

# Tutor Exchange

SPRING 2006

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“No one is useless in this world who lightens the burdens of others.”

Charles Dickens  
(1812-1870)

## It's a Disaster!

*information taken from The National Crime Prevention Council at [npc.org](http://npc.org).*

Since the terrorist attacks of September 11, 2001, Americans have been eager to make preparedness part of their daily lives. This article features information about disaster preparedness. For information about two recent disasters, see the articles in this issue on tsunamis and hurricanes.



Regardless of where we live, it is important we be prepared for disasters.

The National Crime Prevention Council's Web site ([nccp.org](http://nccp.org)) shows the following checklist to help families take the necessary steps to protect themselves and their neighbors in the event of a future terrorist attack or other emergency.

Make a list of important phone numbers, such as non-emergency numbers for the police and fire departments, FBI field office, and local emergency management office, and post it by your telephone. Make sure children know how to dial 911 or O in an emergency.

Develop a communications plan for the family. Choose someone who does not live with the family (preferably out of town) that everyone can contact in the event family members are

separated during a disaster. Family members should carry the phone numbers with them.

Establish a meeting place for family members if home or neighborhood evacuation is necessary. Pick one place near the home and one outside the neighborhood in case family members cannot return after a disaster.

Assemble an emergency preparedness kit that contains the following supplies:

1. three to five day's supply of water (one gallon per person per day)
2. food that will not spoil and requires no cooking
3. first-aid kit
4. needed prescriptions and non-prescription medicines
5. emergency tools (battery-powered radio, cell phone, flashlight, and extra batteries)
6. personal items like toilet paper and plastic garbage bags
7. blankets and a change of clothing for each person
8. portable generator, if possible

Here are some other tips:

- Take a basic course in CPR and first aid.
- Learn how to turn off water, gas, and electricity at main switches.
- Learn about emergency plans for children's school or day care center.

*please see DISASTER, page 6*

## Turn Right



Whether our students are going to work or school, they all need to understand the directions to get from place to place. Your student can use a commercial map for the following activity; however, if your student is kinesthetic, she may want to make one. You will need plenty of time, a large piece of butcher paper, and a few felt pens. You and your student should identify specific locations she needs to go to, such as work, grocery store, doctor's office, the library, shopping mall, and her home. Draw a large map of the general area selected. Be sure to include highways, free-

ways, major intersections, and landmarks. Then label the locations you and your student have selected.

Whether your student uses a commercial map or makes one, discuss the locations on the map. Together, pick a beginning location, such as her home, and a location that will be the final destination, such as the grocery store. For lower-level students, describe each leg of the trip in short sentences. Example: *Take Lincoln Avenue two blocks and turn right.* Using a pen, show your student the route. Repeat as many times as necessary. Some students will benefit from writing the instructions themselves or seeing them written by you. Do the same to describe each portion of the trip until you reach the destination. For a higher-level student, don't tell her the final destination; instead, give the directions verbally or in writing and ask her to tell you the final destination.

Once a lower-level student is comfortable with the activity, choose a destination but don't say where it is. Encourage her to follow your directions by tracing the route on the map as you describe each segment. Discuss the directions together if she makes a wrong turn. When she arrives at the destination, ask her to tell you where she is and how she got there. A more advanced student can switch roles and give you directions to follow on the map. Ask her to write a story about the trip. After a higher-level student has written her story, review the sentences for the parts of speech.

- Identify and discuss the verbs and verb tenses.
- Categorize the verbs as regular and irregular.
- Find adjectives and the words (nouns) they describe, and adverbs and the words (verbs, adjectives, other adverbs) they describe.
- Identify opposite words. For example, if one verb is *came* can she think of an opposite verb, such as *went*?

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# Tsunami Disaster

*used with permission and taken from fema.gov*

Images of the tsunami disaster a little over a year ago, in December 2004, were chilling. Some countries had their coastlines changed forever as the massive waves destroyed the beaches and countryside. Understanding what causes a tsunami can help us prepare for them.

