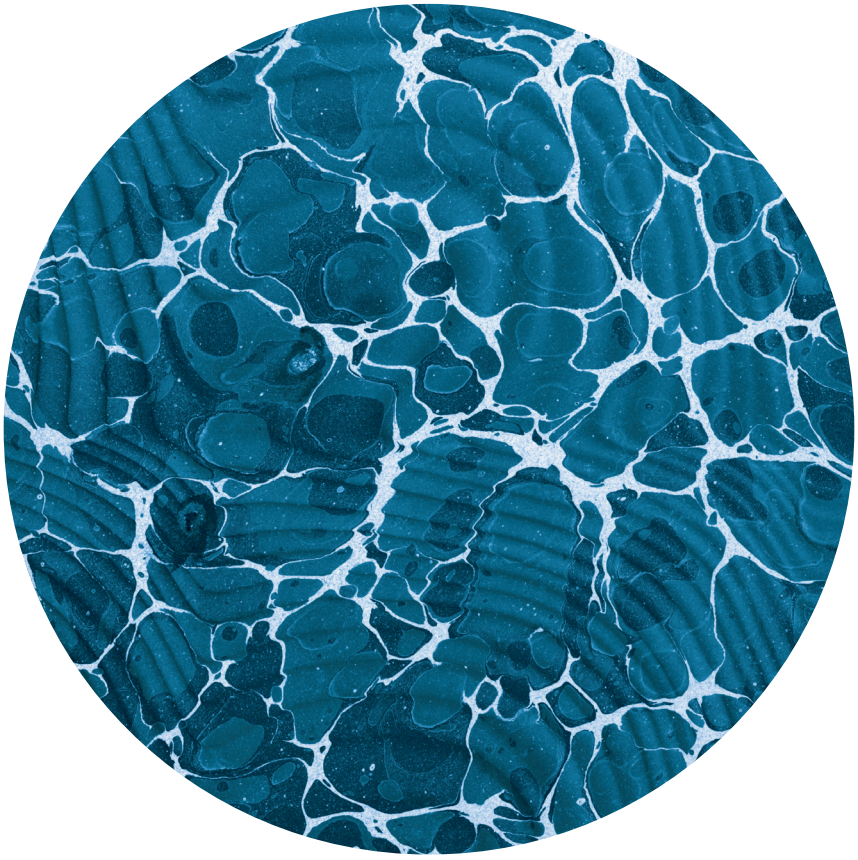
# *Open***Minds**

## Innovative Strategies for Oklahoma Literacy Instruction



## for **Tutors** of **English Language Learners**

Oklahoma Department of Libraries

OKLAHOMA Literacy Resource Office

Institute of Museum and Library Services

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LITERACY RESOURCE OFFICE

Greetings Trainers,

*Open Minds* has been used to train tutors since 2006 with numerous changes and adaptations to meet the needs of Oklahoma literacy programs.

Since that time, the demographics of learners changed significantly resulting in a greater need for tutors trained to work with non-native speakers. This module is designed to equip trainers to address this need.

The *Open Minds* for Tutors of English Language Learners manual includes a PowerPoint and script for *Step Forward* as a model for a curriculum presentation. Trainer instructions are provided for *Teaching Adults: An ESL Resource Book.*

For your convenience, the manual has been formatted with green type for trainer instructions. Black font is used for script. You may, of course, use your own words as you present—the script is there to help you cover all material that is included in the reviews at the end of each module.

Following the ELL Resources tab you'll find photocopy masters, pages ELL 77-115, to use with the ELL presentations. You may also use basic literacy resources, pages 86-129, from the original *Open Minds* manual that you find helpful.

**What is Open Minds?**

*Open Minds* is a flexible tutor training model developed by Oklahoma trainers, local program directors, and staff from the Literacy Resource Office of the Oklahoma Department of Libraries. While it has been used throughout the state since 2003, it continues to evolve to meet the changing needs of adult learners,volunteer tutors, and local programs.

***Open Minds* is meant to be customized**

1. Flexible Training Schedule—*Open Minds* is a three part, nine hour training plus a one hour orientation that can be presented in a variety of ways. Many Oklahoma programs conduct the one hour orientation prior to the training and then present the remainder in three 3-hour sessions spaced several weeks apart. Other programs offer orientation on a one-to-one basis and present the training as a six hour session with a three-hour follow up. Trainers work with program directors to determine a schedule that works best.
2. Flexible Presentations—Trainers are encouraged to incorporate a wide variety of presentation methods when training new tutors. PowerPoint, video, paired learning, and demonstrations are just a few of the suggested formats. Trainers may present the training segments as recommended in the *Open Minds* Trainer Resources manual or use methods of their choice.

3. Flexible Curriculum and Tutor Resource Content—
   - *Open Minds for Tutors of Basic Literacy* was designed to train tutors to use a core curriculum selected by the local program. The *Open Minds for Tutors of Basic Literacy Trainer Resources* manual includes a PowerPoint and script for *Voyager* as a model for a curriculum presentation. Local programs also determine which tutor resource book will be covered, *Teaching Adults* or *LitStart*.
   - *Open Minds for Tutors of English Language Learners* was designed to train tutors to use a core curriculum selected by the local program. The *Open Minds for Tutors of English Language Learners Trainer Resources* manual includes a PowerPoint and script for *Step Forward* as a model for a curriculum presentation. Trainer instructions are provided for *Teaching Adults: An ESL Resource Book*.
4. Flexible Tutor Placement—Some local programs require new tutors to complete the full *Open Minds* training before being matched with learners. Other programs match new tutors after they attended Part 1, or Parts 1 and 2 of the training with follow up training provided after a few weeks of tutoring experience. If the second option is used, it is suggested that each new tutor observe an experienced tutor working with an adult learner. This mentor opportunity may help build on the information presented during the tutor training and may help new tutors feel more confident when matched with a learner.
5. Flexible Follow-up—Oklahoma programs are required to provide at least one hour of continuing education for tutors each year. Trainers are encouraged to work with the program director to select a topic based on the needs of local tutors and learners. The *Open Minds for Tutors of Basic Literacy Trainer Resources* manual contains in-service topics that may be used as continuing education for tutors of English Language Learners as well. Additional topics will be added in the future. Who can use *Open Minds*? The Oklahoma Literacy Resource Office welcomes any library or community based literacy program to use *Open Minds* as long as the information and resources are cited. Please call us at 800-522-8116, option 4, if you have questions or need assistance.

Happy Training!

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# Part 1

# Getting Started

Before the Training

## Director

### Three weeks before training

- Submit press release
- Ensure there are copies of the curriculum and tutor resource book for each participant

### One week before training

- Contact potential participants by phone or email or send reminder notes
- Photocopy handouts and prepare participants' folders
- Order refreshments

### Day of training

- Pick up refreshments

## Lead Trainer

### Three weeks before training

- Confirm room reservation
- Contact co-trainer to finalize plans
- Prepare Getting Started Agenda

### Two weeks before training

- In preparation, run-through Part 1 with co-trainer

### One week before training

- Confirm number of attendees with director
- Select, view and bookmark language experience video

### Day of training

- Set up room
- Set up displays
- Set up registration table
- Put out directional signs
- Check equipment

### After the training

- Debrief with co-trainer. Discuss suggestions for improvement
- Send a copy of the Sign–in Sheet to local program director
- Send training report to ODL

# Tutor Training Agenda

## Part 1—Getting Started

Welcome..... 5 minutes
Introductions

Local Program Information ..... 10 minutes
Who We Are and How We Provide Services

Adult English Language Learners ..... 30 minutes
Language and Cultural Learning

Goal Setting..... 35 minutes
Making Learning Relevant

Language Experience Approach (LEA) ..... 80 minutes
The Learner's Story

Review ..... 10 minutes
Key Points to Remember

Wrap Up ..... 10 minutes
What Happens Next

Add time for breaks and lunch to your agenda.
Develop participant agenda and print a copy for each attendee.

# Everything You Need for Part 1

Online resources are available at
libraries.ok.gov/literacy/literacy-publications

## Online resources

*Open Minds Trainer Resources*

- Sign–in Sheet, p. ELL 77
- Getting Started Agenda, p. ELL 79
- Choice of handout from pp. ELL 82–83
- Culture Cards, p. ELL 84
- My Goals, p. ELL 85
- Goal Setting Flashcards, p. ELL 86
- Goal Setting—Step–by–Step, p. ELL 93
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- My Story, flip chart p. ELL 16
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- ELL Videos and Online Links, p. ELL 99
- *ESL 1 Experience Story*, goo.gl/BurtJ9
- *ESL 2 Experience Story*, goo.gl/M7NO9i
- Choice of foreign language video, Videos and Online Links, p. ELL 99

## Supplies

Sign–in Sheet

Name tags

Pencils, pens, notepads

Backwards clock

Laptop with speakers

Projector

Display of curriculum

Local brochure, newsletter

Bookmarks

Goal Setting Flashcards

Choice of handout from pp. ELL 82-83

Steps to Collect a Story (Strips)

*Facts and Statistics* brochure, Oklahoma Literacy Resource Office

Local program tutor job description

Flip chart printed with LEA story as directed on p. ELL 16

Flip chart markers

Writeable cube with review questions

*Celebrating Our Journey,* a collection of adult learner writings

Sign-up sheet for Part 2

## Participant Materials

Folder with handouts, see p. ELL 7

# Welcome

**5 minutes**

## Introductions

### Purpose

Welcome those attending and introduce the training team.

### Format

**Trainer Instruction:** Before the training, organize folders with handouts for participants as suggested on p. ELL 7.

Photocopy the Sign–in Sheet, p. ELL 77.

Choose a handout from pp. ELL 82–83. Make copies to use as an icebreaker.

On the day of training, create an inviting atmosphere and set the mood by playing a session opener video as participants arrive. The foreign language videos from ELL Videos and Online Links, p. ELL 99 are good selections.

Distribute a folder with handouts to each participant.

Name tags should be available for all participants as well as for trainers and program representatives.

Greet participants as they arrive. Ask them to sign in and make a name tag.

When it is time to start, welcome the group and introduce the training team.

Distribute a copy of icebreaker to each participant.

Ask volunteers to read portions. Encourage discussion about the difficulty of the English language.

Conclude discussion saying that as difficult as the language is for us who have known it all our lives, imagine how confusing and difficult it must be for immigrants!

Explain that the goal of Part 1 is to provide tutors with strategies to get started with a learner. Participants must attend parts 1, 2, and 3 to be certified as *Open Minds* tutors.

**Note**: Work with the director to find a solution for anyone who cannot attend the entire training.

Participants may have questions during the session. Say that you'll be happy to answer all questions. Explain that because there is so much material to cover in a limited period of time, it might be a good idea to write their questions and save them for the question and answer time.

**Note**: Throughout this manual, green type is used for instructions to the trainer. Black type is used for a basic script and resources.

### Online Resources

*Open Minds Trainer Resources*

- Sign–in Sheet, p. ELL 77
- Getting Started Agenda, p. ELL 79
- Choice of handout from pp. ELL 82-83

### Supplies

Name tags

Pencils, pens, notepads

Backwards clock

Choice of handout from pp. ELL 82-83

Display of curriculum

### Participant Materials

Choice of handout from pp. ELL 82-83

Folder with handouts as described below

| Left Side of Folder | Right Side of Folder |
|---|---|
| Local brochure | Getting Started Agenda |
| Local newsletter | Goal Setting Flashcards |
| Tutor job description | My Goals |
| Bookmark | Goal Setting—Step–by–Step |
| *Facts and Statistics* brochure | Steps to Collect a Story |
| | Strategies for Beginning Readers |
| | Strategies for Intermediate Readers |
| | ELL Part 1 Review |
| | ELL Videos and Online Links |

**Note**: It will be helpful to you and the attendees to organize participants' folders for ease in finding the correct handout during the training. Using different colored paper for each topic will make finding the handout easier.

Oklahoma programs may request folders and *Journey to Success* labels from the Oklahoma Literacy Resource Office.

# Local Program Information

**10 minutes**

## Who We Are and How We Provide Services

### Purpose

Provide the audience with general information about the local organization and the services it provides.

### Format

**Trainer Instruction:** The session should answer questions individuals might have about the organization. Present basic program information so tutor prospects understand the mission and basic operations of the local literacy program.

Be sure to explain acronyms you use such as ESL, ELL, TANF, BEST, CASAS, ODL, etc.

Provide the following information by lecture, handouts, PowerPoint, or video.

Provide information about the program. Suggested topics may include, but are not limited to:

- purpose and mission of the local literacy program
- brief history of the organization
- services provided by the organization: [basic literacy, English as a Second Language (ESL), health literacy, Temporary Assistance to Needy Families (TANF), etc.]

Also include the program's general operations information:

- full time/part time staff
- training team
- volunteer board
- number of active tutors/learners
- partnerships with other community organizations

Direct attention to items on left side of participant folder such as:

- local brochure/newsletter
- tutor job description

Conclude by telling participants they will learn more details about tutoring and will have an opportunity to ask questions as the training continues.

# Adult English Language Learners

**30 minutes**

## Language and Cultural Learning

### Purpose

Provide insight into the characteristics and needs of adult English Language Learners. Identify unique aspects that different cultures bring to the classroom.

### Format

## Introduction—10 minutes

**Script:** Few Americans can identify with the challenges non-native speakers encounter. Try to imagine moving (not just vacationing) to a country where both the language and culture are unfamiliar.

Think about things that require communication. What situations demand language?

**Trainer Instruction:** Allow for responses from the group. Answers may include finding directions, enrolling in language class, learning about medical services, etc.

**Script:** It's easy to see that we do very little that doesn't require language, primarily spoken language. Learning and understanding English is a necessity for immigrants to the US to successfully integrate into society.

As we welcome immigrants to the literacy program, it's important to acknowledge that this is a diverse group. Some come to the US with little formal education and others are educated professionals.

Remember that these are adults. They share some of the same characteristics of basic learners. They've had many life experiences and are used to dealing with unexpected situations. They are busy people, used to dealing with emergencies and making decisions. They bring these strengths to the classroom along with a strong desire to learn. Regardless of their individual circumstances, most respond best to instruction that prepares them to meet their immediate needs.

Successful tutors and instructors must address not only language acquisition needs, but also the transition to US culture. Being informed and having respect for learners' cultures will help to avoid mishaps and misunderstandings.

It's not possible to know all the taboos or breaches of etiquette of every country, but its easier than ever before to be informed. Using the internet, a tutor can search for cultural issues for the country of their learner.

After you are matched with a learner, it may be helpful to learn about the culture of the learner's country.

## Activity—15 minutes

**Trainer Instruction:** Prior to the activity, print and cut apart Culture Cards for each pair. Distribute a stack to each pair with print facing down. Say the following:

**Script:** I'd like you to work with someone seated near you in this next activity. Use the cards I've placed on the table. Some cards describe a situation in a literacy program that may become a problem due to cultural

misunderstanding. Other cards suggest a possible reason for the problem.

Turn over the first card in one stack. With your partner, read the card. Decide if it is a problem or a possible reason for a cultural misunderstanding. Read the remaining cards. Separate into two stacks; (1) problems and (2) possible cultural reasons.

**Trainer Instruction:** Allow time for the first card to be read and discussed at each table. If instructions seem to be clear, proceed with the following.

**Script:** Any questions?

Continue through the cards, identifying problems and matching each problem with a reason.

When all cards are sorted and matched, choose one situation and discuss a possible solution with your partner. Be prepared to share your thoughts with the large group.

**Trainer Instruction:** Allow 5 minutes for sorting and discussion. Ask for a volunteer to share the conversation from their group.

## Conclusion—5 minutes

**Script:** It isn't likely that tutors will be aware of all cultural differences. However, tutors can connect and develop relationships with learners in many ways. What qualities or characteristics do you think are important for a tutor to bring to the experience?

**Trainer Instruction:** Ask a participant to write ideas on a flip chart.

Be sure to cover the following characteristics.

An effective ESL tutor is:

- Patient
- Flexible
- Prepared
- Light-hearted
- Encouraging
- Non-judgmental

Leave time for questions or comments.

### Online Resources

*Open Minds Trainer Resources*

- Culture Cards, cut apart, p. ELL 84

### Trainer Resources

*Teaching Adults: An ESL Resource Book*, 2013 edition, pp. 23–29

*I Speak English*, pp. 27-33

*LitStart,* p. 17

### Supplies

Flip chart

Markers

### Trainer Resources

*Teaching Adults: An ESL Resource Book*, 2013 edition, pp. 23–29

*I Speak English*, pp. 27-33

*LitStart,* p. 17

# Goal Setting

**35 minutes**

## Making Learning Relevant

### Purpose

Focus on the importance of learner-centered goals and how a tutor can help the learner identify his goals.

### Format

**Trainer Instruction:** It is important for tutors to understand the necessity of making learners' goals the driving force for all instruction. This may be quite different from the way tutors or adult learners were taught in school or in other educational settings. Tutors should keep in mind that immigrants may not be accustomed to the teacher asking for input regarding the instruction process.

Prior to the session, cut the Goal Setting Flashcards apart. Fold each so the picture is on the back of the description. Make several sets to use during the activity.

### Introduction—5 minutes

**Script:** The cornerstone of learner-centered teaching is goal setting. Decisions about teaching methods and materials depend on a learner's goals. Goal setting helps both you and the learner build a framework for planning and organizing lessons and monitoring progress. Working together, you and the learner should revisit these goals periodically to decide if goals have been met or if they need to be modified.

When a learner first comes to the literacy program, the literacy director will ask about his goals and will share this information with you. It is very likely that the learner may not be able to identify his short term goals. He may never have been asked to set goals before.

Not surprisingly, typical responses from English Language Learners may be general. They may say such things as to speak English, to become a citizen, or to get a job.

Research tells us that when learners achieve goals they can use in their daily lives, they are more likely to make progress. They are also more likely to persist in the program. Because it is so important for you to plan learner-centered lessons, you should spend time working with the learner to identify short term goals.

### Video and activity—10 minutes

**Trainer Instruction:** Tell the group that they are going to view a goal setting video.

Play the video, *Goal Setting*, goo.gl/w3BYbz

Following the video, ask participants to share their thoughts about the importance of setting goals.

Conclude by saying that the only way lessons can be goal centered is for tutors to spend time learning about learners' needs.

Ask participants to find the My Goals handout.

**Script:** For your convenience we've developed this very simple goal setting tool. This short list provides the basis for a conversation about what the learner wants and needs to learn.

You should tell the learner that he can choose things he wants to learn in class. Show the My Goals handout to the learner. Read the first item, "Talk with Americans." Ask if it is important to him to talk with Americans. If he says yes, show him where to mark the box in the first column on the right side of the page.

Go to the next item, "Read English." Ask if this is important to him. If the learner seems to understand, continue through the list.

You will get a sense of the learner's comprehension after reading two or three items. If you think he needs help, you may choose to use the Goal Setting Flashcards.

**Trainer Instruction:** Demonstrate how to use the cards. Tell participants you've cut apart the flashcards and folded them so the goal is visible on one side, the picture on the other. Show only the picture. Ask the group to tell you about the picture. After several responses, turn the card over and read the words. Ask if this goal might be important to a learner.

**Script:** Focus on only two or three goals in a session. Complete the list over several sessions.

When you've completed the list, read each goal again or have the learner read if he has the ability and is willing to do so.

Talk about which goal is most important to work on. Ask him to check the "most important" box. Tell him that you will work with him to help him reach his goals.

## Activity—15 minutes

**Trainer Instruction**: Provide flashcards to each group. Allow 10 minutes for groups to work together.

**Script:** Find the Goal Setting—Step–by–Step handout in your folder. Work with someone near you. Using the My Goals handout and flashcards, role play the steps of goal setting with your partner. One person should volunteer to be the tutor. Reverse roles to become familiar with the procedure.

