TASSEL TEACHERS' MANUAL
For Reading Classes

Version 2.0

Dec 22, 2019

Changes from the previous (Dec, 2018) version are highlighed in YELLOW. The green section is what is different between this manual and the VSEE Phonics manual.

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0. Message to All TASSEL Teachers

First and foremost, **thank you**. Thank you for signing up to help the children and adults of Cambodia. I am touched that you have made a conscious decision to dedicate part of your busy weekly schedule to make a difference in their lives.

Your students are from poor families with limited access to education. Many will travel long distances to come study with you. And you will make a difference in their lives from the very first lesson you teach.

You will notice from your very first lesson how lovable your students are. However, what they need is more than love – they need quality education. Education, particularly English education, will play a critical role in helping them get out of poverty.

Please do understand that each of you has a very important role that you are playing in their lives. Some of them suffer from malnutrition and have difficulty focusing. So, you need to put a lot of energy into your class. Many have never seriously studied before. All of you need to be role models. As such, please take your responsibilities seriously and follow the guidelines I have laid out in this manual.

Be on time, be prepared, and have fun!

Thank you again for your kind hearts and willingness to help change their world.

Joji Tatsugi
Founder, TASSEL

1. VSEE Setup and Teachers' Site Registration

IMPORTANT: IF YOU HAVE NOT DONE SO, PLEASE DO THE FOLLOWING FOUR THINGS RIGHT AWAY:

1.1. Install VSEE onto your laptop, create VSEE Account, and add contacts.

Google "VSEE" and follow the instructions to install VSEE onto your laptop.
Create VSEE Account.

Add the following contacts:

Banan Village VSEE contacts:
tasselbanan@gmail.com
tasselbanan2@gmail.com

Rattinak Village VSEE contacts:
tasselrattinak@gmail.com
tasselrattinak2@gmail.com

Samrang Village VSEE contacts:
tasselsamrang@gmail.com
tasselsamrang2@gmail.com

Kampong Puoy Village VSEE contacts:
tasselkp@gmail.com
tasselkp2@gmail.com

Jeepan Village VSEE contact:
tasseljp@gmail.com
tasseljp2@gmail.com

Important Note: Technically you need to have only one of the addresses above included in your VSEE contact list; however, since there is the possibility that you will sub for another teacher from time to time, please do have all included and ready in your list.

The name of the village you teach is found in the "SCHEDULES AND CONTACT" section of the TASSEL Teachers' Site (explained below.) If your name appears under "BANAN2", "KAMPONG PUOY 2", "RATTINAK2" "SAMRANG2" or "JEEPAN2" , you will contact
tasselbanan2@gmail.com or
tasselkp2@gmail.com or
tasselrattinak2@gmail.com or

tasselsamrang2@gmail.com or
tasseljp2@gmail.com

If your name does NOT appear under "Banan2" or "KAMPONG PUOY 2" or "RATTINAK2" "SAMRANG2", or "JEEPAN2" you will contact
tasselbanan@gmail.com or
tasselrattinak@gmail.com or
tasselsamrang@gmail.com or
tasselkp@gmail.com or
tasseljp@gmail.com

1.2. Practice using VSEE with your friend or family (You can skip reading this section if you already know how to use VSEE)

Make sure you, your friends/family are connected to the Internet and that you have all launched VSEE. (People who are connected to the Internet and have VSEE launched will show up under "New Contacts" with a **green button**. If they are not connected to the Internet or do not have VSEE launched, the person's name will show up as a white button.)

When you find that the person you are trying to reach has a green button next to his/her name, hover over the name, then click on the **camera icon.**

VSEE will immediately contact the person, and once he/she hits "Accept", you are connected!

Confirm that both parties can see and hear each other clearly.

Important: If, for some reason, you have problems with VSEE such as -- you cannot connect; you never see green buttons; the video disconnects or freezes during a session-- you may need to quit and restart VSEE. (For a Windows-based laptop, the way to do this is to launch the Task Manager by pressing down <ctrl><alt><delete>; then, go to the "Processes" tab; highlight "vsee32.exe"; and click "End Process". Then restart VSEE .)

