



Project Read Update

Project Read: the Adult Literacy Program of the San Francisco Public Library

Winter 2007 Volume 24, No. 1

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The San Francisco I Remember by Leon Veal



Courtesy of the San Francisco Historical Photograph Collection

Over the years I have enjoyed the stories written about San Francisco by Project Read learners for the Project Read Newsletter. So, I have decided to share a little story about my childhood in San Francisco during the early part of the 50s. For those of you who don't know, I am a native San Franciscan, born at San

Francisco General Hospital. Until I was five years old, my family stayed up on the hill in the Bayview Hunters Point area of city. Back then, my whole family (aunts, uncles, cousins, and grandma) lived within miles of each other. For a long time, I thought all families lived that close to one another like we did. It was a good childhood with all my family around me.

My earliest memories of the city are riding the Muni buses around San Francisco with my little brother in tow. Back in those days while the grown-ups were at work, the older kids were supposed to baby-sit the younger kids like me and my little brother. That meant they had to take us with them wherever they went during the day. My older cousin Parker, who was about ten years old at the time, was assigned to look after me and my little brother. He hated it. The last thing Parker wanted to do on a sunny summer day was to baby-sit his two little cousins. So Parker did what a lot of boys his age did when stuck baby-sitting the family kids under them; he put them on Muni for a bus ride across San Francisco, while they played ball with their friends. After my cousin was finished playing with his friends, he would wait at the bus stop for our return.

continued on page 2

What's inside ...

	Page		Page
Learner writing	1-4	Project Read Accomplishments	7
Wednesday Night Book Club	4	Welcome New Tutors	8
Holiday Party	5	Thank you	8
2006 Donors	6	Learner Accomplishments	8

The San Francisco I Remember *continued.*

Now that might sound a little dangerous, putting two little kids on Muni to ride most of the day by themselves, but back then it was not. Kids were a lot safer back then and most of the bus lines running out of the Bayview were driven by Black drivers who had kids in the area, too. Also, the people who rode Muni were very nice to kids, too. So when bus drivers saw kids riding by themselves, they would sit the kids right behind the driver's seat and look after them during the ride. My brother and I were regulars on two bus lines, one that ran out to the beach, the other to Fisherman's Wharf. Can you imagine what it was like for a little kid like me, riding around San Francisco, experiencing all the sights, smells, and sounds of the diverse neighborhoods that made up San Francisco?

San Francisco was a different place back then. People may have had their differences, but when it came to kids, just about everybody looked after kids in need of some help. It kind of became fun and a big adventure for me after a few times of riding around the city on a Muni bus. My brother and I never had to worry or ask for anything. All a bus driver had to do was stop at a local market, hotdog stand, or donut shop and tell the owners that he had two little kids on his bus by themselves that had not eaten all morning, and the owners would always feed the kids. And boy did we eat some great food that summer!

Some of the owners would bring the food themselves to the bus for us. I think they liked watching my little brother and I eat. After a long morning of riding Muni across San Francisco, my little brother and I had developed huge appetites. It must have been amusing and heartwarming to those owners, watching these two little kids devour two huge Italian sandwiches or a big bowl of shrimp fried rice. I think my little brother and I must have eaten all kind of different foods that summer.

A few times, my cousin almost got in trouble because my little brother and I had eaten so much that when it was time for dinner, we were not very hungry, and the grown-ups wanted to know where we had eaten that day. I will always remember those Muni rides around the city. I got an early lesson in life about people. If there is one thing from those early rides that has stuck with me throughout my life, it's a love for huge Italian sandwiches and big bowls of shrimp fried rice. 🍷

Game Boy by Yuki Li

Once there was a 16 year old boy named Tex who lived with his mother. They rented a room in an extremely old apartment building. Unlike most 16 year old boys, every day Tex would come home from Hillary High School. He would make himself a sandwich and do his homework. Then he would help his mother, Betty, doing all the household chores. His mother worked late hours as a house keeper. His mom gets up early in the morning to take him to school.