### Goal Setting—Step–by–Step

1. Show the picture on the flashcard to the learner. Tell him this is a picture of a goal that some learners might like to work toward. Ask him to tell you about the picture.
2. Go through the cards and ask him to describe each picture. Give him time to identify the picture. If he doesn't respond, turn the card over and read the description to him. Have him repeat after you read.
3. Repeat the activity at least twice, more if the learner finds it very difficult.
4. When you feel the learner has some understanding of the goals, show him the My Goals handout.
5. Read the title, My Goals. Tell the learner that you want to teach things that will be useful to him.
6. Tell him that these are goals some learners might like to work on. Read each goal.
7. Choose the cards that match the first four goals on the list. Lay them on the table with pictures visible. Read

the first goal from the My Goals list. Ask the learner to choose the picture that matches the goal on the My Goals list.

8. Ask if he would like to work on that goal. If so, show him where to check the box on the My Goals list.
9. Repeat the activity using the next three cards.
10. Proceed with the activity. If you sense that the task is too difficult or too overwhelming, you may choose to read only a few of the goals. Use this as a teaching opportunity. Repeat the activity at the next session and add goals as the learner shows increased understanding.
11. After completing the list, ask if there is something he'd like to add. If a learner's specific goal is not on the list, you should add it.
12. Talk with the learner about which goal is most important to him. Show him where to check "most important" on the goals list.
13. These long term goals will need to be broken down into more manageable short term goals that can be used to plan instruction.

## Conclusion—5 minutes

**Script:** As you get better acquainted, you can help the learner reach his long term goals by working on related short term goals.

For example, if a learner's long term goal is to get a job, short term goals might be:

- learn terms on an application
- complete an application
- identify job–related vocabulary
- practice interview skills

There will be resource books available on the literacy shelves of the local program to help you with activities to use during the teaching session. You'll be introduced to a resource book in the next training.

Compliment the learner on success and ask if he would like to make any revisions. New goals can always be added as needs change. Reviewing and revising goals should be an ongoing process.

Periodically review progress.

Learner centered teaching can occur only if both tutor and learner are aware of what is important. This activity will help provide valuable information.

### Online Resources

*Open Minds Trainer Resources*

- My Goals, p. ELL 85
- Goal Setting Flashcards, p. ELL 86
- Goal Setting—Step–by–Step, p. ELL 93
- *Goal Setting* video, goo.gl/w3BYbz

### Trainer Resources

*Teaching Adults: An ESL Resource Book*, 2013 edition, pp. 30-34

*I Speak English*, pp. 170-171

*LitStart*, pp. 32-34

### Participant Materials

My Goals handout

Goal Setting Flashcards

Goal Setting—Step–by–Step handout

# Language Experience Approach (LEA) 80 minutes

## The Learner's Story

### Purpose

Demonstrate teaching strategies that can be used with learners at all levels of reading proficiency.

### Format

## Introduction—5 minutes

**Trainer Instruction:** Before the training, become familiar with the videos.

**Script:** The Language Experience Approach (LEA) is a teaching technique that is particularly effective with adult English Language Learners. A story told by a learner contains experiences and vocabulary that are familiar to him. New readers may see the written word as an expression of spoken language for the first time.

LEA is a motivating technique because the learner's story becomes the source of lesson activities.

Why do you think an adult learner would benefit from using the LEA?

**Trainer Instruction:** Answers from the group might include

- familiar words
- familiar language
- familiar story line
- content important to the learner
- learner feels pride that his thoughts are important or valued enough to be written

**Script:** These are just some of the benefits of using LEA, but there are even more. Once you have a story, you can use it to teach numerous reading and writing skills.

We're going to view a video of a tutor and learner demonstrating how LEA can work in the tutoring session.

## Video and discussion—20 minutes

**Trainer Instruction:** Play the video, *ESL 1 Experience Story*, goo.gl/BurtJ9

As you recap the video, allow time for participants' input.

**Script:** In the video, you saw that the instructor and Katy began by recalling a family situation involving a sick child. The instructor suggested that she write the story. Katy refused saying she was afraid to write. How did the instructor address her refusal?

**Trainer Instruction:** No pressure. Quickly offered to write for her.

**Script:** The instructor gave Katy reassurance saying that he would write while she told the story.

Did you notice that he didn't correct Katy as he wrote? He wrote exactly what she said.

When the story was complete, the instruc-

tor read it back to Katy modeling good reading techniques. What did you observe?

**Trainer Instruction:** Possible answers include:

- Tutor read using a natural speed.
- Tutor used inflection as he read.
- Katy heard grammatical errors and asked for changes to be made.

**Script:** Did you also notice that when Katy stumbled over a word, the instructor gave her time to correct herself?

As he led Katy through the activities, the instructor's role was to be generous with praise and give support when necessary.

LEA can be a valuable classroom tool.

## Activity—10 minutes

**Trainer Instruction:** Distribute LEA Review Strips.

**Script:** For an overview of the steps to follow when collecting a story, we'll read the 12 steps. Who has step #1? Please read it aloud.

**Trainer Instruction:** Continue until all strips are read. If the group is small, give participants more than one strip.

### Steps to Collect a Story

1. To get the story on paper, encourage the learner to share some part of his life such as a hobby, a funny incident, family story, etc. It is important to respect the learner's private life when using this approach. You may also collect a story by talking about a picture from a magazine, newspaper, book, or by discussing a story from the curriculum.
2. Listen as the learner tells the story. Ask for clarification if necessary.
3. Ask the learner to retell the story while you write.
4. Write the exact words of the learner even if not grammatically correct. Use correct spelling.
5. Leave space between the lines for changes later.
6. Read the story to the learner.
7. Read each sentence aloud, tracking the words with your hand.
8. Read the story again in a natural pace.
9. Ask if there is anything he would like to change.
10. Ask the learner to read each sentence after you read it aloud.
11. Encourage the learner to give a title to the story.
12. Use the story in future lessons to teach reading and writing strategies. Type and date the story. Provide a copy for the learner's portfolio. Keep a copy in your folder for use in subsequent lessons and to track progress in writing.

**Script:** LEA is a useful activity with learners at both the beginning and intermediate levels. The technique of collecting the story may need to be adapted for those with limited understanding.

For low beginning learners, the instructor may choose to collect the story using cloze sentences in which the learner fills in one word in a sentence. In the next activity, we'll practice using cloze sentences.

## Activity—15 minutes

**Trainer Instruction:** Before the training, print the following story on a flip chart.

**My Story**

**My name is**_____.

**I am from** _____.

**I live in**_____.

**Trainer Instruction**: Demonstrate by role playing a relaxed meeting with a beginning learner. Say each line from My Story. Say your personal information.

**Script:** Hello, my name is (say your name).

I am from (say your city/state of birth).

I live in (say the city where you live).

**Trainer Instruction**: Ask the learner to provide his information as you read. Prompt the learner as you say each line. Beckon for him to repeat the sentence and provide his information.

Say that you would like to write the information to make a story about his life.

Say each line and fill in each blank as the learner responds.

**Script:** We've seen a LEA video, read the steps for collecting a story, and demonstrated a procedure for a low level learner.

In your folder, find the Strategies for Beginning Readers handout.

These are some of the many strategies which a tutor might use. You might choose one or two strategies for a teaching session. Don't overwhelm the learner. Remember to move at a pace that is comfortable for him.

I'm going to demonstrate strategy number one. This technique gives the learner confidence and helps develop fluency.

I'd like you as a group to play the role of the learner while I role play the tutor.

I'm going to read your story aloud. Listen while I read.

**Trainer Instruction**: Use the flip chart with lines filled in, read one sentence at a time while running your hand under the sentence as you read. After reading the story, ask:

**Script:** Is that what you wanted to say?

Is there anything you'd like to change?

Make any change requested. Re-read to ensure the learner is satisfied.

Now, I'd like you to read each sentence after I read aloud. I'll start with the title, "My Story."

**Trainer Instruction**: Continue reading one sentence at a time. Track each sentence with your hand as you read and again while the learner reads after you.

Compliment the learner on his work and say that you will use the story in the next session.

Spend the remaining time for this activity discussing/demonstrating the remaining Strategies for Beginning Readers until most have been covered or until time for this segment runs out.

Ask for questions.

## Video and discussion—25 minutes

**Script:** Now, as we view a video of a more advanced learner, Id like for you to watch for strategies that you might find helpful when you work with a learner.

**Trainer Instruction**: Play the video, *ESL 2 Experience Story,* goo.gl/M7NO9i

**Script**: You've seen videos of two learners; one with low and one with intermediate language skills. I'd like you to compare and contrast the skills of the two learners.

What did you notice about the abilities of each? Describe the methods used by each tutor.

**Trainer Instruction**: Allow time for a brief discussion regarding participants' observations.

## Conclusion—5 minutes

**Script:** We've covered a number of strategies that can be used with a story written by a learner. You can use one story and any combination of these strategies in multiple lessons with a learner. Later in the training, you will be introduced to a curriculum and a tutor resource book that will give you even more ideas to use when tutoring. Remember, we don't want to overwhelm or confuse the learner. Choose no more than one writing strategy and one reading strategy for each session.

As a reminder, in your folder there are handouts that you may find helpful when planning lessons that meet the needs of a learner.

Any questions or comments about LEA?

If you'd like to see more videos of LEA, search YouTube for "language experience approach."

You will also find helpful sites on the ELL Videos and Online Links handout in your folder.

### Online Resources

*Open Minds Trainer Resources*

- My Story, LEA story printed on flip chart, described on p. ELL 16
- Steps to Collect a Story, p. ELL 94
- Steps to Collect a Story (Strips), p. ELL 95
- Strategies for Beginning Readers, p. ELL 96
- Strategies for Intermediate Readers, p. ELL 97
- ELL Videos and Online Links, p. ELL 99
- *ESL 1 Experience Story* video goo.gl/BurtJ9
- *ESL 2 Experience Story* video goo.gl/M7NO9i

### Supplies

Flip chart

Markers

LEA Review Strips, cut apart for distribution

### Trainer Resources

*Teaching Adults: An ESL Resource Book,* 2013 edition, pp. 93-97

*I Speak English*, pp. 118-123

*LitStart*, pp. 110–111, 140-167, 151

### Participant Materials

Steps to Collect a Story

Strategies for Beginning Readers handout

Strategies for Intermediate Readers handout

ELL Videos and Online Links handout

# Strategies for Beginning Readers

1. **Echo reading**—Have the learner read each sentence after you read aloud.
2. **Duet reading**—Ask the learner to read a sentence or entire story along with you as you track with your hand and read at a natural pace.
3. **Identify letters**—Choose one letter and have the learner circle the letter each time it appears in the story.
4. **Identify upper case or capital letters**—Have the learner underline or highlight each capital letter. Talk about when to use capital letters.
5. **Identify punctuation**—Ask the learner to highlight the punctuation mark at the end of each sentence. Ask the learner if he knows the name of the mark.
6. **Recognize sentences**—Ask the learner to count the sentences in the story. Ask what each sentence starts with (capital letter). Ask what comes at the end of a sentence (punctuation mark).
7. **Identify short vowel sounds**—Have the learner identify short vowels by name (*a, e, i, o, u,* and sometimes *y*) and if possible, by sound. Introduce one vowel per lesson unless this is a review.
8. **Identify sight words**—Have the learner draw a box around sight words in the story. These are words that readers should learn to recognize without sounding out: e.g., *the, of, and, a, in, is, you, that, it, he*. Suggest making flashcards of sight words.
9. **Make flashcards**—Ask the learner to identify words in a story that he would like to remember or work on in class. Have him copy the words onto flashcards. Go over words each session and suggest that he review flashcards at home. Adding pictures or native language to the reverse side are good prompts.
10. **Review flashcards**—Ask the learner to read the words on the flashcards. Have him shuffle the flashcards and read each card. If he has difficulty remembering a word, have him draw a picture on the back of the card.
11. **Write sentences**—Have the learner write sentences using words on the flashcards.
12. **Make a personal dictionary**—Have the learner copy words from his flashcards into his personal dictionary (*usually a spiral notebook kept by the learner*). Ask him to leave space between words so he can add definitions later. Adding pictures or native language are good prompts.

# Strategies for Intermediate Readers

1. **Sequence**—Make sentence strips from a story. Cut the sentence into individual words. Ask the learner to arrange the words in the correct order.
2. **Consonant blends**—Ask the learner to identify consonant blends (*two or three consonants that occur together with each sound voiced, e.g. play*). Have him name words that begin with the same blend. Write the words. Ask the learner to read the words.
3. **Contractions**—Ask the learner to identify contractions in the story. Write the contraction. Expand to two words (*e.g., didn't = did + not*). This might also be done in reverse (*e.g., will not = won't*).
4. **Duet reading**—Read the story in unison with the learner. Read at a normal pace to encourage fluency. The tutor should run his hand under the words during the reading.
5. **Independent reading**—Have the learner read a story independently.
6. **Word families**—Find a word that can be used in a word family (*rhyming words*) exercise. Write the word and ask the learner to change the beginning letter to make new words (*e.g., feed, weed, seed, reed, deed, etc* ).
7. **Verb tense**—Ask the learner if he knows what a verb is. Explain that verbs are action words. Ask him to circle verbs in the story. For more advanced readers, suggest re-writing the story in a different tense (*e.g., change present tense to past tense—"She loves to play." Change to "She loved to play."*)
8. **Personal dictionary**—Have the learner choose words from a story to add to his personal dictionary (*usually a spiral notebook kept by the learner*).
9. **Dictionary**—Have the learner find words from his personal dictionary (*usually a spiral notebook kept by the learner*) in a published dictionary. Ask him to write the definition. (*The literacy program should have a low level dictionary. You may also use electronic dictionary on smart phone or tablet.*).
10. **New ending**—Choose an ending the learner has already studied (*s, ed, ing*). Ask him to find words in the story that can be changed by adding a different ending (*e.g., play to plays or swing to swinging*).

# Review

**10 minutes**

## Key Points to Remember

### Purpose

Re-emphasize and review key points of the training.

### Format

**Trainer Instruction:** Write the ELL Part 1 Review key points, p. ELL 98, on a writeable cube. Have each participant roll the cube and answer the question or call on someone in the group to answer.

As an alternative, you may print a copy of ELL Part 1 Review, p. ELL 98 for each participant. Distribute at the beginning of the training and ask participants to fill in as the information is presented during training.

Possible answers follow key points below.

1. Name one characteristic of adult English Language Learners.

   - many life experiences, strong desire to learn, busy people, used to dealing with unexpected situations. They bring these strengths to the classroom. Most respond best to instruction that meets their immediate needs.

2. What qualities might help a tutor be most effective?

   - understanding, patience, flexibility, humor, preparedness, encouraging and non-judgmental attitude, lighthearted

3. Why is Language Experience Approach an effective teaching tool?

   - uses familiar words, language, and storyline; content is familiar and important to the learner; learners feel pride to see their thoughts are valued

4. Describe one step in the Language Experience Approach.

   - share a story, write exact words, choose a title, read the story aloud, read each sentence and have the learner read after, use the story to teach reading and writing strategies, keep copies for future use

5. Name one teaching strategy you can use with the Language Experience Approach.

   - echo reading; duet reading; highlight letters, vowels, verbs, etc; flashcards; word families; sight words; blends; contractions

### Online Resources

*Open Minds Trainer Resources*

- ELL Part 1 Review, p. ELL 98

### Supplies

ELL Part 1 Review on writeable cube

### Participant Materials

ELL Part 1 Review handout, if using the alternative activity

# Wrap-up

**10 minutes**

## What Happens Next

### Purpose

Preview what happens next and allow time for questions.

### Format

**Trainer Instruction:** Use this opportunity to give participants details about being a tutor with the program. Go over the following.

- tutor job description
- time commitment
- when they will be matched with a learner
- tutor resources/assistance
- training requirements—discuss the three part training and continuing education
- future training dates
- contact information for the literacy director
- description of the mentor opportunity if provided by the program

Preview the next training. Tell participants what will be covered in Part 2. Encourage participants to sign-up.

Allow time for questions.

Encourage participants to learn more about tutoring adult learners by taking online courses and viewing videos. The ELL Videos and Online Links handout, p. ELL 99, includes links to continuing education opportunities.

**Script:** We'll end Part 1 by emphasizing the importance of using learner written stories.

The publication *Celebrating Our Journey* is a compilation of writings by adult learners and contains many stories by English Language Learners.

I'd like to read a story written by an Oklahoma English Language Learner.

**Trainer Instruction:** You may choose to read a story written by a learner from the local program. If there are no stories from the program, choose any story.

**Script**: Perhaps one day a story written by the learner you work with might be included in *Celebrating our Journey*.

### Supplies

Sign–up form to pre-register for Part 2

*Celebrating Our Journey*

### Participant Materials

Local tutor job description

ELL Videos and Online Links handout

# Part 2

# Learning a Curriculum

Before the Training

## Director

### Three weeks before training

- Submit press release
- Ensure there are copies of the curriculum and tutor resource book for each participant

### One week before training

- Contact potential participants by phone or email or send reminder notes
- Photocopy handouts and prepare participants' folders
- Order refreshments

### Day of training

- Pick up refreshments

## Lead Trainer

### Three weeks before training

- Confirm room reservation
- Contact co-trainer to finalize plans
- Prepare Learning a Curriculum Agenda

### Two weeks before training

- In preparation, run-through Part 2 with co-trainer

### One week before training

- Confirm number of attendees with director
- Select, view and bookmark *Step Forward* PowerPoint

### Day of training

- Set up room
- Set up displays
- Set up registration table
- Put out directional signs
- Check equipment

### After the training

- Debrief with co-trainer. Discuss suggestions for improvement
- Send a copy of the Sign-in Sheet to local program director
- Send training report to ODL

# Tutor Training Agenda

## Part 2—Learning a Curriculum

Welcome ..... 5 minutes
- Introductions

Curriculum—*Step Forward* ..... 105 minutes
- Published Materials

The First Meeting ..... 40 minutes
- Welcome the Learner

More about the Local Literacy Program ..... 10 minutes
- Support · Assessment · Materials · Learners

Review ..... 15 minutes
- What We've Learned

Wrap Up ..... 5 minutes
- What Happens Next

Add time for breaks and lunch to your agenda.
Develop participant agenda and print a copy for each attendee.

# Everything You Need for Part 2

Online resources are available at
libraries.ok.gov/literacy/literacy–publications

## Online Resources

*Open Minds Trainer Resources*

- Sign–in Sheet, p. ELL 77
- Learning a Curiculum Agenda, p. ELL 80
- *Step Forward* PowerPoint
- *Step Forward* PowerPoint Script, pp. ELL 31–51
- Script for teaching Unit 4, Lesson 1, p. ELL 100
- Choice of handout from pp. ELL 82-83
- *First Meeting–ESL 1 Learner,* goo.gl/mh5FkG
- Sample First Meeting, p. ELL 102
- Tutor Script for *Welcome Handbook*, ELL 103
- ELL Part 2 Review, p. ELL 104
- Foreign language video, ELL Videos and Online Links, p. ELL 99

## Supplies

Sign–in Sheet

Name tags

Pencils, pens, notepads

Backwards clock

Laptop with speakers

Projector

Display of curriculum and tutor resource book

Sign–up sheet for Part 3

Choice of handout from pp. ELL 82-83

*Step Forward Student Book*, Introductory Level

*Step Forward Step-By-Step Lesson Plans*, Introductory Level

*Welcome Handbook*

ELL Part 2 Review

## Participant Materials

Folder with handouts, see p. ELL 29

*Step Forward Student Book*, Introductory Level

*Step Forward Step-By-Step Lesson Plans*, Introductory Level

*The Basic Oxford Picture Dictionary*

# Welcome

**5 minutes**

## Introductions

### Purpose

Welcome those attending. Introduce the training team. Briefly review topics covered in Part 1.

### Format

**Trainer Instruction:** Before the training, organize folders with handouts for participants as suggested on p. ELL 29.

Photocopy the Sign–in Sheet, p. ELL 77.

Choose a handout from pp. ELL 82–83. Make copies to use as an icebreaker.

On the day of training, create an inviting atmosphere and set the mood by playing a session opener video as participants arrive. The foreign language videos from Videos and Online Links, p. ELL 99 are good selections.

Distribute a folder with handouts to each participant.

