaborate as a class to answer the questions. If counseling is not mentioned, you can bring it up and share any organizations from your resource list where students may find free or low-cost counseling (see box on page 3 to help explain counseling). On a side note, you may want to let students know that counseling is available virtually.
- As you work on question 6b, you can use it as a springboard to share the list of programs and resources that may help students.



Bag of Rocks

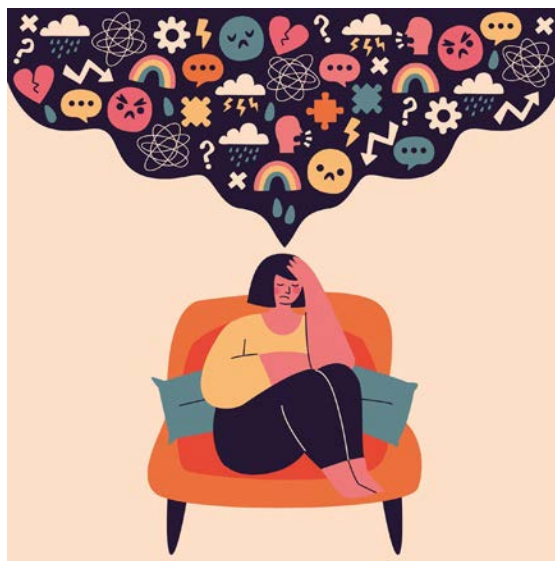


Image by [Freekpik](#)

Life can be stressful. Everyone feels stress sometimes. Some stresses are big; some are small.

Many people come to the United States with hope for the future AND difficult memories from the past. Difficult memories from the past can be like heavy rocks that we carry with us. Stress in America can cause us to carry more heavy rocks in our bags.

When we have a lot of bad memories and stress, our invisible bag of rocks is *HEAVY*.

Some rocks can be big and heavy and stay in your bag for a long time. Some rocks may feel smaller and lighter. If we have too many small rocks, they can be difficult too.

When our bag is heavy, it is difficult to do what we need to do. We think about the heavy rocks a lot.

Sometimes when people come to a new country, they think they can leave their bag of rocks behind. Stress in the United States can add more rocks.

It can cause people to think a lot about all of the rocks that they carry in their bag.

We can do things to make our bags of rocks lighter. *We don't have to carry our rocks alone.* Today we will talk about things we can do in the United States to make our bags of rocks easier to carry.

Bag of Rocks Discussion Questions

1. Think about when you first arrived in the United States. How heavy was your bag of rocks then?
2. How heavy is it now?
3. What are some examples of “small rocks” and “big rocks”? They don’t need to be something that happened to you personally.
4. What are some things that have been difficult since you came to the United States? Write them in the chart below under “Stress in the United States.”
5. What are some things that help you feel *hopeful* about your life here? Write them in the chart below under “Hope in the United States.”

Stress in the United States	Hope in the United States

6. What health problems can carrying a heavy bag of rocks for many years cause?
 - a. What are some things we can do to help these health problems?
 - b. What are some things we can do to help remove heavy rocks from our bag little by little?

Using the Think-Aloud Technique in the HSE Classroom

Purpose

To present a commonly used approach called the think-aloud technique to help engage students in higher-level thinking.

Rationale

The think-aloud technique is one way to show adult learners how to approach a variety of HSE-level readings and solve math problems. You can think of it as eavesdropping on someone's thinking.

The basic premise is that while reading viewing a selected passage, a graphic, or looking at a new math problem, you as the instructor model your thinking to approach it. You might point out previous knowledge you have related to a topic that you activate while reading an article title. You might predict what the reading will be about. Then use other strategies from there. During think-aloud, you aren't eliciting student responses or feedback, but you are modeling how you want them to approach assignments going forward.

With a math problem, you might show or explain the initial steps you're going to use to solve it. If one of your steps doesn't work correctly, you can point that out as well.

Think-aloud helps students read or do math with a purpose. It also helps to engage the higher-level thinking used for many HSE test questions. These skills will assist students with problem solving in the workplace and life in general.