When you are successfully connected, make sure that the videos (the faces of your friends and you) show up on the left part of the computer monitor.

Open a Document. Make sure the document is **placed on the left of the video and not covering the video**.

Click the green **VSHARE** button. Once you do this, the document you have on your screen will pop up on the screens of everyone else who is connected.

Use the **PEN** and **ERASE** buttons. They are very useful for teaching (especially circling or underlining words) as you read the words. Make sure the PEN button is turned off

when you try to scroll down or change pages. If the PEN button is ON, you will not be able to scroll down or change pages.

Open a blank **WORD** DOCUMENT. **VSHARE** it. Then, type words in like "Mat", "Mate", "Meat", "Met". **Use font size 24** (or larger). You will often want to use a word document and **use it like a "whiteboard"**: i.e. you will often want to write words on it and have children repeat what you wrote.

Try **texting** on VSEE. (Click on the CHAT icon beneath the video and text to your partner.) At times, due to the **unstable nature of the Internet in Cambodia**, you will lose the audio and will **need** to text to the adult teacher.

Make sure your VSEE partner confirms that you successfully know how to:

1. **Start VSEE**
2. Open and **VSHARE** Powerpoint.
3. Open, type on, and VSHARE WORD Documents.
4. Use the **Pen** and **Erase Buttons**
5. Make sure the documents you are sharing (Powerpoint or Word) are **not covering the video.**

1.3. **Have your chapter president register your GMAIL address onto the TASSEL Teachers' Site. If you don't have a gmail account, please create one right away and send it to your chapter president.**

1.4. Once registered by your chapter president, **log onto the Teachers' Site and familiarize yourself with it.**

https://sites.google.com/view/tassel-teachers-website/home

If you cannot log in, contact your chapter president.

2. The Teachers' Logs

The Cambodian students taking Reading classes with you will do so only once a week; hence they will have **you** as their **only** teacher (exception: Samrang 730AM-445PM children – See Section **7**) However, **you still must enter logs** so that in future classes you can reiterate lesson points from previous classes. As well you need to keep records in case somebody needs to sub for you.

3. The Bulletin Board – Messaging for Emergencies

Sometimes there are electricity and Internet outages in the villages. When this happens, you will be unable to connect. When there is an outage, the Cambodian teacher will contact a Cambodian teacher in another village to enter a message on the BULLETIN BOARD – an important feature also found in the Teachers' Site. So, when you are ready to teach (or have been teaching) and cannot connect (or get disconnected) check the BULLETIN BOARD. There is a tab for each village.

Even during an outage please wait throughout the duration of your slot since many times outages get fixed within 10-15 minutes. If you are **very** busy you can leave after 20 minutes. But, if possible please try to stand by until the end of the session.

If the Cambodian teachers know that an outage will last for a long time, they will post a message announcing cancellation of classes. If this happens, please do not stand by. The students will not be there even if the outage ends.

There is a feature where YOU can also send **messages to Cambodia** if you have a problem. If, as an example, at the last minute you CANNOT teach (you are stuck in traffic, etc.) or you have an urgent message, please make sure SOMEBODY posts a message TO THE CAMBODIAN TEACHER via VSEE text to the VSEE address YOU use for your class. However, if you or the person trying to text CANNOT access VSEE, you can use the "TO CAMBODIAN TEACHERS" tab of the Bulletin Board to broadcast your message. The Cambodian teachers will try to get your message first via VSEE; if there are no messages there, they will check the "TO CAMBODIAN TEACHERS" tab of the Bulletin Board.

Remember: Many of the students travel very long distances to come study with you. Please try your best to NOT cancel. Even if you have an emergency, please do your best to find someone to sub for you.

4. How to Teach VSEE Reading Class

Please have a **blank Word Document** VSHAREd from the outset of the class.
You will need to use the Word Document as your "whiteboard" a lot. Make sure you use font size 24 or larger.

Basically, the entire class is doing the "1-2-3 Backwards" game. (***Note: If you don't know what the 1-2-3 games are, please read Appendix 1.)*** The Cambodian teacher will pick a student to read a sentence which the entire class can see *except you*. The bulk of what you will do during your 40 minutes is to guess what the student is saying and typing what you hear on WORD. Unless you are teaching Level 5 or higher (only a few of you will have Level 5 or higher), it is highly unlikely that the student will read something clearly. So you will likely struggle with your guesses and type words (or sounds) that they are not intending to say.