Provide name tags for all participants as well as for trainers and program representatives.

Greet participants as they arrive. Ask them to sign in and make a name tag.

When it is time to start, welcome the group and introduce the training team.

Distribute a copy of icebreaker to each participant.

Ask volunteers to read portions. Encourage discussion about the difficulty of the English language.

Conclude by focusing on the difficulty that learning English presents to native speakers. State that it must be more so for immigrants!

Using Part 1 agenda, briefly review the topics covered in Part 1.

In this session, tutors will explore a curriculum for non-native speakers called *Step Forward*. Advise participants that this is an introduction to the curriculum and they may work with the program director with questions or for further help.

Tutors must attend all nine hours of the training to be certified as an *Open Minds* tutor of English Language Learners.

If any participants had opportunity to observe a mentor after attending Part 1, ask them to share comments and observations.

**Note**: Throughout this manual the green type is used for instructions to the trainer. Black type indicates a basic script and resources.

### Online Resources

*Open Minds Trainer Resources*

- Sign–in Sheet, p. ELL 77
- Foreign language clip, ELL Videos and Online Links, p. ELL 99

### Supplies

Name tag

Pencils, pens, notepads

Backwards clock

Display of curriculum

Choice of handout from pp. ELL 82-83

### Participant Materials

Folder with handouts

Choice of handout from pp. ELL 82-83

Learning a Curriculum Agenda

| Left Side of Folder | Right Side of Folder |
|---|---|
| Tutor Script for *Welcome Handbook* | Learning a Curriculum Agenda |
| *Welcome Handbook* | Script for Teaching Unit 4, Lesson 1 |
| Sample First Meeting | ELL Part 2 Review |

# Curriculum—*Step Forward*

**105 minutes**

## Published Materials

### Purpose

Become familiar with the *Step Forward* curriculum series.

### Format

**Trainer Instruction:** For more information about the features of *Step Forward,* see *Step- By-Step Lesson Plans*, pp. T–v–xix.

Provide a copy of the following for each participant:

*Step Forward Student Book,* Introductory Level

*Step Forward Step–By–Step Lesson Plans,* Introductory Level

*The Basic Oxford Picture Dictionary*

Script for Teaching Unit 4, Lesson 1 handout, p. ELL 100

Present information using the *Step Forward* PowerPoint and script.

Use the notes in the *Step Forward* PowerPoint, pp. ELL 31-51. PowerPoint is available online.

Close with questions/comments.

### Online Resources

*Open Minds Trainer Resources*

- *Step Forward* PowerPoint with notes, pp. ELL 31-51
- Script for Teaching Unit 4, Lesson 1, p. ELL 100

### Supplies

Display of curriculum and tutor resource books

### Participant Materials

*Step Forward Student Book*, Introductory Level

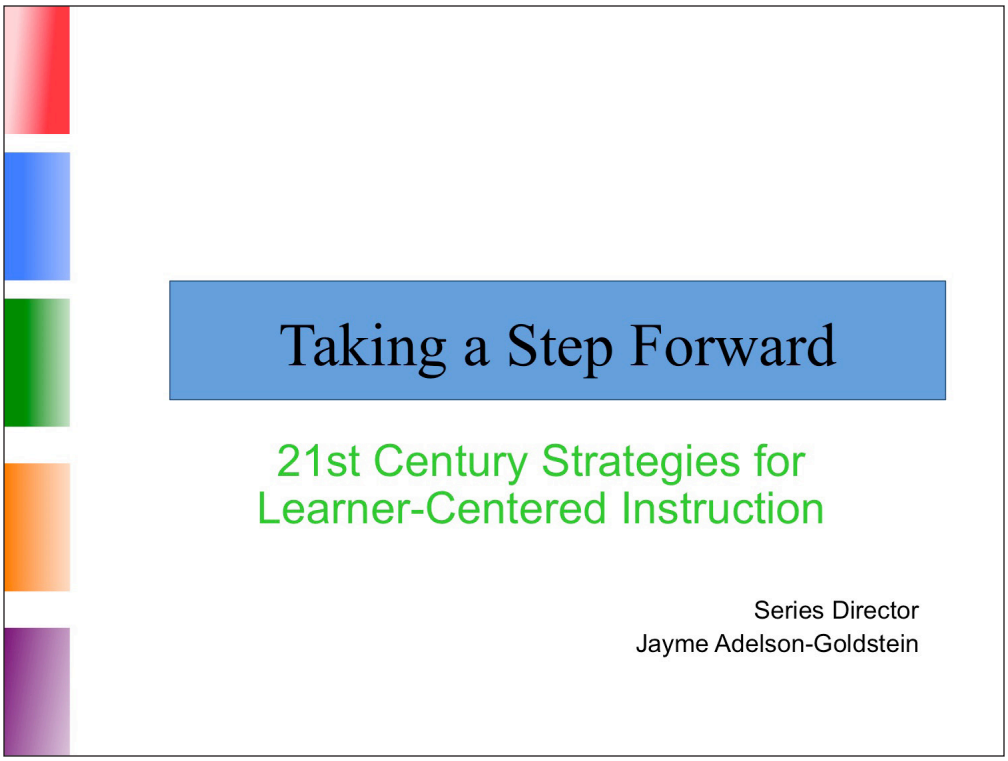
*Step Forward Step–By–Step Lesson Plans* Introductory Level

*The Basic Oxford Picture Dictionary*

Script for Teaching Unit 4, Lesson 1 handout

Paper

Pencils




**Today's Goal**

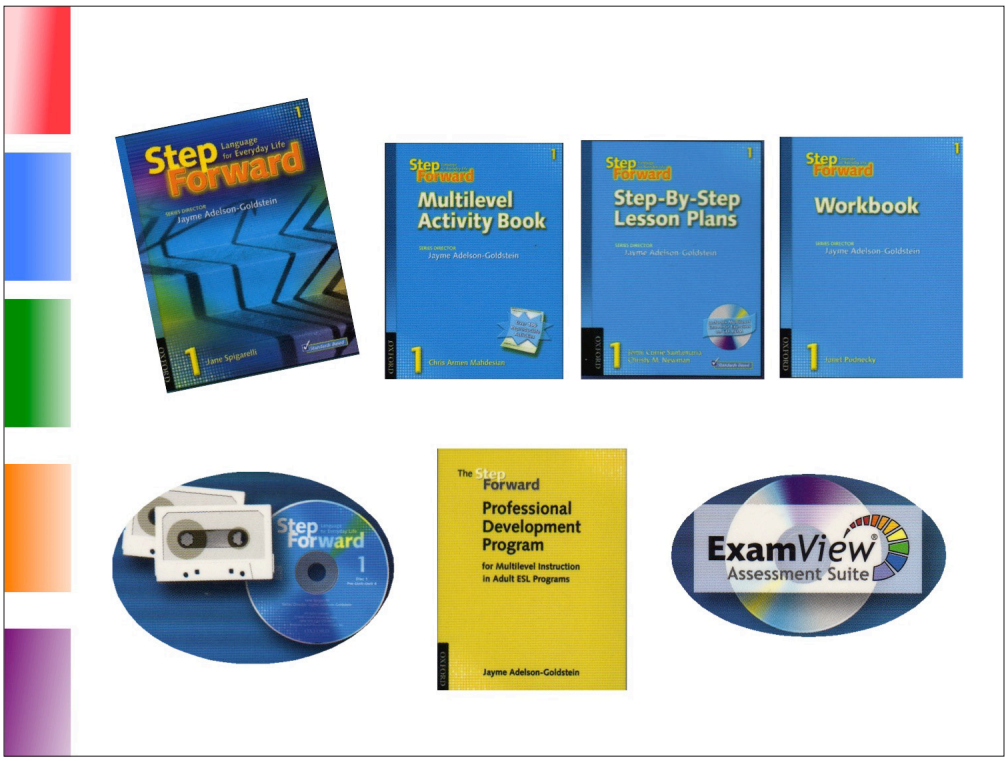
**Script:** You should become familiar with a literacy curriculum designed to meet the needs of English Language Learners. As tutors, our job is to teach skills to adult learners that will help them be successful in their daily lives.

The (**Local Program Name**) has some great resources for tutors. Today, we're going to look at the curriculum, *Step Forward*.

*Step Forward (SF)* was specifically designed to help non–native speakers acquire the skills needed for everyday life, the workplace, the community and academic pursuits.

*Step Forward* is a publication:

- developed by many talented people in the field of English as a Second Language under the direction of Jayme Adelson–Goldstein and published by Oxford University Press.
- focused on meeting learners' needs. The learners' goals, experiences, knowledge, and input are central to the learning process.
- designed for one–to–one instruction, small group, or classroom instruction.




**Trainer Instruction:** Four books show on the screen. As you click, the three remaining components float in.

**Many Different Components**

**Script:**

- *Step-By-Step Lesson Plans*—Provides tips and strategies for tutors to conduct Student Book Activities and apply the lesson to multilevel learners.
- Student Book—Clear, engaging four skill lessons based on meaningful objectives.
- Student Workbook—Offers additional exercises for independent practice, homework, or review.
- *Multilevel Activity Book* (MAB)—Contains over 100 reproducible communication activities. Additionally, there are 140 picture cards in the MAB that are perfect for practicing key vocabulary and grammar.

**Trainer Instruction:** Click to bring in the audio image.

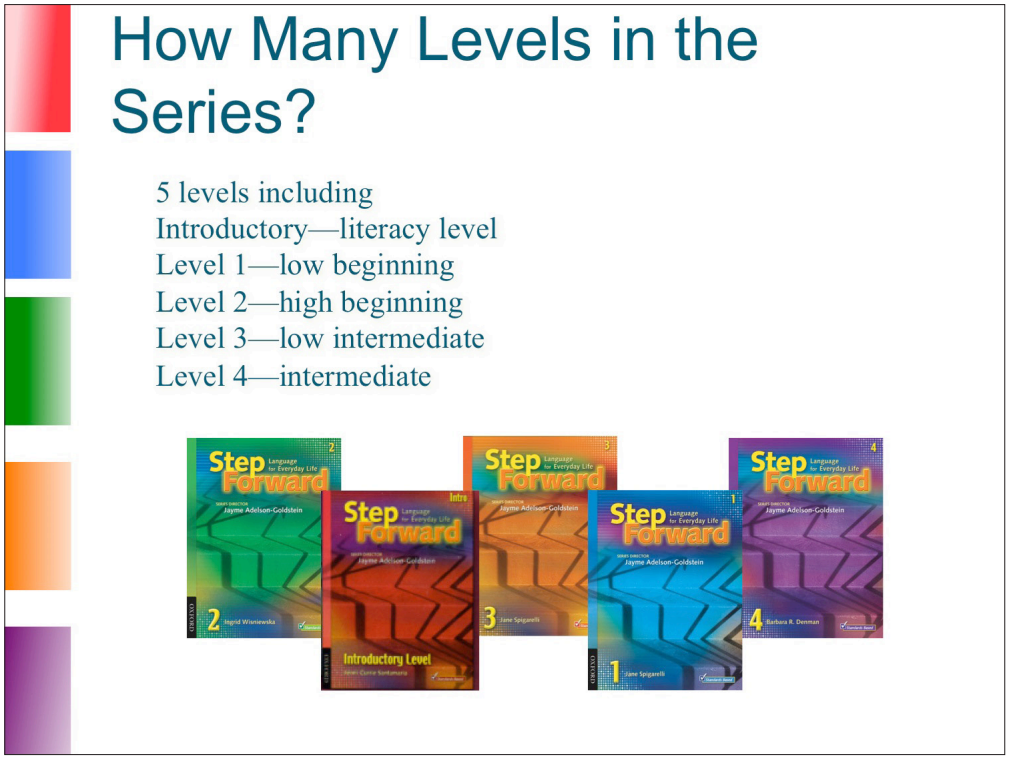
- **Audio Program**—CD features the listening exercises from the Student Book. There are also conversations, pronunciations and readings.

**Trainer Instruction:** Click to bring in the professional development image.

- **Professional Development Program**—Contains research based teaching strategies and activities.

**Trainer Instruction:** Click to bring in the test generator/exam image.

- **Test Generator with Assessment Suite**—Offers hundreds of test items.

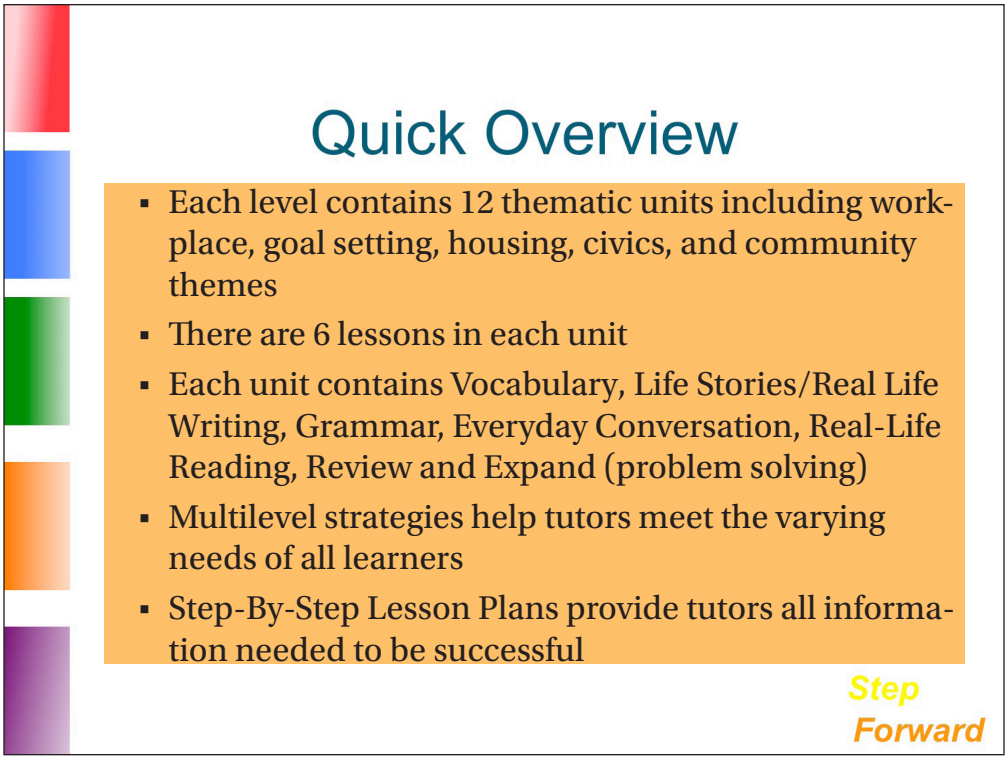



**How Many Levels in the Series?**

**Script:** The series contains 5 levels.

- Introductory—literacy
- Level 1—low beginning
- Level 2—high beginning
- Level 3—low intermediate
- Level 4—intermediate

The levels correlate with the National Reporting System (NRS). Measuring progress in language acquisition by these standards helps to ensure that learners are receiving quality service. You can learn more about NRS standards on the internet.




**Quick Overview**

**Script:** Each level contains 12 thematic units including (workplace, goal setting, housing, civics and community themes).

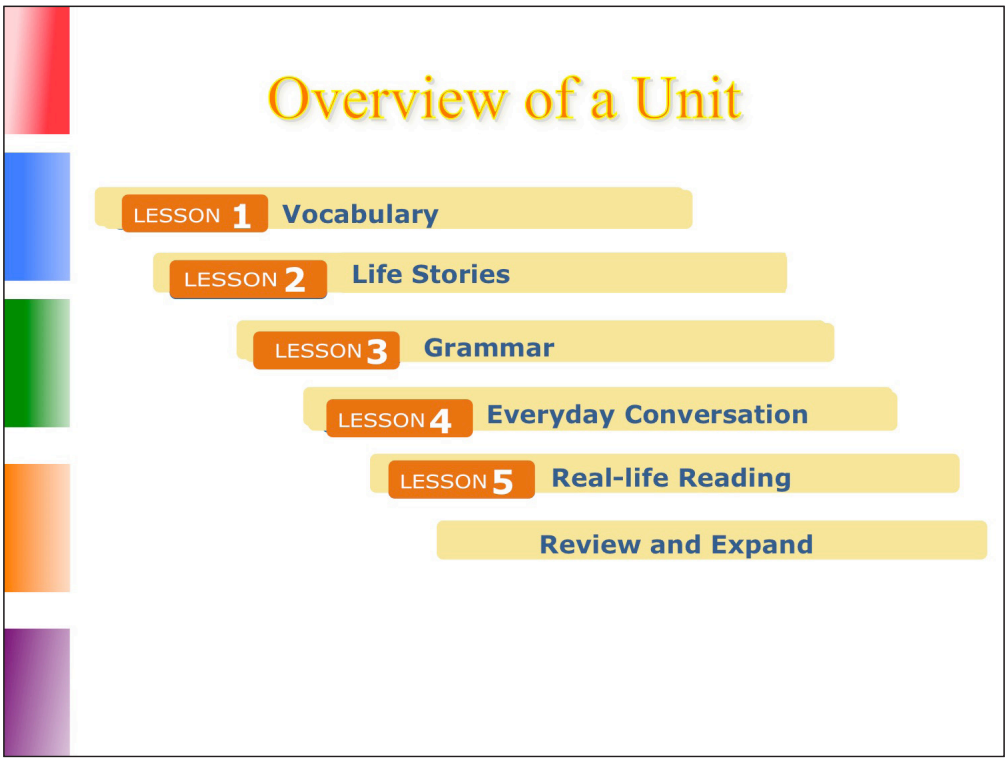
Each unit contains 5 lessons. and a review.

Principles of effective lesson–plan design in *Step Forward* are included in each of the 72 lessons.

Successful learning is anchored to objectives that connect to learners' needs outside the classroom.

1. In every lesson, learners need to listen, speak, read, and write, do math and exercise problem solving.
2. Sequential lessons help learners move from knowing about and understanding new language and concepts to putting them to use in daily lives.
3. A variety of processing and practice activities help learners integrate new information with prior knowledge.

As tutors you can use *Step Forward Step–By–Step Lesson Plans* to provide all the information you need to be successful.




**Overview of the Unit**

**Script:** There are 5 lessons in each unit.

Lessons 1–5 focus on objectives related to the unit theme.

**Trainer Instruction:** Click to bring in each lesson as you describe them.

- Lesson 1 Vocabulary: Students will learn to express thoughts and opinions about a topic using vocabulary linked to the theme.
- Lesson 2 Life Stories: Students will learn to use new vocabulary to tell and write personal stories to accomplish life–skill competency related to the lesson topic.
- Lesson 3 Grammar: Students will learn and accurately use grammar to effectively interact and write on the lesson topic.
- Lesson 4 Everyday Conversation: Students will learn authentic exchange as the basis for conversations on the lesson topic, developing listening and pronunciation skills and fluency.
- Lesson 5 Real Life Reading: Students will increase comprehension of narrative and life–skill reading materials while developing skills for both types of reading experiences.
- Review and Expand: Students will integrate language learned in previous five lessons to accomplish a variety of communication tasks.

**Trainer Instruction:** Click through the lessons again to reinforce.

Again, in one unit with 5 lessons, students will be learning skills to meet their needs in real life.

**Sequence the Stages**

**Trainer Instruction:** The stages on the screen are not in the correct order.

Ask participants to find the stages in Unit 4, Lesson 1. Call on a volunteer to read the correct order.

**Trainer Instruction:** Click to re–arrange stages.

**Script:** *Step Forward* lesson stages

- Warm–up and review—Engages the student or class and prepares for lesson.
- Introduction—Instructor focuses attention on lesson objective, relating to lives outside classroom.
- Presentation—New information, language, and content presented and developed to ensure comprehension. Comprehension is carefully checked before proceeding.
- Guided Practice—Work on developing accuracy; activities are tightly structured.
- Communicative Practice—Apply skills to build fluency; includes team tasks, pair interviews, role plays.
- Application—May be merged with communicative practice stage.
- Evaluation—Assesses achievement using objective informal assessments (observation) or formal assessments (tasks or tests).

