



Literacy Matters is a recurring publication of Literacy Nassau, Inc.

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CHARITY GOLF OUTING

(by Melissa Golfo, Board Treasurer)

We are excited to announce Literacy Nassau's upcoming Annual Golf Outing, taking place on Monday, September 22, 2025 at the beautiful Pelham Bay Golf Course—and we'd love to have your support!

The day begins at 7:00 AM with check-in and breakfast, followed by an 8:00 AM modified shotgun start, and concludes with a luncheon reception from 1:00 PM to 4:00 PM, featuring raffles, prizes, and plenty of camaraderie—all in support of a cause that's close to all of our hearts: Literacy Nassau.

This event is more than just a day on the greens—it's a vital fundraiser that helps Literacy Nassau continue to sustain their amazing mission of empowering adults and children with the literacy skills they need to succeed. Your participation and sponsorship directly support the programs that change lives right here in our community.

We invite you to get involved in one of the following ways:

- Sponsor a Hole or Refreshment Station – \$250

- Sponsor a Contest (e.g., longest drive, closest to the pin) – \$500
- Sponsor a Foursome – \$1,000 (Includes either a hole or refreshment station sponsorship)
- Individual Golfer – \$200
- Don't like golf? No problem! We're gratefully accepting donations of products towards our raffles or swag bags! Products can range from simple snacks to make the day a little brighter for our golfers to gift certificates, spa packages, literacy-themed gifts, and much more - all of which will be proudly featured at our raffle.

All of the proceeds from this event directly benefit Literacy Nassau's programs and services. We're proud to have local favorites like Charlie Meaney's Restaurant supporting this event—and we'd be honored to add your name to the list of community champions.

To become a sponsor, register to play, offer a donation, or request more information, please contact me at (516) 315-9062 or via e-mail at melissagolfo@yahoo.com.

Together, we can drive literacy forward—one swing at a time. Thank you in advance for your generosity and commitment!

FROM THE CORNER OFFICE

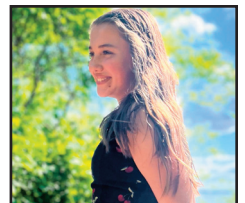
Hi Everyone,

Well, just like that, summer's here! For me, this has always been a time of preparation: even being away in Cape Cod, I prepare for the upcoming year. I look forward to continuing our great work with adults as well as expanding the OG services we offer! But in August, I'm going to try to take a break. I encourage you to do the same.

Rest is a part of life that I always take for granted. Recently, my daughter Julie asked me why I'm always working. This was an evening where I came home late - after having left in the middle of the day to have lunch with both her and my older daughter, Haley. (They've been having some social issues at school; every now and then, I take them out to lunch to give them a moment to decompress. So, this was on one of those days.) "Why do you work so late, Mom?" Julie asked. I told her the truth. "I work for you girls first. If you need me, I'll miss time when I should be in the office to come be with you. But just because I'm not in the office, doesn't mean the work goes away. I still have to get it all done."

She nodded. She may not have understood, but it was an illuminating moment of self-reflection for me. I am literally always working: whether it's for them, for LN, for my aging mother, for my book career. Often, I work even harder on "breaks" in an attempt to catch up on my neverending workload. But this summer, my girls are going to sleepaway camp together for two weeks in August, and my goal is to take that time for myself as a reset. Take care of yourself this summer! Remember, the only way you can be of use to anybody else is if you take care of yourself first.

Karen 😊



WEST HEMPSTEAD ENGLISH CLASS

(by Kate Quijano, Senior Program Director)

As co-tutors at Literacy Nassau in the West Hempstead Library, Linda and Ann look forward to engaging with their students each week. They prioritize ongoing interaction and follow the principle that students should speak more than the tutor during every three-hour session.

By incorporating mobile tools like Google Images, they can quickly and effectively convey word meanings, making learning more accessible. They have also found that integrating students' native languages into English lessons enhances the learning process. When students hear tutors attempt pronunciation in another language, they feel the tutor's empathy for the challenges of language learning.

