

Clatsop Community College Volunteer Literacy Tutor News

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WHAT ARE FELLOW TUTORS DOING WITH THEIR STUDENTS?

Patty L. works with 3 sisters, Spanish-speakers, who range from beginning level to intermediate. None of the sisters are particularly confident (or were less so at least in the beginning), but with Patty's relaxed nature and because they work together in a familial group, the ladies are making good progress. Patty has been using beginning ESL packets that have lots of illustrations. Together they first label the vocabulary and then cut up to make flash cards. Then they all make up stories about the pictures, which is a great way to extract language relevant to the students' experience. Patty and the students used the food/utensil pictures to set the table and choose what foods they would use for a meal. Discussions followed about how the foods were cooked which led to longer discussions and broader topics. This free flow of conversation through the use of hands-on materials taps into personal experience and makes for the perfect ESL lesson.

What are some of the activities you are using with your students? Let me know and we can pass the information on to the other tutors.

FALL TERM ENDS DECEMBER 13

WINTER TERM BEGINS JANUARY 6

Do you need sign-in sheets?

Update:

TUTOR APPRECIATION LUNCH: November 15 from 11:30-1:00

About 18 of us met at Monte Alban (the owners have been long-term participants in the tutor program, by the way) for lunch. We heard about home-grown technological innovation in salmon and trout hatchery science from tutor Tod J.

Thanks to all of you for your dedication to our students!

Last week, the Volunteer Literacy Program sent a **letter of support** to the **Astoria K12 school district** for a **grant** that school administrators are writing to fund **after-school tutoring**. **CCC Literacy Tutors** are truly a community partner, if rarely acknowledged, with the K12 school system. The **important work** you do to bring improved literacy to parents is a major component in their children's academic success. Other partners in this grant-seeking process include NWRESD Migrant Education and the Lower Columbia Hispanic Council. The tutoring program is actually already up and running in pilot form: after-school math tutoring sessions are being offered for Astoria middle school kids. The Hispanic Council agreed to pay for the gas until the end of the 2013-2014 school year to get students whose parents are working home in a van. The grant, if acquired, will pay for more tutoring, technology (Chrome Books and calculators) and for a student advocate position (I'm not sure what that entails).

USING DICTATION AS A TEACHING TOOL

Using dictation is an excellent way to meld listening, reading and writing and is as well a simple way to review what you have covered in class. Don't ask your student to write something that you haven't already covered. You may need to repeat the phrases three or four times, but this is a good way to get your students to concentrate on the syllables that make up complex words and sentences. Give it a try- dictation doesn't take a lot of time and is a good way to wrap up your lesson.



Do You Know Anyone Who May Want to Become a Literacy Tutor?

Thanks to all who responded to this call for more volunteers! We signed up 4 new people this month! **Welcome to Leticia, Meredith and Claudia and Maureen!** If you know of anyone else . . . send them to me!

We are looking for **volunteers fluent** (and who **can read and write Spanish**) to help out in the new Spanish GED classes set to begin November 6-7 (Wednesdays from 6-8 PM in Astoria and Thursdays from 6-8PM in Seaside). **Can you help or do you know someone who can? We can also set you up, one-on-one outside class time.**



Timed Repeated Readings

This is a strategy to help readers gain fluency, which is defined as **the ability to read in a flowing and rhythmic manner, by reading phrases vs. words or syllables, all the while anticipating what is coming next in the sentence because of almost automatic comprehension.** Think "automaticity."

This strategy isn't appropriate for all students, but works well with those who are essentially accurate, but slow readers. It should not be used with students who are not accurate or who are already fluent. This technique is effective with both second-language learners and native English speakers. Choose a passage and make sure the student understands the vocabulary and what it's about. Time the student and determine from there a time goal to do it faster and more accurately. Reading it aloud to the tutor is a good exercise in pronunciation for ESL students, but students can also read it silently.

Remember: good readers, meaning those who comprehend well) read between 200-250 words a minute (silent reading).



**TUTOR TRAINING
DECEMBER 11, 2013
COLUMBIA HALL
ROOM 219
11:00-2:00 PM
PLEASE RSVP**



The literacy office will be closed from **December 16 through January 2.** I will have requested materials prepared for all of you who have asked by 12/13. Call soon if you need something before we close.