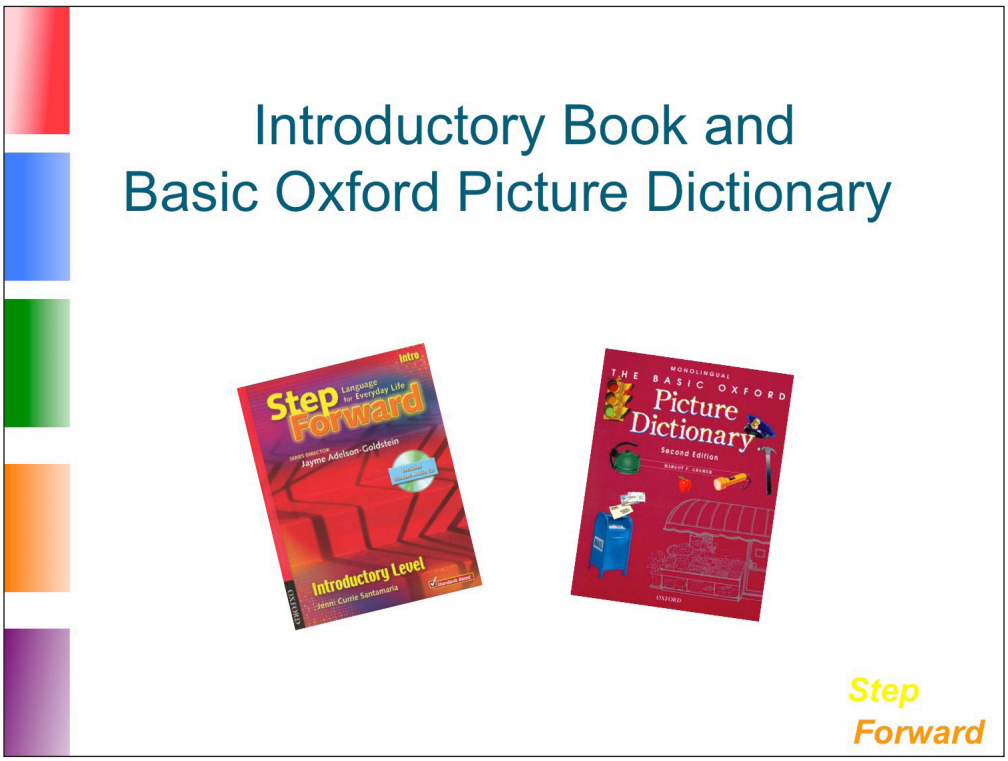
**Trainer Instruction**: Continue with the activity on next page**.**

**Sequence the Stages (continued)**

### Activity

Ask participants to work in pairs or groups and do the following:

- Look at a lesson plan of choice.
- Read the steps in the warm–up and first presentation.
- Discuss in your group.
- Decide if you would use it, adapt it, or do something else.
- Decide if you might need to adapt the timing.
- Report to the large group.




**Introductory Book for Low Level Learners**

**Script:** The Introductory Level is a starting point for learners with very limited communication skills. It correlates to *The Basic Oxford Picture Dictionary* and provides a needs based approach to instruction. Using these resources will help learners develop literacy skills and be able to transition into *Step Forward Student Book* 1.

### Activity

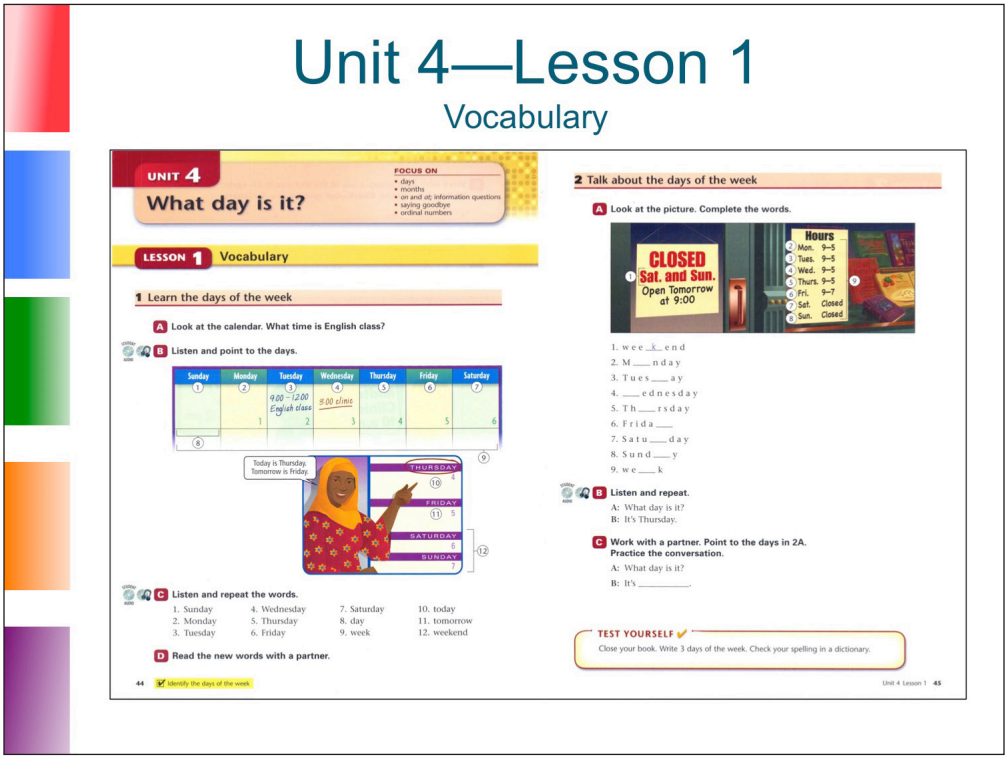
Turn to page 5 of *The Basic Oxford Picture Dictionary (OPD)*.

What is the topic? The topic, Time: A Calendar correlates to *Step Forward* Unit 4.

In the Lesson Plan book, look at "Vocabulary" in the chart at the top of T–50. Find the tutor information that tells you that *OPD* and *Step Forward* correlate.

Using *OPD* pictures, you can present concepts across levels by:

- telling the stories in the picture/s
- asking questions
- acting out sequences presented in the pictures
- demonstrating a conversation based on the pictures




**Unit 4, Lesson 1—Vocabulary**

**Script: Vocabulary** teaches key words and phrases relevant to the unit topic, and provides conversation practice using the target vocabulary.

Standards–based objectives are identified at the beginning of every lesson for quick reference. See the yellow strip on the lower left.

### Activity

Open *Step–By–Step Lesson Plans* to T–44.

Locate:

1. **Objectives**

(Chart at top of **Teachers page** for each lesson)

Each lesson plan in the *Step–By–Step Lesson Plans* provides three levels of objectives.

- On–level—identify the days of the week
- Pre–level—recognize the days of the week
- Higher–level—talk about the days of the week

2. **Grammar**

Questions with *be* (verb tense)—*What day is it?*

**Unit 4, Lesson 1—Vocabulary (continued)**

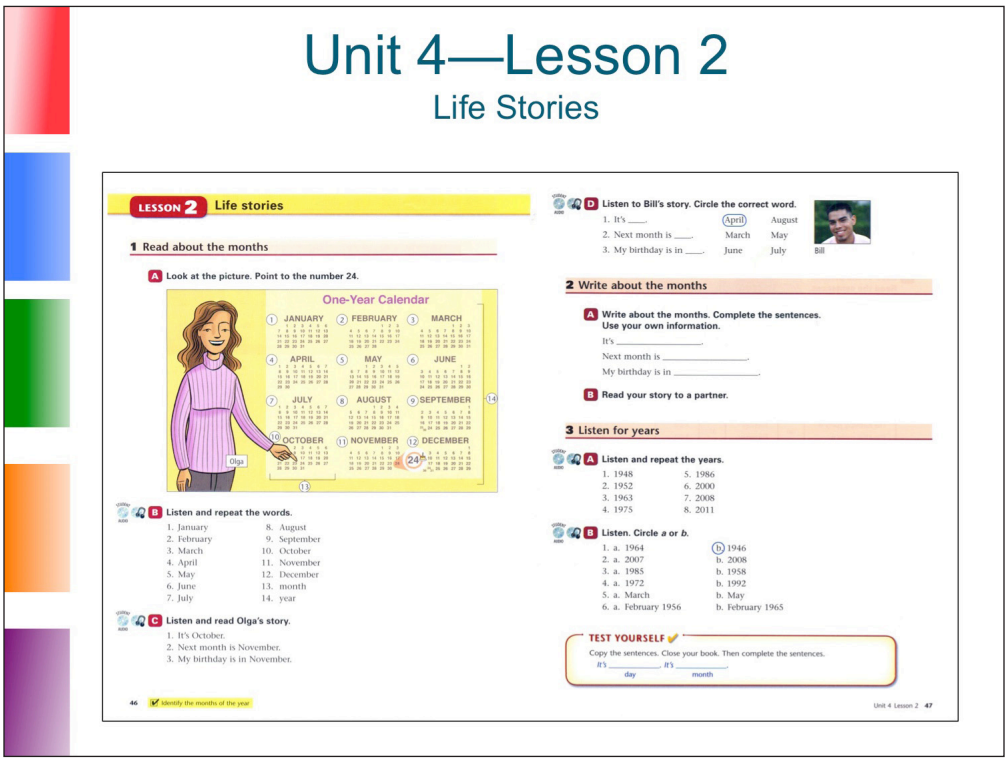
3. **Vocabulary**

- day, Friday, Monday, etc., tomorrow, week, weekend
- vocabulary support and expansion–*The Basic Oxford Picture Dictionary* topic–Time: A Calendar, *(OPD,* page 5)

4. **Focus of the Unit**–(in the banner at the top of page of each Unit)

- days
- months
- on and at
- information questions
- saying goodbye
- ordinal numbers (number that tells the position in a list–1st, 2nd, etc.)

**Trainer Instruction:** Allow for a question and answer period.




**Lesson 2—Life Stories**

**Script: Life Stories** expands on vocabulary learned in Lesson 1 and furthers learners' understanding through reading and writing about a life skills topic.

Life skills readings help a learner practice the vocabulary in natural contexts.

### Activity

Find C on p. 46 in the Student Book.

Would someone read the title from T–46?

**Response:** "Listen and read Olga's story."

**Script:** In the Student Book, notice the headphones by this activity. The listening CD is in the back of the Student Book. Be sure to cue it up before the lesson to use it during class.

**Trainer Instruction:** Tell participants that using the audio provides an opportunity for learners to hear different voices.

**Script:** Learners apply the vocabulary to their own lives by writing about their personal experiences.

On p. 47 in the Student Book, find *Write about the months.*—Using current information, learners complete the sentences.

*Test Yourself*–Provides learners with ongoing self–assessment.

**Lesson 3—Grammar**

**Script: Grammar** provides a clear and simple presentation of the target sentence structure followed by thorough, meaningful practice.

### Activity

In the chart at the top of T–48, find the grammar to be presented in this lesson.

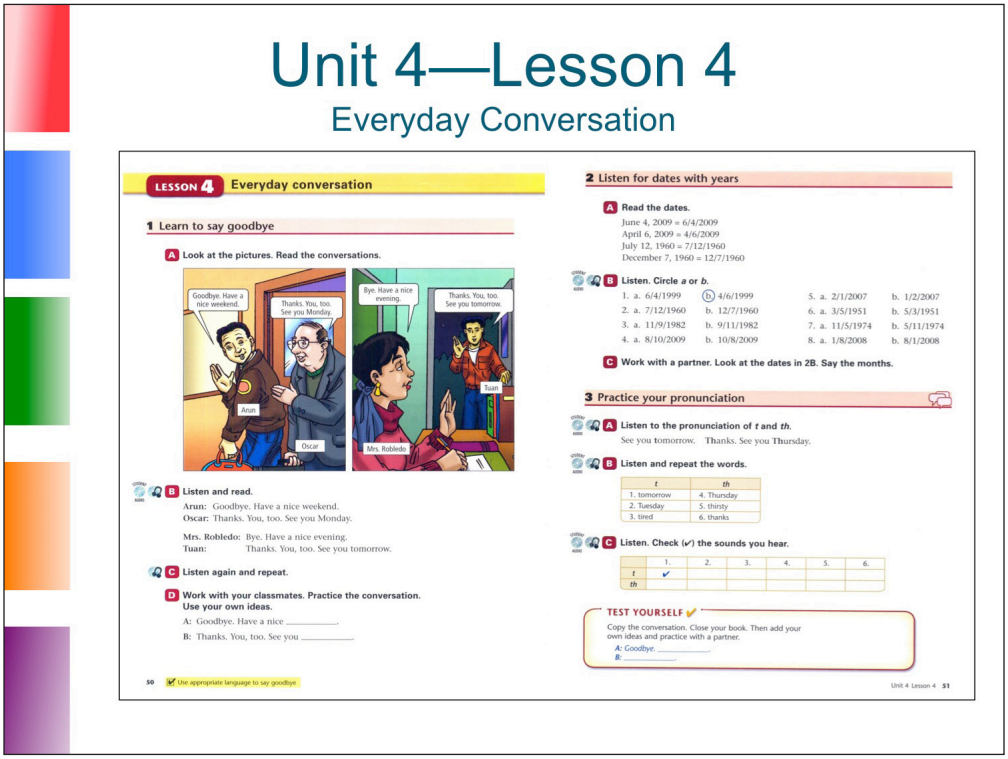
**Trainer Instruction:** Ask for a volunteer to read. "**On** with days and **at** with time. The party is on Tuesday at 7:00."

**Script:** Find *Evaluation* on T–49. Describe the different tasks for pre–level and higher–level learners.

**Trainer Instruction:** Response—pre–level learners can use fill–in–the–blank sentences while higher level learners should write sentences independently.

**Script:** Clear grammar presentation and exercises help learners develop language confidence and accuracy.

Learners working together or with their tutor helps to increase fluency and accuracy.




**Lesson 4—Everyday Conversation**

**Script: Everyday Conversation** provides learners with fluent, authentic conversations to increase familiarity with natural English.

### Activity

On T–50, find the tip in the *Guided Practice* section.

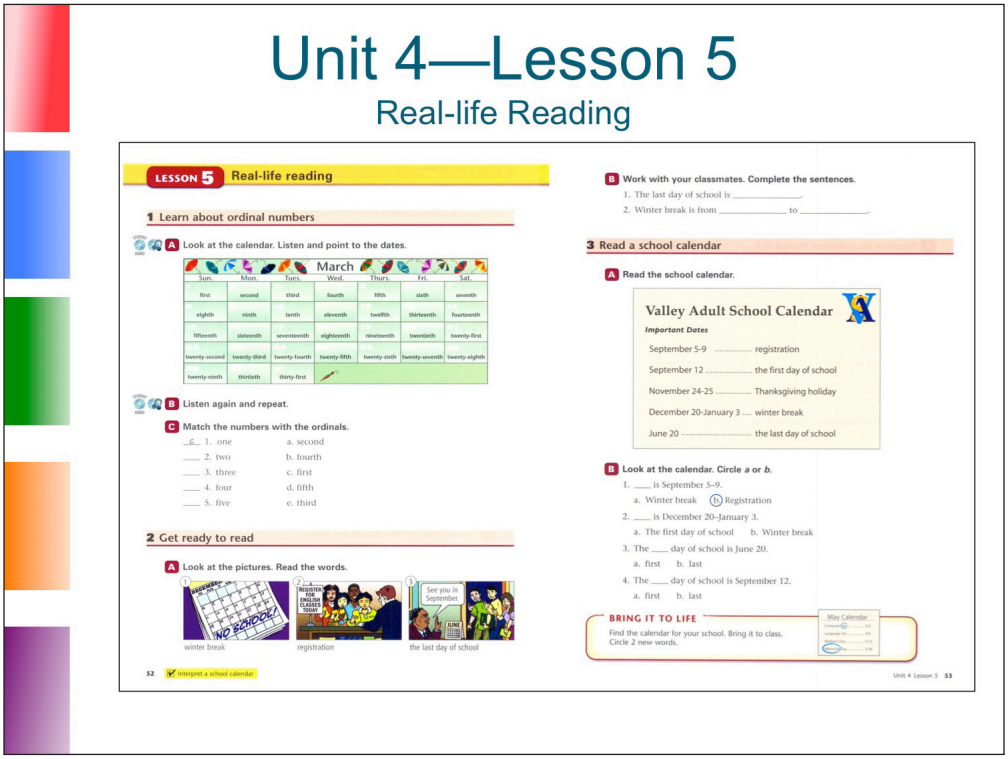
How would you adapt this for use in a one–to–one tutoring session?

**Trainer Instruction**: Responses could include

- Tutor and learner conduct a choral reading
- Reverse roles

*Listening Extension* activities build listening skills.

In this lesson, model dialogs feature authentic examples of everyday conversation. *Pronunciation Extension* focuses on common areas of difficulty.




**Lesson 5—Real–life Reading**

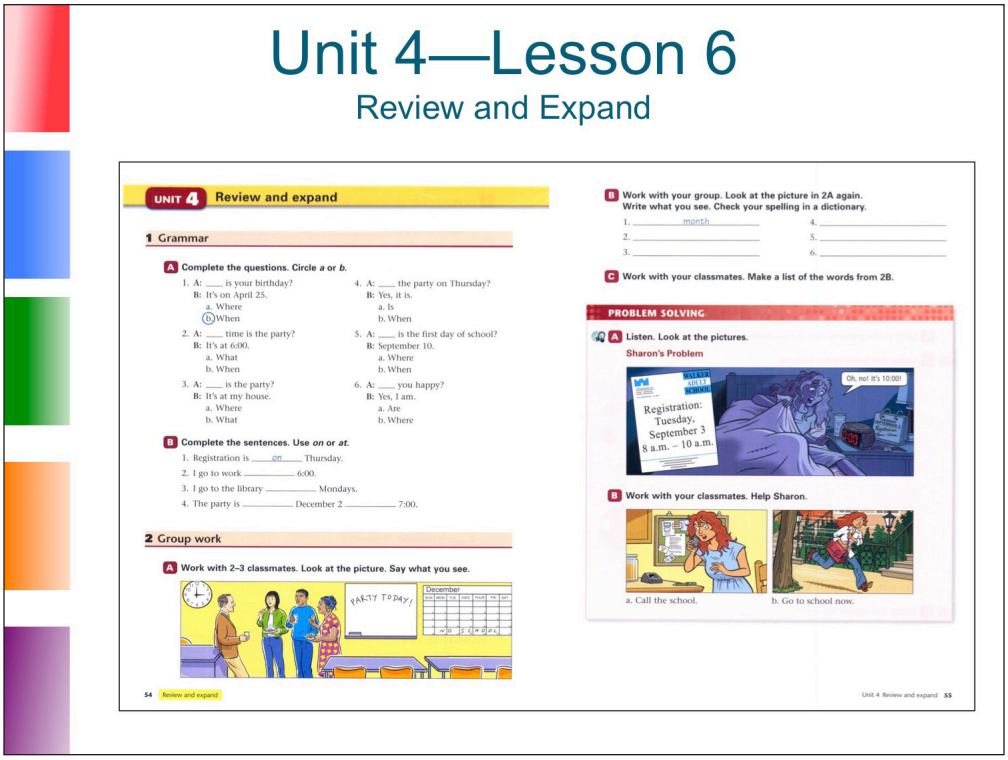
**Script: Real–life Reading** develops essential reading skills and offers life skill reading materials.

## Activity

Find Application on T–53 and corresponding *Bring It To Life* activity on p. 53 of the Student Book. Would you include this activity in the tutoring session? Why or why not?

**Trainer Instruction:** Allow time for participant's thoughts.

The determining factor is whether or not it relates to the learner's need. It may also depend on availability of technology—could use a Smart Phone if no computer is available.




**Lesson 6—Review and Expand**

**Script: Review and Expand** includes additional grammar practice and communicative group tasks to ensure your learner's progress.

### Activity

Compare the *Problem Solving* picture in the Lesson Plans book with the Student Book. What do you see that is different between the two?

