

Notebook

Resources for the Adult Educator

A Membership Publication of ProLiteracy

In this issue



Speaking



Professional Development



Reading and Writing



Social Studies



Exploring Resources



Student Profile

Notebook is published three times a year by ProLiteracy, the largest adult literacy and basic education membership organization in the nation. *Notebook* is just one of the many resources we provide to our members, who consist of organizations and individuals that share a passion for adult literacy and its potential to improve lives.

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Editor's Corner

Happy fall! Autumn brings the enthusiasm of new classes. Many of the ideas shared in this issue of *Notebook* will help new students feel welcome.

Our first article, "Scattergories! Helping Students Get to Know Each Other and Have Fun" reshapes a familiar game to work well with English language learners (ELLs) at different levels. The article also shares creative ways you can use Scattergories in other adult literacy settings.

One constant challenge that program managers face is ensuring that new adult literacy tutors feel confident about their teaching ability. Our second article, "9 Tips to Boost New Tutors' Confidence," addresses this topic with tested tips from program managers around the U.S. Whether you're a seasoned administrator or a new tutor, you're bound to find some helpful information.

Critical thinking is a common focus in adult education classes, including adult literacy. You may assume that teaching critical thinking skills is something you can't address with early learners. Yet a recent ProLiteracy webinar, "Yes, Early Level Learners Can Think Critically!" shows that critical thinking can be part of any level. Read our tips from the webinar along with some additional information to help your classes.

This past summer, the United States celebrated its 250th birthday. Although the fireworks may be finished, it's not too late to test your students' knowledge of U.S. history and government. Just use our quiz, found with the article "Celebrate the 250th Birthday of the U.S. With Our Quiz."

Exploring Resources gives you the scoop on new resources from New Readers Press and ProLiteracy's Education Network, as well as an update about the ProLiteracy conference.

Finally, this issue's Student Profile features Julia Korevo, a native of Ukraine who studies with the Largo Public Library in Largo, Florida. Korevo submitted a thoughtful writing piece to the Florida Literacy Coalition's *Journeys in Learning* book and had it published. Find out more about Korevo in our story.

Please get in touch with us regarding story ideas or thoughts about the issue. Our email address is notebookeditor@proliteracy.org.

—The Editor

Scattergories! Helping Students Get to Know Each Other and Have Fun



Speaking

Purpose

To provide an outline of ways to use the game Scattergories with adult ELLs and possibly other adult literacy students.

Rationale

Fall classes often bring new students to adult literacy programs, and that makes it a perfect time to build some camaraderie in the ELL classroom or other settings. Our activity presents the game Scattergories with some ways to modify it for variety or different levels.

This article was inspired by a Tutor Tip published by Literacy Minnesota, although we have expanded on their information.

More Information

Random Letter Generator

pickerwheel.com/tools/random-letter-generator/

You can use this online tool to randomly choose a letter for your class Scattergories games.

(continued on page 4)



More Information

(continued from page 3)

116 Best Scattergories Lists & Categories

teambuilding.com/en/articles/scattergories-lists

If you want to dive a little further into Scattergories rules and categories, check out this link from Teambuilding.com.

13 Funny, New Scattergories Lists to Play With Your Friends

parade.com/1186350/maryniles/scattergories-lists/

Parade Magazine shares more Scattergories categories you can use, although some may be too challenging for adult ELLs. However, you could always try them with high school equivalency (HSE) students or with your own friends and family.

Literacy Minnesota

www.literacymn.org/

The idea for Scattergories as shared in this article came from Literacy Minnesota's newsletter. Included here is the website for Literacy Minnesota.

The Basic Activity

1. **Ask students if they know the game Scattergories.** If they don't, briefly explain the idea: You'll give them a topic and a letter. They will work alone or in teams to come up with as many words as they can beginning with the chosen letter that fit the topic. Do a quick example with students. For instance, if the category is sports and the letter is "b," they may come up with words like *baseball*, *basketball*, and *badminton*.
2. **Decide if you want students to work alone or in teams.** Next, write the names of the first category that students will use. See below for several potential categories. You can decide how many letters to choose within each category or if you'll do one letter within each category. This may vary depending on if you use Scattergories as a warm-up or as a longer game/activity.
3. **Pick a letter.** The game Scattergories has a special die to roll to choose a letter from the alphabet (see a picture of this die on page 3). If you don't have that, you could ask a student to randomly pick a letter. Or, you could use an online letter picker (see sidebar on page 3 called Random Letter Generator). Write the chosen letter so everyone can see it and have them get started.
4. **Give students two to three minutes.** Ask them to write down all the words they can think of starting with that letter and in the chosen category.
5. **When finished, have students or student groups share their answers.** Count points based on how many answers they have that are accurate for that category. The actual Scattergories games has some other ways to keep points, but the approach we have is simpler and may work better for a variety of class levels.