When Tex got to school all his classmates were talking about the new Game Boy—a hand held electronic game system. Everyone wanted one, but Tex knew that even though it was near Christmas, his mom would not have money to buy the Game Boy. Tex began to think, “What can I do?” Right then he had an idea! He would look around his home for things to sell. He started with his toys, which he sold to friends for 8 dollars. He then sold his pens and pencils for 8 dollars. Tex was getting more and more money, but still not enough. As he earned more money he began to sell bigger things such as blankets, cooking wares, clothes, and shoes to neighbors and other people he met. Finally he had enough money for the Game Boy. Off he goes! Dashing into Best Buy, with the Game Boy in his hand, about to give the money to the cashier, he pauses and says “Sorry, I've changed my mind.” He left with no regret.

Tex and his mom came home at the same time. He said, “Mom there is.” Right then Betty noticed a lot of things were missing. She asked, “Tex, do you have anything to do with this?” Tex told his mom everything. He told her how much he wanted a Game Boy and knew his mom couldn't afford it. Betty was pleased with Tex for telling her the truth, although she was not too happy about what he did. He promised his mom that he would never do it again.

Betty worked very hard so Tex could get what all the other people could have. Together Betty and Tex sold handmade goods such as Christmas Cards, cookies, and lots of other baked goods. Finally they raised enough money for the Game Boy plus the replacement of the goods that Tex had sold. 🍷

Book Review: *The Call of the Wild* by De Marcus Johnson

I was thankful for having the opportunity to read *The Call of the Wild* by Jack London. This book made me love animals all over again. With natural violence in their spirit, dedication runs in the heart of man's best friend, the dog. Throughout dogs' lives, they protect loved ones.

The story started off with a dog named Buck and his first owner, Judge Miller. Their friendship was close and a strong part of each other's life. Early in the book, I thought the end was near for Buck, but he pulled through. His connection with his owner was incredible. Even though he went through terrible pain and starvation, love for man was strong in his heart.

One day a bunch of hunters stormed into the judge's house and knocked him over and threw Buck in a cage. The hunters traveled with Buck halfway around the world and they finally sold him to a boot camp where he was trained to be a sledge dog. When he was fully trained, a sledge owner bought him. The man had another dog named Spitz. Spitz was the lead dog but Buck was different. He was tired of following Spitz, taking all his nagging and frustration. When it came to struggle for respect, he fought like a wolf and his teeth were sharp as a knife. He listened to the call of the wild and found it necessary to get more than his fair share. Buck always



De Marcus Johnson

kept on going, pulling the sledge like his life depended on making it ten more miles on a freezing winter night.

Many years went by and Buck had many owners. One of them beat him badly. John Thornton was a doctor who found Buck lying in a ditch and looked after his wounds.

John Thornton became Buck's final owner and they became close friends. John Thornton was in search of gold with three companions. Everywhere that John Thornton went, Buck was right next to him.

As time went by, Buck kept hearing the call of the wild. One day, he was exploring the great outdoors when he heard a strong sound. His ears pointed straight up and Buck started running in the direction of the sound. When he arrived to the camp, he saw his beloved friend, John Thornton, lying in a pool of blood. Buck knew what death meant and started howling. After a few minutes, Buck felt himself being pulled into the forest and ran in the direction of the

force. Around some rocks there were wolves. Buck walked toward a wolf and sat down. The wolf accepted Buck as a brother, from a different mother.

This book is a must read for all animal lovers. The realistic description makes you feel like you're there. Jack London tells about the way people of different cultures live. I want to take this moment to thank Project Read for this great opportunity to show my work. 🙏

Overcoming Obstacles by George Oliver

When I came to California, I did not know how to read. I went to Balboa High School. I was there three days and then was suspended. I will leave the reason why out. But the point of the story is that I met one very caring teacher who put me on the path to reading. She was an energetic teacher. She used to give out tests, and she gave me straight A's and B's. At the time she didn't know that I didn't know how to read. At the end of the school year I was talking to her, and I told her that I couldn't read. She talked me into going to the adult learning school at John Adams. There I found another teacher. I stuck with my reading there for a while, made a lot of improvements, and then I decided to go to a private tutor. Her name escapes me, but (giving her a name) I'll call her Sylvia. Sylvia made me understand vowels and putting words together better. Then I came to Project Read. I went through many tutors, and with each one, step by step, I improved. Now I'm back again at Project Read. I have full faith in my tutor. As usual the Project Read team is very kind, understanding, and always encouraging. One other thing I must say; the teacher I started with at Balboa followed my progress at John Adams and even tutored me there. She was devoted to her craft. 🙏