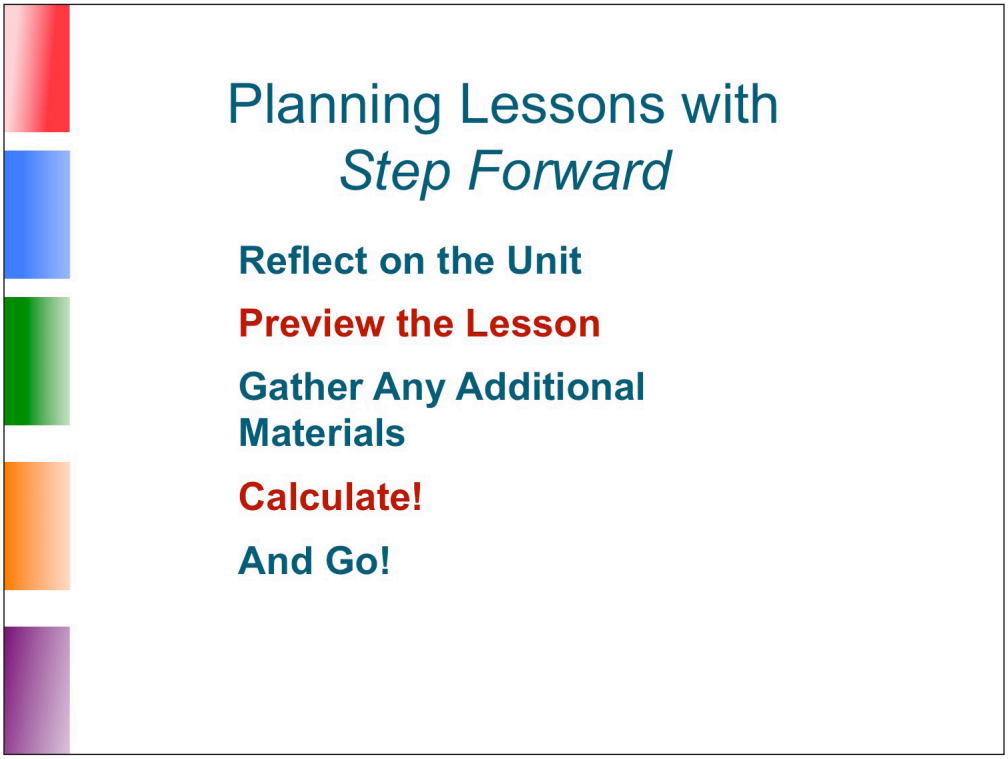
**Trainer Instruction:** Allow time for participants to respond. Then ask a volunteer to read Part A in the *Problem Solving* section on T–55. Call on another volunteer to read Part B.

Ask participants to work in pairs and take turns teaching Steps 1–2 of the *Problem Solving* exercise.

Allow 10 minutes for the activity.

**Script:** *Grammar* exercises can be used as a review at the end of the unit or for additional practice.

*Problem Solving* tasks encourage learners to use critical thinking skills and meaningful discussion to find solutions to common problems.




**Using *Step Forward* is as easy as:**

**Script:** Using *Step Forward* is as easy as opening *Step–By–Step Lesson Plans*, making a couple of notes and heading off to class.

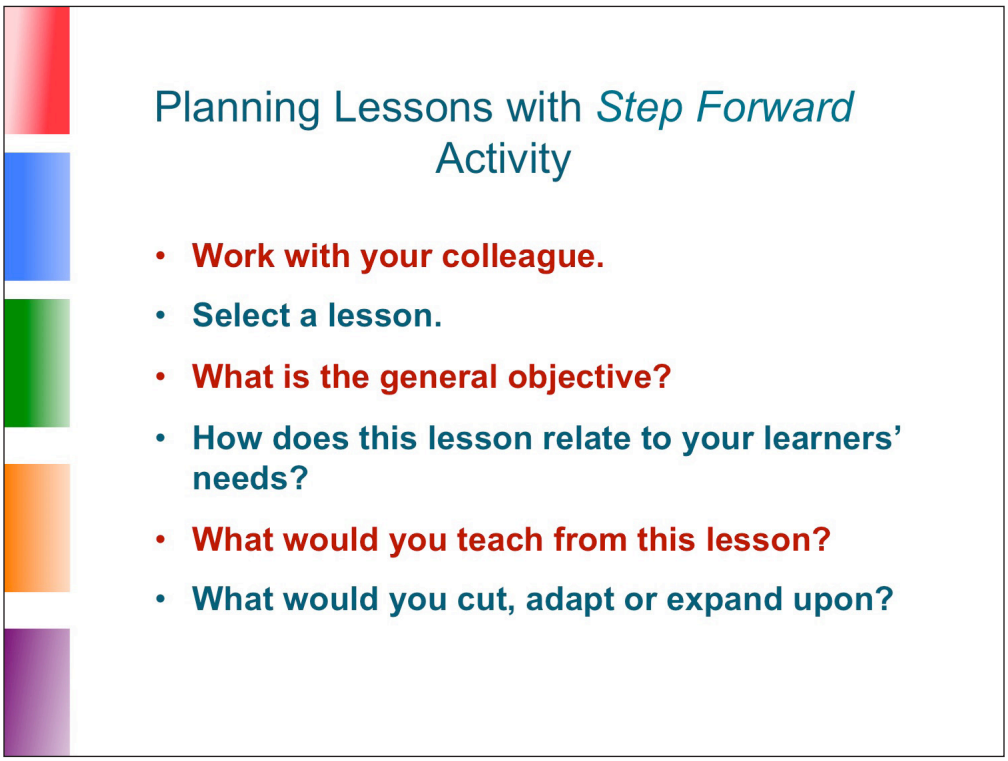
*Step Forward* makes it so easy. However, it's wise to do some "big picture" planning. Consider the steps:

1. Reflect—What level of experience do learners have with topics?
2. Preview—Overview the unit, preview the Student Book, read objectives, identify which level or levels the learner will be working toward.
3. Scan—Read each stage of the lesson plan and match with sections of the Student Book. Letters and numbers are correlated in each book.
4. Gather—Be sure you have tools (authentic materials, CD, *The Oxford Picture Dictionary*, Workbook).
5. Calculate—Notice suggested time frames. Use compression and extension tips to adjust time.

Plan for closing—Talk with your learner or bring class back together to emphasize what has been accomplished. Brainstorm, use a Chain Drill: "Today I learned…" Learners build on the statements made by adjacent learners. Teacher shares positive reflections.

To demonstrate the ease of using *Step Forward*, I'll teach the first part of Lesson 1. Look at p. 44 in the Introductory Student Book as we go through the lesson.

**Trainer Instruction:** Use Script for Teaching Unit 4, Lesson 1, p. ELL 102.




**Lesson Planning**

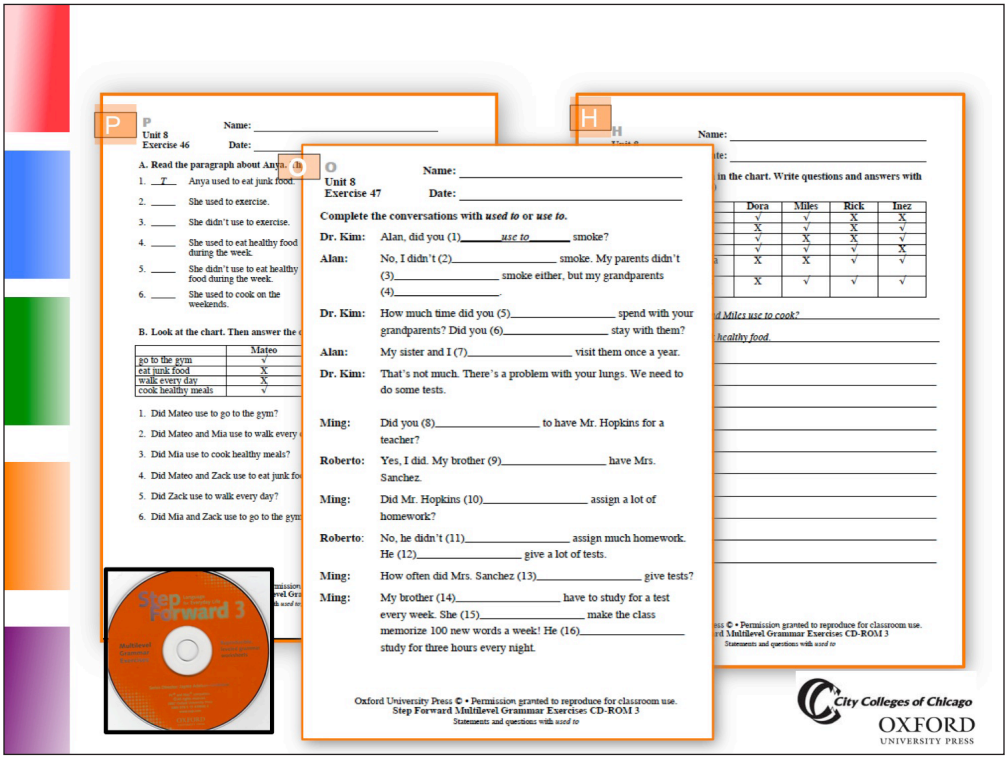
**Script:** Now that you've been introduced to the lessons in Unit 4, I'd like you to work with a partner. Choose a lesson and discuss the answers to the questions on the screen. You'll have 10 minutes to discuss. Be prepared to report to the large group.

How will you know the lesson relates to your learners' needs?

**Trainer Instruction:** Encouraging learners to set goals will provide information about learners' needs.

Is it okay to cut, adapt, or expand upon a lesson? Explain.

**Trainer Instruction:** Tutors should focus on meeting the learners' needs rather than being tied to a curriculum schedule.

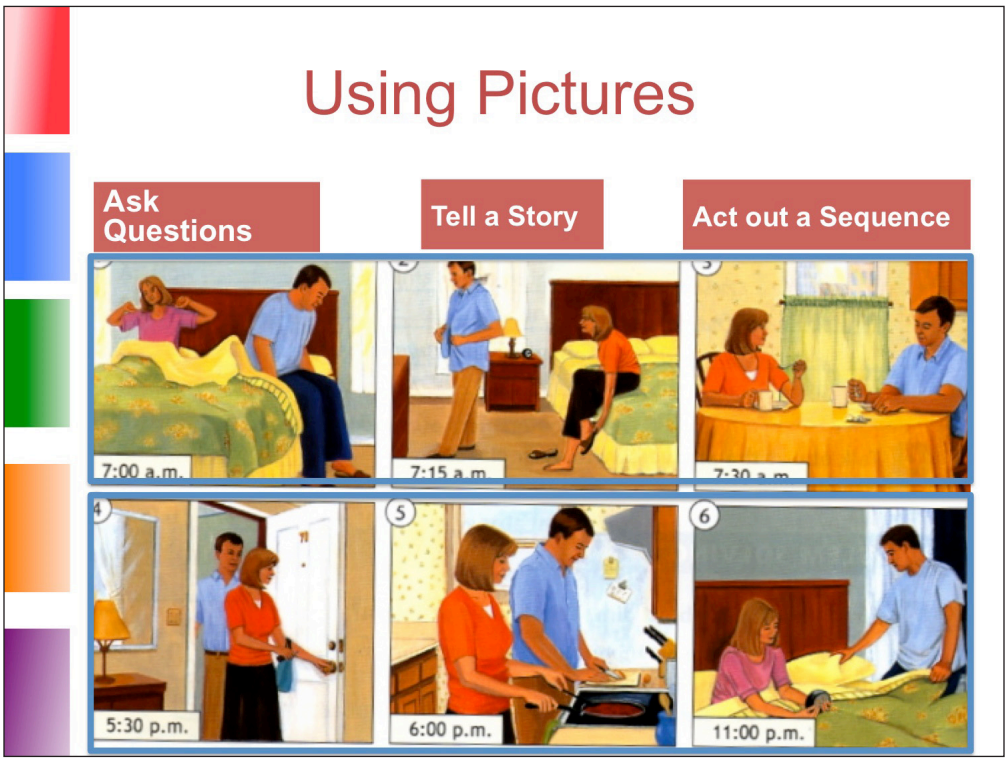



## More from *Step Forward*

**Script:** Multilevel Grammar Exercises CD–ROM (inside back cover of *Step Forward Step–By–Step Lesson Plans*)

The CD contains 72 reproducible grammar worksheets to expand or extend the learning experience. No more creating your own worksheets—this resource does the work for you. Worksheets are clearly labeled.

- O for on–level
- P for pre–level
- H for higher–level




**Using Pictures**

**Script:** The value of using pictures when teaching is indisputable. Even without words, the message in pictures is understandable. Let's look at some possible ways of working with pictures as instructional tools.

On the screen are pictures from the Student Book. Let's talk about some ways to use them.

**Trainer Instruction:** Click to bring up techniques a tutor might use when working with pictures. (Ask questions–Tell a story–Act out a sequence)

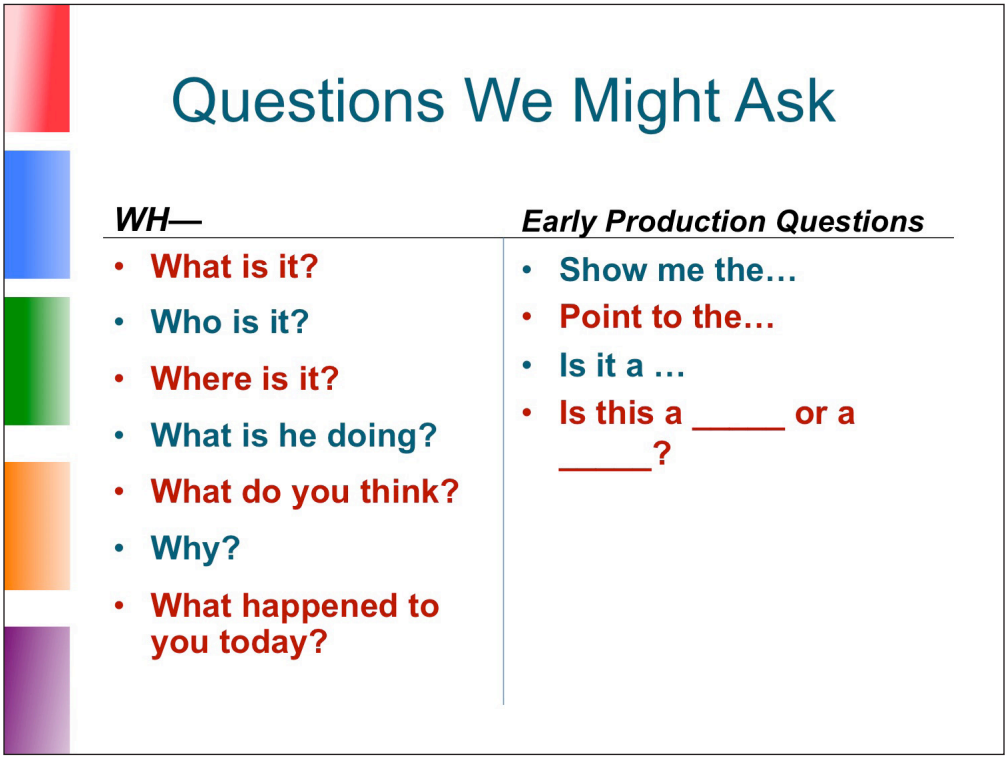
### Activity

- Ask for a volunteer to teach one of the picture strips by asking questions.
- Ask for a volunteer to teach one of the picture strips by telling a story.
- Ask for a volunteer to teach one of the picture strips by acting out a sequence.

**Script:** There are other ways to communicate using pictures. Would anyone like to share ways you've used pictures?

**Trainer Instruction:** Possible answers include

- Cut strips apart. Ask learner to put them in correct order.
- Use strips cut apart, remove one picture from the sequence, ask learner to tell what's missing.
- Ask learner to point to objects in the picture.




**Questions We Might Ask**

**Script:** Communication with questions can be productive or not depending on the way questions are asked. With learners whose language is limited, it's especially important to avoid "yes" and "no" questions. If you want input or information, you might try one of the examples on the screen. If we pre–think and prepare for a conversation, it is likely the exchange will be more productive. You might build a repertoire of questions to extend conversation.

Using the suggestions on the screen is a good place to start.

**More**

**Script:** If you would like to learn more about *Step Forward* and how to use it, the sites on the screen are for you. The videos are presented by:

Jayme Adelson-Goldstein—Series Director of *Step Forward* and author of *The Oxford Picture Dictionary*

Jenni Currie Santamaria—author of *Step Forward* Introductory Level and the *Step-By-Step Lesson Plans*

You'll be taught by the expert authors of books in this series. You should view them as refreshers, when you have questions or when you feel unsure about how to proceed. Your learner will benefit from your professional development!

As you tutor an English Language Learner, you are in for a great experience.

# The First Meeting

**40 minutes**

## Welcome the Learner

### Purpose

Emphasize the importance of the initial impression when meeting with a learner for the first time and provide an opportunity to plan for the first meeting.

### Introduction

**Script:** New tutors may have concerns about what will happen the first time they meet with a learner. This segment is designed to relieve some of those concerns.

Watch this video as tutor and learner meet for the first time. Following the video we'll try to recall activities that took place during the session.

### Video and Discussion—15 minutes

**Trainer Instruction:** View the video, *First Meeting ESL 1 Learner,* goo.gl/mh5FkG

**Script:** Were you surprised that there was no textbook or formal lesson during this first meeting? What can you recall about the session?

**Trainer Instruction:** Responses may include:

- conversive, relaxed
- focusing on learner goals
- quick check of words and numbers
- check of reading and writing
- wrap up/homework
- firming up day and time for next meeting

**Script:** It's important to plan ways to make the learner feel comfortable during the first meeting. Listen carefully, be encouraging and reassuring, and communicate in a relaxed manner as you begin this experience together.

### Sample First Meeting—20 minutes

Establishing rapport, easing fears, and encouraging success are important responsibilities of tutors.

We want you to be comfortable when you meet the learner for the first time.

The Sample First Meeting handout was developed to give you a plan for that experience. Remember this is a suggestion only and can be changed as you feel necessary or appropriate.

Look at the Sample First Meeting handout and find the Lesson Objective.

**Trainer Instruction:** Ask someone to read the Lesson Objective aloud.

"To meet, get acquainted, determine time and place for future tutoring, and discuss short–term and long–term goals."

Have someone read number one under Suggested Activities.

"Meet and exchange telephone numbers and addresses. You may read the *Welcome Handbook* with the learner and enter contact information for the learner to have at home. A script is available in your hand-

outs."

Continue through the remainder of the Sample First Meeting handout. Emphasize that the first meeting should be a time to get acquainted.

**Script:** A relaxed and welcoming environment will go far in ensuring that the learner will return and be ready for the next tutoring session.

Find the *Welcome Handbook* and the Tutor Script for *Welcome Handbook* handout in your folder.

The learners in the pictures in this book have all been enrolled in Oklahoma literacy programs. Tell the learner that the people in the pictures are just like them. They all needed help with reading, writing and learning English.

Open the book to page one. Read the information to the learner as you draw your hand under each line. Write the literacy office phone number, your name, and telephone number. If you prefer not to give your personal number at this time, you may re-write the literacy office number.

Continue reading through the remainder of the book. Discuss and answer questions as necessary.

In the time remaining, I'd like you to work in pairs using the *Welcome Handbook* and the script. Go through the entire book with your partner to become familiar with its contents. Be prepared to discuss any questions that might arise during the practice.

**Trainer Instruction:** Allow five minutes for questions.

### Online Resources

*Open Minds Trainer Resources*

Sample First Meeting, p. ELL 102

Tutor Script for *Welcome Handbook*, p. ELL 103

*First Meeting ESL 1 Learner* video
goo.gl/mh5FkG

### Trainer Resources

*LitStart*, pp. 27–42

### Participant Materials

*Welcome Handbook*

Tutor Script for *Welcome Handbook* handout

Sample First Meeting handout

## More About the Local Literacy Program **10 minutes**

Support • Assessment • Materials • Learners

### Purpose

Provide additional information about the local literacy program and the commitment required to participate as a tutor.

