Littleton Immigrant Resources Center

Quarterly Volunteer Workshop
February 2019
Numbers

- Active Volunteers: 182
- 160 language partner matches
- 25 individual citizenship matches
- 6 small group citizenship teachers
- 5 citizenship classroom volunteers
- 5 small group ESL teachers
- 8 ESL classroom volunteers
- 6 office volunteers
- Total volunteer hours in 2018 (approx): 5,500
Teaching Tip

Skit!

Let go! Set up activities, allow students to complete (give them space to process and struggle)
Prescriptive vs. Descriptive Grammar

Prescriptive = rules, grammar books, “standard grammar”
Descriptive = how people really talk

Read these speech samples:

*Where’s it at?*
*What means totalitarian?*
*We don’t have no milk.*

Are any of these “wrong,” and if so, why?

Implications for ESL teaching:
Break into Citizenship and ESL Groups

Nobody knows when the last goodbye is
Language Partners

Games

Prepositions

Idioms

Does my student understand? (assessments)
"Inside Your Head" board game

- In the spaces write down things like: "First boy/girlfriend," "something you like doing", "a scary experience," "what makes you angry," etc.
- Roll a die, and your student talks about whatever subject he/she lands on.
- Try it!
Taboo

- Choose a category (e.g. jobs) and write a main word or phrase to describe it at the top of an index card or slip of paper.
- Below the main word, write 3-5 words that students are not allowed to say when describing the main word.
- Try it!
I Spell, You Guess

- Choose a group of words, go through the meanings
- Start spelling a word with the ABC tiles
- Your student tries to guess the word before you finish spelling it
- Award 1 point for every letter of the word you didn’t use
- Also let your student try spelling the words
- Try it!
I Spell You Guess Wordlist

**amiable** - diffusing warmth and friendliness

**brazen** - unrestrained by convention or propriety

**candor** - the quality of being honest and straightforward

**diligent** - quietly and steadily persevering in detail or exactness

**deferential** - showing courteous regard for people's feelings

**cumulative** - increasing by successive addition

**brusque** - rudely abrupt or blunt in speech or manner

**arcane** - requiring secret or mysterious knowledge
Conversation on Paper

- Write a question or a short note to the student, who writes a response to you.
- Do not correct the student's mistakes. Simply write back to the student.
- The student writes back again and will hopefully use your writing as a model.
- Continue writing back and forth until you have had a whole "conversation."
DID I SAY THAT???

- Give the student a photo and have your student talk about it
- Write down everything she/he says (even mistakes)
- Read what you’ve written to your student
- Compliment the student on what she/he did well (including minor errors that do not impede understanding)
- Point out mistakes that hinder understanding
- Try it!
Prepositions – In, On, At

**TIME**
- Centuries – In the 1900’s
- Decades – In the 90’s.
- Years – In 2018.
- Months – In March.
- Weeks – In 5 weeks.
- Seasons – In Spring.
- Periods of Time – In the future.
- Parts of the day – In the morning.

**PLACE**
- In France. – Countries
- In Paris. – Cities
- In Manhattan. – Neighborhood
- In the car. – Personal Vehicle

**General**
**IN** (Bigger)

**More Specific**
**ON** (Smaller)

**Very Specific**
**AT** (Smallest)

- Time – On the weekend.
- Days – On Friday.
- Dates – On Christmas.
- Specific day – On my birthday.
- Day + part of day – On Fri. morning.

- Hours – At 10:00 am.
- Parts of day – At noon.
Practice

He was born ____ 1974.
Is the museum ____ Gallup Street?
He left ____ the plane.
We don’t have to work ____ New Years Day.
Class starts ____ 10:00.
Did you see Erica ____ TV?
Meet me ____ my house.
Idioms

English has TONS of idioms
Teach one idiom per lesson
Teach the vocabulary within the idiom
Discuss when you use the idiom
Have student write a story using the idiom

https://www.usingenglish.com/reference idioms/
iPad - Kidioms app
Does my student understand? (assessments)

How do I know she/he understands?

- Give permission to not understand
- Give a prompt - “What did you do this week?” “Do you think higher education should be free?” Oral or written
- Sentences with mistakes - “I am learn English”
- Oral interview - ask questions that require the new language taught
- Project - create a map, recipe book, cartoon, video/audio diary, how-to video, book report
How would you assess....

Tatiana is a beginner English student. Last week, you worked with her on using present continuous verbs (I am sitting, we are cooking). How would you assess her understanding?

Lee is an advanced English student. You have been working on job interview skills (questions an employer might ask, talking about past jobs, describing skills). How would you assess his understanding?
Thank you for attending!

Questions

Experiences to share