

Tutor Exchange

SUMMER 2005

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“You cannot teach a man anything. You can only help him to find it within himself.”

—Galileo

Fly Away!

The National Aeronautics and Space Administration (NASA) has spent millions of dollars and several decades to put men into outer space. As complicated as the technology is, most Americans accept manned space flight as a relatively common adventure. But a little over a hundred years ago, the concept of a machine capable of controlled flight was considered virtually impossible. Many inventors tried to create a machine that duplicated what birds do so effortlessly—fly. None of them was successful until about 1900, when two bicycle repairmen, brothers from Ohio, read about the death of a German glider pilot and became interested in flying.

Wilbur and Orville Wright began a lifelong obsession with gliders and flying machines. The story and the history of controlled, machine-powered flight begins with these two brothers. Through trial and error, failure and success, in December, 1903, they succeeded in flying for 12 seconds and covered 120 feet.

Activity

There are several Web sites that feature information about Orville and Wilbur Wright. For more information about their incredible story, go to hfmgv.org/exhibits/wright or pbs.org/wgbh/nova/wright/.

Look for answers to the following questions:

1. Wilbur and Orville Wright solved a critical problem that enabled controlled flight. They determined how to control all three directions needed to avoid crashing. What are these three directions?
2. What was Orville and Wilbur's first business?
3. What happened that made them decide to open a bicycle repair shop?
4. Where did they test their gliders and airplanes?
5. How was their flying machine received by government officials in the United States and overseas?
6. Who made the engines used in their airplanes?
7. Were all their endeavors while designing the airplane successful?
8. Do you think they should have stopped trying to perfect their invention since they experienced so many failures?

Answers

1. Wilbur and Orville Wright solved a critical problem that enabled controlled flight. They determined how to control all three directions needed to avoid crashing. What are these three directions? (Answer: The Wright glider had controls to roll the wings right or left, pitch the nose up

please see Fly Away, page 3

Can and May

There is a difference between how we use the verbs *can* and *may*. The word *can* is generally used to indicate that you know how to do something or that it is possible to do something. The verb *may* indicates it is possible that something will happen.

Using Can

We use *can* for the present tense. Example: *She can make the reservation right now.* We use the past tense, *could*, when the sentence refers to something that happened before. Example: *When I was younger, I could walk three to four miles a day.*

The negative form of *can* is *cannot* or *can't*. Students often write the word *cannot* as two separate words—*can not*. However, *cannot* is now the accepted form of the word. The words *cannot* or *can't* are generally used to indicate you do not know how to do something or that it is not possible for you to do something. Examples: *I cannot lend you any money. I can't lend you any money.*

Using May

The verb *may* indicates it is possible that something will happen. We use *may* for the present tense. Example: *If the storm continues, the plane may crash.* The past tense of *may* is *might*. Example: *She might have helped if she had known the truth.* *Might*, however, is often used interchangeably with *may*. Example: *It may rain tomorrow. It might rain tomorrow.*

The negative form of *may* is *may not*. Example: *It may not rain today after all.* *May* is also used to ask permission. Example: *May I have another cup of coffee?*

Activity

Using your student's reading materials, find sentences that contain *may*, *may not*, *might*, *might not*, *can*, *cannot*, and *can't*. Ask her to change the positive sentences to negative ones and vice versa. Or ask your student to change the sentences by suggesting different pronouns as well. For example, if the sentence is *I can come to see you this evening* ask her to change the sentence to *He cannot come to see you this evening*. Or ask her to change the sentence to include the abbreviated form, if there is one. Example: *I can't come to see you this evening.*

Information contained in these articles are summaries and/or focus on a portion of the information available about a topic. Different reference materials may conflict with the information shown.

Tutor Exchange

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Fly Away

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- or down, and yaw the nose from side to side.)
2. What was Orville and Wilbur's first business? (Answer: They owned a printing shop.)
 3. What happened that made them decide to open a bicycle repair shop? (Answer: By 1894 bicycle riding was a popular sport. They began repairing bicycles for friends and eventually opened the repair shop to supplement their incomes.)
 4. Where did they test their gliders and airplanes? (Answer: Kitty Hawk, North Carolina)
 5. How was their flying machine received by government officials in the United States and overseas? (Answer: Most officials dismissed the concept of flight and considered the Wright brothers foolish.)
 6. Who made the engines used in their airplanes? (Answer: They did.)
 7. Were all their endeavors while designing the airplane successful? (Answer: No. They had many setbacks, both legally and with engineering disasters. Many of their pilots were killed; the first passenger to ride along with them was killed; and in one instance, the plane crashed into a grandstand filled with spectators.)
 8. Do you think they should have stopped trying to perfect their invention since they experienced so many failures?