Scattergories Categories for Adult Literacy

LOWER LEVEL

Countries
Food names
Job names
Male/Female names
Objects you use at school
Pizza toppings
Sports

HIGHER LEVEL

Car brands
Ice cream flavors
Musical instruments
Parts of speech
Types of exercise
U.S. states

9 Tips to Boost New Tutors' Confidence

Purpose

To present several ways that program leaders can help new adult literacy tutors feel confident about their instructional ability.

Rationale

One of the biggest challenges that adult literacy program administrators face is helping new tutors to feel more confident about their work with students.

“Sometimes new tutors feel like they’re going to break students,” says Michelle Desveaux McLean, executive director of Manatee Literacy Council in Bradenton, Florida. She also notices different needs and confidence levels for tutors completely new to teaching versus those who teach or taught elementary or high school students.

Still, there are some ways to help tutors build their confidence gradually. Here are some tips from program administrators across the U.S.

9 Tips to Encourage New Tutors

- 1. Update your training as needed.** Your training may cover a lot of material—even to the point of overwhelming tutors. Evaluate your training regularly, including any face-to-face training, shadowing with other classes, and online/independent study that new tutors complete. Check in with tutors about what helps them the most. Manatee Literacy Council is updating its training plan, but one helpful aspect it will continue to include is having new tutors volunteer for a handful of its online conversation classes, held online several times a week, Desveaux McLean says.
- 2. Remind tutors that they aren’t expected to know it all.** Steve Hannum, executive director of South Baldwin Literacy Council in Foley, Alabama, lets tutors know that becoming a reading teacher can take four years of undergraduate study followed by a couple years of graduate school. Yet tutors for their program don’t need to operate on that same level. “What you’ve learned today is enough to get you started, and we’re here to help,” Hannum often says during trainings. “That takes some of the pressure off.”



Professional Development

Tutor Trainings for Basic Literacy, ESL

www.proliteracy.org/courses/basic-literacy-online-tutor-training/

www.proliteracy.org/courses/esl-online-tutor-training/

One resource from ProLiteracy that may help tutors boost their confidence is the online Tutor Training available for Basic Literacy and ESL.

Both trainings cover information that will help tutors feel more competent in their role, including lesson planning, vocabulary, reading, writing, goal setting, and more.

The Basic Literacy tutor training covers 14½ hours/12 modules, and the ESL training covers 17 hours/13 modules of material.

Tutors can complete the training on their own time and print a certificate of completion at the end.

Tutor Training is free for ProLiteracy individual or organizational members and \$50 for non-members.

More Information

9 Tips to Help Recruit and Retain Volunteer Tutors

www.proliteracy.org/education-network

The Fall 2023 issue of *Notebook* featured the article “9 Tips to Help Recruit and Retain Volunteer Tutors,” which may be useful if your program continues to grapple with finding tutors and boosting their confidence. Access the issue on ProLiteracy’s Education Network. It’s free to join; just register with a username and password. Once you’re logged in, search “Notebook Fall 2023.”

Volunteer Recruitment and Retention: The Motivating Factors of Volunteering

www.proliteracy.org/news/volunteer-recruitment-and-retention-the-motivating-factors-of-volunteering/

This 2023 article from the ProLiteracy blog shares some motivations behind volunteer tutoring to help programs find effective volunteers in the future.

Volunteer Recruitment and Retention: It’s Easier Than it Seems

www.proliteracy.org/news/volunteer-recruitment-and-retention-its-easier-than-it-seems/

In the same series as the article above, this story from the ProLiteracy blog shares tips to help your program recruit and retain volunteers.

