

First *Literacy Lab* Project Presentations - October 26, 2018

- 9:30 Breakfast
- 10:00 Welcome: and Overview: Skye Kramer, Lenore Balliro, Evonne Peters
- 10:30 Project Presentations - Session 1
- 11:15 Project Presentations - Session 2
- 12:00 Project Presentations - Session 3
- 12:45 Networking

SESSION 1

10:30

DRIVE Permit Preparation Program – Room 1

Chloe Walker – International Institute of New England (IINE)

IINE developed and delivered a curriculum that engaged English language learners while equipping them with the knowledge and test preparation skills needed to pass the Massachusetts Learner's permit exam. This presentation will discuss the evolution of the project and share curriculum samples.

Reading for Our Journeys – Room 2

Holly Lockwood – Asian Task Force Against Domestic Violence (ATASK)

To help their ESOL students achieve greater comfort with reading in English, and to address students' psycho-social needs, ATASK chose two readers as the basis for reading instruction and discussion: *The Door Is Open* and *Flor's Journey to Independence*. Learn more about the project and come away with useful classroom tools based on the books.

Magazine of Student Writing – Pod 1

Deb Fox and Luidgi LaLanne – Gilbert Albert Community Center (GACC)

The goal of this project was to implement a writing project—in Haitian Kreyol and English—across all classes at the GACC, culminating in the publication of two volumes of student writing. Along the way, teachers engaged in on-site professional development on teaching writing and students developed confidence and pride in their speaking and writing voices.

SESSION 2

11:15

Computer Literacy Project – Room 1

Saul Augustine – Haitian Multi-Service Center (HMSC)

The Haitian Multi-Service Center developed and implemented a technology curriculum to provide ESOL students with the basic computer skills they need to become independent learners. Of particular interest is the way in which the project leader adapted his original expectations to better serve the needs and interests of the students.

Student Book Club – Room 2

Caitlin Jacobs – Boston Chinatown Neighborhood Center (BCNC)

This project focused on creating a space where ESOL students could read extensively and for pleasure. The lead teacher, Caitlin Jacobs, helped students select whole books at their appropriate reading level and to cultivate the habit of reading independently.

SESSION 2 (continued)

11:15

From Exposure to Mastery: Helping ELLs Develop Content Knowledge in Math – Pod 1

Dorrie Nord – Jamaica Plain Community Center Adult Learning Program (JPCCALP)

Teachers at the JPCCALP developed theme-based lessons to integrate math into existing ESOL curricula across all levels. Through this project, ESOL teachers and students increased their comfort with math concepts and vocabulary as students gained proficiency in math skills.

SESSION 3

12:00

Explore Your Community and Learn English – Room 1

Mark Russell – Quincy Asian Resources (QARI)

QARI created a project that provided English language learners with the opportunity to learn about and experience the cultural and recreational resources available to them in Quincy and surrounding areas. Students researched sites, planned visits, and practiced English skills through enjoyable, experiential activities.

Building Language Through Public Art – Room 2

Mike Oliver – St. Mark Community Education Program

Through research, site visits, and oral presentations, ESOL students at St Mark explored the wealth of public art Greater Boston offers and developed increased confidence in using English both inside and outside of class. Chiara will share a website that documents the process and offers rich classroom materials.

ESOL for Home Health Aide Career – Pod 1

Caitie Shalvey – Mujeres Unidas Avanzando (MUA)

MUA created a project to assist and support students with health-related English language and literacy skills to better prepare them for admission into the program's Home Health Aide training. Hear about how the project fit into MUA's strategic planning and how teachers adapted their curriculum to meet the needs of the students who enrolled.

Networking until 1:30



Materials created as part of Literacy Lab grants are available on our website at firstliteracy.org/resources/for-educators. Scroll down to First Literacy Lab 2018.