"The goal in life is to die young – as late as possible."

-Ashley Montague

WANT MORE?

Tutor Exchange is published in January, March, June, and September. A one-year subscription is \$18. Contact Beatriz Sarmiento, City of Commerce, by calling (323) 722-7323, or contact her online at beti65@hotmail.com. Please be sure to include your name, mailing address, phone number, and library or program name.

Continental Bytes

It's important to learn how to use a computer to find reference materials on the Internet. Here's a great activity to practice this skill. Find out about different states using the Internet and reference materials at the library.

Most cities in the United States have a motto or nickname based on their histories or philosophies. For example, Chicago, Illinois, is known as the "windy city" because of the weather caused by the Great Lakes. Cities that have famous nicknames include [1] Boston, Massachusetts [2] Nashville, Tennessee [3] Dallas, Texas [4] Reno, Nevada. See below for the answers.

Activity

Can you find the nicknames for these cities? This is a great opportunity to practice using the reference desk at the library, the Internet, and reference materials. Be sure to go on the Internet and see what each city has on its Web site. Discover with your student the history of the city, how it got its nickname, and its local attractions. You can also find the nickname for your city and discover how it got a nickname.

Answers

Boston, Massachusetts, is known as *Beantown*. Nashville, Tennessee's nickname is *Music City USA*. Dallas, Texas, is known as *The Big D*. Reno, Nevada, is also called *The Biggest Little City in the World*.



"One of the nice things about problems is that a good many of them do not exist except in our imaginations."

-Steve Allen



Cut It Out ~ Cut It Out ~ Cut It Out

Activities to clip and use

Crazy Plurals

Plural nouns indicate that there is more than one person, place, or thing. A plural noun such as *buttons* indicates there is more than one button. Examples: *I have one button. I have five buttons.* The word *button* forms its plural simply by adding *-s* to the end of the word. Many nouns form their plurals this way.

Some nouns form their plurals in surprising ways. Can you spell the plural of these words? For the answers, see the next column.

1. thesis
2. mouse
3. notary public
4. man
5. judge advocate
6. woman
7. son-in-law
8. moose
9. ox
10. child
11. foot
12. tooth
13. mother-in-law

Activity

This is a great activity for your student to become familiar with using a dictionary. Once he has found the word in a dictionary, show him how he can find not just the plural form, but the part of speech, the origin of the word, alternate definitions, and examples of how the word can be used. If your student has a page in his notebook for new words, suggest that he enter these words on that page with sentences he makes—using both the singular and plural forms—to help him define the word. If he does not have such a page, suggest that he start one. Here are the plurals for the words above:

1. theses
2. mice
3. notaries public
4. men
5. judge advocates
6. women
7. sons-in-law
8. moose
9. oxen
10. children
11. feet
12. teeth
13. mothers-in-law

Dollars and Sense

Many of us have heard on the news reports about the Consumer Price Index (CPI). The CPI is simply a way to measure how much prices change over time using an established group of commonly used items. Perhaps your student has seen in a store a display of two baskets of groceries with signs giving the total cost of the items. The items in one basket may cost \$100.00 while the identical items in the other basket may cost \$114.00 at a competitor's store. The display demonstrates how much more it would cost today to get the same items in a competitor's store.

The CPI demonstrates how prices have changed over the years instead of from one store to another. The government has selected certain items to include in the basket, and using a standard formula, calculates how much the items would cost today as compared to, for example, 1970, or perhaps a year ago.

In 1970, the items may have cost \$20.00, while in 2005 the same items would cost \$100.67. Twenty dollars worth of items in 1947 would cost \$175.16 in 2005. The price of items in general has increased significantly. This is called *inflation*.

please see Dollars and Sense, page 5

Cut It Out ~ Cut It Out ~ Cut It Out

Activities to clip and use



Dollars and Sense

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Inflation is the increase in the price of items. Although this is a brief description of inflation and CPI, it may help students better understand the significance of the CPI reports they hear or read about in the news.

