

Today's Plan

- 10:30 Overview
- 10:35 Brief Introductions
- 10:55 Review of Administrative Materials (Elida)
- 11:15 BREAK
- 11:25 Process Plan (Mike)
- 11:35 Hand-on Training I
- 12:30 Lunch and Discussion
- 1:00 Review of Teaching Materials (Mike)
- 1:15 Hands-on Training II
- 1:50 Wrap-up
- 2:00 Conclude

Literacy Definition

ProLiteracy defines literacy as:

The ability to use written and printed information to function in society, achieve goals, and develop knowledge and potential.



Our Core Values



- Empathy: Show compassion and advocate for English language and literacy students.
- Inclusiveness: Embrace diversity and create equitable learning and work environments.
- Respect: Assume positive intent, keep an open mind and communicate with care.
- Collaboration: Work as a cohesive team and be creative in our approach to teaching and learning.
- Commitment: Dedicate time, talent and treasure to ensure the success of our mission.



Our Four Primary Focus Areas

We provide the following services for adult literacy students in our community:

1. Adult Literacy for Reading and Writing
2. ABE (Adult Basic Education) - Literacy for reading and writing to prepare for the HSE (high school equivalency) & GED examinations
3. ESL (English as a Second Language), ELL (English Language Learner) or ESOL (English for Speakers of Other Languages) tutoring
4. Support and Guidance with preparing for the United States Citizenship Examinations

Your student determines the pace.
“Student Centered Learning Approach”

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Delivery Methods

- 1:1 tutoring
- Small groups
- Drop-in Classes
- Conversation Clubs
- Citizenship prep
- GED Prep
- Mango Languages



Getting Matched With A Student

- 1:1 tutoring is based on availability
- Tutor and student intake form
- “matched”
- Student’s expressed personal goals, cultural background and base level of education are considered



Newly “Matched”

Prospective Student & Volunteer Tutor Procedure

- 1st - The office contacts the student via text message or phone.
- 2nd - The tutor contacts the student via text message or phone.
- 3rd - The tutor makes an appointment with the student to meet, discuss goals and scheduling expectations.
- If meeting at the library, visit our offices to select and collect tutoring materials.
- 4th - Books and other resources are distributed only to trained, authorized tutors.



Where and How Often?

How often do you meet?

- A minimum of once a week for a minimum of 90 minutes is optimal.

Where do you meet?

- Tutors and students are expected to meet in public locations such as: public libraries, public library study rooms or conference rooms, clubhouses, community rooms, coffee shops, public parks, places of worship, the Food Court at the IRC Mall or at any other pre-approved meeting place.



Submit Your Monthly “Tutoring Hours” Reports on Time

- Please submit monthly reports to the office before the last Friday of the calendar month.
- Tracking tutoring hours and monitoring of student goals are essential. Goals are tracked on at least a quarterly basis. Please contact the office with any reporting questions.
- Concerned parties, outside the organization, including donors, expect accurate data about the impact of our programs and how students’ lives have changed and improved, as a result of the literacy services we provide to the adult learners in our community.
- If in doubt, write it down.
- Reminder messages, via “Taking Points, will be sent to your telephone if reports aren’t received by month end.

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Your Student's Goals

Most students have a specific literacy (learning) goal in mind.

Common goals are:

- Obtaining a Florida State driver's license
- Preparing for the United States Citizenship Exam
- Acquiring workplace vocabulary
- Communicating with a doctor or a child's teacher, etc.
- Focus on your student's immediate personal goals.
- Use "realia", such as newspapers (Easy English News), magazines, menus, games and shopping flyers...

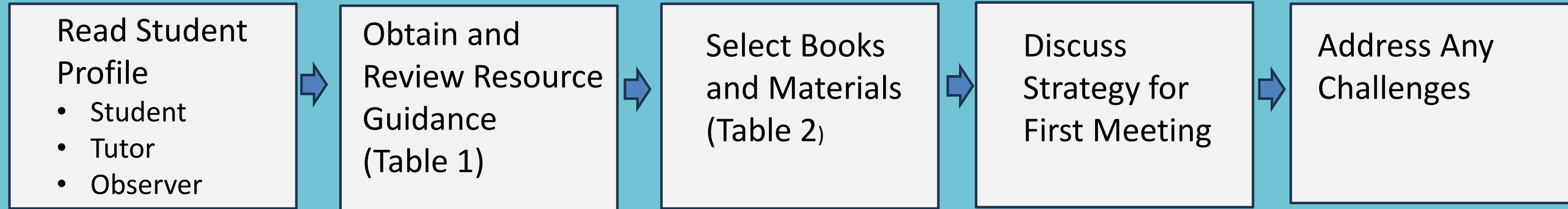


Student “Goals Report”