The student(s) will continue attempting to have you type the correct string of words

until you guess them correctly. Whenever the student says something, type what you hear. Ask the Cambodian teacher if you guessed correctly. If the teacher says no, keep asking the student(s) to read again until you typed the entire sentence correctly. If you completely cannot guess what the student is saying you should type "?" for that word or just type phonetically the syllables you heard.

The Cambodian teacher will usually ask the same child to keep on trying; but after several attempts may ask another child to step in. Follow the lead of the Cambodian teacher, but feel free to ask the teacher to change to another child or to stay with the same child.

Usually after several (5-10+) attempts you will be able to guess the sentence. However, if you can't guess, you can give up and just ask the Cambodian teacher what the correct sentence was. (If the Cambodian teacher's pronunciation is unclear, ask him/her to spell the words.)

After you know what the correct sentence was, work with the entire class and have them read it the way it should have been read.

You should work on individual words that were difficult for you to understand. As an example, if you kept on guessing "AND" when they were supposed to be saying "END", play the 1-2-3 forward game using

1. AND
2. END

If you thought they were saying HE'S but they were trying to say HIS you should play 1-2-3 using

1. HE'S
2. HIS

Usually you should play the 1-2-3 forward with these words to make sure they can **hear** the difference between the two. After that you should play 1-2-3 backwards to make sure they can clearly **say** the two words differently.

You should play the 1-2-3 forward and 1-2-3 backwards game with the particular child who had trouble reading the word as well as with the whole class.

You should work not only on pronunciation of individual words but also on intonation. Sometimes they will pronounce each syllable correctly but put the accent on the wrong syllable. You should correct that.

Also sometimes the problem will be intonation (putting the accent on the wrong word in the sentence). You should correct that as well.

Example:
1. I have been here four years.
2. I have been here for years.

"Four" and "For" have the same pronunciation as single words, but you would not read #1 and #2 above the same way. Many times you will need to work on the difference between #1 and #2 and not just on individual words.

The goal is NOT to have our students pronounce like Americans. We want their pronunciation to get to a level where they are easily understood.

Important: Please browse through APPENDIX 2. There, you will find records of actual Reading sessions I (Joji) taught recently. You will get a good sense of how a typical Cambodian student reads and what you should do when you start hearing their sounds. (The last session was when I taught one of our teachers; so please ignore it unless you are teaching a teacher.)

Also Important: Re-teach concepts from the Rules Poster of the Phonics Series if you think they forgot the rules of a letter. As an example, if they pronounce the "B" in the word "DEBT", you should remind them that "B" before "T" is SILENT. If they pronounce "IS" like "EASE", ask them to make the sound of the SHORT I; then ask them to pronounce the LONG E, and work on the difference between IS and EASE; HIT and HEAT, etc. Almost all of the children studying Reading have gone through most of the letters in the Phonics series and it is to good to remind them of the rules if they are misreading certain letters.

5. Starting and Ending the Class

Your classes are **40 minutes**. Please be punctual. Start on time and end on time.
And please make sure you greet them correctly at the beginning and at the end.

(1) Starting the Class

At the beginning of each class, the students will likely greet you with something like, "Hello, teacher, how are you today?" Answer back with "I am fine, thank you, and you?" (or **"We are fine, thank you, and you?**" if there are more than one of you).

They will likely answer, "We are fine, thank you". They will usually be standing up to greet, so please tell them, "OK. Thank you. Please sit down." And you can start your class.

When you teach for the first time, say something like, "Hello, everyone. My name is xxxx. I live in yyy and I will be your teacher this year. I am very happy to be your teacher." The students **who study Reading DO have at least some** understanding of English, so as long as you keep your sentences short and use easy words, they will understand. The teachers will translate only if they do not understand you. The

Cambodian teacher will try to have the students listen carefully and understand YOU versus understand the translation. If you are teaching Level 5, Level 7 or a Cambodian teacher, they will understand the majority of what you say even if you used words that are not necessarily that basic.