On page 8, you will find a modified explanation of the think-aloud technique as you might use it with a reading passage. This explanation appears in Module 9 of ProLiteracy's Basic Literacy Tutor Training: Reading Comprehension. This training is available on ProLiteracy's Education Network.

After the explanation, you'll find a way you might apply the think-aloud technique to a graphic used in social studies HSE preparation. This approach was outlined in a December 2021 webinar from New Readers Press called "Teaching Tactics for High School Equivalency (HSE) Test Success" (see sidebar).



More Information

Here are additional resources related to the think-aloud technique that you may find helpful.

Webinar link

<https://tinyurl.com/2p8pc48f>

This is a link to the webinar referenced in this article, "Teaching Tactics for High School Equivalency (HSE) Test Success."

Think-Aloud Part 1: Introduction

<https://tinyurl.com/yckpf9ry>

Get a concise introduction to the think-aloud technique in this seven-minute video from Partners in Reading/San Jose Library, San Jose, California.

Comprehension Monitoring: Think Aloud

<https://tinyurl.com/3t6amzxp>

This video provides a demonstration and more detail about think-aloud. The video is about 25 minutes long.

Breakthrough to Math Teacher's Guide

<https://www.newreaderspress.com/btm-level-1-TG>

The Teacher's Guide for "Breakthrough to Math," Level 1, published by New Readers Press, includes an explanation of the think-aloud technique and how to apply it to math. In the Teacher's Guide, find level-appropriate games to reinforce skills, reference materials such as multiplication tables, and reproducible problem-solving graphic organizers.

The Difference Between a Think-Aloud and Direct Instruction

Here is some more information presented during the December 2021 webinar to help you distinguish between the think-aloud technique versus direct instruction.

With think-aloud:

- The instructor models thinking for students.
- Students are tasked with watching the instructor closely to see how they think.
- Instructors ask themselves questions and answer them.

With direct instruction:

- I do, we do, you do.
- Students work with the instructor in the “we do” section and work independently in the “you do” section.
- The instructor asks the students questions.



The Basic Activity: The Think-Aloud Technique

1. **Review the reading passage and select what reading strategies you will use.** Try to focus on two or three specific strategies. Explain the strategies and why they are useful so students can more easily identify them when they hear or see them used.
2. **Set the purpose for the reading, and be clear about it with students.** This is the first thing a good reader does. However, many students don't do this, especially if they've been assigned a reading. Setting the purpose also helps students connect specific strategies with specific reasons for reading.
3. **Read the article and model the strategies you identified.** Model the strategies by stopping during the reading and thinking aloud. It's important to rehearse when you'll use the strategies and what you'll say, rather than demonstrating this on the fly. This will help you focus on specific strategies and present them clearly.

It's OK, even preferred, to demonstrate the thinking process as not perfect. For example, you may make predictions that are wrong. If this happens, you can explain why you've made the error, how you recognized the error, and your correction.

While doing the think-aloud technique, have students follow along in the text and mark where you use different comprehension strategies.

4. **Identify the strategies and discuss how they were used.** Have students identify where you used each strategy and why that particular strategy was useful. Ask students if they can think of other things they've read where that strategy would be useful. Ask them to think of other strategies that you could have used.
5. **Have students use the think-aloud technique to apply the same strategies.** You can do this many ways. You can have each student read a portion of a passage and think aloud to the entire class. You can have students work in pairs and think aloud to each other while you go around the room and listen.

Applying the Think-Aloud Technique to a Graphic

The graphic on page 9 of this issue shows a U.S. map along with the title, “U.S. Infant Mortality Rate, 2010.” It is from *Social Studies for the HiSET* from New Readers Press.

Below are some of the points that you could make if you were to use this graphic as a think-aloud with students. The thoughts include various reading strategies to demonstrate the range of detail you can use with think aloud. Many of these comments were made by Steven Schmidt, an educational consultant, during the December 2021 ProLiteracy webinar.