- It is essential to submit at least one of your student’s personal goal achievements every 3 -4 months. Goals should be realistic and not duplicative. Refer to a copy of their yellow form before completion. Review and briefly discuss your student’s accomplishments monthly.
- Submit your “Monthly Report” and the student “Goals Report” via the “Tuesday Tips” on -line form (preferred); download the form on our website under our “Current Tutors” page or submit via e -mail to: education@literacyservicesirc.org.
- A reminder notice will be placed weekly in our electronic newsletter, “Tuesday Tips”.



Exercise Overview



Ask Tutor Mentors Questions.
They May Give You an Additional Challenge.

Review of Tutor Tips

- Ask your student if they want to be corrected
- Be aware of their learning style
- Provide context when starting a lesson and summarize after completion
- Remember to always “model” first
- Use the pause to encourage students to speak
- Understand cultural differences and their impact
- Focus on your student’s goals and review regularly

Mindfulness: Cultural Differences

- Gestures
- Eye Contact
- Courtesies
- Attitudes
- Religious Beliefs
- Time awareness
- Gender roles
- Civic awareness
- Values
- Goals



Understand Their Impact

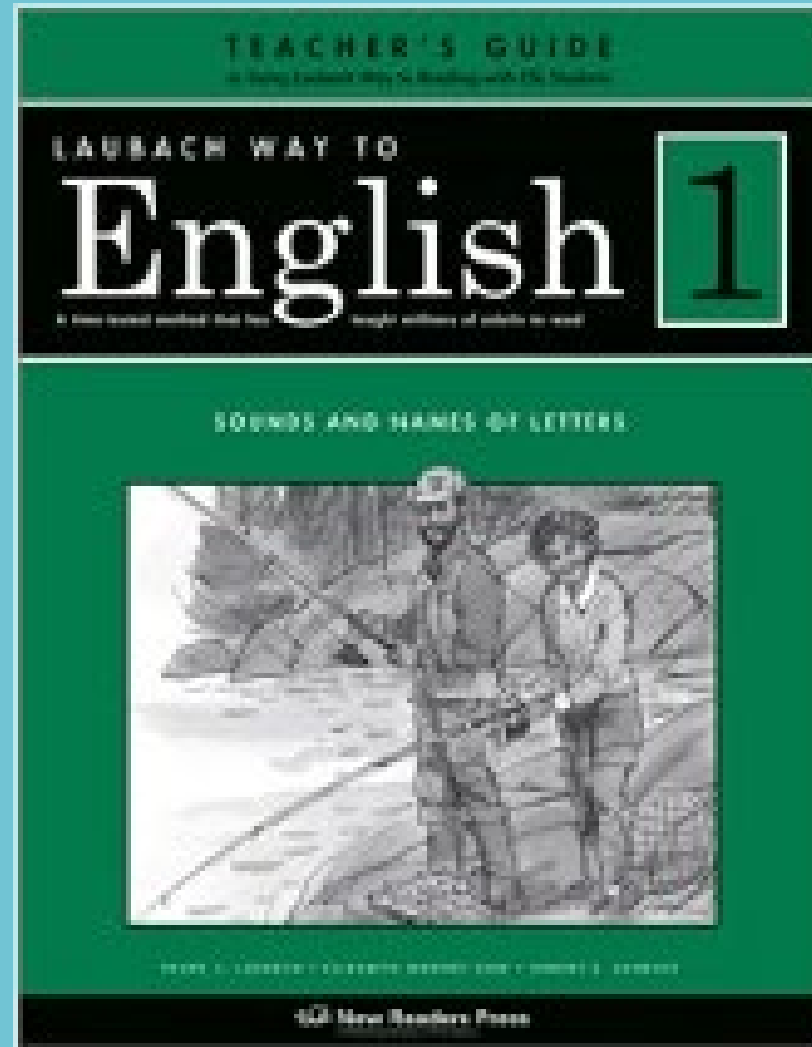
ESL Tips

Additional Communication:

1. Gestures, facial expressions, senses
2. Pictures, Photographs, Maps and drawings
3. Demonstrations and Realia (Visual)
4. Reading, Minimal Pairs, YouTube
5. Google Translate, DeepL Translator
6. Mango Languages App and others (record feature)



Laubach Way to English

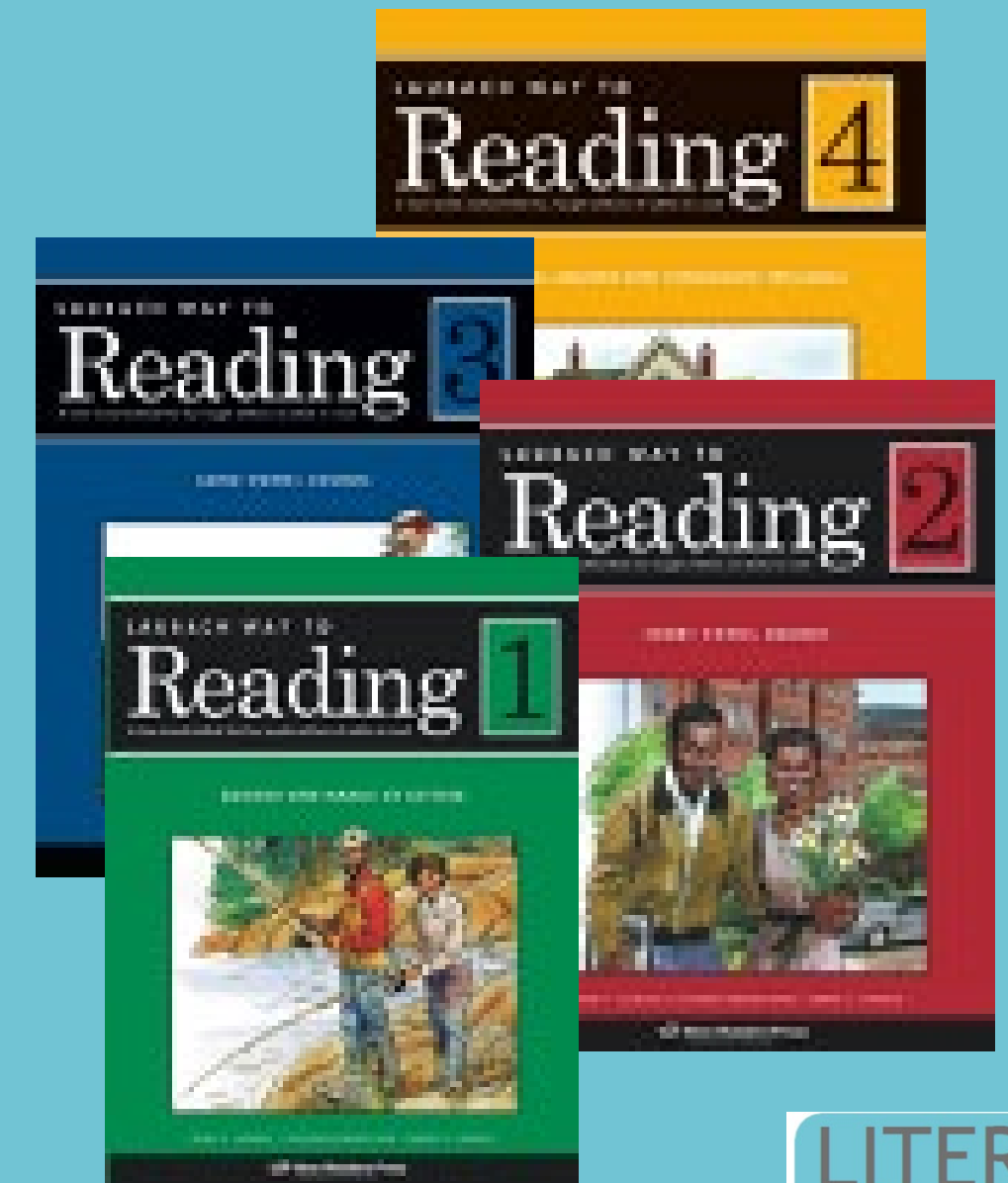


- Laubach Way to English (LWE)
- for beginning ESOL students
- sounds/letters
- repetition
- illustrations (basic vocab)