### Format

**Trainer Instruction:** The session should answer questions individuals might have about tutoring.

Discuss the information with the literacy director to be sure you understand the procedures of the local program.

Provide the following information.

- how pairs are matched
- the three way meeting between coordinator, tutor, and learner
- how tutors will learn the goals of the learner
- adult learner assessment/reassessment (how progress is determined)
- how to get the curriculum
- services and materials available from program such as other tutoring resources, use of copier, etc.
- supplies learners should provide
- tutoring locations (should be in public places)

**Note:** It is important not to overwhelm participants with information, but to give them enough detail to make informed decisions.

# Review

**15 minutes**

## What We've Learned

### Purpose

Review key points of ELL Part 2.

### Format

**Trainer Instruction:** Review key points from the training.

Photocopy ELL Part 2 Review, p. ELL 104 and have participants work in pairs to answer all the questions. After a few minutes, ask the questions aloud and solicit the correct answers.

ELL Part 2 Review Questions and Answers

1. How many student books (levels) are included in the *Step Forward* series?
   - five books
2. Where can you find photocopy masters ?
   - in the back of *Step–By–Step Lesson Plans* and on the CD in the back of the book
3. What is one way a tutor can check the learner's progress?
   - Unit Review and Expand at the end of each Unit, reviewing progress made toward goals
4. What is the purpose of the first meeting?
   - to get acquainted
5. What is one activity that could take place in the first meeting?
   - read and discuss the *Welcome Handbook*. Talk about goals and discuss things the learner would like to work on.
6. Where does tutoring take place?
   - library, churches, other public places, not in homes
7. Who do you contact if you need help or have questions after you begin tutoring?
   - the literacy director

### Online Resources

*Open Minds Trainer Resources*

ELL Part 2 Review, p. ELL 104

### Supplies

ELL Part 2 Review, p. ELL 104

### Participant Materials

ELL Part 2 Review handout

# Wrap Up

**5 minutes**

## What Happens Next

### Purpose

Preview ELL Part 3 of *Open Minds* training for English Language Learners.

### Format

**Script**: ELL Part 3 will demonstrate how to customize lessons to meet a learner's individual needs.

During the training, we will take a look at learning styles and provide tips on how to address different learning styles when tutoring.

During ELL Part 3 you will become familiar with the tutor resource book.

**Trainer Instruction:** Show *Teaching Adults: An ESL Resource Book.*

**Script**: In this book, you will find techniques to help learners in reading, speaking, writing, and word study skills.

You will learn how to use the strategies while using real world materials such as menus, advertisements, and job applications as lesson text.

Once you are comfortable using real world materials you will be able to design "teachable moments" with things the learner brings to class.

Those of you who complete all nine hours of the *Open Minds* training will be certified tutors with our program.

Part 3 will be offered on (provide the date). You can sign up for the training today or call the literacy office at your convenience.

### Supplies

*Teaching Adults: An ESL Resource Book*

Sign–up sheet for ELL Part 3

# Part 3

# Customizing Lessons to Meet Learner Needs

Before the Training

## Director

### Three weeks before training

- Submit press release
- Verify there are copies of the tutor resource book for each participant

### One week before training

- Contact potential participants by phone or email or send reminder notes
- Photocopy handouts and prepare participants' folders
- Print certificates for participants completing the full training
- Order refreshments

### Day of training

- Pick up refreshments

## Lead Trainer

### Three weeks before training

- Confirm room reservation
- Contact co-trainer to finalize plans
- Prepare Customizing Lessons to Meet Learner Needs Agenda

### Two weeks before training

- In preparation, run-through Part 3 with co-trainer

### One week before training

- Confirm attendees with director
- Select, view and bookmark videos

### Day of training

- Set up room
- Set up displays
- Set up registration table
- Put out directional signs
- Check equipment

### After the training

- Debrief with co-trainer. Discuss suggestions for improvement
- Send a copy of the Sign-in Sheet to the local program director
- Send training report to ODL

# Tutor Training Agenda

## Part 3–Customizing Lessons to Meet Learner Needs

Welcome..... 5 minutes
Introductions

Learning Styles..... 30 minutes
Target Learning

Tutor Resource Book—*Teaching Adults: An ESL Resource Book* ..... 65 minutes
More Teaching Strategies

Real World Activities ..... 35 minutes
Customizing Learning

Lesson Planning ..... 35 minutes
Plan for Success

Review ..... 5 minutes
What We've Learned

About the Program ..... 5 minutes
Local Program Procedures

Add time for breaks and lunch to your agenda.
Develop participant agenda and print a copy for each attendee.

# Everything You Need for Part 3

Online resources are available at
libraries.ok.gov/literacy/literacy-publications

## Online Resources

*Open Minds Trainer Resources*

- Sign-in Sheet, p. ELL 77
- Customizing Lessons to Meet Learner Needs Agenda, p. ELL 81
- Learning Styles Scavenger Hunt, p. ELL 108
- Learning Styles Scavenger Hunt Answers, p. ELL 110
- Learner Profile, p. ELL 113
- Learning Styles—Characteristics and Hints, p. ELL 105
- *Spotlight on Total Physical Response*, goo.gl/sjXi8Q
- Real World Activities Strips, p. ELL 111
- *Role Play: Doctor Call*, goo.gl/SyCZQJ
- Lesson Plan, p. ELL 112
- ELL Part 3 Review, p. ELL 114
- ELL Part 3 Review Strips, p. ELL 115
- Certificates
- Foreign language video, ELL Videos and Online Links, p. ELL 99

## Supplies

Sign-in Sheet

Name tags

Pencils, pens, notepads

Backwards clock

Laptop with speakers

Flip Chart

Markers

Learning Styles Scavenger Hunt

Learning Styles Scavenger Hunt Answers

Learning Styles—Characteristics and Hints

Tutor resource book (*Teaching Adults: An ESL Resource Book)*

Pencils, paper, book and other props for demonstrating Total Physical Response

Real World Activities, cut apart

ELL Part 3 Review Strips, cut apart

## Participant Materials

Folder with handouts, see p. ELL 62

Customizing Lessons to Meet Learner Needs Agenda

Learning Styles Scavenger Hunt

Learning Styles—Characteristics and Hints

Lesson Plan

Learner Profile

Tutor resource book (*Teaching Adults: An ESL Resource Book)*

## Paired Practice Materials

Grocery ads

Classified Ads

Pencils

Notepads

Paper

Cards

Markers

# Welcome

**5 minutes**

## Introductions

### Purpose

Welcome those attending. Introduce the training team. Briefly review topics covered in Parts 1 and 2 and preview Part 3.

### Format

**Trainer Instruction:** Before the training, organize folders with handouts for participants as suggested at the bottom of this page.

On the day of training, create an inviting atmosphere and set the mood by playing a session opener video as participants arrive. The foreign language videos from ELL Videos and Online Links, p. ELL 99 are good selections.

Provide name tags for all participants as well as for trainers and program representatives.

Distribute a folder with handouts to each participant.

Greet participants as they arrive. Ask them to sign in and make a name tag.

When it is time to start, welcome the group and introduce the training team. Explain that this is Part 3, the final session of *Open Minds* for ELL tutors.

In this session, tutors will learn to identify and accommodate learning styles, to incorporate real world materials into the tutor session, and to use the tutor resource book (*Teaching Adults: An ESL Resource Book).*

**Note**: Throughout this manual the green type is used for trainer instructions. Black type indicates a basic script and resources.

### Online Materials

*Open Minds Trainer Resources*

- Sign-in Sheet, p. ELL 77
- Foreign language video from ELL Videos and Online Links, p. ELL 99

### Supplies

Backwards clock

Name tags

Pencils, pens, notepads

### Participant Materials

Folder with handouts

| Left Side of Folder | Right Side of Folder |
|---|---|
| Learning Styles–Characteristics and Hints | Customizing Lessons to Meet Learner Needs Agenda<br>Learning Styles Scavenger Hunt<br>Real World Activities<br>Lesson Plan<br>Learner Profile |

# Learning Styles

**30 minutes**

## Target Learning

### Purpose

Identify learning styles and understand the impact they have on the learning process.

### Format

### Introduction—5 minutes

**Script:** You have probably realized that when you are learning something new you have a preferred way of processing the information. Some of you may like to read about the topic, others may prefer to have someone tell you the information, while others may do better when someone demonstrates. A person's learning style is the way he prefers to process, understand, and retain information.

Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. Because we all learn differently, the combination of styles is unique to the individual. You can develop ability in less dominant styles, as well as further develop styles that you already use.

Experts have defined and classified learning styles in a variety of ways, but most agree on a minimum of three distinct styles: visual, auditory, and tactile/kinesthetic.

**Trainer Instruction:** Write the term "Learning Styles" on a flipchart. Underneath make 3 columns, Visual, Auditory, Tactile/Kinesthetic. Add ideas to each column in the following discussion.

**Script:** What do you think it means to be a visual learner? How do they learn?

**Trainer Instruction:** Answers may include: Learns best when one can see and read the information—reading, watching videos, handouts, and diagrams.

**Script:** Describe an auditory learner and how they learn.

**Trainer Instruction:** Answers may include: Learns best when one can hear the information—lectures, recordings, and discussions.

**Script:** What does it mean to be a tactile or kinesthetic learner? How do they learn?

**Trainer Instruction:** Answers may include: Learns best when information is presented in "hands-on" setting or by doing lab work, using manipulatives, models, etc.

**Script:** There are many online resources that can help identify your learning style. You can find learning style assessments on the internet if you would like to know more.

ELLs with limited language skills may not benefit from a learning styles assessment. As you work with learners, you'll observe clues of possible learning styles.

To increase your awareness of characteristics of each learning style, refer to the Learning Styles—Characteristics and Hints handout.

Remember, it is likely that the greatest benefit to learners will be to incorporate all three styles in each learning opportunity.

## Activity—25 minutes

**Script:** I'd like you to work in pairs for this next activity. We're going to have a scavenger hunt.

**Trainer Instruction:** Either lay Learning Styles Scavenger Hunt handout face down in front of each pair or after you've given instructions, tell them to find the handout in their folder. Distribute *Teaching Adults: An ESL Resource Book.*

**Script:** When I say, "Go," use *Teaching Adults: An ESL Resource Book*, pp. 38-39 to find the answers to the questions.

When your team is finished, raise your hands.

After we've reviewed the answers, we'll declare the team that finished first with the most correct answers as the winner.

Ready, set, go!

**Trainer Instruction:** Allow no more than 10 minutes to complete the hunt. Review the answers in the large group for up to fifteen minutes.

**Note**: Scavenger Hunt answers on p. ELL 110

If possible award a small prize (bookmark, pen, etc.) to the winning team.

### Conclusion

**Script:** We've talked about learning styles, done an activity, and reviewed and shared information. Next we'll look in-depth at the resource book to find teaching strategies to address different styles.

### Online resources

*Open Minds Trainer Resources*

- Learning Styles—Characteristics and Hints, p. ELL 105
- Learning Styles Scavenger Hunt handout, p. ELL 108
- Learning Styles Scavenger Hunt answers, p. ELL 110

### Trainer Resources

*Teaching Adults: An ESL Resource Book*, 2013 edition, pp. 38-39

*I Speak English*, pp. 52-54

*LitStart*, pp. 18-19

### Supplies

Learning Styles Scavenger Hunt answers

# Tutor Resource Book—*Teaching Adults: An ESL Resource Book* **65 minutes**

## More Teaching Strategies

### Purpose

Introduce the information and strategies available in the tutor resource book, *Teaching Adults: An ESL Resource Book*

### Introduction—5 minutes

**Script:** Today we will look in-depth at a tutor resource book that you may use in addition to the teacher's manual of the curriculum. The book is called *Teaching Adults: An ESL Resource Book.*

You might wonder why you would need a tutor resource book.

- There are times when tutors may want to take a slower pace while working in the curriculum. This might happen when learners need more time or another way to understand or practice a concept.
- Other times, tutors may find it helpful to clarify a teaching strategy that was briefly explained in the teacher's manual.

Also, we encourage learners to bring things they want to read to class. When learners bring utility bills, job applications, or other items to class, tutors may need strategies to teach how to use and understand those materials. These are all reasons to take time to become familiar with *Teaching Adults: An ESL Resource Book.*

The first part of this book provides some good general information about tutoring. Beginning on page 7, the introduction presents information about English Language Learners (ELL) and how this resource book can help with strategies for teaching.

Find the four principles that are essential in language acquisition, pages 16-21.

### Activity 1—10 minutes

**Trainer Instruction:** Ask participants to read aloud each principle (below), one at a time. Assign one principle to a pair or group. Ask them to read, discuss briefly, summarize, and report to the group. Be sure to cover the implications for teaching.

Principles:

1. Meaningful Communication
2. Success, Not Perfection
3. Anxiety
4. Exposure

**Note:** For this activity, be sure to be familiar with pages 16-21, *Teaching Adults: An ESL Resource Book*

**Script:** Culture, goal setting and skills assessment follow the four principles.

Since many tutors are anxious about meeting with a non-native speaker, it's important that you provide clear instructions about how to conduct the tutor session. The activities on pages 36-39 contain some questions and instructions that can be used in initial meetings.

Although new learners are assessed by the program director at the time of intake,

tutors may need to informally assess the learner to understand his abilities.

## Activity 2—10 minutes

**Script:** Look at the Sample Skills Assessment on page 36. Questions here will help you get useful information about learners.

Observing learners as they respond to the questions in bold, pages 36-39, will provide additional insight. Lets look at some of those questions now.

What might a tutor learn by saying:

- "Hello, How are You?"

**Trainer Instruction**: Encourage thoughts from participants. Suggest that a blank look on the face of the learner may indicate he understands very little oral English and/or has very little comprehension.

- "Talk About the Picture."

**Trainer Instruction**: Response may provide clues to learners' fluency, and pronunciation.

Read the two bulleted tips beginning at the bottom of page 37. Tutors should keep both tips in mind when assessing a learner's skill.

Tips

- Give learner time to respond.
- Learner understands more than he can say.

## Teaching Strategies—5 minutes

**Script:** *Teaching Adults: An ESL Resource Book* contains a wealth of helpful information. Today, we are going to focus on some of the teaching strategies that cover speaking, reading, word study, and writing.

Look at the Contents on page 3. How many activities are there in the **Listening and Speaking** section?

- 22 activities

Let's look at one of those activities now.

Find Activity 5, page 47—Vocabulary Drill to Teach Direction Words

**Trainer Instruction**: Ask a participant to read the purpose of the activity.

**Script:** What level of learner does this activity work best for?

**Trainer Instruction**: Beginning

**Script:** Could you use this for more advanced levels? How?

**Trainer Instruction**: Lead participants to Suggestion on page 48. Yes, this is a good exercise for teaching prepositions. Ex: "On top of," "in front of."

## Demonstration—10 minutes

**Trainer Instruction**: Place a piece of paper and a pencil side by side on the table. Ask the participants to role play as learners.

Say the names of each item.

**Script:** This is a pencil. What's this?

**Trainer Instruction**: Beckon for the group to respond, "This is a pencil." Re-teach if learners are unsure.

Point to the paper.

**Script:** This is paper. What's this?

**Trainer Instruction**: Audience respond, "This is paper." Repeat at least twice to ensure learners know the words of each item.

**Trainer Instruction**: To teach "left and right," sit facing the same direction as learners. Place the paper on the left side of the book.

**Script:** "The paper is on the left."

**Trainer Instruction**: Repeat. Beckon for learners **to** repeat with you,"The paper is on the left."

Move the paper to the right.

**Script:** "The paper is on the right."

**Trainer Instruction**: Repeat. Beckon for learners to repeat with you.

**Script:** "The paper is on the right."

**Trainer Instruction**: Gesture for learners to be silent. (Finger across lips.)

**Script:** "Where's the paper? The paper is on the right." (repeat)

Ask, "Where's the paper?"

Beckon for learners to respond, "The paper is on the right."

Repeat if necessary.

**Trainer Instruction**: Move paper to the left of the book. Ask, **"**Where's the paper?"- Beckon for learners to respond, "The paper is on the left."

Repeat if necessary.

**Script:** This has been only a brief demonstration of one activity you'll find in the resource book. I encourage you to become familiar with other activities as needed.

What other helps are there in **Listening and Speaking** beginning on page 40?

**Trainer Instruction**: p. 40–Guidelines for Teaching Oral Skills; p. 42–Introducing New Vocabulary; p. 43–Total Physical Response (TPR).

**Script:** You'll find 25 activities in the **Reading and Writing** section. These activities will support the curriculum and real life materials that a learner brings to class.

## Video and Discussion—20 minutes

**Script:** Pages 43-45 describe a teaching method that the instructor may use to help learners with little or no English. The strategy is known as Total Physical Response or TPR.

Most of us have used our hands to help express what we're saying so this strategy may come naturally. Hand motions are part of TPR, but it goes beyond hands. Using TPR, the tutor models an activity or command to convey the meaning to learners.

Simple commands with repetition play a significant role in learners' understanding.

This short video demonstrates the use of TPR in a classroom. You may also use TPR in one-to-one instruction.

**Trainer Instruction**: View the video. *Spotlight on Total Physical Response*, goo.gl/sjXi8Q

**Script:** What did you observe?

**Trainer Instruction**: Answers may include: repetition, simple commands, modeling

**Script:** How do you feel about using TPR as a teaching method?

When using TPR, you may need props. In the following demonstration, I'll provide a pencil for the tutor and a pencil for the learner.

## Demonstration—5 minutes

**Trainer Instruction**: Ask a participant to play the part of a learner.

**Script:** Use items that have been introduced previously. Introduce or review the items before starting the activity to be sure the learner knows the vocabulary. Start by modeling the behavior.

**Script:** **"**Pick up the pencil."

**Trainer Instruction**: Pick up the pencil.

Model the command several times.

Place a pencil in front of the learner.

**Script: "**Pick up the pencil."

**Trainer Instruction**: Beckon for the learner to do the command with you.

Repeat several times.

After 4 or 5 times, say the command but do not pick up the pencil.

Wait to see if the learner will pick up the pencil. If not, repeat the command and model again. Continue this practice a few more times. Praise the learner for completing the task.

If there is time, continue with partner practice, *Teach the commands*.

**Script:** On page 45, find #5, *Teach the commands*. Work with a partner to practice steps "a-f."

Name some commands you might teach.

**Trainer Instruction**: Identify other commands that might be taught using TPR if time allows.

"stand up"

"sit down"

"write your name"

"close the door"

"touch your nose"

or other commands of choice.

### Online resources

*Open Minds Trainer Resources*

- *Spotlight on Total Physical Response*, goo.gl/sjXi8Q

### Trainer Resources

*Teaching Adults: An ESL Resource Book*, pp. 40-162

*Lit Star*t, pp. 79-189

### Supplies

Paper, book, 2 pencils for demonstration

### Participant Materials

*Teaching Adults: An ESL Resource Book*

# Real World Activities

**35 minutes**

## Customizing Learning

### Purpose

Bring awareness to the benefits of real world materials and how to use them.

### Format

### Introduction–5 minutes

**Script:** One way to help learners meet specific goals is to use real world or real life materials. Real world materials are great teaching tools for many reasons.

- They meet learners' specific needs and interests.
- They are an effective way to help learners transfer skills from the curriculum to things they want and need to understand and communicate in their everyday lives.
- They can also be used to slow the pace of lessons to reinforce skills.

What are some real world materials learners might want to use? Think of everyday items.

**Trainer Instruction**: Responses might include: signs, food labels, job application, want ads, bills, job manual, notes from child's school, etc.

**Script:** These are all good examples of real world materials.

Encourage learners to bring to class items they need help reading or understanding. Using real world items meets learners' immediate needs.

Where do you think you can find teaching strategies to use when learners bring real world materials to class?

**Trainer Instruction**: *Teaching Adults: An ESL Resource Book*

**Script:** That's right. This is another opportunity to use *Teaching Adults*. When you use real world materials you will need to identify teaching strategies so learners can practice and review skills.