A tsunami is a set of waves that is generated by a disturbance under the ocean. The disturbances can be immense earthquakes, meteors hitting the ocean, volcanic eruptions, or landslides. A series of waves from the disturbed area, traveling at 450 miles per hour (mph), will spread outward in all directions, similar to the ripples caused by throwing a rock into a pond. These waves can be one hundred feet high and be five to ninety minutes apart. When these massive waves are in deep water, very little of the wave may be visible on the surface, but as it approaches a coastline with shallow waters, the bottom of the wave touches the shallow ocean floor and a portion of the top of the wave is raised above the water line. The result is a series of high waves that smash into the shore causing massive destruction. They come ashore in a series of *crests* (high water levels) and *troughs* (low water levels).

Tsunamis can originate hundreds or thousands of miles from a coastal area and take hours to reach the shoreline. Areas at greatest risk are coastal areas less than fifty feet above sea level and within one mile of the shoreline.

As a tsunami approaches, water along the coastline recedes into the ocean as the massive wave

**WANT MORE?**

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approaching shore pulls water into its path. This causes a rapid change in the water level and is an indication of an approaching tsunami.

According to the Federal Emergency Management Agency (FEMA), Hawaii has the highest tsunami risk, averaging one every year, with a damaging tsunami every seven years. The Alaska coastline is also at high risk, averaging a tsunami every 1.75 years, with a damaging tsunami every seven years. The west coast experiences a damaging tsunami every eighteen years on average.

## Tsunamis of the Past

In addition to the tsunami in 2004, there are other tsunamis worth noting.

- In 1964 an Alaska earthquake generated a tsunami with waves between ten and twenty feet high along parts of California, Oregon, and Washington. It caused \$84 million dollars in damage and killed 123 people in those states.
- In 1929 a severe earthquake in the Grand Banks of Newfoundland generated a tsunami that caused considerable damage and loss of life at Placentia Bay, Newfoundland.
- In 1946 a tsunami with waves of twenty to thirty-two feet crashed into Hilo, Hawaii, flooding the downtown area and killing 159 people.

## Be Prepared

At the early signs of a possible tsunami, move to higher ground. Have the following disaster supplies on hand as part of an emergency preparedness kit:

1. flashlight and extra batteries
2. portable, battery-operated radio and extra batteries
3. first aid kit and manual
4. emergency food and water
5. non-electric can opener
6. essential medications
7. cash and credit cards
8. sturdy shoes
9. change of clothes
10. blankets

*please see TSUNAMI, page 5*



## Cut It Out ~ Cut It Out ~ Cut It Out

### Activities to clip and use

## From Anti to Sub

A prefix is a group of letters that is added to the front of a root word. The more prefixes a student knows, the more options he has to express himself verbally and in writing, the more clues he has to decipher new words read, and the more clues he has to the correct spelling of some multi-syllabic words.

A common prefix your student might already know is *sub-* (*submarine* and *subway*). The prefix *sub-* means “below or under.” Since the root word “marine” refers to “water” or “ocean,” and the prefix *sub* refers to “under,” the new word formed, (*submarine*), means “under water.” A prefix changes the meaning of the original root word, but does not change the spelling. Here are some common prefixes:

*Anti* means “against.” Common words with *anti* as a prefix include *antiwar*, *anticrime*, *anti-inflammatory*. Examples: The *antiwar* protestors demonstrated in front of the United Nations. We installed a burglar alarm system and put on new deadbolts as part of the neighborhood’s *anticrime* campaign. I take an *anti-inflammatory* for my arthritis.

The prefix *de* is used in front of a root word to signify “down or away from.” Your student may already know words with this prefix. They include *depress*, *depart*, and *deport*. Examples: The astronaut *depressed* the button to release the satellite. The flight attendant said we will *depart* on time. The suspect was found guilty and was *deported* back to Russia.