- I'm looking at this visual and see it's a map of the U.S.
- I know that maps have titles and those are important to read. I want to look at the title and the legend that can give more information about the map.
- The title is “U.S. Infant Mortality Rate, 2010.” I know that infant mortality means infants that died under the age of one year. This map must show the rate of infant mortality in each state in 2010.

- I see that the map uses different colors. Some states like Minnesota have darker colors, and some states like Alabama have lighter colors.
- There's a legend on the right side of the map that shows what each color indicates. A lighter color shows a higher infant mortality rate.
- Are there trends in the colors? In other words, do some parts of the country have a cluster with the same color?
- I'm noticing that there is a group of states in the West with darker colors. New England also has a patch of darker colors. I see that darker colors show less infant mortality. I wonder why those states have lower rates of infant mortality.
- I'm noticing that there are more lighter colors in the Southern states. Using the legend, this means that there is higher infant mortality. I wonder why.
- I can see on this map which states have lower or higher infant mortality rates, but I don't know which specific state has the highest rate (or lowest rate).
- I'm noticing that my state, [insert state name here], has a low/high infant mortality rate.
- There's a small line on the bottom right that says the source of this information is CDC/NCHS. I know CDC usually stands for the Centers for Disease Control and Prevention, but I don't know what NCHS stands for.

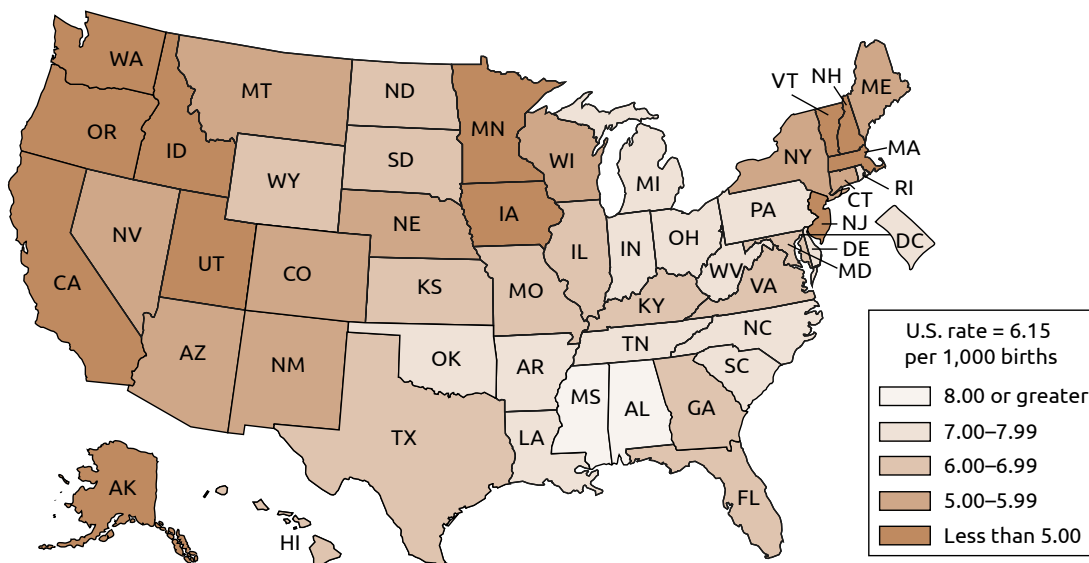
If this particular graphic would be too challenging for your students—perhaps terms like *mortality* and *legend* are not yet part of their vocabulary—it's OK. This is just a demonstration of how you can apply think-aloud to other level-appropriate activities.

Webb's Depth of Knowledge

Webb's Depth of Knowledge includes four levels of thinking (see below). Many questions on HSE exams focus on questions that prompt students to use levels 2 and 3 below. This may be something helpful to keep in mind when choosing material for think-aloud techniques.

- **LEVEL 1:** Recall and production.
- **LEVEL 2:** Skills and concepts. Students use learned concepts to answer questions.
- **LEVEL 3:** Strategic thinking. Students use planning and complex reasoning.
- **LEVEL 4:** Extended thinking. This includes information synthesis and data interpretation to solve a problem.