3. **Encourage connection between tutors and students.** Instead of focusing solely on instruction, remind tutors that part of what they’re doing is building a connection with their learner, says Josie Voorhies, director of programs and community relations for READ RVA in Richmond, Virginia. Tutors can do this by sharing a goal or personal interest while also learning about students’ interests and goals. Or, if a student shares cultural aspects that are new, encourage the tutor to learn more about them with nonjudgmental curiosity.
4. **Provide a lesson plan framework—but encourage tutors to reflect on when NOT to follow it.** On one hand, lesson plan frameworks provide the right type of structure that new tutors need when they start out. On the other hand, Desveaux McLean has observed tutors who want to cling to it so tightly, they may not recognize when teaching moments crop up or when some connection-building may be a better approach for that day. You may want to use your training to point out scenarios when lesson plans help or when they can be more flexible.
5. **Give newer and experienced tutors the chance to work together.** At Brunner Literacy Center in Dayton, Ohio, in-person trainings unite both new and seasoned tutor volunteers. “We encourage peer-to-peer learning, allowing new tutors to ask questions and gain support from those actively doing the work,” says program manager Shirray Burnside. “This aspect of the training has received the most positive feedback.” Brunner also has a Literacy Liaison program where new tutors can observe experienced tutors in action, ask questions, and gain hands-on exposure before being matched with a student. New tutors also can observe multiple tutors to get a sense of different teaching styles.
6. **Bring new tutors together for an idea exchange after a couple of months.** The most effective way Hannum has used to boost tutor confidence is to hold a special lunch every few months where tutors can share their frustrations but also find solutions. He likens this to a group of professionals from the same industry who gather and share ideas every so often. Tutors relish this time with other tutors and often make connections with each other in addition to gaining tutoring tips. At another program he worked for, Hannum organized these events to take place offsite and include an additional learning component. For instance, a potluck or taco lunch at a local state park might include a brief talk from a park ranger.

The gatherings also can alert staff to learning gaps, Hannum says. For instance, if most tutors are struggling with one particular area, that may be something that program administrators can address in future trainings.

A Facebook group for your tutors is another way to bring them together and exchange ideas.

7. **Encourage tutors to be honest with learners.** If there's something they aren't sure how to approach, it's OK to let their students know this. "Learning alongside your students models the importance of lifelong learning," Voorhies says. Of course, encourage them to turn to your program team as a resource if needed.
8. **Have resources at the ready.** Make sure tutors have access to helpful materials to broaden and deepen their instruction, such as ProLiteracy webinars, publications like *Notebook*, and anything else they can access independently when they have questions and may want to research how to handle them. Remember, you can share *Notebook* electronically with your instructors and make copies of it.
9. **Address student attendance.** Sometimes, a tutor can feel motivated to help your program but get discouraged by a student's lack of attendance. Let tutors know they should communicate with your program about any attendance issues early on so they can be addressed, Burnside advises. With her program, this may include reminding students of the attendance commitment they sign when they start and emphasizing communication with their tutor to avoid temporary program suspension. If a student has to stop classes, match the tutor promptly with a new student.

More Information

Volunteer Recruitment and Retention: Keeping Volunteers Engaged

www.proliteracy.org/news/volunteer-recruitment-and-retention-keeping-volunteers-engaged/

Another story from the ProLiteracy series focuses on how to maintain volunteers' engagement with your program.

Volunteering in Adult Literacy is its Own Reward

www.proliteracy.org/news/volunteering-in-adult-literacy-is-its-own-reward/

Discover the tutoring journey for Texas couple Mark and Louwane Courtney as they both felt inspired to help adult literacy learners.





Reading and Writing

More Information

Yes, Early Learners Can Think Critically!

tinyurl.com/3xss673k

The link above is for the ProLiteracy Teacher Training Plus webinar highlighted in this article.

Using the Think-Aloud Technique in the HSE Classroom

www.proliteracy.org/education-network/

The Spring 2022 issue of *Notebook* features the article “Using the Think-Aloud Technique in the HSE Classroom,” and it walks readers through think-alouds, an approach also shared in our article here. After logging into ProLiteracy’s Education Network at the link above, search “Notebook Spring 2022” to find the issue and article.

Asking the Right Questions

tinyurl.com/ye2yxja6

The webinar “Asking the Right Questions” from ProLiteracy’s Teacher Training Plus focuses on developing effective questions that align with learning objectives and that promote higher-level thinking skills. The webinar is led by Todd Evans, ProLiteracy’s senior director of programs.

Yes, Early Level Learners Can Think Critically! Here’s How

Purpose

To share ways that foundational adult basic education (ABE) learners can think critically.