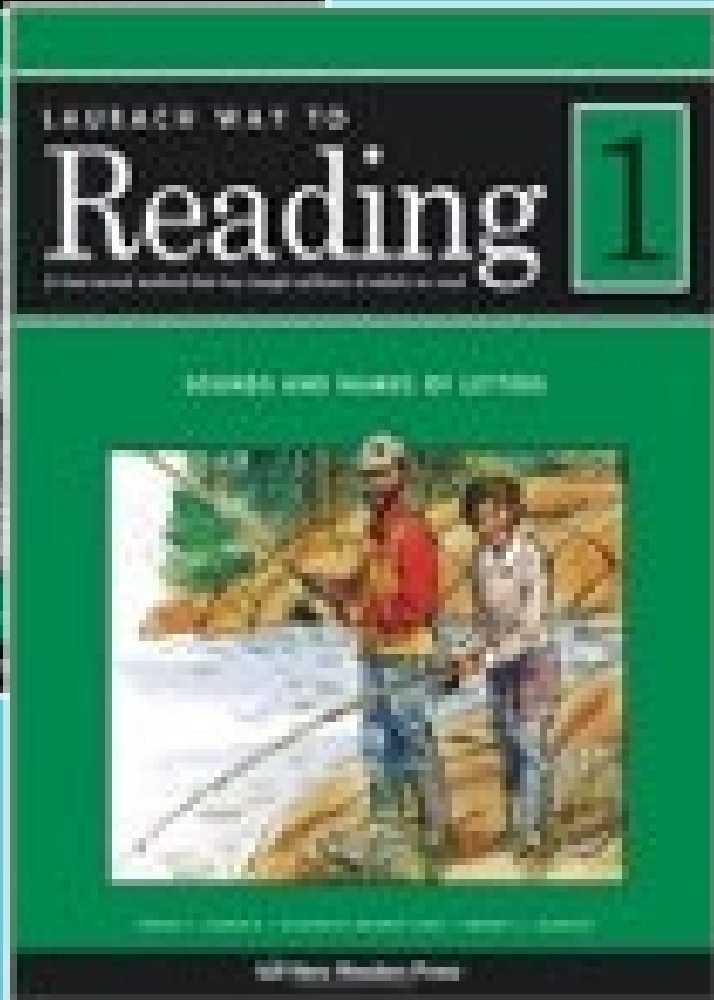
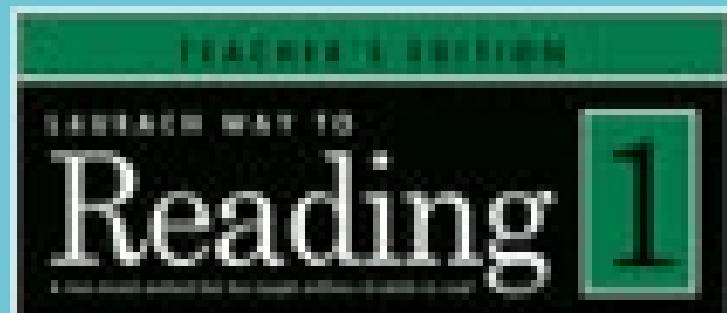
Same student book as used for a literacy student,
but another TM (Teaching Model)

Laubach Way to Reading (LWR)

- Literacy students
- Consistent Format
- Immediate Success
- Four Levels
- Time Tested



Extra Resources for all LWR Levels



LWR: CONDUCTING LESSON 1






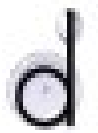






- Step-by-step instructions for tutors
- Lessons and activities for students
- Stories included at the end of each student book



LWR: CONDUCTING LESSON

Lesson 1

Chart 1

		bird b	b	b
		cup c	c	c
		dish d	d	d
		fish f	f	f
		girl g	g	g
		hand h	h	h

Lesson 1

The girl

This is a bird.
This is a cup.
This is a dish.
This is a fish.
This is a girl.
This is a hand.

The girl has a bird.
The girl has a cup.
The girl has a dish.
The girl has a fish.

The girl has a bird in her hand.
The girl has a cup in her hand.
The girl has a dish in her hand.
The girl has a fish in her hand.