The prefix *hyper* is used frequently as well. It means “above or beyond.” Common words using this prefix include *hyperactive*, *hypersensitive*, and *hyperventilate*. A *hyperactive* person is someone who is more active than most people. A *hypersensitive* person is excessively sensitive or more sensitive than most. When a person *hyperventilates*, he breathes more rapidly than normal and may become light-headed.

The prefix *in* has a few different meanings, including “not.” If someone is not sane, he is *insane*. If someone is *incompetent*, he is not competent. The prefix *ir* can have the same meaning. Someone who is *irresponsible* is not acting responsibly. If a heartbeat is *irregular*, it is not beating normally.

## Activity

Review material your student is reading, such as a book, magazine, or newspaper and find these prefixes. Discuss the root words and the meanings of the words. Check to see if the meaning of the prefix found is the same as the meanings shown above. There may be instances when this is not true, but the majority of the time it will be true. Ask your student to keep a list of prefixes he discovers, examples of the prefixes in sentences, and their meanings.

## It's or Its

used with permission from [www.stormloader.com/garyes/its](http://www.stormloader.com/garyes/its)

One of the most common spelling mistakes we make is using the incorrect form of *its*. According to stormloader.com, *it's* is a contraction for *it is* or *it has*. *Its* is a possessive pronoun meaning *belonging to it*. There is no such word as *its'*. If you can replace *it's* with *it is* or *it has*, then use *it's*; otherwise, use *its*. The Web site also offers another test; *Its* is the neuter version of *his* and *her*. Try using *her* in the sentence where you think *its* belongs. If the sentence still works grammatically (if not logically) then your word is indeed *its*. Examples: *It's been good to know you.* (contraction: it is) *It's a bird! It's a plane!* (contraction: it is) Lastly, the Web site gives us this example: *The dodo bird is known for its inability to fly.* (possessive pronoun: its inability, meaning the dodo bird's inability)

please see IT'S, page 5

# Cut It Out ~ Cut It Out ~ Cut It Out

## Activities to clip and use



### It's

*continued from page 4*

Take the opportunity next time your student is writing and encounters the word *it's* or *its* to discuss the different spellings and uses of these two words. Try using the substitutions described above to find out which spelling is correct.

### Out of Site!

*used with permission from thestudyplace.org*

It is very important that students become familiar with technology, including how to use the Internet. Use it to find new information about a topic of interest and to study literacy skills. We recommend you explore [thestudyplace.org](http://thestudyplace.org). Although it is designed for teachers and students, it can be used by tutors and learners. It has activities to learn English, practice reading, learn math, and develop job skills. Tutors can use the section for teachers. It includes activities to create lessons using simple forms, find ready-made lessons online, create a home page, and track student progress. The home page includes an area to sign in and take a quick tour.

The Web site looks engaging for both tutor and student. The first time you log on, click on *Teacher Sign-In* and create a password and ID for your student. Your student will need these to log on to the student activities. Once you have a password and ID, you will be asked to complete information on several simple screens. You will be writing a goal for a lesson, selecting activities, completing information about the lesson, and then saving it for the student to use when he logs on. If you and your student like the Web site, it can provide him with the opportunity to work online independently at home.

To access this Web site, go to [sclln.org](http://sclln.org) and click on the *links* icon on the left side bar. Scroll down to *The Study Place*.

### Tsunamis

*continued from page 3*

For more information about disaster preparedness, contact the American Red Cross ([redcross.org](http://redcross.org)) or the Federal Emergency Management Agency ([fema.gov](http://fema.gov)).

### Activity

- Work together to develop an evacuation plan for your families. Be sure the plan includes more than one route in the event roads are blocked. Use the Internet to develop a list of items to include in an emergency kit.
- Review this article to find out which communities are most vulnerable to tsunamis.
- Determine if the community you live or work in is vulnerable to tsunamis.
- Locate Hawaii and Alaska on a map.
- Contact the American Red Cross and FEMA for free materials they may have about developing family plans for disasters.