Rationale

Foundation-level ABE learners may be new to academic settings, but that doesn’t mean that they are new to critical thinking, says Lauren Osowski, director of advocacy and field services for ProLiteracy.

“They may lack confidence in class, but they have the skills to think critically to navigate the world outside,” Osowski said during the ProLiteracy webinar, “Yes, Early Learners Can Think Critically!” (See webinar link in sidebar.)

During the webinar, Osowski shared some examples of critical thinking, including:

- Assessing statements and arguments
- Finding new solutions
- Having a sense of curiosity
- Listening to others and giving feedback
- Looking for proof that something is true
- Adjusting opinions when new facts are available

There are actually many ways you can incorporate these critical thinking pathways and others with foundational-level ABE learners. Here are some suggestions she shared.



5 Tips to Encourage Critical Thinking From Learners

1. Connect classroom tasks to learners' lives.

As much as possible, use real-world materials for reading practice to help students apply what they have learned.

Examples of real-world materials include:

- A work schedule
- A bus schedule
- Doctors' forms
- DMV paperwork
- Grocery ads
- Job applications
- Voter registration

2. Model think-alouds.

A think-aloud gives you the chance to model your internal thinking while reading or writing, so students can see how you might question, predict, or clarify while reading something—activating those critical thinking skills.

For instance, you can use a story that's needed for class and read through it, pausing to show how you might think while reading it. Phrases that may come up during the read-aloud and that may be useful for students include:

- "I'm noticing..."
- "This makes me think..."
- "I don't know that word."
- "I always forget how to spell that word."

3. Teach questioning techniques.

Get students to go beyond yes/no questions so they are able to form deeper questions while reading.

One example Osowski gave during the presentation is having students go through a Fast French Toast recipe from the *Journey to Success* series (see sidebar, page 8). You could, for example, read through the ingredient list and the first few steps with students. Then you could ask questions like:

- Have you ever made French toast?
- What steps will come next?
- Do you like French toast?
- What's missing from this recipe?

More Information

Journey to Success Series

www.newreaderspress.com/journey-student-set-levels1-6

Journey to Success is a reading and writing program designed for adult learners, and it is mentioned in this article. The link above provides information on levels 1 to 6 of *Journey to Success*, but there are other levels available.

ProLiteracy's Teacher Training Plus

www.proliteracy.org/courses/teacher-training-plus/

The webinar featured here is part of the Adult Foundational Education strand of Teacher Training Plus from ProLiteracy.

Teacher Training Plus creates a dynamic and supportive professional learning community to provide tutors and teachers of adult learners with ongoing access to high-quality training, practical resources, and expert guidance, including coaching.

This research-driven professional development series is designed to equip educators with the skills and confidence to deliver effective and technology-rich instruction across content areas:

- Adult Foundational Education (for native English speakers)
- English Language Learning
- HSE Instruction
- Writing

Teacher Training Plus, funded by the Dollar General Literacy Foundation, encourages continued growth and empowers educators to support adult learners in building the skills for lifelong learning, meaningful employment, and active participation in today's digital world.

Also Available Now: New Readers Press Online Learning TABE® 13&14

<https://www.newreaderspress.com/digital-solutions/new-readers-press-online-learning>

New Readers Press has created new online courses for the TABE® 13&14 assessments. These interactive courses are aligned with College and Career Readiness standards to build skills in reading, language, and math. The courses are offered at levels E, M, D, and A and include:

- Diagnostic pretests that identify student strengths and skill gaps.
- Interactive lessons paired with Guided Practice to reinforce learning.
- Targeted practice questions and Unit Reviews to build skills and reinforce test readiness.
- Practice Tests to measure course mastery with TABE-style questions.
- Audio available for levels E and M.

4. Host peer discussion.

In some instances, students can learn more from each other than from a book, Osowski says.

She encourages students to work together to help them build confidence and listen to each other carefully and respectfully.

She shared the example of two students writing briefly about their favorite place, knowing in advance that they would pair with a partner to share their story. In this scenario, students can share their stories and then compare what's similar from their descriptions.

Or, you could encourage them to ask questions of each other about things in their story. If someone says they enjoy paddleboarding, for instance, the other student could ask where their partner likes to paddleboard, how long they've done paddleboarding, or any tips they have to make it easier.

Aiming for perfect grammar is less of a concern in this type of exercise, although it's also possible to make this a peer-editing exercise.