U.S. Infant Mortality Rate, 2010



Source: CDC/NCHS



More Information

Error Correction

<https://www.teachingenglish.org.uk/article/error-correction>

The British Council shares some basic principles behind error correction with ELLs.

EFL Teacher Training—Error Correction

<https://www.youtube.com/watch?v=AHj5IAEpih8>

This 15-minute video from Merit School Maragall (a former language school in Barcelona, Spain) addresses how and when to correct errors in the English classroom.

Error Correction in English Teaching—Part 1

https://www.youtube.com/watch?v=_xIQK9dhPqc

ELT-Training.com uses this four-minute video to address why error correction is important.

Error Correction

<https://www.youtube.com/watch?v=1JTvCDIdqwY>

This 10-minute video from SABES C&I ESOL PD Center and the Ludlow (Massachusetts) Area Adult Learning Center features teacher Diane Worth addressing why error correction—and specifically, student self-correction—is important. The video includes a demonstration of Worth in the classroom so you can see how she handles errors.

7 Tips to Encourage Self-Correction Among English Language Learners

Purpose

To present ways to encourage ELLs to engage in self-correction when speaking or writing in English.

Rationale

Correcting student errors is a normal part of the ELL classroom. After all, if students don't know what mistakes they are making, their English may not improve. Sometimes, this requires teachers explicitly pointing out errors. Other times, subtly bringing attention to errors is more appropriate.

One way that students are more likely to remember their errors is if they can identify and correct them. This article focuses on several ways instructors can help encourage self-correction of errors while speaking or writing.

For effective error correction, it helps for instructors to have a goal in mind during certain lessons. For example, grammar- or detail-focused lessons may require more error correction. For lessons where fluency is key, error correction may be important only if errors get in the way of a conversation.

7 Tips to Foster Self-Correction

- 1. Discuss the topic of error correction with students.** This brings attention to the importance of error correction. A discussion of error correction may be best suited for higher-level classrooms. You can let students know that you will sometimes correct their errors. You also could ask students individually how much they want to be corrected. Some students are eager to be corrected, while others may want correction only if they are not understood.
- 2. Repeat or write down a sentence that students may have said incorrectly.** Ask students if the sentence is good or if it needs corrections, be it with grammar, spelling, punctuation, or the way something was pronounced. This usually elicits eager feedback from students and gets them engaged. You could also do this with several sentences. For instance, if students are working in pairs on a speaking activity, you can listen to the various pairs and make notes of several sentences that may need error correction.

3. **Underline or highlight sentences in writing that need correction.**

For a writing assignment, instead of writing out the correction, underline or highlight the sentence(s) where there are errors. Another approach is to use specific written symbols depending on the error. For example, underlining could indicate a grammar error, circling a spelling error, and highlighting a word-order mistake.

4. **Make student correction part of the assignment.** They could even work with a partner to share their writing and have their partner help point out errors if students aren't sure how to spot a correction.

Another approach could be the use of your fingers or hand gestures to point out errors without making the correction. During a lesson, you can use your finger to point to an error and let students figure out how to correct it. You could use a hand gesture for an important error that occurs when a student is speaking—say, an error in verb tense.

5. **Train their “self-correction muscles” with a game.** Present students with a worksheet that has sentences with errors. You can make the activity livelier by setting a time limit or by offering a small prize to the person who finishes the activity the quickest and corrects the most errors. Practice like this will make it easier for them to spot their own errors going forward.

6. **Use “fossil” cards.** A fossilized error is an error that a student repeatedly makes over time. If you listen to certain students and hear them make the same mistake over time, encourage them to have a card they can keep on their desk that points out the error and also shows the necessary correction. For instance, a student may continuously leave the letter “s” off of plural words. A fossil card can help alert them to this common mistake.

7. **During a focus on error correction, have students record themselves speaking for a few minutes.** They can then listen back to the recording and make a note of what errors they hear. Or, students could have a recording of you as the instructor reading something aloud and compare it to a recording of themselves reading the same passage.