They Will Stand Forever by Virginia Martinez



From http://images.worldcupblog.org/ira/Mexican_Flag.jpg

I read a book named *Somos Mexicanos*. There is a part in the beginning of *Somos Mexicanos* that reminds me of two movies that I saw called *The Ten Commandments* and *The Bible*. In the movies people had dreams about God. He would be in their dreams and He would tell them what to do. In the book there's a part about the priest that had a dream about a war god that came to him. The command was to get a group of people to go "Search until they found an eagle sitting on a cactus eating a serpent. On that spot they were to build their new home."

There's nothing mentioned in the book about the Mexican Flag. What is written is that people will see an eagle eating a serpent. That's what you see in the Mexican flag. It's not written or explained in the book about the colors of the flag. But I have an idea where the colors came from. I remember my family talked about the soldiers wearing red and green uniforms. The Spaniards wore red and the Mexicans wore green. Maybe the colors came from the uniforms.

It's like the American Flag. I know that the stars on the American Flag are the states. I don't know where the colors red, white, and blue come from. Maybe you could tell me? One thing I'm sure about is that when I leave this place forever the two flags will still be standing. 🇺🇸

Wednesday Night Readers Book Club by Randy Weaver

Tutors: are you looking for a way to help your learner discover the pleasures of reading and to encourage him/her to read more away from your tutoring sessions? If so, talk with your learner about joining the Wednesday Night Readers Book Club... and you can join, too!

Members of the book club receive FREE copies of the selected book and adult learners can also pick up a FREE unabridged audio book. Then on the last Wednesday evening of the each month, we all come together for a friendly and engaging book discussion. The discussions are facilitated by two longtime Project Read volunteers who are talented at creating a nurturing and non-threatening environment for the free expression of ideas. It's a great experience for both learners and their tutors.

Here is a list of books which we will be reading and discussing over the next few months:

March 28 meeting — *The Bridge at San Luis Rey* by Thornton Wilder
(book available on or after Feb. 28)

April 25 meeting — *Island of the Blue Dolphin* by Scott O'Dell
(book available on or after March 28)

May 30 meeting — *Teacher Man* by Frank McCourt
(book available on or after April 25)

June 27 meeting — *The Adventures of Tom Sawyer* by Mark Twain
(book available on or after May 30)

Feel free to call the Project Read office (415-557-4388) for more information. We look forward to seeing you there! 🇺🇸

Project Read Holiday Party & Potluck



Naema, Navila, and Bianca

On December 7, 2006, over 130 members of Project Read's community of tutors, adult learners, staff, family, and friends came together to celebrate the season at the annual Holiday Party & Potluck. As usual, the festivities were held in the Main Library's Latino-Hispanic Community Room between 6:00 and 8:00 p.m. This year, Jill Bourne, recently appointed Deputy City Librarian, was there for the first time to welcome everyone on behalf of the San Francisco Public Library. Project Read Outreach Coordinator Leon Veal was also on hand to say a few words about the important work Project Read tutors and learners are doing all year long.



Fedra officially greets Randy



Christy

The highlight of the evening was, of course, the free raffle of gifts which were donated by tutors and many local businesses. In addition, everyone attending the party received a door prize to help make their coming year even healthier: a 32 ounce plastic water bottle with a subtly designed Project Read logo on the side.



Wonderful and De Marcus skillfully set up the tables

Beautiful music for the evening was performed by the Carol Alban Duo which featured flute and cello. The wonderful aromas wafting through the room were provided by all the yummy homemade dishes contributed by Project Read learners and tutors.