*“Fall is my favorite season in  
Los Angeles, watching the birds  
change color and  
fall from the trees.”*

—David Letterman (1947- )

### We Welcome Your Comments

Address your questions or comments to Editor, *Tutor Exchange*, P. O. Box 15117, Anaheim, CA 92803-5117 or [EveyRenn@sbcglobal.net](mailto:EveyRenn@sbcglobal.net). Please include your name, library or program, and phone number. For a list of criteria for articles submitted, please contact the editor. Please submit articles by February 5, 2006; May 5, 2006; August 5, 2006; or December 5, 2006 for consideration in subsequent issues. Articles or letters submitted for consideration become the property of SCLLN and are subject to editing for clarity, message, and space.

# Disaster

continued from page 1

- Draw a floor plan of the home and mark two escape routes from each room.
- Practice the evacuation plan.
- Know the community's evacuation routes.
- Work with Neighborhood Watch group or civic association to create a community disaster preparedness plan.
- Go to [ncpc.org](http://ncpc.org), [fema.gov](http://fema.gov), and [redcross.org](http://redcross.org) for more detailed information on disaster preparedness.

## Activity

Activities for a disaster preparedness plan may take several weeks. Each week, work with your student on one or more of the items on the checklist. Here are some ideas to help:

- Ask your student to make a list of important phone numbers, such as non-emergency numbers for the police and fire departments, FBI field office, and local emergency management office. Remind your student to post it by his telephone. Make sure his children know how to dial 911 or O in an emergency.
- Help your student develop a communications plan for his family. Ask him to choose someone who does not live with him (preferably out of town) that he and other family members can contact. Work together to make cards for his family so that members can carry the phone numbers in their wallets or pockets.
- Talk about establishing a meeting place for family members in the event there is an evacuation of his home or neighborhood. Ask him to select one place near his home and one outside his neighborhood in case he can't return after a disaster.
- Ask him to assemble an emergency preparedness kit.
- If he wants to take a basic course in CPR and first aid, help him contact the American Red Cross chapter in his area.
- Find out if his children's school or day care

center has an emergency plan in writing. Suggest he obtain a copy of the plan and review it.

- Together, draw a floor plan of his home and mark two escape routes from each room. When he is familiar with the evacuation plan, ask him to practice it with his family.
- Check with the library to find out about his community's evacuation routes. Discuss these routes with your student.
- Find out if there is a Neighborhood Watch group or civic association in his community that is creating a community disaster preparedness plan. Make sure he has a copy of it and understands the information.
- Show him Web sites for emergency preparedness and assistance, such as [ncpc.org](http://ncpc.org), [fema.gov](http://fema.gov), and [redcross.org](http://redcross.org).



## It's a Hurricane!

taken from the official Web site of FEMA, the Federal Emergency Management Administration

We have all seen the devastation and loss of life from hurricanes in the last six months. Here is a description of what causes a hurricane and some of the terms used to describe this type of storm.

An organized system of clouds and thunderstorms with a defined circulation and sustained winds 38 mph (miles per hour) or less is called a *tropical depression*. Storms with a system of thunderstorms with a defined circulation and winds 39-73 mph are called *tropical storms*. An intense weather system with a well-defined circulation and sustained winds 74 mph or higher is called a *hurricane*. Hurricanes are also called *typhoons* and *cyclones* in the western Pacific and Indian Ocean. Here are a few of the terms used to describe these storms:

- The *eye* of the hurricane can be seen during weather reports for hurricanes like Katrina. The satellite pictures of the hurricane show the massive

please see HURRICANES, page 7

# Hurricanes

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clouds rotating around a clear center. This clear center is the eye of the hurricane.