Their sessions are filled with laughter and continuous feedback, ensuring students grasp the material. It's inspiring to see students connect, support one another, and translate when needed. By engaging with speech that is both meaningful and unique, students stay motivated and confident in their learning journey.



Tutors Linda (pictured far left) and Ann (far right) with their students at the West Hempstead Library.



Summer Office Hours

Monday	8:00am – 3:30pm
Tuesday	8:00am – 3:30pm
Wednesday	8:00am – 3:30pm
Thursday	8:00am – 3:30pm
Friday	8:00am – 3:30pm
Saturday	Closed





Warm Birthday Wishes To Our Tutors Celebrating In July!

Denise Abraham – Barbara Alster – Janet Baram
George Bleckman – Eric Bonge – Shelly Brennan
Jessica Bresadola – Joanne Brun – David Caines
Janis Caravello – Deborah Cavalieri-Arden – Carol Ann Ceraldi
Andrew Corsi – Erin Daly – Aisha Deljanin – Helene Doleyres
Susan Fitzgerald – Ed Friedman – Brian Grady – Audrey Green
George Kane – Elise Knauer – Carmen Lloyd – Janet Lombardi
Patricia Magalee – Helene Marcus – Christine Martin
Lori Martin – Mimi Mazzarella – Roseann Michelson
Phyllis Modiano – Camille Mowatt – Lynn Newman
Nancy Reedy – Mary Jane Regan – Susan Risberg
Kevin Ryan – Dianne Saccone – Richard Sanders
Jane Schwartz – Susan (Peedee) Shaw – Cynthia Spiletic
Stephane Turin – Laurie Wilen – Anne Zajac
Nathalie Zephirin



Warm Birthday Wishes To Our Tutors Celebrating In August!

Amina Ahmed – Alison Auerbach – Eleanor Blackman
Elinor Brown – Michael Chiappardi – Miriam Cobian
Andrew Cohen – Stephanie Coons – Maryann Deveau
Eileen Eder – Judy Elfenbein – Barbara Entes – Jerry Fitzgerald
Maryann Glorioso – Marcie Granick – Anita Greenman
Maureen Gunderson – Patricia Hanlon – Luke Heaton
Harriet Klein – Amy Langer – Debbie Levine – Robin Lillyreed
Angela Milora – Jazmin Mooney – Mike Moran – Linda Napoli
Janet O'Keefe – Amita Patel – Victoria Perrone – Nancy Reibling
Patricia Rossi – Esther Salorio – Ann Scavetta – Claudia Stern
Elizabeth Tilton – Reed Toscano – Eleanor Turino
Suzanne Valls – Glenda Vieites – Bridget Ward – Carol Zimny



TUTOR APPRECIATION

(by Kate Quijano, Senior Program Director)

We held two Volunteer Appreciation Events and In-Service Trainings in April. It is always a pleasure to get to meet with our volunteers and to have the opportunity for everyone to share ideas. Our two events were well attended by ELL, BL, and NCBC volunteers. We started off by having everyone introduce themselves and tell what program they volunteer for. Then everyone completed a "Glows and Grows" chart where they listed things they think they did especially well this year (glows) and areas where they had some challenges or feel they need additional ideas/suggestions (grows). Then we took turns sharing things we needed help with and found that something one person might need help with was actually a glowing area for someone else so we were all able to offer suggestions and brainstorm ideas for supporting our students even more. With the number of volunteers that we have, someone always has an idea that another may not have thought of. This is the beauty of these idea sharing events. Here are some of the glows and grows offered by our volunteers who attended. We hope they can also help you as you reflect on this year and plan for next year.