(2) Ending The Class

You must finish your lesson on time, even if you started late. At every village, there are TASSEL classes scheduled back-to-back, so you **CANNOT GO OVER YOUR TIME.** Many times, the Internet will crash, and sometimes you might be able to teach for only 10 minutes. But unfortunately, you must stop when your time is up because there are other children waiting to be taught. ***(Exception: If you are teaching a Cambodian teacher, the Cambodian teacher may wish to go over the allotted time. You can discuss this with the teacher each time, but you do not have to teach for more than 40 minutes since you are also busy!)***

Finish each class by saying something like, "Well, this is it for today. Thank you everyone for being such good students. Goodbye!!" and **wave with a big smile!**

The students will likely stand up and greet with you with a "Good bye teacher. See you at our next lesson."

6. Teaching Rules

1. Be on time!! **Do not skip a class**. If you have a conflict, please find someone else to sub from within your chapter. **If you ask for substitutes frequently you will be asked to resign from being a teacher. The Cambodian teachers keep a log on who taught, so we know when you skip!**

2. **At least ten minutes before your class**, have your Internet up, VSEE started, and any documents you want to use ready. About **one minute before your class time**, click on "CALL" and wait for the local teacher to accept your call.

3. **Play the Forward 1-2-3 and Backwards 1-2-3 with MEANINGFUL WORDS** which will prove to you that they have successfully learned a rule or the ability to distinguish similar sounds.

7. Important Note for those teaching Samrang Village during 730AM-445PM Cambodia time

Please carefully read the last section of

https://docs.google.com/spreadsheets/d/1OI_jr1457aJf9NuBP8bZVm6plKxCg60vxbKpdQLT4L8/edit?ts=5df08b84#gid=0

Make sure you read the log for the correct group and enter your log for the correct group!

Appendix 1: <u>Playing the Forward and Backwards 1-2-3 Game</u>
(*<u>Editted excerpt from Joji's Nov 23, 2015 memo to Presidents</u>*)

Please make sure that you play the

1. "Forward 1-2-3"
2. "Backwards 1-2-3"

frequently throughout the 40 minutes as you work on different sounds.

<u>1. The Forward 1-2-3</u>

Basically there are **two** versions: Multiple choice or True/False.

If it is **Multiple Choice**, you write/show on your WORD document **2 or 3 <u>similar</u> words**; read one of the words; and have the children guess which one you read.

If it is **True/False**, you write down **ONE word**; read it either correctly or incorrectly and have the children guess if you read it correctly (True) or incorrectly (False).

<u>The process is the same regardless of the two versions:</u>
1. You read the word. If it is multiple choice, read one of the words; if it is T/F, read the word correctly OR incorrectly.
2. Have the children think without showing their answers.
3. Have them close their eyes.
4. Say "1-2-3" (or "Muoy, Pee, Bai" – which is Khmer for 1-2-3) and have the students show their answers: either showing their fingers to display the correct multiple choice answer, or making a big O (=TRUE) or X (=FALSE) with their arms.
5. After 5-10 seconds, have them open their eyes.
6. As the children look around to see how the others answered, DRAMATICALLY say, "The correct answer is……" and give the answer (either a number or O/X).
7. EXPLAIN the answer… ("This word has "A consonant E", so it is NOT pronounced like xxxxx.. It is pronounced as yyyyy")

Remember, although this is somewhat of an entertainment for the children, FOR YOU, it is a tool to figure out if they learned what you taught. So if everyone got it wrong… figure out what you should do to have them learn!

Also remember, if you gave only two choices or if it is T/F, there is a 50/50 chance for each child to get it right even if he learned nothing! So don't feel good if 50% got it right – that means that maybe nobody knows anything!

<u>2. The Backwards 1-2-3</u>

This is easier to play than the “forward 1-2-3” because basically all you have to do is to guess what the student said.

The Cambodian teacher will show a word (or words) to one student; the student will read it and and you write down on your WORD document what you heard. (The Cambodian teacher tends to be shy; you will likely need to initiate this game by telling the teacher that you want to play the “backwards 1-2-3 game”.)