Activity

We have found an interesting Web site that can help students understand the value of money based on the Consumer Price Index and how the value of the dollar has changed over time. Go to westegg.com/inflation/. There is an area called an *Inflation Calculator* where they can enter a year, such as the year they were born, and amount of money they spent on goods, such as \$20.00 for groceries. By clicking the *calculate* button, they can see how much it would cost to buy those same groceries in today's market. Ask your student to enter a variety of years and see how inflation causes us to spend more and more money for the same goods.

The Mysterious Quotation Marks

taken from grammargoddess.com

Using quotation marks can be confusing. There can even be disagreement among experts about how to use them. Here are some recommendations we liked from grammargoddess.com.

Certain punctuation marks always go inside the final quotation mark, including the period. Here is an example from grammargoddess.com: *Carly called*

continued in next column

Information contained in these articles are summaries and/or focus on a portion of the information available about a topic. Different reference materials may conflict with the information shown.

*him a "geek." And Carly said, "He's a 'geek.'" Even when the word *geek* included single quotation marks inside a sentence that had double quotation marks, the period was placed right next to the last word in the sentence, *geek*.*

Certain punctuation marks always go outside the final quotation mark, including the colon and semicolon. Here are examples, again, from grammargoddess.com. *These are my "comfort foods": ice cream and mashed potatoes. And I think with my "gut"; Kit uses her head.*

Question marks and exclamation points can go in either place depending on the emphasis. According to grammargoddess.com, if the quote is said with special emphasis, the question mark or exclamation point is inserted before the final quotation mark. If there was no special emphasis, the question mark or exclamation point goes after the final quotation mark. Here are some examples from the Web site: [1] *She's always "crying wolf"!* [2] *"You won!" cried Dana.* [3] *Did Fran yell "foul"?* [4] *Fran yelled, "foul?"*

The Web site also includes information about using parentheses. Go to grammargoddess.com and scroll down to the section called *Grammar Help* for more information. There is a section called *Newsletter Archives*, to access past issues of its newsletter. For information about receiving a free subscription to the online newsletter, go to grammargoddess.com.

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. 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, 2005; May 5, 2005; August 5, 2005; or December 5, 2005 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.

Garrulous and Vindicated

We have found some great, fun words to add to our vocabularies. By adding a few new words each week, we can express ourselves better when speaking or writing. Here are some words we found particularly interesting.

Entourage—a group of people who cater to or help an important or famous person. Example: *The rock star went on vacation with his entourage.*

Quash—to put down or suppress forcibly. Example: *When the soccer fans ran onto the field and were out of control, the authorities were quick to quash the violence.*

Homage—respect, reverence, or honor shown to a person. Example: *When Christopher Reeve passed away, the nation paid him homage for his contribution to many charities and the entertainment industry.*

Vindicate—to absolve or clear of an accusation or suspicion. Example: *The attorney was confident that new evidence would vindicate his client.*

Garrulous—extremely talkative. Example: *Throughout the entire interview, the garrulous man dominated the meeting.*

Cognizant—being aware of all the information needed to fully participate or make a decision. Example: *The judge wanted to be sure the young woman was cognizant of her rights.*

Activity

Discuss a few of these words that may interest your student because they are unique. Create a page in his notebook for new words he learns, and ask him to make sentences using these words and to write them on the page. Encourage him to use the new words at home or at work when opportunities arise.

Get Lost!

Using the Internet to find directions can be a time-saver. There are several good Web sites that can route you from where you are to where you want to go. They include maps.yahoo.com, mapquest.com, and mapsonus.com. Although their formats may differ, they all have some things in common: the user enters an address to indicate her location, enters an address to indicate where she wants to go, and has the ability to print out maps. The Web sites in general will route you through streets and highways using both maps and text.

They are, however, not always accurate. For example, there are freeway off-ramps shown on some of these Web sites for streets that don't exist. Most of the Web sites cannot show you construction zones or detours. In many cases the streets, roads, or freeways shown on the maps are not the best route—traffic patterns and the time of day should be considered. Perhaps the best way to use these map Web sites is to print maps from more than one site and compare them. We also suggest you contact someone at your destination to confirm details such as major cross streets, construction zones or detours in the area, and the exit number or name of the off-ramp.