Monitor Your Use of Error Correction

While students should know about important mistakes, the goal is never to embarrass a student because of an error. Stay sensitive to the right time for correction. As much as possible, turn errors into a teachable moment for all students without calling out someone specifically. Focus on the positive things that students are doing before pointing out errors as much as possible. You may even want to use the word “corrections” instead of “errors” for a more positive approach.



Types of Error Correction

Here are different ways that teachers might approach error correction in the ELL classroom. This information is courtesy of LINCS. (lincs.ed.gov)

- **Explicit correction.** When the student makes a mistake, you point it out and provide the correction. **Example: Student:** “I walking my dog.” **Teacher:** “You should say, ‘I walk my dog.’”
- **Clarification request.** The teacher asks a question to better understand what the student wants to say. **Example: Teacher:** “How old are you?” **Student:** “Thirsty.” **Teacher:** “Pardon?” **Student:** “Thirty.”
- **Recast correction.** The teacher rephrases the student's error to correct it without pointing out the error. **Example: Student:** “I goes to my friend's house yesterday.” **Teacher:** “You went to your friend's house yesterday?”
- **Elicitation.** This encourages students to correct by asking them to rephrase a statement or by asking questions about what they said. **Example: Student:** “My daughter, she study at the university.” **Teacher:** “You don't need to say *she* in that sentence because you said *daughter*. Try again.”
- **Metalinguistic feedback.** This approach uses grammar and language terms to make corrections. It assumes that the learner will know these words. **Example: Student:** “The people there is smart.” **Teacher:** “The word *people* is plural so you would use the verb *are*. Try again.”
- **Repetition.** With this, the teacher repeats and emphasizes the error with the use of rising intonation. **Student:** “I interesting in nursing.” **Teacher:** “I *interesting*?” (The dialogue continues until the student gets the sentence right.)

Numeracy

Using a Nutrition Label to Teach Math (and More)

Purpose

To provide pre-HSE students with a lesson that helps them practice doubling or tripling with the use of nutrition labels.

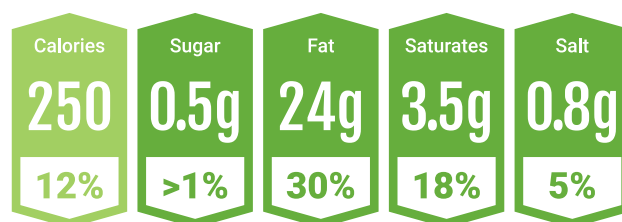
Rationale

Nutrition labels found on the foods we eat provide a lot of information. They can help tell us if a food is healthy by indicating its calorie count and grams of fat. They also share information on serving sizes and the vitamin and mineral content in each food.

In addition to using a label for health purposes, nutrition labels also can become a part of math practice activities. In the activity below, a nutritional label from a cereal box is used to prompt students to practice doubling or tripling certain numbers. This lesson works best if your students have learned how to double or triple numbers but may need additional practice with it.

The Basic Activity

- 1. Ask learners what nutrition labels are.** Facilitate a brief discussion where the class can share what information is usually included on a nutrition label. Do they look at nutrition labels to help make decisions about what to eat? Although that is not the main focus of this lesson, this can activate some thought on why and how these labels are used.
- 2. Provide students with the handout on page 14 of this issue.** Ask them to take a minute to look at the nutrition label. Ask: What food is this for? The correct answer is cereal. In addition to the smaller print that says *cereal*, is there any other way that they know it's cereal? They may say that the shape of the box was a clue. Ask students to take a minute to look at the rest of the label. What else do they notice about the label? You may want to point out that the *g* used with some items stands for grams. You can also let them know this is just part of a food label, not a complete one.



More Information

Check out the links below to consider other ways to use food labels in your lessons.

How to Calculate Percent Daily Value

<https://sciencing.com/calculate-percent-daily-value-7504361.html>

The website Sciencing shares additional ways you can use nutrition labels in math lessons. The link shared here focuses on how to calculate percent daily value using a nutrition label.