GLOWS: LIST SOME THINGS YOU DID ESPECIALLY WELL THIS YEAR

1. Help students to practice speaking properly.
2. Teach grammar - Use of prepositions in writing.
3. Assign homework to write a paragraph about activities they did during the week, then read in the class. We correct the written paragraph for English grammar.
4. Give my students a feeling of community.
5. Give my students a sense of confidence.
6. Providing good study tools for my students including making copies of handouts to use.
7. Tutoring my students & helping them with school and homework, making the most of our time together.
8. Planning lessons with students' strengths/weaknesses in mind.
9. Using various materials and keeping a positive attitude though progress is slow.
10. Establishing a safe environment where students are not afraid to ask for help.
11. Acknowledging the cultural differences of the students by getting involved in a final project.
12. Encouraging students to use public library resources that are available to them.
13. Class Participation: many activities that encourage students to participate by talking and sing-alongs, and small group discussions.
14. Winning the confidence of students.
15. Co-tutoring.
16. Finding ways to be flexible concerning our students' various levels of abilities.
17. Getting to be a part of the testing group for Burlington English.
18. Using both physical and digital resources to help students.
19. Using well-tested programs like ABCs of OG and Laubach's "Way to Reading" to help students.

GROWS: LIST SOME THINGS YOU FEEL YOU WOULD LIKE TO IMPROVE ON.

1. Teaching grammar (tenses).
2. Teaching proper pronunciation in speaking.
3. I want to develop a thorough study guide.
4. Making the classes as efficient/effective as possible.
5. Using different teaching methodologies (i.e. O-G).
6. Finding new ways to help students with learning disabilities.
7. New ways to help students retain sight words.
8. Getting students to open up and be more involved in conversations.
9. Finding more book selections that are relative to the group and on their academic level.
10. Improving the students' learning by applying tools used by speech pathologists.
11. Improving teaching techniques to teach grammar at a higher level.
12. Collecting more academic materials to help our students.
13. Build a booklist that corresponds to our lessons to reinforce what we are learning.
14. Retest and review old lessons to check for gaps.
15. Working on writing skills, not so much focus on just speaking.
16. Encouraging students to ask more questions.
17. Getting students to speak up more about what they want to learn.
18. Putting firmer boundaries in place as it comes to class rules and phone usage during lessons.






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Our literacy services are accessible to
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our website at

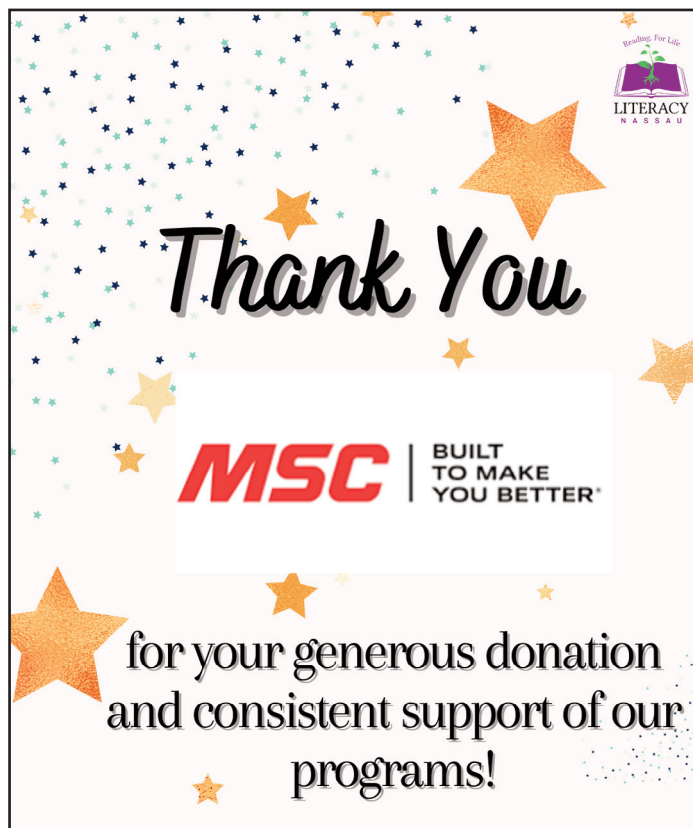
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