Dorothy and Kenneth



Jill Bourne, Deputy City Librarian, chats with Shedrick and Katie



Marti, John, and Karen enjoy free raffle



Feeney, Anna, friends, and family



Maurice and Leon



De Marcus listens to the Carol Alban Duo

2006 Donors - Our Thanks for Your Generous Support!

Project Read gratefully acknowledges the following people and organizations for their generous contributions in support of our literacy efforts during 2006*

La Puerta de Oro	Johnathan B. Frank	Judith Kneeter	Toni and Arthur Rock
Wells Fargo	Kami Frankel	Prudy and George Kohler	David Rockman
Working Assets	Charles Friffith	Barbara Kozlowski	Louise Rosenberg
Wealth Management Advisors	Genevieve Fujimoto	Lelia Krache	Michael Rosenthal
United Way of the Bay Area	Sue Fujitani	Mary Patricia Lavin	Grace Ryan
Global Impact	Evelyn Gaines	Irwin and Enid Leff	Terri and Bob Ryan
United Way of the Bay Area	Bina Galal	Deborah Lefkowitz	William and Wilma Ryan
Susan and Ben Abarca	Meave Gallagher	Jack Leibman	Bernice Sachs
Florence Abe	Olive Gamble	Adrienne Leight	Kim Scheffel
Wade Acton	Marvin Gans	Carly Lindberg	Max Schmidt
Julia Bainbridge	Diana Gay-Catania	Dr. Diane Luckmann	Bob and Dorothy Scholten
Christina Bar	Stephen & Ann Gibson	Anna and Karl Ludwig	Sylvia Serrahn
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Amy Barron	Sarah Goldman	Whitney Manger	Tiffany Showell
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Brandon Baxter	Michele Du P. Goss	Barbara Martinelli	Maureen Smith
Andrew Belschner	Michelle Greene	Theodora Mauro	Suzanne Smith
JoAnn Bertges	Glee Greenwood	Sarah Mawhirter	Marilynne Solloway
Bernice Biggs	Lashonda Griffin	Maria Mazer	Tony Speakman
Kathy Bissinger	Kami Griffiths	Eileen V. McCauley	Robert Spoor
Steve Blumenthal	P. L. Hagerty	Kathleen McClung	Suzanne Stassevitch
Drina Boban	Carlyn Halde	Mary-Alice McNab	Mrs. Carl W. Stern
Marylee Bradley	Marian Halley	Catherine McPhee	Elizabeth Storey
Catherine Brandi-Lint	Amanda Hamilton	Sean Meehan	Mary B. Strauss
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Anjolie Chidambaram	Gwen Head	Frances H. Moore	Margaret and Thomas Tenney
William S. Clark	Joanne Heffelfinger	Sheila Mullen	Colleen Thomas
Susan Clark	Richard Hewetson	Jerome D. Muller	Carleen Trares
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Katy Colpetzer	Linda and Jerome Hosken	Jeffrey Newell	Richard Updegraff
Deborah Cowan	M. Rita Howe	William K. Nisbet	Deborah Van Atta
Karen and David Crommie	Dr. Heather Hudson	John Nockels	Frances Varnhagen
Lucille Cuttler	Diana Hughes	Ron Norlin	Patricia Villasenor
Maura Danahy	Douglas Jackson	Bonnie Odell	Greg Walker
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Lenora Eagar Davis	Maureen N. Jensen	Doris Osenda	Beverly Weber
Jobyna Dellar	Shelley Johnson	Gregory Palmer	Kerry Weisel
Karen Devaney	Katharine H. Johnson	Gertrude Patch	Bessie Weiss
Denise Dorsz	Ted Jones	Michael Patrick	Martha Wellington
Reynold Dubberke	Pamela Jue	Stephanie Patterson	Nancy P. Weston
Linda Dusanic	Mike Kappus	Robert and Nancy Pease	Sherry Wickwire
Judith A Dyer	Maura Kealey	Norman Pefley	Peter Wiley
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Chris Fetkovich	David L. Kirp	Shirley Reece	Margaret Zeigler
Carol Flanagan	Thea F. Kitt	Judi Reed	William and Nancy Zinn
Dorothy H. Fowler	Eleanor Knecht	Kimberly Rengle	