Interactive Nutrition Facts Label

<https://www.accessdata.fda.gov/scripts/InteractiveNutritionFactsLabel/#intro>

This website from the Food and Drug Administration shows a sample nutrition label and allows you to click on different parts of the label to find out more about each nutritional area, such as calories, protein, and more. This is helpful if you focus on the health and nutritional aspect of food labels.

Food Label Smarts

<https://www.youtube.com/watch?v=KlwCAM3oNQI>

The American Heart Association produced this 1½ minute video that goes over the parts of a food label. Although the video is more health-oriented, you still may find it useful with the current activity because it mentions how doubling your serving will increase the number of calories and fat that you eat.

3. **Direct students' attention to the questions on the handout.** Give students time to answer the questions. Discuss answers and clarify any points of confusion. *Answers: 1. 280 calories/560 calories 2. 720 calories 3. 74 grams 4. 4%/30%/with milk 5. 24 grams 6. 3 servings 7. 12%/12% 8. 26 grams/39 grams*

While working on the worksheet and reviewing answers, ask students why it may be helpful to find out calories, fat, and other information for double and triple servings of a food item. Answer: The amount that you eat may be more than the serving size on the label. If you have the chance, you could even bring in a food item to demonstrate the recommended serving size and show what a double or triple serving of that food looks like.

4. **For further practice, you can bring in other foods with nutritional labels or ask students to do so.** Using the foods brought to the classroom, have pairs of students analyze each label and double or triple certain numbers on it, such as calories, fat, sodium, or protein. Another approach is to bring in (or have students bring in) another box of cereal. Students could compare the nutritional information on that box of cereal against the generic cereal box food label information used with this activity.

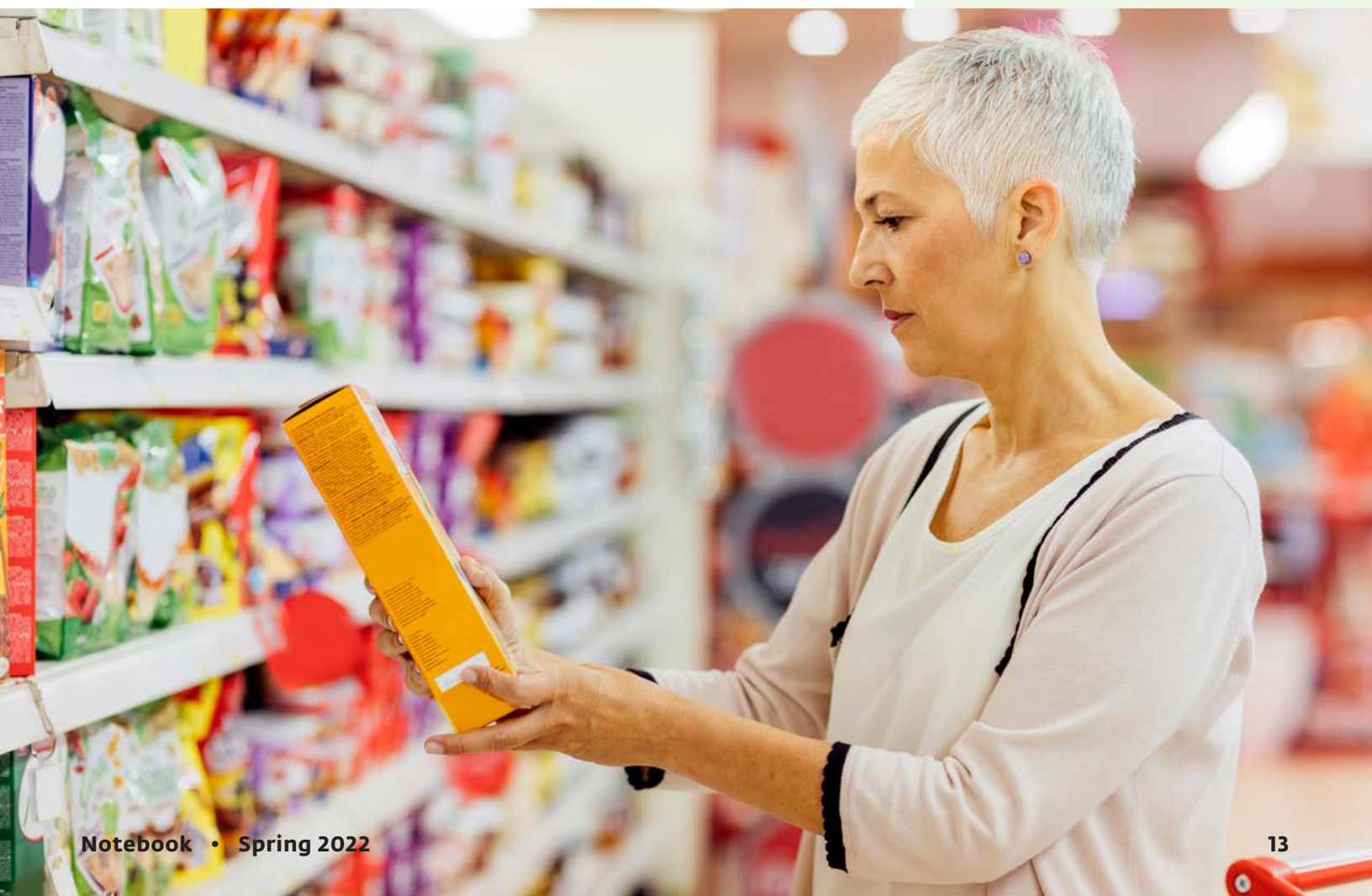
Note: The food label used with the current Notebook activity is an older version of a food label, not the latest version. However, it contains much of the same information.

