

# Literacy Volunteers of Coconino County

## LVCC Reader

LVCCReads.org

Fall 2007

### Board Members

2007 - 2008

**Phyllis Wolfskill**

President

**Charlie Silver**

Vice President

**Rick Smith**

Treasurer

**Judy Finney**

Secretary

**Anne Buzzard**

**Barbara Coyne**

**Barb Eickmeyer**

**Scott Kemp**

**Kathy Mahosky**

**Jean White**

**Jean Hockman**

**Holly Taylor**

Emeritae

### LVCC Staff

**Ann Beck, PhD**

Executive Director

**Laura Bohland, MA**

Program Manager

**Carrie Morgan Cannella**

Education Specialist,

Newsletter/Website Editor

**Rachel Richards-Tripp**

Office Assistant

**Amy Louis**

AmeriCorps Member

*LVCC is a fully accredited  
affiliate of ProLiteracy*



Volunteers hard at work on the mural.

### In Remembrance

With sorrow, LVCC would like to recognize and honor Judy Hindman as a dedicated Literacy Volunteer and friend. She died on September 3rd in an accident in Cabo San Lucas, Mexico.

Judy went through LVCC tutor training in June of 2006 and worked with several learners over the course of the following year as a tutor. The learner she was working with at the time of her death is extremely saddened by the loss of her tutor, whom she regarded as a teacher and a friend.

Judy liked being outdoors, cooking,

reading, spending time with her family and playing sports. She was a retired elementary school teacher with three children and three grandchildren.

If you recall, there was a story in the spring newsletter entitled "Something So Small that Means So Much" about Judy's experience helping her learner at the time get both her driver's license and the necessary glasses for driving. This is just one example of the compassionate commitment she had for her learners. We at LVCC will remember Judy as a cheerful and generous person. ✨

### Getting Creative

If you haven't been to visit the new mural at Sawmill Park off of Lone Tree, then you're missing out! A contest for the art was instigated by Jordan Ripley, LVCC's 2006 AmeriCorps member, last year about this time. People of all ages submitted entries to illustrate the concept of "Reading is the road to..." on International Literacy Day 2006.

LVCC's newest AmeriCorps member, Amy Louis, began her LVCC service in August. Amy immediately set about completing the mural project by utilizing the winning sketch to fully design the mural. It turned out beautifully and was truly a community effort. Special thanks go to talented muralists Cy Wagoner and the Native Movement Artist Collective.

Amy continues to tutor LVCC learners and is now a part of the LVCC staff. She likes drawing, reading, sports, sewing and the outdoors. Please welcome Amy when you see her at the office.

Speaking of art, our summer Art Walks were a great success and were enjoyed by many. It was exciting to connect the program and the people in it to the beauty of art. On the first Friday of July, LVCC hosted Jean

Rukkila's illustrated letters. Jean also gave an illustrated letters workshop in May, and some of our tutors' letters were also on display. If you haven't shown your learner how he or she might add art to a personal letter, it would be a great lesson. Art adds a great amount of creativity, fun and personality.

On the first Friday of August, we held an Art Walk with art from several tutors and learners in the program. There was much variety on show here at the office from learners and tutors. Learners' work on display included Janna Dahl's fantastic paintings, Blanca Flor Nava's fun piñatas and Luz Adriana Penhaker's beautiful photography.

Tutors' work included Betty Smith's exquisite mixed-media, Sharon Richards' hand-dyed textiles, Shirley Coles' lovely paintings, Colleen Plemmons' unique images, Mary Carter's nature-inspired mixed-media and staff member Rachel Richards' vivid canvases.

Needless to say, we didn't realize the extent of the talent within the organization! Thank you for all who took part in these Art Walks. We intend to show LVCC artists' work again next summer, and we hope you will become involved. ✨



Amy in front of the completed mural "Reading is the Road To...".



Janna Dahl with some of her paintings at the second LVCC Friday Art Walk.

## One Way to Teach Short Vowels By Harriet Brown

1) Make (or help your learner make) a word card for each of the 5 vowels. Each needs a picture of the short vowel word and the word with a short vowel accent mark above the vowel. Fairly easy pictures to draw include apples, elephants, igloos, octopuses and umbrellas. For further clarification, you may want to put a small word you are sure your learner will know on each card down in a corner (such as at, bet, it, got, gum).

2) State the rule from page 133 of *LitStart*: "If a word has only 1 vowel, that vowel is usually short." Be ready to state the rule over and over again (until your learner knows it so well he starts telling it back to you!). Also, be ready to repeat the clue words, such as "apple" or "elephant" when the learner pronounces a short vowel incorrectly.

3) Practice each vowel sound, starting with "a," one at a time in rhyming words like those found in *LitStart* pages 218-220. Repeat as many lists and as often as is needed. Again, after noting that each word in most lists has one vowel, repeat the "1 vowel" rule. Repeat clue words as needed. If your learner needs further practice, continue with one or more of the following materials. You may choose to use one of these LVCC books:

a. The words with the vowel at the beginning as found on page 208 of *LitStart*. If the learner needs more study, you might use Strategies 26 and 27 in *LitStart*.