- The *defined circulation* is the mass of rotating clouds around the eye and can easily be seen on satellite pictures. You can see the massive rotation of clouds has a defined circulation, or rotation, around the eye.
- The storm's *sustained winds* are measured to predict how dangerous the storm will be on the sea and on land. The term *sustained winds* means the winds are consistently, or always, blowing at that speed. A storm with gusty winds—winds that are periodically blowing hard—can be damaging, but they are occasional and not sustained, so that storm would not be classified as a hurricane.
- As the storm gains strength, it pushes the ocean ahead of it, causing a *storm surge*. The height of the storm surge can vary, but it can be twenty feet or more. When it comes on shore, it is a deadly force battering the land.

Hurricanes are categorized by the speed of these sustained winds. You and your student may have heard these terms used to describe the severity of

hurricanes Katrina and Rita. *Category One* hurricanes have winds 74-95 mph, with a four to five foot storm surge. There is usually some damage to trees but most buildings can withstand the storm. *Category Two* hurricanes have winds 96-110 mph and a six to eight foot storm surge. Roofing material, doors and windows, piers, and small craft can be damaged. *Category Three* hurricanes have winds 111-130 mph, with a nine to twelve foot storm surge. There is usually some structural damage to residences and flooding along the coast. Flooding can extend inland. *Category Four* hurricanes have winds 131-155 mph, with a thirteen to eighteen foot storm surge. Damage is more extensive, with roof structures failing on residences. Beach areas have major erosion, and flooding can extend inland. *Category Five* hurricanes have winds over 156 mph and a storm surge of over nineteen feet. Damage includes complete roof failure, building failures, and major damage to lower floors of all structures near the shoreline. Massive evacuation may be needed.

Powered by the heat of the sea and steered by the jet stream, these storms gain energy and the winds can become violent. The ocean generates huge waves that are a danger to ships. As waves move onto shore, they can generate tornadoes, torrential rain, and floods.

*please see HURRICANES, page 8*

## Excuse Me?



Technology can be a great tool to accomplish tasks. It can also drive you crazy. Anyone who has used a 'spell checker' feature on a computer has experienced the insanity. We don't know where this paragraph originated, but we can all sympathize with the writer!

"This page has passed our spell check program so we *know* all is spelled correctly: Eye halve a spelling chequer. It came with my pea sea. It plainly marques four my revue. Miss steaks eye kin knot sea. Eye strike a key and type a word and weight four it two say weather eye am wrong oar write—it shows me strait a weigh. As soon as a mist ache is maid it nose bee fore two long and eye can put the error rite its rare lea ever wrong. Eye have run this poem threw it. I am shore your pleased two no its letter perfect awl the weigh my chequer tolled me sew."

# Hurricanes

*continued from page 7*

Hurricanes that hit the eastern coast of the United States begin to form in mid-May in the Atlantic Ocean, Caribbean Sea, and Gulf of Mexico. The peak season is from mid-August to late October, although the official season ends in November. According to FEMA, areas on the east coast vulnerable to hurricanes include the Atlantic and Gulf coasts, and states from Texas to Main. Territories of the Caribbean and tropical areas of the western Pacific, Hawaii, Guam, American Samoa, and Saipan area also vulnerable.



Hurricane Katrina was the first Category Five hurricane in the 2005 hurricane season. Over 1.2 million people were under an evacuation order before landfall. More than 1.5 million people were displaced. The damage is estimated to be about \$75 billion, with other estimates ranging from \$40 billion to \$120 billion, making Katrina the most expensive natural disaster in U.S. history. This disaster affected an area almost as large as the United Kingdom—an estimated 90,000 square miles.

Hurricanes are named to keep track of the storms and avoid confusion. In this way, if more than one hurricane is being tracked, forecasters can identify information about each hurricane by its name.

## Activity

Go to [fema.gov/hazards](http://fema.gov/hazards). Scroll to the bottom of the home page. Find out what hurricane names will be used for 2006, how hurricanes are tracked, and how hurricanes are forecasted. Go to [redcross.org](http://redcross.org) and discuss the information about how to help victims of hurricane Katrina.