

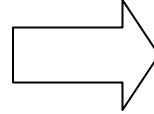
## WHAT ARE THE GOALS OF COMPAÑEROS?

- ❖ Support/Empowerment
- ❖ Companionship
- ❖ English language learning

## A FEW NOTES ON EDUCATION...

### 1. Effective teaching/learning is like a spiral staircase:

- It has a destination (goals/objectives)
- It builds gradually from where you were before (scaffolding)
- It circles around multiple times (recycling)



### 2. We learn best by doing, and by receiving feedback on what we do

### 3. Elements of an effective lesson:

- ✓ Variety of activities (10-15 min each)
- ✓ Connections to students' interests, backgrounds, and needs
- ✓ New material (grammar, vocab, etc.) is structured with Preparation, Presentation, and Practice/Feedback
- ✓ Multi-modal (visual, auditory, oral, kinesthetic, etc.)

## WHERE/HOW DO I START?

- Get to know the students (probably in Spanish). Find out what they'd like to learn from your sessions (maybe bring a list of topics/situations in Spanish and ask them to identify which are most relevant or interesting to them).
  - Also find out if they have reading/writing needs (filling out forms, reading signs/maps, etc)
- As you plan your lessons, think about what students will DO—not just what you will “cover.”
  - Focus on topics and situations—not as much on grammar points.
  - Don't forget that participation by students could be responding physically (pointing at correct pictures/objects, moving in response to instructions, etc.) or giving short answers to show comprehension.
- Try to get the students speaking English in *every* lesson—even if it's just practicing a dialogue or offering answers to review questions. Don't forget: They may know a bit more than you think! And they usually understand more than they can say/write.
- Consider how to make personal connections (in both Spanish and English)
  - Asking about family (sharing photos?)
  - Asking their thoughts, experiences, and opinions about Vermont, etc.
  - Learning more about their goals, interests, passions...
  - Getting them to teach you
- Browse the many resources available to see what you can do with students  
\*\*Start with <http://shawnashapiro.com/juntos/> or <http://www.midjuntos.blogspot.com/> )
- Talk to your peers (and to Shawna) if you feel lost or need more support

## SAMPLE LESSON

1. What topic and skills are the focus of this lesson? Why is this relevant to migrant workers?
2. What vocabulary and grammar structures would be most relevant for this lesson?
3. How could you build on prior knowledge in this lesson? How might you build on this in future lessons??

### **Unit: Talking on the phone**

**Specific Objective: Learn and practice vocabulary and structures needed to leave a message.**

#### ***Before class:***

- Make a list of key vocabulary words (up to 10), structures (less than 5), etc.
- Find or create sample dialogues.
- Plan ways to present and practice them in a multi-modal way (visual, auditory, kinesthetic).
- Make handouts, flashcards, etc. if possible (or bring supplies to make them as a class)

#### ***During class:***

*Check-in* (maybe in Spanish): How was your week? Do you have any questions from last time, or that arose during the week? (Maybe ask them to keep a notebook of words they'd like to learn in English)

*(optional) Review:* Vocabulary, Grammar, or Concepts from last class

- Maybe play a quick game (e.g. bingo, Password, pic-tades) or do a practice activity

*Introduce and Discuss the New Topic (in Spanish or English):*

e.g. When have you needed to talk on the phone in English? With whom? What makes it difficult?

*Preview:* Key vocabulary and structures

- use lists/handouts/flashcards/ other visuals
- look at dialogue and "guess" meaning of words
- ask/answer questions about vocabulary
- practice using Span/Eng dictionary?
- do a dictation or other listening activity?
- give feedback on pronunciation

*Demonstrate/Discuss* language in use

- Show sample sentences or dialogues
- Focus on listening, speaking in most cases, but include some reading/writing if appropriate
- Use pictures, scenarios, real-world objects, and other elements to make learning authentic

*Practice/Review (in this class, and in future classes)*

- Use earlier dialogue for practices
- Write new dialogue using similar vocab/structures
- Practice related scenarios—take turns playing different roles
- Do 'light' assessment—short quizzes, games, exercises, mini-presentations, role play, etc.

### **Final Reminders:**

**Check in frequently with the student!**

**Recycle material from past lessons!!**

**And always remember: *Quality over quantity!!!* ☺**