

# CLATSOP COMMUNITY COLLEGE VOLUNTEER LITERACY TUTOR NEWS

Volume 2, Issue 3

March 2011

## Assigning Your Student Homework:

*supplementing the 40-hour yearly minimum for state and federal reporting requirements*

The state and federal reports we send in at the end of every school year (June) require that a student have studied at least 40 hours during the past year. If the student does not reach this mark, his or her record is "wiped out" and it's like they never existed. This deletion of record represents a lot of lost intake, testing and data collection. Students who didn't make the 40 hours, but who remain in the program, must go through the entire testing and intake process again in July, the beginning of new reporting year.

We understand that tutors provide more than just instruction and literacy coaching- they serve as ambassadors from the dominant culture, as role models and often they form lasting friendships with their students. Granted, we are not here to serve the agencies we report to, but they do fund the programs based on what they deem to be student success- 40 hours completed and a level gain on the second test. As you all know, money is TIGHT and we need to make our program as effective and viable as possible.

*continued on page 2*

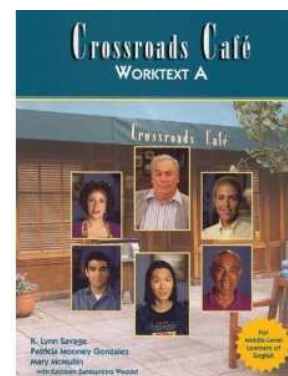
## TUTOR TIPS OF THE MONTH

### *Crossroads Café: a CCC library resource*

Dolores L. has been using this resource with her students in the campus library. Crossroads Café is a PBS-produced video series to help second language students learn English. The storyline revolves around the opening of a restaurant by a Romanian immigrant, his workers and their customers. There are 26 1/2 hour videos, accompanied by a set of workbooks. The workbooks include **Worktext A and B** for intermediate students and the **Photo Stories** are designed to help beginners.

The videos are available under the call number [VR] PE1128 .C795 1996. You can find the workbooks under PE1128 .C795 1997. There is a room in the library with video equipment for viewing.

Dolores and her students say the videos are funny and include pull-out sections separate from the storyline. One of them is on good job interviewing techniques, proper dress and culturally appropriate behaviors such as the importance of eye contact in the United States. Give them a try!



## **INSIDE THIS ISSUE**

- 1** Assigning Your Student Homework
- 1** Tutor Tip of the Month: *Crossroads Café*
- 2** March Tutor Trainings: "Recipe for Reading"  
Saturday, 3/12/11. Call and reserve a seat.
- 2** Recommended Materials



New rules say that completing a “reasonable” amount of weekly homework can be counted towards the 40-hour mark. I know many of our students are indeed supplementing their studies with the tutor in various ways during the week. We need to formalize and document, however, the supplemental work our students are doing. The sign-in sheets you already use will work for homework, too. The tutors should initial the signatures that indicate completed homework.

I want to speak with everyone about instituting the homework process- tutors and students. We can start now by brainstorming homework activities that are “doable” and help our students make progress. Beginning in the new program year this July, I will formalize the process with each student and tutor. Some of you are already doing this for the current program year. If you can start now or have any questions about documenting homework, call or email.

#### **Ideas for homework assignments:**

1. Have your student go to a store and check out prices or ask a clerk in English to find something for them. (1 hour)
2. If your student has been issued a laptop, assign work on *Rosetta Stone*. (1-3 hours)
3. Ask your student to speak with their children in English *only* for 20 minutes a day. (2 hours)
4. Watch the news or other TV in English for ½ hour twice a week. (1 hour)
5. Worksheets, word searches, puzzles, other workbook assignments. (2 hours)

**Send us your homework ideas to share with other tutors.** For tutors working with native English speakers who need help with their writing or reading, journal entries, essay practice and assigned readings in textbooks or from the Marshall Adult Education website are a good idea for supplemental work. Assigning a question to research, on the Internet or in the library, will serve these students, too.



**Saturday, March 12, 2011**

“Recipe for Reading” will discuss the basic elements of a reading lesson, geared towards adult learners. Tutors will learn the central principles of Guided Reading and how they can implement its key strategies when working with their students. Participants will learn about the basic differences between emerging ESL and English-speaking readers. A simple technique for encouraging both writing and reading will be presented. The training will be from 11:00 a.m. until 2:00 p.m. in Clatsop Community College’s Columbia Hall, room 219. Bring a lunch or snack. Call 338-2557 to reserve a seat.

#### **Recommended Materials**

**“Phonemic Awareness Infusion”:** For High Beginning and Intermediate ESL students to improve pronunciation, short readings that focus on and repeat one or two phonemic sounds. Ask Percy for a copy.

**Free Word Search and Crossword Puzzle-maker** (think homework!) available at <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

This site allows the ESL student to listen and, through multiple choice answers, test what they are hearing. (multi-level)  
<http://www.seminolestate.edu/adulted/els/listening-and-dictation/index.htm>