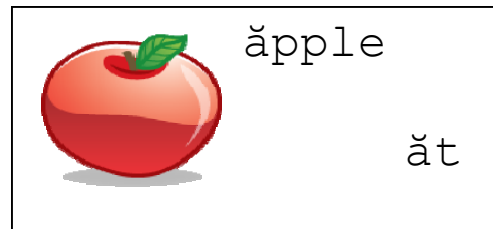
b. *Challenger 1* reviews long and short vowels in lessons 1-4. Starting with lesson 1, have the learner read the short "a" words in all 4 lessons. Then, when the learner is ready, either at that session or the next, go back and do each of the other short vowels in lesson 1-4, one vowel at a time. Repetition is necessary, so continue until short vowel pronunciation becomes easy for the learner.

c. *Laubach Focus on Phonics* workbooks have many pages of rhyming words with short vowels that are accompanied by exercises for practice.

4) Test each vowel sound by using *Fry's Phonics and Whole Words Activity Book 1 or 2*, beginning on page six of *Book 1* and page seven of *Book 2*. You might also use the reviews in each book at the end of the five short vowel studies.

5) When you are satisfied that your learner is confident with short vowels (as shown by correct pronunciation most of the time), then you will move on to long vowels. Before you go there, repeat the "1 vowel" rule and call their attention to the difference between most short and long vowel words: words with long vowels usually contain two vowels (key word: "usually." Avoid saying "always" when talking about the English language because of the many exceptions to any rule). The long vowel rules can be found on page 133 of *LitStart*.

When teaching short vowels, remember to overuse the repetition of the "1 vowel" rule. Soon your learner won't need the rule or the clue words! When my learner mutters, "If there is only 1 vowel ..." as he looks at a new word (or syllable), then I know that the repetition has paid off and he knows short vowels.



## Save the Date!

**Oct. 23** **Learner Workshop: Immigration Discussion:** 6:00 to 7:30 pm at the LVCC office. The topic of immigration rights is confusing to many. Does your learner want to learn more? Please tell your learner about a discussion in Spanish given by Northern Arizona Interfaith Council (NAIC). A similar workshop for tutors will be announced at a future date.

**Nov. 15** **Tutor and Learner Family Literacy Workshop: Your Child's First and Most Important Teacher-You!** 6:00 to 9:00 pm at the LVCC office. This workshop is particularly designed for tutors working with learners who have goals related to the education of their children. Parents have a large impact on children's education, and this workshop will give parents tips on how to take an active role.

**Dec. 1**  
**Save the Date** **Volunteer and Learner Recognition Brunch:** 10 am-1pm at Coconino Community College, Lone Tree Campus, 2800 S. Lone Tree Rd. Join us in a special ceremony as we thank you for your dedication and recognize your learners for their hard work.

**Ongoing** **History of the English Language Brown Bags:** Every Wednesday from 12:15 to 1:45 pm until the DVD lecture series is completed in January. Join an enthusiastic group in lively discussion about the fascinating language of English. Don't forget to bring your brown bag lunch!

## A Message for Veteran's Day:

### Love, Literacy, & Liberty: Songs in the Literacy Lessons of the World Wars

By Tom Sticht, International Consultant in Adult Education

When the United States entered World War I in 1917, Cora Wilson Stewart, founder of the Midnight Schools of Kentucky for illiterate adults, recognized that many of the men from the hills and hollows of her county would be called to war as illiterates. She saw the need to teach these men to read and write before they left their families and other loved ones for distant shores in countries they knew nothing about. So she created *The Soldier's First Book* and got the Young Men's Christian Association (YMCA) to use it in their education programs for soldiers.

Later, the YMCA used a new book called *Camp Reader for American Soldiers* to teach literacy to thousands of men who entered into World War I as illiterate or non-English speaking soldiers. This book incorporated a number of songs that were used to help men learn to read and to maintain their morale while they were miles from home. A footnote on one page of the *Camp Reader* advised teachers to "Sing with class. Have pupils follow printed text as they sing. For writing lessons have pupils copy stanza 1 from script and write stanza 2 from print."

One of the songs used to teach literacy and keep up the morale of the literacy students was from England, and the chorus went like this:

*Pack up your troubles in your old kit-bag,/ And smile, smile, smile,/ While you've a lucifer to light your fag,/ Smile, boys, that's the style./ What's the use of worrying? It never was worthwhile,/ So pack up your troubles in your old kit-bag,/ And smile, smile, smile.*

Another song helped the soldier literacy learners think of their loved ones and how they were fighting to keep them safe. The chorus was:

*There's a long, long trail a-winding/ Into the land of my dreams,/ Where the nightingales are singing/ And a white moon beams/ There's a long, long night of waiting/ Until my dreams all come true;/ Till the day when I'll be going down/ That long, long trail with you.*

The thought of returning from war to be with loved ones seems to always be on the minds of soldiers. During World War II, over 250,000 illiterate or non-English speaking men were taught literacy in Special Training Units of the U.S. Army before being sent into battle. One innovation introduced in the literacy training programs was the use of a cartoon strip featuring fictional soldiers Private Pete and his sidekick Daffy. These cartoons were usually two page spreads in a special newspaper for literacy students called *Our War*.