5. Engage in guided reflection.

One area of teaching that often gets ignored due to time is reflection, Osowski says. Reflection gives learners time to think about what they've learned or to think about the way they're thinking about something.

Teachers can encourage more guided reflection with student journaling or exit tickets. Exit tickets give students the chance to answer a question from class that say, for example, "What did you learn in today's class?" or "What was challenging about today's class?"

You can make guided reflection an individual or group exercise.



Celebrate the 250th Birthday of the U.S. With Our Quiz

Purpose

To provide a quiz that teachers can use with adult literacy students to review U.S. government and history.

Rationale

The U.S. celebrated its 250th birthday this year. Although Independence Day took place this summer, you still have a few more months in 2026 to keep U.S. history and government in focus with students.

Use our 20-question quiz with this article to help students review their knowledge. This quiz includes information that is part of the updated U.S. citizenship test, but the questions also can serve as a basic review for those studying for an HSE test.

Students should have some familiarity with most of the information in the quiz.

Our activity plan on page 12 uses our True/False quiz as a game, but you also could use it as a more formal quiz that students complete independently. Even if you are a tutor and have only one student, you can still turn the quiz into a game. Answers appear on this page's sidebar.



Social Studies

Answers for the Quiz on Page 13

1. *False/legislative, executive, and judicial*
2. *True*
3. *False/northern and southern*
4. *False/vice president*
5. *True*
6. *False*
7. *True*
8. *True*
9. *True*
10. *False/Southwest*
11. *True*
12. *False/16th*
13. *False/two years*
14. *False/27*
15. *True*
16. *True*
17. *True*
18. *False/president*
19. *True*
20. *True*

NRP Now Has eBook Versions of Citizenship Book Favorites

tinyurl.com/bd9jx6ac

New Readers Press now has updated eBook versions of two of its “Citizenship: Passing the Test” books: *Civics and Literacy* and *Ready for the Interview*.

In the future, NRP also will have new eBook versions available for its *Journey to Success* series.

Here are just some advantages of using the eBooks:

- Students can access interactive eBooks 24/7 on a computer, tablet, or smartphone.
- They can work offline and sync data when connected to the internet.
- The books have audio for instructional content as well as interactive practice questions with feedback.
- Instructors and administrators can manage classes and users, track time on tasks, and view progress.

The Basic Activity

1. Review the quiz on page 13 in advance so you are familiar with it.
2. Let students know that they will work in teams to complete a **U.S. government and history quiz**. If they have any relevant study materials, you may want to give them some time to briefly review those materials.
3. **Divide your class into two or three groups, depending on how many students you have.** Ask each team to designate one spokesperson who will provide the answer for their group.
4. **Provide each group with two sheets of paper or index cards on which they should write “True” on one and “False” on the other.**
5. **Let students know that you’ll ask them questions.** Team members should work together to choose an answer. The group spokesperson will hold up “True” or “False.”
6. **Keep score or work with a student who can keep score.**
7. **The quiz has 20 questions, but if you’re getting near the end and it’s a tie, you may want to stop at 19 questions so you can choose a winning team.** Consider having small prizes ready for the members of the winning team, such as pieces of candy or pencils.



Quiz: How Much Do You Know About U.S. Government and History?

Take our quiz to find out! Answer *True* or *False*.

1. Legislative, executive, and social are the three branches of the U.S. government.
2. There are 100 U.S. senators.
3. The U.S. Civil War was between the eastern and western states.
4. The secretary of state is next in line to become president if the president can no longer serve.
5. Thomas Jefferson wrote the U.S. Declaration of Independence.
6. Florida was one of the 13 original states.
7. The U.S. bought the Louisiana Territory from France in 1803.
8. The Emancipation Proclamation freed the slaves.
9. Indiana is a state in the U.S. Midwest.
10. New Mexico is a state in the U.S. Southeast.
11. Veterans Day is a national U.S. holiday.
12. Abraham Lincoln was the 12th president of the U.S.
13. A U.S. representative in Congress serves for six years.
14. The U.S. Constitution has 35 amendments.
15. There are three branches of U.S. government to stop one branch from becoming too powerful.
16. The House of Representatives has 435 voting members.
17. The 22nd amendment says the U.S. president can only serve two terms.
18. The Speaker of the House in Congress signs bills into law.
19. The president's cabinet is part of the executive branch.
20. The Great Depression started during the stock market crash of 1929.