2006 Project Read Accomplishments

DIRECT SERVICE

- Tutored 141 adults.
- Interviewed and assessed reading and writing skills of 70 learners.
- Matched 63 learner/tutor pairs and placed 9 tutors in community agencies.
- Sent 63 individualized recommendations to tutors upon initial match with their learners.
- Assisted 61 learners to achieve their personal goals often involving continuing their education, improving their employment situation, becoming more active in their community, and strengthening their families.
- Held six 12-hour training sessions for volunteer tutors, training 65 volunteers.
- Referred 56 persons to appropriate services.
- Answered 761 additional information questions.
- Continued to update the Project Read book collection in the Main and Branch libraries and prepared the Main Library Project Read collection for Dewey classification.
- Presented 4 continuing education classes for tutors.
- Held 11 tutor roundtable meetings.
- Held 11 meetings of the Wednesday Night Readers Book Club.
- Presented voting preparation and financial literacy workshops for adult learners.
- Held 27 new learner orientation meetings.
- Created the Project Read blog (www.projectreadsfblogspot.com) to support tutors, learners, and other members of the adult and family literacy community. Our blog received nearly a 1,000 visits between May and December of 2006.
- Produced 4 issues of *Project Read Update* - a high quality print and online publication of learner writing, instructional resources, and program news.

COMPUTER LEARNING LAB

- Received well over 3,000 visits to our lab.
- Facilitated over 250 highly supportive computer lab training sessions.
- Continued our mission to emphasize the use of select educational software to achieve personal literacy and life skills goals, provide immediate and frequent opportunities for learner success, support learner-tutor teamwork, increase learner independence, demystify technology, and provide a welcoming gathering place for the Project Read community.
- Revised and enhanced our computer lab tutor training materials.
- Posted MS Word and PDF versions of our technology curricula and administrative forms on our web site.
- Presented an original workshop for the State Library on "How to Make Technology Accessible, Relevant, and Engaging for Adult Literacy Learners and Their Tutors" at the California Literacy Conference in Pasadena.
- Continued active participation in TINT - BALit. Met quarterly at libraries throughout the Bay Area to share resources and promote the thoughtful and effective use of high technology in adult literacy.

OUTREACH

- Made 43 presentations to community agencies and businesses to promote Project Read services and propose collaborations.
- Made contact with 275 organizations and businesses to recruit additional students and tutors.
- Set up 111 informal information tables in neighborhoods.
- Distributed over 5,000 flyers, posters, card stands, newsletters, pens, pencils, and other promotional materials.
- Participated in events sponsored by Tenderloin Neighborhood Development Association, All Hallow, City & County of San Francisco Drug Court, Bayview Housing Project, Bayview MAGIC - Youth and Children's Books and Technology, Bayview Boys & Girls Club, Bernal Heights Neighborhood Association, Ella Hill Hutch Community Center, ETGAR 6 (Jewish youth development program), Mayor's Office of Neighborhood Services, San Francisco Sheriff's Dept. Pre Release Program, San Francisco Head Start Family Community Partnership Committee, Sunset Neighborhood Association, Treasure Island Homeless Development Initiative, Friends & Foundation of the San Francisco Public Library, Walden House, Western Addition Community Association, and the Mission YMCA.

FAMILY LITERACY

- Distributed over 400 children's books to parenting learners. Books and other educational materials were distributed at the learner's initial intake, workshops, office visits, and special events.
- Provided over 60 family events and consultations where we shared ideas and strategies on topics such as: reading in the home; utilizing the library and other community resources; media literacy; television as a learning tool; science literacy; parenting skills; working with the school system; health and nutrition; and computer literacy.
- Revised our family literacy tutor training curricula.
- Posted MS Word and PDF versions of original family literacy curricula on our web site.
- Continued to serve as a KQED Hands on Literacy project mentor to develop new learning strategies, create engaging educational materials, and provide support and guidance to 35 agencies as they present workshops and provide first quality books to underserved and at risk families.
- Collaborated with the Exploratorium® to present a highly interactive science literacy workshop and provide educational toys and Exploratorium® passes.
- Collaborated with the University of California Cooperative Extension Nutrition Education Program to provide an informative, engaging, and tasty nutrition workshop.
- Served on the San Francisco Headstart Advisory Board.
- Served on the San Francisco advisory board of the national First Book Project to support local agencies including The Children's Book Project, The Reading Tree, Holy Family Day Home, Up on Top tutoring program, and San Francisco State Childhood Development Center.
- Increased our library of literature-based multimedia materials.
- Held a highly individualized summer reading club for families.
- Instituted an ongoing collaboration with the San Francisco Public Library Early Literacy Project.
- Presented an original workshop on family literacy strategies at the California Literacy Conference in Pasadena.

