

Conversation Leaders: Linda, Elizabeth, Laureen, Charlotte, Jon, Regis (for a short time)
Students: Yoko, Hyun-ju, Jungmi, Sanghee (new) and Eun jin (new)

We asked if the students can come to class in the summer and most said they can come through June, from 10-12, so we will keep the June classes. We will not have classes in July and will start up again partway through August.

Review: We asked if anyone had tried any new foods since our last meeting. Yoko said she tried corn bread and it was delicious. She said she has had corn bread before but this was different. She wants to learn how to cook cornbread at home.

Something New:

1. Jon Distributed a set of papers and some rulers & measuring tapes to explain American measurements, a topic which the students had requested. We use the white board to explain the fractions of an inch seen on a measuring tape and rulers and explained how & why these measurements are used, i.e., why children are measured in inches only and not expressed in feet and inches. This may be due to the terms used in normal growth charts.
We also talked about ounces as weight vs ounces as liquid measure and that sometimes berries are sold both ways, so to compare prices, you need to know the equivalents. The students took the print-outs home so they could study them.
2. We passed the Easy Read News around and asked everyone to read aloud one of the brief letters from an immigrant. The two lower-level students, Juni mi and Ein jin were reluctant to read and we allowed them to pass the paper along without doing so. I do believe either of them could have read from the paper, especially Ein jin, but possibly both are very shy about this because they are not yet perfect.

Break-away: Jon took Jung mi and Ein jin to another table to work with them. I gave each of them a short story to read along with a few questions to judge their understanding of what they read. We then discussed the story. It was immediately obvious to me, and also to Jung mi, I am sure, that Ein ji was much farther advanced in reading and writing than is Jung mi, although both are reluctant to speak. I next introduced several cartoon strips with no words, to try to get them to explain to me what was happening in the cartoon sequence. Again, Ein ji excelled while Jung mi studied them without being able to relate what she saw. She did understand them but wasn't able to express that to me. (I asked Ein jin to ask her if she understood.) I checked the homework I had given to Jung mi, on writing checks and writing them in the check register and it was perfect. I told her how happy I was with her work. Her son, who had been quietly playing at the front of the room, joined us near the end of our session and Jung mi was distracted by him from that point onward.

Discussion: From the Easy Read News, a story about Earthquake preparedness was read in the group and discussion followed. Everyone participated, although there are one or two of the original students who speak better and they tend to speak more in the group than the others. We need to find a way to encourage everyone to try to speak, perhaps by emphasizing that this is a "safe" place to make mistakes.

I had copied the crossword puzzle from the Easy Read News and the volunteers distributed it to the students in the discussion group. Volunteers sat with them to help if they needed assistance and everyone seemed to enjoy this.

At this point we rejoined the discussion group and the students helped clean up the coffee cups before saying good-bye and leaving.