*Our War* editors understood that the hearts and minds of the troops were on family and friends, often girlfriends, back home. The cartoons sometimes told

stories about visits with girlfriends and included scenes in which Private Pete and friends were singing songs.

One popular song of the time was aimed at making separations between the soldiers and their sweethearts more bearable. In the August 1943 issue of *Our War*, the cartoon strip was about a letter Private Pete got from another soldier friend of his who told about how he was going overseas. A cartoon frame shows him and a group of his buddies traveling in the back of an army truck singing a song called "Don't Sit Under the Apple Tree":

*Don't sit under the apple tree with anyone else but me/  
Anyone else but me, anyone else but me No! No! No!/  
Don't sit under the apple tree with anyone else but me/  
Till I come marchin' home/ Don't go walkin' down  
Lover's Lane with anyone else but me/ Anyone else but  
me, anyone else but me No! No! No!/  
Don't go walkin' down Lover's Lane with anyone else but me/ Till I come  
marchin' home.*

In *Our War* for March 1944, Private Pete and Daffy spend a quiet Sunday in camp. They take in a movie, and afterward Daffy says, "This winds up a great day, Pete. I feel like singing, too!" A group of soldiers is then shown sitting in the barracks singing:

*When the lights go on again all over the world/ And the boys are home again all over the world/ And rain or snow is all that may fall from the skies above/ A kiss won't mean goodbye but hello to love/ When the lights go on again all over the world/ And the ships will sail again all over the world/ Then we'll have time for things like wedding rings and free hearts will sing/ When the lights go on again all over the world.*

Whether we call it Veteran's Day in the United States or Remembrance Day in Australia, Canada, Ireland, New Zealand and the United Kingdom, we remember and honor the millions of those who fought for liberty and freedom in times of the World Wars. We recall the heartfelt songs they sang, the words of which hundreds of thousands learned to read only after becoming soldiers. We think of the moms, dads, sisters, brothers, and sweethearts whose love sustained the soldiers in wars long ago and, sadly, in wars of today. We still wait "till they come marchin' home" and "a kiss won't mean "goodbye" but "hello to love."





715 N. Humphreys Phone: 928-556-0313  
Flagstaff, AZ 86001 Fax: 928-556-9360  
Web: LVCCReads.org Email: lvcc tutor@lvccreads.org

"Amazing, isn't it? We have over a half-million words to communicate with, but half of everything we write and read depends on only 0.02 percent—on only those 100 most frequent words."  
Frank B. May in *Reading as Communication*

*Changing lives  
through literacy*

Would you like to receive this newsletter via email?  
Let us know by calling 556-0313 or by emailing  
[lvcc tutor@lvccreads.org](mailto:lvcc tutor@lvccreads.org)

## Considering Phonics

Have some free Internet skimming time? An interesting web site is <http://www.donpotter.net/ed.htm>, but one must be willing to put some time into the exploration of it. Basically it is a site that includes many, many resource links on education with a special emphasis on phonics. Some of the links are disconnected, but it is still a worthwhile site to browse through. There are links to free phonics programs, e-books on teaching phonics and reading, articles about brain research as related to

reading and historical texts as well.

Don Potter has obvious positions related to teaching reading, and this is clear on the site (another reason to teach your learner to be careful when conducting Internet searches). The author clearly believes phonics instruction to be key to teaching reading—he is on one side of the age-old controversy between phonics and whole language. What do *you* think? Read up on the topic and share your views with us at [info@lvccreads.org](mailto:info@lvccreads.org).

## The ONE Thing!

Many tutors ask if they should correct every mistake. That can be very discouraging even to a seasoned writer. Instead, ask what's the ONE THING my student can learn right now to improve his or her work the most?

Perhaps it will be putting a period at the end of a sentence or capitalizing the first word in a sentence. Select the one thing that will improve his or her work the most and focus on that until it is learned. It may take a few lessons or many. When the new concept has been learned, ask the same question. You can always take notes on other issues that you can focus on later.

The student will remember more, improve his or her work faster and have a more positive experience, too! For more information, go to the GreatStart5 Tutor Training Manual on the website [www.greatstart5.com](http://www.greatstart5.com) and look in module eight.

To log in, type in user name "goal" and password "badger" and then click on "Tutor Central." There are ten training modules, activity ideas and more. If you haven't explored this website yet, we encourage you to make use of it. It is full of tools designed especially for you!

*Adapted from Great Start 5 Tooter Newsletter, Fall 2007*