We are going to work in pairs to practice strategies that can be used with real world materials.

### Activity–20 minutes

**Trainer Instruction**: Prior to the training, cut apart Real World Activities Strips handout, p. ELL 111.

Assign partners or groups. Distribute an activity strip to each group. Provide grocery ads, classified ads, paper and pen for participants.

**Script:** On the strip is a need expressed by a learner. Find the activity in the resource book. On the table there are props to use with each activity. Find the prop that you need. Discuss how to teach the activity using the real world material and the resource book. Be prepared to share information with the large group. You have 10 minutes.

**Trainer Instruction**: Allow 10 minutes for pairs to prepare and 10 minutes to share information. Duplicate the strips if you have a large group. Be sure to provide more than one prop if there is a large group.

- Pair 1–Activity 54, Supermarket Ad, p. 153
- Pair 2–Activity 17, Finding an Apartment, p. 71
- Pair 3–Activity 14, Conversation prompts (911 call), p. 66
- Pair 4–Activity 31, Context–Cloze Procedure, p.104

**Trainer Instruction**: Conclude the activities with a brief discussion and allow time for questions.

**Script:** You've done a great job demonstrating how different activities can be used to address learners' needs.

Remember, whether you use only the curriculum, only real world materials, or a combination, lessons should always provide opportunities for learners to read, write, listen, and speak. We'll talk more about that in the lesson planning segment.

## Video—10 minutes

**Script:** The video we're going to watch is a good demonstration of meeting a learner's need to speak on the telephone. The activity addresses a real life situation.

**Trainer Instruction**: View video, *Role Play: Doctor Call,* goo.gl/SyCZQJ

Following the video, ask for comments or questions. Remind participants that the tutor session may require flexibility to address immediate needs.

**Script:** Remember that meeting needs may be more important than maintaining a strict schedule. Helping learners with specific requests is more likely to encourage learners to see the value of attending regularly and persisting with the program.

### Online Resources

*Open Minds Trainer Resources*

Real World Activities Strips, p. ELL 111

*Role Play: Doctor Call,* goo.gl/SyCZQJ

### Trainer Resources

*Teaching Adults: An ESL Resource Book*

### Supplies

Real World Materials—grocery ads, classified ads, paper, pen or pencil

Real World Activities Strips, cut apart for distribution

### Participant Materials

*Teaching Adults: An ESL Resource Book*

# Lesson Planning

**35 minutes**

## Plan for Success

### Purpose

Provide opportunity to practice creating a lesson plan considering learning styles, real world materials, and teaching strategies.

## Introduction

**Script:** We talked in the previous segment about the need to be flexible to meet the needs of learners.

Flexibility doesn't mean, however, to make no plan at all. You will need to do some preliminary work to prepare for tutoring. Preparation should result in a lesson plan that will guide you through the lesson. The lesson plan in your folder will help you keep track of important information without overburdening you to spend too much time planning.

## Activity

**Script:** Find the Lesson Plan and Learner Profile handouts in your folder. Work with your partner during this activity.

Choose one goal from the Learner Profile handout and develop a Lesson Plan.

Use *Teaching Adults: An ESL Resource Book* to identify activities for the learner to read, write, listen, and speak.

You will have 20 minutes to prepare and then we will share ideas with the group.

**Trainer Instruction**: Allow 10 minutes for pairs to share with the group.

Praise participants for their work and ideas.

**Script:** You may use this lesson plan or another of your choosing. Most importantly you should consider the specific needs and goals of learners and not rely solely on the curriculum for the entire lesson. See page 163 in *Teaching Adults: An ESL Resource Book* for more information on lesson planning.

### Online Resources

*Open Minds Trainer Resources*

- Learner Profile, p. ELL 113
- Lesson Plan, p. ELL 112

### Participant Materials

*Teaching Adults: An ESL Resource Book*

Learner Profile handout

Lesson Plan handout

# Review

**5 minutes**

## What We've Learned

### Purpose

Review key points from Part 3.

### Format

## Technique 1

**Trainer Instruction**: Photocopy ELL Part 3 Review Strips, p. ELL 115. Be sure the questions were covered during the training.

Cut the review questions into strips and place in a container. Each participant will draw a question, read the question aloud, and share the answer.

As an alternative procedure, have the participant read the question and ask the group to provide the answer.

## Technique 2

**Trainer Instruction**: Photocopy ELL Part 3 Review, p. ELL 114 and have participants work in pairs to answer all the questions. After a few minutes, the trainer will ask the questions aloud and solicit the correct answers.

### Part 3 Questions and Answers

1. What is the title of the tutor resource book?

   - *Teaching Adults: An ESL Resource Book*

2. What is one reason a tutor would use the tutor resource book?

   - To take a slower pace with lessons, to take a break from the curriculum, to provide extra review/practice, to teach using real world materials

3. Name an example of real world material?

   - Menus, recipes, articles, information from a child's school, job related material, maps, signs, etc.

4. How often is a learner allowed to bring real world material to class? Why?

   - Learners should be encouraged to bring materials to any lesson. To reinforce that their goals are being addressed.

5. Name three learning styles.

   - Visual, auditory, tactile/kinesthetic

6. What is one way to help a visual learner?

   - Flashcards, written instructions, colored markers, highlighters, illustrations, graphics

7. What is one way to help an auditory learner?

   - Have learner repeat instructions, record lesson, use rhythm and rhymes, etc.

8. What is one way to help a tactile learner?

   - Trace words in sand, use a computer key board, role play, stand when giving explanation, make flashcards, etc.

9. What four things should be included in each lesson?

   - Opportunity for the learner to read, write, listen, and speak.

10. Who should you contact with questions or concerns?

    - The program director

### Online Resources

*Open Minds Trainer Resources*

- ELL Part 3 Review, p. ELL 114
- ELL Part 3 Review Strips, p. ELL 115

### Supplies

ELL Part 3 Review Strips (Cut apart for distribution if using Technique 1 on p. ELL 72)

### Participant Materials

Part 3 Review handout, if using Technique 2 on p. ELL 72

# About the Program

**5 minutes**

## Local Program Procedures

### Purpose

Provide information about tutor commitment and support.

### Format

**Trainer Instruction**: This session should answer questions individuals might have about tutoring at the local program.

Discuss the information with the director to be sure you understand the procedures of the program.

Provide the following information.

- how tutors are matched with learners
- time and other commitments required of tutors
- reporting
- tutor support and continuing education
- tutoring locations
- other ways (non-tutoring) to get involved with the local program
- how to get the tutor resource book and other materials

Tell participants that this is the conclusion of Part 3 of *Open Minds* for Tutors of English Language Learners. If they attended all three parts, they are now certified tutors. Wish them an exciting and fulfilling experience as they begin their work with a learner. Remind them that the director is always available to help them or to answer questions.

Celebrate and conclude the training by handing out certificates.

### Online Resources

- Certificates

### Participant Materials

Certificates

# Resources

| ELL Open Minds Tutor Training<br>Program Name | Date _____<br>Part 1 | Date _____<br>Part 2 | Date _____<br>Part 3 |
|---|---|---|---|
| Name and contact information | | | |
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# Orientation Agenda

Welcome and Introductions ..... 5 minutes

Statistics, Reasons for Illiteracy ..... 15 minutes

About the Local Literacy Program ..... 20 minutes

Adult Learner/Tutor Speaker ..... 10 minutes

Follow-up Information and Questions ..... 10 minutes

An Orientation Module is included in ***Open Minds for Tutors of Basic Learners***. You can access it at libraries.ok.gov/wp-content/uploads/Open-Minds-manual.pdf

# Getting Started Agenda

Welcome..... 5 minutes
Introductions

Local Program Information ..... 10 minutes
Who We Are and How We Provide Services

Adult English Language Learners ..... 30 minutes
Language and Cultural Learning

Goal Setting..... 35 minutes
Making Learning Relevant

Language Experience Approach (LEA) ..... 80 minutes
The Learner's Story

Review ..... 10 minutes
Key Points to Remember

Wrap Up..... 10 minutes
What Happens Next

# Learning a Curriculum Agenda

Welcome ..... 5 minutes
Introductions

Curriculum—*Step Forward* ..... 105 minutes
Published Materials

The First Meeting ..... 40 minutes
Welcome the Learner

More About the Local Literacy Program ..... 10 minutes
Support · Assessment · Materials · Learners

Review ..... 15 minutes
What We've Learned

Wrap Up ..... 5 minutes
What Happens Next

# Customizing Lessons to Meet Learner Needs Agenda

Welcome..... 5 minutes
- Introductions

Learning Styles..... 30 minutes
- Target Learning

Tutor Resource Guide ..... 65 minutes
- More Teaching Strategies

Real World Activities ..... 35 minutes
- Customizing Learning

Lesson Planning ..... 35 minutes
- Plan for Success

Review ..... 5 minutes
- What We've Learned

About the Program ..... 5 minutes
- Local Program Procedures

# English is Difficult

We'll begin with a box, and the plural is boxes,
But the plural of ox should be oxen, not oxes.
Then one fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese,
You may find a lone mouse or a whole nest of mice,
But the plural of house is houses, not hice.
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
The cow in the plural may be cows or kine,
But a bow if repeated is never called bine,
And the plural of vow is vows, never vine.
If I speak of a foot and you show me your feet,
And I give you a boot would a pair be called beet?
If one is a tooth, and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?
If the singular's this and the plural is these,
Should the plural of kiss ever be nicknamed keese?
Then one may be that and three would be those,
Yet hat in the plural would never be hose,
And the plural of cat is cats, not cose.
We speak of a brother, and also of brethren,
But though we say mother, we never say methren,
Then the masculine pronouns are he, his and him,
But imagine the feminine she, shis and shim,
So the English, I think, you all will agree,
Is the craziest language you ever did see.
—Anonymous

For information about anonymous poems, go to worldwidewords.org/articles/ar-eng1.htm

# Reasons Why the English Language Is Hard to Learn

1. The bandage was wound around the wound.
2. The farm was used to produce produce.
3. The dump was so full that it had to refuse more refuse.
4. We must polish the Polish furniture.
5. He could lead if he would get the lead out.
6. The soldier decided to desert his dessert in the desert.
7. Since there is no time like the present,
   he thought it was time to present the present.
8. A bass was painted on the head of the bass drum.
9. When shot at, the dove dove into the bushes.
10. I did not object to the object.
11. The insurance was invalid for the invalid.
12. There was a row among the oarsmen about how to row.
13. They were too close to the door to close it.
14. The buck does funny things when the does are present.
15. A seamstress and a sewer fell down into a sewer line.
16. To help with planting, the farmer taught his sow to sow.
17. The wind was too strong to wind the sail.
18. After a number of injections my jaw got number.
19. Upon seeing the tear in the painting, I shed a tear.
20. I had to subject the subject to a series of tests.
21. How can I intimate this to my most intimate friend?
    —Anonymous

For information about anonymous poems, go to worldwidewords.org/articles/ar-eng1.htm

| | |
|---|---|
| It appears that Soo Tak is not engaged or interested in class as he will not look the tutor in the eye. | In some countries it is disrespectful to look a teacher in the eye. |
| The literacy director contacted Tom to say that Maryam's husband called. His wife must withdraw from Tom's tutoring session. | In some countries, women are forbidden to be alone with a male. |
| It seems that Haru does not understand any of the questions that are asked in class. He doesn't raise his hand to participate. | Some cultures discourage being noticed or standing out in a crowd. Individuals sit quietly and let others do the talking. |

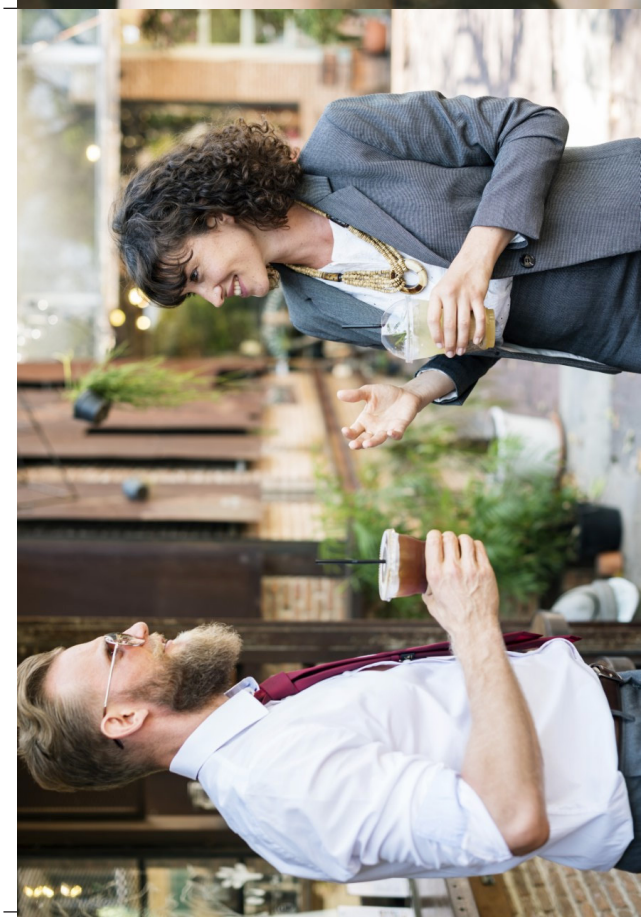
| My Goals | I want to work on this | Most important |
|---|---|---|
| Talk with Americans | ☐ | ☐ |
| Read English | ☐ | ☐ |
| Talk with a doctor or nurse | ☐ | ☐ |
| Read and understand signs | ☐ | ☐ |
| Speak and understand on the telephone | ☐ | ☐ |
| Understand television and movies | ☐ | ☐ |
| Learn English pronunciation | ☐ | ☐ |
| Understand English grammar | ☐ | ☐ |
| Get a job | ☐ | ☐ |
| Write in English | ☐ | ☐ |
| Understand emergency information | ☐ | ☐ |
| Become a U.S. citizen | ☐ | ☐ |
| Understand and talk with my children's teachers | ☐ | ☐ |
| Another goal I'd like to work on is: | ☐ | ☐ |

Your Name _____

Date _____

Read English

Talk with Americans

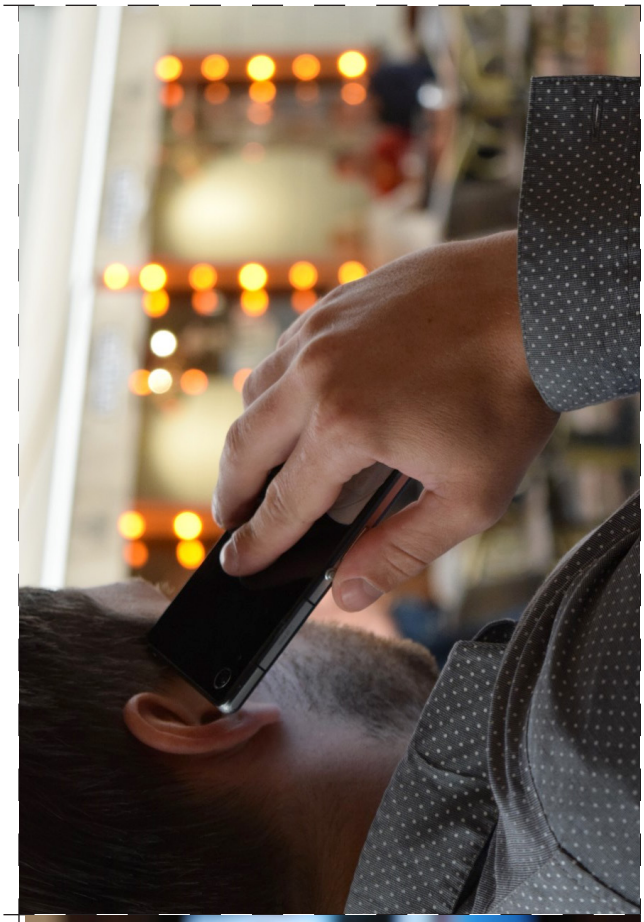


Talk with a doctor or nurse




Read and understand signs

Speak on the telephone



Understand television and movies

Learn English pronunciation




Get a job

Another goal I would like to work on

Understand English grammar

Write in English




Understand emergency information

Become a US citizen



Understand and talk with children's teachers

# Goal Setting—Step-by-Step

Cut flash cards on dotted lines. Fold cards in half.

1. Show the picture on the flashcard to the learner. Tell him this is a picture of a goal that some learners might like to work toward. Ask him to tell you about the picture.
2. Go through the cards and ask him to describe each picture. Give him time to identify the picture. If he doesn't respond, turn the card over and read the description to him. Have him repeat after you read.
3. Repeat the activity at least twice, more if the learner finds it very difficult.
4. When you feel the learner has some understanding of the goals, show him the My Goals handout.
5. Read the title, My Goals. Tell the learner that you want to teach things that will be useful to him.
6. Tell him that these are goals some learners might like to work on. Read each goal.
7. Choose the cards that match the first four goals on the list. Lay them on the table with pictures visible. Read the first goal from the My Goals list. Ask the learner to choose the picture that matches the goal on the My Goals list.
8. Ask if he would like to work on that goal. If so, show him where to check the box on the My Goals list.
9. Repeat the activity using the next three cards.
10. Proceed with the activity. If you sense that the task is too difficult or too overwhelming, you may choose to read only a few of the goals. Use this as a teaching opportunity. Repeat the activity at the next session and add goals as the learner shows increased understanding.
11. After completing the list, ask if there is something he'd like to add. If a learner's specific goal is not on the list, you should add it.
12. Talk with the learner about which goal is most important to him. Show him where to check "most important" on the goals list.
13. These long term goals will need to be broken down into more manageable short term goals that can be used to plan instruction.

# Steps to Collect a Story

1. To get the story on paper, encourage the learner to share some part of his life such as a hobby, a funny incident, family story, etc. It is important to respect the learner's private life when using this approach. You may also collect a story by talking about a picture from a magazine, newspaper, book, or by discussing a story from the curriculum.
2. Listen as the learner tells the story. Ask for clarification if necessary.
3. Ask the learner to retell the story while you write.
4. Write the exact words of the learner even if not grammatically correct. Use correct spelling.
5. Leave space between the lines for changes later.
6. Read the story to the learner.
7. Read each sentence aloud, tracking the words with your hand.
8. Read the story again in a more natural rhythm.
9. Ask if there is anything he would like to change.
10. Ask the learner to read each sentence after you read it aloud.
11. Encourage the learner to give a title to the story.
12. Use the story in future lessons to teach reading and writing strategies. Type and date the story. Provide a copy for the learner's portfolio. Keep a copy in your folder for use in subsequent lessons and to track progress in writing.

# Steps to Collect a Story (Strips)

1. To get the story on paper, encourage the learner to share some part of his life, such as a hobby, funny incident, etc.

2. Listen as the learner tells the story.

3. Ask the learner to retell the story while you write.

4. Write the exact words of the learner even if not grammatically correct. Use correct spelling.

5. Leave space between the lines for changes later.

6. Read the story to the learner.

7. Read each sentence aloud, tracking the words with your hand.

8. Read the story again at a natural pace.

9. Ask if there is anything he would like to change.

10. Ask the learner to read each sentence after you read it aloud.

11. Encourage the learner to give a title to the story.

12. Use the story in future lessons to teach reading and writing strategies.

# Strategies for Beginning Readers

1. **Echo reading**—Have the learner read each sentence after you read aloud.
2. **Duet reading**—Ask the learner to read a sentence or entire story along with you as you track with your hand and read at a natural pace.
3. **Identify letters**—Choose one letter and have the learner circle the letter each time it appears in the story.
4. **Identify upper case or capital letters**—Have the learner underline or highlight each capital letter. Talk about when to use capital letters.
5. **Identify punctuation**—Ask the learner to highlight the punctuation mark at the end of each sentence. Ask the learner if he knows the name of the mark.
6. **Recognize sentences**—Ask the learner to count the sentences in the story. Ask what each sentence starts with (capital letter) and ends with (punctuation mark).
7. **Identify short vowel sounds**—Have the learner identify short vowels by name (*a, e, i, o, u, and sometimes y*) and if possible, by sound. Introduce one vowel per lesson unless this is a review.
8. **Identify sight words**—Have the learner draw a box around sight words in the story. These are words that readers should learn to recognize without sounding out: e.g., *the, of, and, a, in, is, you, that, it, he.* Suggest making flashcards of sight words.
9. **Make flashcards**—Ask the learner to identify words in a story that he would like to remember or work on in class. Have him copy the words onto flashcards. Go over words each session and suggest that he review flashcards at home. Adding pictures or native language to the reverse side are good prompts.
10. **Review flashcards**—Ask the learner to read the words on the flashcards. Have him shuffle the flashcards and read each card. If he has difficulty remembering a word, have him draw a picture or write in his native language on the back of the card.
11. **Write sentences**—Have the learner write sentences using words on the flashcards.
12. **Make a personal dictionary**—Have the learner copy words from his flashcards into his personal dictionary (usually a spiral notebook kept by the learner). Ask him to leave space between words so he can add definitions later. Adding pictures or native language are good prompts.