COLLABORATION

- Collaborated with City College of San Francisco by referring Project Read tutors to volunteer at the following Adult Basic Education sites: John Adams Community College, Adult Learning and Tutorial Center, Mission Community College, and Southeast Learning Center.
- Collaborated with Episcopal Community Services of San Francisco by referring Project Read tutors to become volunteers for homeless and at risk learners at the Skills Center.
- Collaborated with Common Knowledge, Inc., the Bay Area Library Information System, and the California State Library to expand the Project Money website to include information on using credit wisely. Learners from the Project Money team also traveled to various libraries and literacy conferences to present workshops on financial literacy topics.
- Collaborated with Adult Learners on Staff from California Library Literacy Programs to promote the Writer to Writer Challenge sponsored by the Center for the Book and the California State Library.
- Collaborated with Artists For Literacy (SIBL Project) to promote awareness of adult literacy.
- Collaborated with the San Francisco Department of Elections to present a voting workshop for Project Read learners.
- Collaborated with Stacey's Bookstore to promote Project Read services and expand awareness of adult literacy issues.
- Collaborated with the Art Institute of California - San Francisco to provide additional support in our computer lab and to assist us in creating original materials geared to the needs of adult learners and their families.
- Collaborated with the SFPL Web Team to make Project Read learning resources available on our web site.
- Instituted an ongoing collaboration with the SPARK youth tutoring program.
- Co-sponsored, along with the Mayor's Office of Neighborhood Services, the first ever Literacy Summit attended by representatives from social service agencies, adult education providers, and the local school district.

Welcome New Tutors

November 2006 Training:

Mimi Bradley
Linda Dusanic
Chris Fetkovich
Marian Halley
Diana Hughes
Maura Kealy
Sarah Mawhirter
John Nockels
Grace Ryan
Tiffany Showell

January 2007 Training:

Drina Iva Boban
Brandon Baxter
Karoline Galea
Georgia Hebron
Kami Griffiths
Claire Johnson
Adrienne Leight
Lynn Ritter
Deborah Van Atta
John Walton
Flynn Waters
Kerry Weisel

Thank you

☺John Gildersleeve and Erin McAleece for leading the Wednesday Night Readers meetings. ☺Friends of the San Francisco Public Library for their generous support. ☺Tutor contacts Vivian Altmann, Renee Feldman, Susan Fink, JoAnn Lopez, Terri Ryan, Bruce Suehiro, and Mary Hilton for providing invaluable support to the staff and fellow tutors. ☺De Marcus Johnson, Steve Blumenthal, Mohammed Nazam, and Emily Cole for speaking at the January 2007 Tutor Training. 🙏

Learner Accomplishments

Queen Amie and her tutor Suzanne have been using the *Perfect Spelling* flash card kit from the Learning Resources bookshelves in the Project Read office. Each card has a vocabulary word with blank spaces in place of some of the letters. The idea of this kit is that the learner tries to figure out the word by filling in the blanks and getting clues from the definition on back. Queen says that she loves figuring out the words and doing follow up exercises with her tutor. She tells us it has helped her build her spelling, punctuation, and grammar skills. Suzanne says that some words have so many blanks, and the definitions can be so unusual, that sometimes neither she nor Queen has any idea what the word is and they have a fun time making a game out of coming up with the correct answer.

The work on these cards, and the increase in her skills, inspired Queen to make a resolution for the New Year. She began studying for the GED. She is using grammar workbooks and will soon explore the Learning Express Library GED online training course available to San Francisco Public Library cardholders through the SFPL website. 🙏



PROJECT READ
People Reading People To Read

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San Francisco Public Library

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