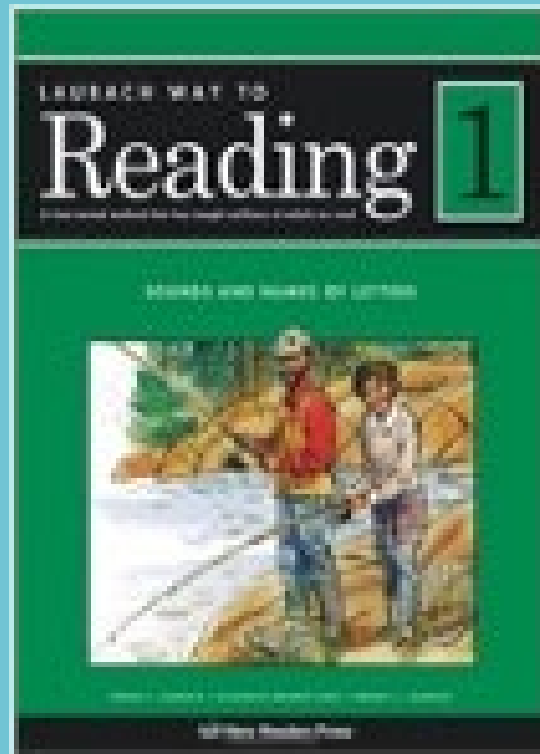


LWR LESSON 1 TECHNIQUE

- How does the picture in the chart help the student remember the letter's shape and sound?
- Why did the tutor trace the picture and the letter?
- Which was emphasized more—the name or the sound of the letter? Why?
- Why did the tutor say, “Read bird?”

LWR: Book 1

Recommended for “New” Beginners



Lessons 1-5

The Alternate Method

- Review
- Homework
- Check-ups
- Drawings for Conversation Starters
- Basis Assessments

Challenger Series, Books 1-8 (New Readers Press)

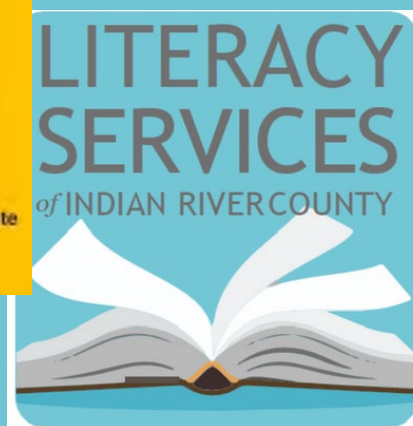
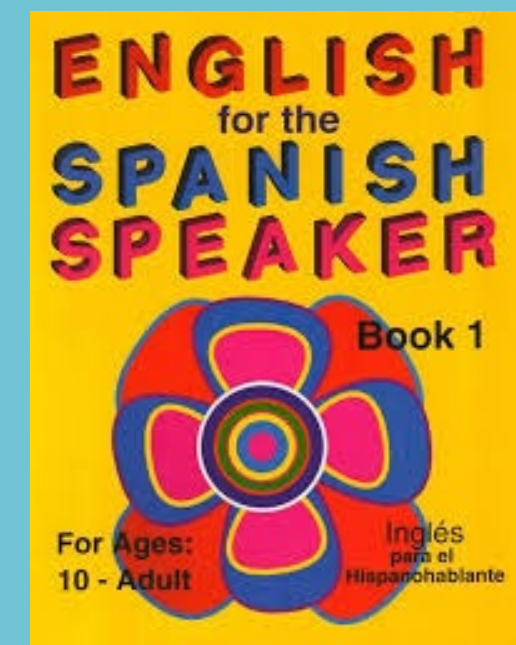


- Reading and writing instruction
- Low beginners who already know how to read/write in their own language, sounds, letters, etc.
- Starts at 4th grade level

Other Literacy Resources

Experiment with :

- Picture Cards – promotes conversation
- Picture Dictionaries – excellent for beginners
- “Easy English News” a monthly newspaper with many tutor resources including vocabulary, idioms, short stories with comprehension questions, crosswords, and more.
- Phonics Flash Cards – practice blends
- Supplemental workbooks – Book of Lists
- Games



Follow-up After Today

1. Communicate any administrative issues to the Office.
2. Attend Tutor Gatherings to learn from others.
3. Consult the ProLiteracy YouTube channel and the LSIRC website for videos and resources.
4. We will schedule a follow-up Zoom meeting in about a month to share experiences and ask questions.
5. You will encounter challenges and learn.

Questions?