Exploring Resources



ProLiteracy Conference Sets Its Dates and Location for Fall 2027!

www.proliteracy.org/proliteracy-conference

Come join ProLiteracy in celebrating 25 years during its highly anticipated Conference on Adult Education. The conference will take place October 27 to 30, 2027, at the Renaissance Phoenix Glendale Hotel & Spa, Glendale, Arizona. ProLiteracy always looks forward to spending three days learning, networking, and driving change alongside the best in the field—all of you. Look for more announcements in the coming months as conference details are confirmed. Use the link above to subscribe for conference updates.

“Teaching Math to Adults” Course Available From ProLiteracy’s Education Network

www.proliteracy.org/education-network

Math is a big part of everyday life, whether it’s budgeting, measuring ingredients, or making smart decisions. For many adults, math can feel intimidating.

The free one-hour course “Teaching Math to Adults” from ProLiteracy helps tutors and teachers build students’ numeracy skills with confidence in a fun and practical way. Discover practical strategies to make math more approachable and meaningful, including how to:

- Create a learning space where students feel confident, curious, and see the value of math in everyday life.
- Build a deeper understanding through discussions, open-ended questions, and real-life connections.
- Boost confidence with simple routines and better problem-solving skills.

With the right support, anyone can improve their math skills and apply them to new challenges.

The course is free on Education Network, but you need to create a username and password. Once you log in, search for “Teaching Math to Adults.”

GED® Test Mastery Spanish Now Available

tinyurl.com/zzke4r6e

To help meet the needs of learners who plan to take the GED tests in Spanish, New Readers Press has expanded its successful *GED® Test Mastery* series to now include Spanish editions of the student books. The books support learners at a 9th- to 11th-grade reading level (NRS levels 5–6).

GED® Test Mastery Spanish aligns to the GED Testing Service’s assessment target indicators and practice, with a stress on high impact indicators. Alignments to the College and Career Readiness Standards (CCRS) are also included in the series’ English Teacher’s Guide. Here are some more details:

- Margin features expand on instruction, with test-taking tips, connections to the workplace and to real-world scenarios, cross-curricular connections, and more.
- Unit reviews, a pretest, and end-of-book practice test offer further reinforcement with the types of questions learners will encounter on the GED® tests.
- Each book’s pretest and end-of-book practice test includes an Action Plan that allows students to easily find instruction for areas where they need to study more. This also allows for a gradual release of responsibility to the student.
- Information about the test, a glossary, and an answer key with full explanations are included.

The *GED® Test Mastery* Spanish series is designed to be used alone or with NRP’s *Spanish Scoreboost® for the GED® Test, 2nd edition*.



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Student Profile

Julia Korevo Tells Stories and Broadens Horizons in the U.S.



Julia Korevo realized that being part of a community in the U.S. would be a good way to learn the culture and connect with others.

Korevo came to the U.S. from Ukraine in November 2022. Because of her love of reading, she turned to the Largo Public Library in Largo, Florida, last year. At the library, she was able to connect with their English program and began to meet with tutor Kay Blair.

Korevo, who already had some English proficiency, suggested to Blair that they read books together that high schoolers read in the U.S.

As of this spring, the pair had read three books, including *To Kill a Mockingbird*. Both Blair and Korevo read the books on their own time and discussed them. “It’s like a literature

club,” Korevo says.

Yet the two have discussed many other topics as well, helping Korevo to better understand U.S. life lessons.

Her reflection on the U.S. culture and encouragement from Blair led Korevo to submit an essay to *Journeys in Learning*, an annual publication of student writing from the Florida Literacy Coalition.

In her submission, Korevo observes cultural differences in the U.S. versus Ukraine, which sometimes left her feeling like she wasn’t just in a new country—she was on a different planet.

Yet her writing ends with similarities between the two cultures, including a respect for animals and support for friends and family.

Along with several other learners, Korevo had the chance to read her writing aloud at the Florida Literacy Coalition annual conference on a day that also happened to be her birthday.

She felt so inspired by the conference and new insights there that she plans to train to be a tutor with the Largo Public Library starting this fall.

“Julia is a motivated, independent learner, welcoming new challenges with enthusiasm,” Blair says, adding that her student is also observant and thoughtful.

Korevo is also working on a series of short essays about her dog Biscuit, a five-year-old Maltese/poodle mix she brought to the U.S. from Ukraine.