

Leader- Ruth Horton, helper- Joyce Donadee

Students: Yoko, Jing Sun and Rainbow

Kwanza article - Ruth and Joyce took turns reading each paragraph. After each paragraph they then had the students read the same paragraph so that the students heard the correct pronunciation being modeled. The students said that they preferred this method.

Ruth had a picture of a Kwanza candles and a picture of a Hanukkah menorah. She asked the students to describe the ways that the candle holders are the same and how they are different.

Ruth then had a video of the song Frosty the Snowman with words on the screen of her iPad. Yoko was very familiar with the story.

Then she had a cloze activity where they needed to find rhyming words in the word bank to find the words to fit. Then they read all of the poem together once they had written in the missing words. They have some difficulty with rhyming words, which can really help with pronunciation.

Then Ruth had them watch the video of Rudolph the Red-nosed Reindeer with captioned words. They said that it really helps to listen to English if they see the words. (Listening is one of the skills with which they said they need more practice). They said that this song is also written in Chinese and Japanese and they hear it sung in malls in their countries.

Ruth had them work on the double consonants in the article about Ask a Speech Coach on page 5. They worked on the words and sentences in the last column of the article.

Note: the students need practice with the double consonants. They would benefit from working more on this article.