More Information

New Food Label Will Include Added Sugars, Other Major Changes

<https://www.newsforyouonline.com/new-food-labels-will-include-added-sugar-other-major-changes>

The weekly newspaper *News for You*, published by New Readers Press, published an article in 2016 on changes that were planned and that are currently used on food labels. If you are prompted to add a password to access the article, use the password "label" (no quotation marks needed). Readers can both read and listen to the article and answer 10 online questions related to the article.



Double and Triple It!

1. How many calories are in one serving of this cereal with $\frac{1}{2}$ cup of skim milk? _____
How many calories would there be in two servings with milk? _____
2. How many calories would there be if you had three servings of the cereal without milk? _____
3. How many grams of carbohydrates would there be if you doubled your serving of this cereal?

4. You want to compare whether having this cereal with or without milk provides more calcium. What percentage of your daily value of calcium is contained in a double serving of this cereal without milk? _____ How about a double serving of this cereal with milk? _____ Which option is a better choice if you want more calcium? _____
5. How much fat would you be eating if you ate a triple serving of this cereal? _____
6. If you ate three servings of this cereal every time you had some, then how many total servings would there be in the box? _____
7. What percentage of your daily value of iron is in a double serving of this cereal without milk? _____ How about a double serving with milk? _____
8. How many grams of sugar are in a double serving of the cereal?
_____ How about a triple-sized serving? _____



Nutrition Facts			
Serving Size $\frac{2}{3}$ cup (51g)			
Servings Per Container About 9			
	Cereal with $\frac{1}{2}$ cup Skim Milk		
Amount Per Serving	Cereal	Skim Milk	
Calories	240	280	
Calories from Fat	70	70	
% Daily Value**			
Total Fat 8g*	12%	12%	
Saturated Fat 2.5g	13%	13%	
Trans Fat 0g			
Cholesterol 0mg	0%	0%	
Sodium 50mg	2%	5%	
Total Carbohydrate 37g	12%	14%	
Dietary Fiber 3g	12%	12%	
Sugars 13g			
Protein 4g	8%	16%	
Vitamin A	0%	4%	
Vitamin C	0%	0%	
Calcium	2%	15%	
Iron	6%	6%	