Activity

Using at least two of the Web sites shown above, select two or three destinations your student is familiar with and enter them on the Web sites. Print out the maps. Since she used a destination she is familiar with, she can check the printed maps and decide if the map provides clear and accurate information. Compare the directions printed from the Web sites with a street atlas, and note any discrepancies. If she is not familiar with reading maps, this may be a great introduction to map reading. By using familiar destinations, she can [1] compare the maps she printed out with the street atlas, and [2] compare the information she knows (how to get to one of the destinations) with the information she obtained from the Web sites. Discuss which map is the best to use.

Go Metric!

Around the world a metric measurement, called kilograms, is used to measure weight, but in the United States we use pounds to measure weight. If someone says his dog weighs 1.5 kilograms, we can convert that to pounds very easily.

There is more weight in a kilogram than a pound. The measurement *2 kilograms* will be more than 2 pounds. In fact, a kilogram will weigh 2.2 times more than a pound. So, to convert a pound to a kilogram, we divide the pounds by 2.2. An easy way to remember this is 1 kilogram = 2.2 pounds. So, 100 pounds would be 45.5 kilograms. ($100 \div 2.2 = 45.5$)

Conversely, since we divided pounds by 2.2 to calculate kilograms, we multiply kilograms by 2.2 to convert the kilograms to pounds. So, the dog that weighs 1.5 kilograms weighs 3.3 pounds. ($1.5 \times 2.2 = 3.3$)

Activity

Mathematical skills are an important part of literacy. When your student encounters a number in kilograms, take the opportunity to discuss kilograms and how to convert pounds to kilograms and kilograms to pounds. It will help develop division and multiplication skills and, since many jobs use metric measurements, this activity can help him with potential job skills.

Assessing Your Student's Progress

originally appearing in the Summer 2002 issue of Tutor Exchange

Can your student see that he is making progress? One way to document his progress is to start a collection of his materials that represents what he has accomplished. These materials can be samples of work completed, lists of goals reached, books read, jobs accomplished, or any other evidence of his progress. This collection of materials is called a *portfolio assessment*. The collection can be stored in a folder, box, notebook, or large envelope. Every few months, review the collection and discuss what progress has been made and what he would like to work on next. Here are a few ideas to help with the portfolio.

- Toward the end of each lesson, ask your student to select materials to be placed in the portfolio.
- Date each item so progress can be clearly seen.

please see Assessing, page 8

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Laugh Out Loud

The Internet has become a great resource for receiving some very amusing emails. Please continue to send us these funny emails. We received this some time ago and, once again, do not know the author. But it is too funny to keep to ourselves!

This is how you know you're living in the twenty-first century:

1. You just tried to enter your password on the microwave.
2. You have a list of fifteen phone numbers to reach your family of three.
3. You call your son's beeper to let him know it's time to eat. He emails you back from his bedroom, "What's for dinner?"
4. You chat several times a day with a long-time pen pal from South Africa, but you haven't spoken to your next door neighbor this year.
5. Your grandmother asks you to send her a .jpeg file of your children so she can create a screensaver.
6. You pull into your own driveway and use your cell phone to see if anyone is home.
7. You buy a computer and six months later it is out of date and sells for half the price you paid.
8. Using real money instead of a credit or debit card to make a purchase would be a hassle and take planning.

Assessing

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- Let your student decide when to update the information and remove materials.
- Don't correct or edit materials in the portfolio.
- Include such things as:
 - the progress made to reach goals
 - writing samples
 - spelling lists or tests
 - sight words learned
 - language experiences written
 - extra work done at home
 - attendance records
 - anything else the student feels is important and represents his work

For a list of portfolio materials developed by the Anaheim Public Library, e-mail EveyRenn@sbcglobal.net.

I'm so confused!

taken from grammargoddess.com.

There is a long list of words that are misused by most of us. Here are a few of them.

Every day and everyday—Every day means each day. Everyday means ordinary or commonplace. Example: *Eating lunch every day is an everyday event.*

Accept and except—Accept means to receive. Except means to exclude. Example: *We accept all credit cards except that one.*

Compose and comprise—Compose means to make up. Comprise means to consist of or include. Examples: *The musician composed this song. The US comprises fifty states.*

Please see the article on page five about *Quotation Marks* for credits and information about grammargoddess.com.