# Strategies for Intermediate Readers

1. **Sequence**—Make sentence strips from a story. Cut the sentence into individual words. Ask the learner to arrange the words in the correct order.
2. **Consonant blends**—Ask the learner to identify consonant blends (*two or three consonants that occur together with each sound voiced, e.g.* **pl***ay*). Have him name words that begin with the same blend. Write the words. Ask the learner to read the words.
3. **Contractions**—Ask the learner to identify contractions in the story. Write the contraction. Expand to two words (*e.g., didn't = did + not*). This might also be done in reverse (*e.g., will not = won't*).
4. **Duet reading**—Read the story in unison with the learner. Read at a normal pace to encourage fluency. The tutor should run his hand under the words during the reading.
5. **Independent reading**—Have the learner read a story independently.
6. **Word families**—Find a word that can be used in a word family (*rhyming words*) exercise. Write the word and ask the learner to change the beginning letter to make new words (*e.g., feed, weed, seed, reed, deed, etc* ).
7. **Verb tense**—Ask the learner if he knows what a verb is. Explain that verbs are action words. Ask him to circle verbs in the story. For more advanced readers, suggest re-writing the story in a different tense (*e.g., change present tense to past tense—"She loves to play." Change to "She loved to play."*)
8. **Personal dictionary**—Have the learner choose words from a story to add to his personal dictionary (*usually a spiral notebook kept by the learner*).
9. **Dictionary**—Have the learner find words from his personal dictionary (*usually a spiral notebook kept by the learner*) in a published dictionary. Ask him to write the definition. (*The literacy program should have a low level dictionary. You may also use electronic dictionary on smart phone or tablet.*).
10. **New ending**—Choose an ending the learner has already studied (*s, ed, ing*). Ask him to find words in the story that can be changed by adding a different ending (*e.g., play to plays or swing to swinging*).

# ELL Part 1 Review

1. Name one characteristic of an English Language Learner (ELL).

2. What qualities might help a tutor be most effective?

3. Name one reason the Language Experience Approach (LEA) is an effective teaching tool.

4. Describe one step in the Language Experience Approach (LEA).

5. Name one teaching strategy you can use with the Language Experience Approach (LEA).

# ELL Videos and Online Links

*Alphabet Study, 7 minutes alturl.com/956mo

*ESL 1 Experience Story, 6 minutes goo.gl/BurtJ9

*ESL 2 Experience Story, 10 minutes goo.gl/M7NO9i

*First Meeting–ESL 1 Learner, 10 minutes goo.gl/mh5FkG

*Practice with Picture Cards–Part 1, 10 minutes goo.gl/RJg2Xw

*Practice with Picture Cards–Part 2, 1.25 minutes goo.gl/UCnPPs

*Role Play: Doctor Call, 8 minutes goo.gl/SyCZQJ

*Sight Words from Family Photos, 9 minutes alturl.com/v8bvc

*Total Physical Response (TPR)–materials only goo.gl/GZ9rv2

*Total Physical Response (TPR)–video, 4 minutes goo.gl/sjXi8Q

Goal Setting, 3 minutes goo.gl/w3BYbz
Bow Valley College. Published on 2012

ProLiteracy Education Network–browse for resources goo.gl/gcWMjP

Common teaching strategies–MN Literacy Council goo.gl/Rqwgz5

Hindi–Foreign language video goo.gl/Bz2zfO
4C-Learning Solutions. Published on August 20, 2013

Chinese–Foreign language video goo.gl/hgKAep
Chinese Buddy. Published on October 29, 2014

Mandarin–Foreign language video goo.gl/6uuW4e
Chinese Kids Song. Published on August 20, 2015

*Starred videos found at literacydupage.org

# Script for Teaching Unit 4, Lesson 1

**Warm-up and Review previous lesson—15-20 minutes** (books closed)

Write "What time is it?" on whiteboard or paper.

Draw or post clocks with different times on them.

**Ask,** *"What time is it?"* as you point to each clock.

Allow time for learner to respond.

Tell the learner to ask the question, *"What time is it?"* You respond.

**Introduction—5 minutes**

Hold up a calendar. Say the names of days.

On whiteboard or paper, cross out "time." Write "day."

**Say,** *"Today we'll learn the days of the week."*

**1—Learn the days of the week** Ask learner to open the student book to page 44.

**Presentation—20-25 minutes**

**A.** **Say,** *"Look at the picture and the calendar."*

**Ask,** *"What time is the English class?"*

**Ask,** *"What time is the clinic appointment?"*

**B.** Play audio CD or use the listening script (page 54).

**Say,** *"Listen. Point to the day as I say each word."*

Say the number and word. (1-Sunday, 2-Monday, etc.) Wait for learner to point to each day.

**Ask,** *"What number is Tuesday ?"* (3) *"What number is weekend?"* (10), etc.

**C.** **Say,** *"Listen. Repeat the word."*

Say each number and word. **Beckon** for learner to repeat.

On whiteboard or paper, write each word—**one syllable at a time.** Help learner pronounce each syllable.

**Say numbers out of order**. Ask learner to say the day of the week associated with the number.

**Guided Practice I—10-15 minutes**

**D.** **Say,** *"Let's take turns reading the words. I'll read the first one."*

Beckon for the learner to read the next. Take turns alternating through the list.

**Say**, "*I'm going to cover the words. I'd like you to say the days from memory.*"

**2—Talk about the days of the week**

**Guided Practice II—15-20 minutes**

**A.** **Say,** "*Look at the picture."*

**Ask**, *"Is the store open or closed?"*

**Call out** the numbers and ask learner to identify the days in the picture.

**Write** the number 1.

**Ask** learner to spell "weekend" aloud.

**Demonstrate** how to write one letter on each line by entering "k" in week<u>k</u>end.

**Ask** learner to complete the words.

**Ask** learner to spell completed words aloud.

**Write** answers on whiteboard or paper.

**Read** words and have learner repeat.

**B.** **Play** audio. Ask learner to read along silently.

**Play** audio again. Ask learner to listen and repeat.

**Community Practice and Application—10-15 minutes**

**C.** **Model the conversation**, *"What day is it?*" "*It's Thursday.*"

**Ask** learner to read the question, "*What day is it*?"

**Respond**, "*It's Thursday.*"

Reverse roles.

**Evaluation—10-15 minutes (books closed)**

**Ask** learner to close his book and write the words he recalls from the lesson.

**Call time**. Have learner check spelling in *The Basic Oxford Picture Dictionary* or another dictionary.

# Sample First Meeting

Learner's Name _____ Tutor's Name _____

**Lesson Objective: To meet, get acquainted, determine time and place for future tutoring, and discuss short-term and long-term goals**

## Suggested Activities

1. **Meet and exchange telephone numbers and addresses.**
   You may read the *Welcome Handbook* (available from the Literacy Resource Office) with the learner and enter contact information for the learner to have at home. The *Welcome Handbook* script is included in your handouts from the training.
2. **Decide on a time and place to meet.**
   It is helpful to bring a calendar for the learner, jotting down the time and date of the next meeting. Decide what you prefer to call each other—first names, nicknames, or Mr./Mrs./Miss/Ms.
3. **Explain tutoring process.**
   - Explain what types of exercises might be included in a lesson, e.g., "I want to teach things that you need to know. I'll help you learn words you need to know. We'll read and talk together and do some writing."
   - Encourage the learner to bring any reading material he/she finds difficult and would like to be able to read (school notices, doctor bills, newspapers, etc.) to class.
   - Ask the learner to purchase a 3-hole punched notebook or a folder to keep class materials.
4. **Goal setting discussion**
   - Ask the learner what he would like to learn or why he came to the literacy program.
   - Write a long-term goal and some short-term goals. You may use My Goals handout and Goal Setting Flash Cards. Give a copy of goals to the learner and keep one for your file.
   - Use Language Experience Approach (LEA) to develop a story for use in future instruction. Make two or three flashcards from the story for home practice. Give the learner a copy of his story.
   - Continue discussion, asking questions such as "Is there anything you might be concerned about as we start lessons?" Respond with empathy and information.

At the end of your session, say "I'll look forward to seeing you at (**insert time)** at the (**insert location**). If you can't make it, please call me. I will call you if I need to miss a meeting."

# Tutor Script for *Welcome Handbook*

Use the following script as a guide to introduce the *Welcome Handbook*.

Script is in black type, instructions are in green type.

Show the learner the front cover of the book.

"The title of this book is *Welcome Handbook*. The people in the pictures are just like you. They all needed help with reading and writing and learning English."

**Open to page one**. Read the information to the learner as you draw your hand under each line.

**Literacy office phone number**

"I'm going to write the number of the literacy office on this line. If you need to contact the director, you'll have the number."

**Tutor's name**

"My name is (say your first and last name). I'm going to write my name on this line to help you remember. I'd like for you to call me (first name or preferred name for learner to use)."

"What would you like to be called?"

Write the learner's name in your notebook.

**Tutor's phone number**

(If you prefer not to give your personal number at this time, you may rewrite the program number.)

"If you need to get in touch with me, you can call this number. Please call me if you can't meet for class."

"What is your phone number?" (Write the number in your notebook.) "If I can't meet for class, I'll call you."

Continue reading through the remainder of the book. Remember to draw your hand under the sentences as you read.

Discuss and answer questions as necessary.

Give the book to the learner and encourage him to use the contact numbers if he needs to call you.

# ELL Part 2 Review

1. How many student books (levels) are included in the *Step Forward* series?

2. Where can you find photocopy masters?

3. What is one way a tutor can check the learner's progress?

4. What is the purpose of the first meeting?

5. What is one activity that could take place during the first meeting?

6. Where does tutoring take place?

7. Who do you contact if you need help or have questions after you begin tutoring?

# Learning Styles —Characteristics and Hints

## Characteristics of Auditory Learners

Talks aloud to self

**Enjoys talking**

Easily distracted

**Has difficulty with written directions**

Likes to be read to

**Memorizes sequentially**

Enjoys music

**Whispers to self while reading**

Distracted by noise

**Hums or sings**

Outgoing by nature

**Enjoys listening activities**

## Hints for Auditory Learners

### General

Say aloud the information to be learned.

**Have someone read the information to you.**

Read into a recording device and replay.

**Say words inside your head silently.**

Brainstorm ideas with others. Form study groups.

**Learn information through recorded material.**

Make up rhymes and songs.

**Use a ruler to keep your place while reading**.

Record class lectures (Ask instructor for permission.)

**Discuss material after reading.**

### Writing

Plan each sentence by saying it out loud or silently.

**Say each sentence several times.**

Write each sentence as you say it.

**Record sentence or paragraph. Play recording, one sentence at a time, and write it.**

### Spelling

Listen to the spelling of the word.

Say the word, then say each letter out loud.

Close your eyes and spell the word out loud—check your spelling. Now write the word, trying to hear it in your mind.

**Review spelling words and lectures with a friend.**

### Mathematics

Say each concept, fact, theorem, etc., aloud.

**Explain problems to yourself—out loud.**

Record and replay the information.

Adapted from a learning styles document originally posted on the website of Three Rivers Community College, Norwich, CT

## Characteristics of Tactile/Kinesthetic Learners

Likes physical rewards

**In motion most of the time**

Likes to touch people when talking

**Taps pencil or foot when studying**

Enjoys doing activities

**Reading not a priority**

Poor speller

Likes to solve problems by physically working through them

**Will try new things**

Outgoing by nature; expresses emotions by physical means

**Uses hands while talking**

Dresses for comfort

## Hints for Tactile/Kinesthetic Learners

### General

Keep your desk clear of distracting objects.

**Cover the page you're not reading.**

If you are distracted by noise, wear earplugs or headset to block out noise. If you want sound, listen to soft music.

**Divide your work into short study sessions. Use a timer. After 20 minutes or when a task is completed, give yourself a reward (a cookie, a walk around the block, listen to one song, etc.)**

When studying, use a multi-sensory approach (hearing, seeing, touching and doing) as much as possible.

**Get plenty of sleep.**

Eat a nutritious breakfast and lunch. Snack on fruit or nutritional food if you need extra energy.

**Study in a space where there is a desk or table for your work.**

Use models, real objects, and materials that can be touched and moved. For example, learn geography through handling and studying a globe.

**When possible draw what you are learning.**

Trace spelling words as you practice them. Record, in writing, information you learned.

**Keep a supply of paper on hand.**

When possible, role play, type, take notes, or construct models to learn the information.

**Take frequent breaks.**

Move around to learn new things.

**To release energy, use modeling clay or a kush ball while learning.**

Read on an exercise bike.

# Characteristics of Visual Learners

Mind sometimes strays during verbal activities

**Observes rather than acts or talks**

Likes to read

**Usually a good speller**

Memorizes by seeing graphics or pictures

Not easily distracted

Finds verbal instruction difficult

**Has good handwriting**

Remembers faces

**Makes lists**

Doodles

**Quiet by nature**

Meticulous, neat in appearance

**Notices details**

# Hints for Visual Learners

### General

Take notes, make pictures, graphs, and charts. Use flashcards and highlight key details.

**Carefully check written instructions.**

Imagine pictures of the information you need to remember.

**Color code important information.**

When possible, read assignments silently.

**Maintain class notes and outlines of important information to study.**

Try to read and study in well lit, quiet place.

**Record homework assignments in a date book, on a note pad, or a specially designed assignment sheet.**

Keep a note pad with you at all times. Write out everything for frequent and quick review.

### Reading

Use sight words, flashcards, note cards and experience stories.

**Try to determine if a new word has words you already know. For example, "systematic" has the word "system," "stem" and "mat" within it.**

You are a "look–and–say" learner. Look at a word carefully; then say it.

### Writing

Jot down ideas as they form in your mind. Outline your ideas.

**Make a rough draft, skipping lines to make changes later.**

Correct/revise your work. Re-copy.

### Spelling

See the word—close your eyes.

**Make a picture—then read from your picture.**

Write the word—match the picture.

**Check your work immediately.**

### Mathematics

Visualize the problem.

**Make pictures or tallies of the problem on scratch paper.**

Write the problem.

# Learning Styles Scavenger Hunt

1. How does an auditory learner learn best?

2. What type of learner learns best when they can take breaks and move around?

3. Where can a tutor find a learning styles assessment?

4. Why would a tutor need to know a learner's preferred learning style?

5. What type of learner learns best by seeing written information?

6. How might a tutor tend to present information?

7. What term is used to describe the idea that we all have stronger abilities in a certain area of learning?

8. What type of learner learns best with hands-on activities?

9. Give one example of a technique that works for visual learners.

10. What level learner might benefit from a learning styles questionnaire?

11. What learner would benefit most from use of a highlighter?

12. Why might multiple intelligences assessments not be beneficial for learners?

BONUS (not from the book)
What learning style/s should be included in each lesson? Why

# Learning Styles Scavenger Hunt Answers

1. How does an auditory learner learn best?
   - thinking aloud, listening to instructions as well as seeing on paper, playing background music, listening to and telling stories
2. What type of learner learns best when they can take breaks and move around?
   - kinesthetic learner, sometimes called tactile
3. Where can a tutor find a learning styles assessment?
   - online
4. Why would a tutor need to know a learner's preferred learning style?
   - to present information in the way that helps the learner comprehend more easily
5. What type of learner learns best by seeing written information?
   - visual learner
6. How might a tutor tend to present information?
   - in the tutor's personally preferred learning style
7. What term is used to describe the idea that we all have stronger abilities in certain areas of learning?
   - multiple intelligences
8. What type of learner learns best with hands on activities?
   - kinesthetic, also sometimes called tactile
9. Give one example of a technique that works for visual learners.
   - flashcards, highlighter, using diagrams and charts, clearing workspace of distracting objects
10. What level learner might benefit from a learning styles questionnaire?
    - intermediate or advanced
11. What learner would benefit most from use of a highlighter?
    - visual learner
12. Why might multiple intelligences assessments not be beneficial for learners?
    - may not be written in simple enough language

**BONUS (not from the book) What learning style/s should be included in each lesson?**

**ANSWER—**It is likely that the greatest benefit to learners will be to incorporate all three styles in each learning opportunity.

# Real World Activities Strips

Maria would like to go shopping in her local supermarket. Discuss ways to help her be successful. Report to the large group. Would this strategy apply to any other real world material?

**Activity 54—Supermarket Ad, p. 153**

Soo Tak needs to rent an apartment. Discuss ways for him to find housing that meets his need. Report to the large group. Would this strategy apply to any other real world material?

**Activity 17—Finding an Apartment, p. 7**

Malik wants to be able to call for help when an emergency occurs. Discuss ways for him to speak with a dispatcher to report an emergency and ask for help. Report to the large group. Would this strategy apply to any other real world material?

**Activity 14—Conversation prompts (911 call), p. 66**

Suzan wants to be able to write a note to her child's teacher. Discuss ways to help her communicate on paper. Report to the large group. Would this strategy apply to any other real world material?

**Activity 31—Context–Cloze Procedure, p. 104**

# Lesson Plan

Date_____

Long Term Goal _____

Short Term Goal _____

Review

Lesson Objective

Tasks and Strategies:

Reading

Writing

Speaking

Listening

Curriculum, page and topic

Real Life Material

Supplies/materials needed for lesson

New words the learner would like to study

What the learner would like to practice during the next lesson

Reflect—What learner liked best

Homework

# Learner Profile

Shiew Lan is a 35 year old from Malaysia who has been in the US for 2 years. Her husband is employed as an accountant. The couple has a five year old daughter who attends kindergarten.

Shiew Lan graduated high school in her home country and attended one year of university before coming the US.

Her reason for coming to the literacy program is to improve her English skills to allow her to seek employment at the local assisted living facility. She would also like to help her daughter with school work. Her husband would like her to be able to socialize with his business associates.

Her assessment with the CASAS identified her abilities in the high-beginning range.

Shiew Lan's score generally indicates the following:

**Listening and Speaking abilities**

Can understand common words, simple phrases when spoken slowly with some repetition. Can respond to simple questions and express immediate need. Grammar is limited.

**Reading and Writing abilities**

Can read sight words. Limited understanding of prose, may need frequent re-reading.

Can write some simple sentences. Has limited understanding of grammar and punctuation. Makes many spelling errors.

**Functional and Workplace skills**

Can function in familiar social situations. Can provide basic information on simple forms. Can handle entry level jobs with demonstrated tasks.

# ELL Part 3 Review

1. What is the title of the ELL tutor resource book?

2. What is one reason a tutor would use the tutor resource book?

3. What is an example of real world material?

4. How often is a learner allowed to bring real world material to class? Why?

5. Name three learning styles.

6. What is one way to help a visual learner?

7. What is one way to help an auditory learner?

8. What is one way to help a tactile learner?

9. What four things should be included in every lesson?

10. Who should you contact with questions or concerns?

# ELL Part 3 Review Strips

What is the title of the ELL tutor resource book?

What is one reason a tutor would use the tutor resource book?

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What is one way to help an auditory learner?

What is one way to help a tactile learner?

What four things should be included in every lesson?

Who should you contact if you have questions or concerns?