Exploring Resources

TABE Course Available Online

<https://www.newreaderspress.com/digital-solutions>

New Readers Press Online Learning recently added a digital course aligned to the TABE test. The course covers reading, language, and math at TABE levels E, M, D, and A. The course features pretests to identify students' strengths and weaknesses and create individualized study plans. Detailed instructional content includes Try It questions for students to practice skills as they learn them. Lessons include skill examples, guided practice, and independent practice. Unit Reviews and Practice Tests include questions modeled on the TABE test. Students can study 24/7 on all devices for personalized blended and distance learning. You can request a 30-day trial or a 90-day pilot by contacting New Readers Press customer service at 800-448-8878.



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:

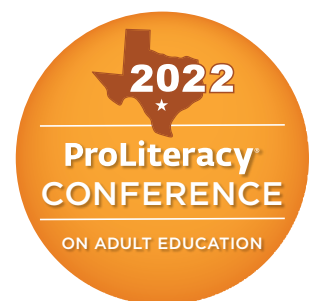
- New courses in **Crisis Management** and **Change Management** are part of the **Adult Literacy Management and Leadership Training**.
- **Learning to Use Learning Circles** online courses are for administrators and facilitators. Learning Circles combine traditional group instruction with digital content as a way to expand the services literacy providers are able to offer.
- **Understanding Finance and Money** is an online course for students to help them learn introductory concepts of finance and money while improving their reading.
- Also available is a collection of low-level **pleasure-reading books** that students can access online.



ProLiteracy Conference Coming to San Antonio in October

<https://www.proliteracy.org/Professional-Development/ProLiteracy-Conference>

ProLiteracy has rescheduled its 2021 conference. The conference will now be October 3-5, 2022, at the San Antonio Marriot Rivercenter, San Antonio, Texas. We are excited to get back together for some great in-person workshops and networking! Please visit the link above to learn more about the workshops, featured sessions, keynote speaker, and registration. Registration for the conference opened May 2, and early bird registration will close on August 12, 2022. We can't wait to see your smiling faces in October!



Notebook

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TUTOR PROFILE

PASSION FOR TEACHING HELPS EAST HARTFORD PROGRAM FLOURISH

By Vanessa Caceres



John Bergman of East Hartford Adult and Continuing Education in East Hartford, Connecticut, has worn many hats for his organization, including instructor, educational technology coordinator, and GED® specialist. Most recently, Bergman was promoted to become the GED program facilitator for the organization.

Bergman's passion for his job has kept him motivated to serve students in each of these roles.

Bergman began working in adult education in Rhode Island about eight years ago and fell in love with the "super enthusiastic" students. He had finished his undergraduate studies shortly before. He loved working with adult ELLs.

He began to teach at East Hartford, took educational technology classes,

and got certified to teach adult ESOL. When an educational technology specialist position opened up at the program a little over three years ago, "I jumped at it," Bergman says.

In early 2020, much of Bergman's time focused on assisting students and teachers to study remotely during the COVID-19 pandemic.

This included bringing teachers and students up to speed quickly with Zoom, says program director Dr. Anthony Mangiafico. Within a week after the pandemic shutdown in March 2020, teachers were ready to give live instruction remotely.

Bergman also helped to set up virtual testing and registration for the following semester. This included getting some ELLs who knew little English tested and into classes using instructional emails.

Bergman is proud of the teachers who did not have much technology experience but aptly learned to use it.

The success of virtual learning at East Hartford continues today with a popular online morning GED class in addition to a hybrid GED class and the in-person classes that have resumed.

While Bergman attributes much of the program's success to the dedicated staff, Mangiafico believes Bergman deserves praise. "Our program would not be as successful if John were not part of it. He truly is part of the foundation on which we build," Mangiafico says.

Bergman is receiving the 2022 Ruth J. Colvin and Frank C. Laubach Award for Excellence in Community-based Adult Literacy from ProLiteracy. The award will be presented during ProLiteracy's conference later this year.