If you are working with novice students, the Cambodian teacher will likely give you a **superset of consonants** to pick from to make it easier for you.

Once you hear the word, write down WHAT YOU HEARD, and **NOT what you think the student must have said**. If, as an example, you are teaching Letter A, your brain will expect you to hear a short A or long A or a silent A word. And you will likely default to a word containing the letter A….. But if the student said “PEN”… write down “PEN” instead of forcing yourself to write a word with an A such as “PAIN”. Or if the student said HUT, write down HUT and not HAT even if you had never taught the Letter U. And explain to the class that what the student had just said was HUT and have the entire class hear the difference between HAT and HUT.

Often times, you will not understand the consonant of what the student said. If so, teach the student to say the consonant correctly… but if you are teaching a vowel (say, Letter A) stay focused on that vowel (Letter A) … and don’t go overboard with fixing the consonant (until it’s time for you to teach that consonant sound several months down the road.)

3. Words to consider for the Forward 1-2-3

When the children are studying the Letter A, here are a few examples you can use for the Forward 1-2-3:

LETTER A: Multiple Choice
1. had, hade, head
2. mat, mate, meat
3. brad, brade, bread
4. bad, bade, bead
5. sa, say, sea
6. ta, tai, tea
7. ran, rain
8. pan, pain

Letter A: True/False
Same as above but write down just one word. Also, you can test words like:

9. HEAD (and, as an example read it like HEED)
10. BEAD (and, as an example read it like BED)

#9 and #10 gives you the opportunity to reiterate that for EA, the children must just memorize the word – there is no clear rule of whether an EA word will have the short E or long E sound.

For the Letter O, here are some examples. You have a breadth of choices since the children studying O will have already studied A, E, and I.

MULTIPLE CHOICE

1. bot, boat, bort
2. rop, rope, roop
3. rap, rop
4. hope, hoap, hop
5. stood, stod, stode

TRUE/FALSE

Same as above, but, after you go through Pages 3-5 of the Letter O Powerpoint carefully, you can test words such as:

1. cow (you can, as an example, incorrectly read it with the long o as in ”toe”)
2. how low
3. food stood
4. know now
5. foot boot

Remember, the point of Forward 1-2-3 and Backwards 1-2-3 is to check if they have learnt what you taught. If you wanted them to learn that A consonant E makes the Long A sound, you should test MAT vs. MATE… and not something random like MAT vs FROG. I have seen some volunteers play the game with random words… and this is not very meaningful.

Appendix 2: Examples of Joji's "Whiteboard" from Actual Reading Sessions

Here are transcripts from real Reading VSEE sessions. These are **actual text that Joji wrote and VSHAREd with the students as he listened to them.** (The final correctly-guessed sentences have been ***italicized and bolded*** for the purpose of this Appendix.)

You can see that usually Joji needed several attempts to correctly understand what the child/children said. And you can see that after he guessed everything correctly he reviewed concepts from the Phonics series to explain why it was difficult for him to understand some of the words. You can also see that he frequently played 1-2-3 to reiterate Phonics rules.

Many times the same child read several times to have Joji guess correctly; but at other times the Cambodian teacher chose to have other children help out until Joji could guess.

Session 1: Level 3 Children

This is my new friend, Monica.

And ? we are friends.
And ? we are friends.
I'm ? we are friends.
And ? we are friends.
I'm glad we are friends!!!

1. AND
2. I'M

1. GLAD
2. LAD
3. CLOUD

His from Italy.
She's from Italy.
She's = SHEEZ

Ho family ee i rom
Her family is in a room.
Room
Her family is in Rome!!
Ho family ee i rom

1. is
2. ease

She.
She.
NO SOUND!
She live he mao.
She lives her mouth.
She lives he mao.
She lives he mouth.
She lives in her mouth.
She lives here now.

1. HERE
2. HE
3. HER

1. M
2. N

1. NOW
2. MAO

This is my new friend, Monica. I'm glad we are friends!!! She's from Italy. Her family is in Rome!! She lives here now.

She her ho one year.
She's here for one year.She here four one year.

For
Four

I have been at TASSEL for years.
I have been at TASSEL four years.

She?
She says it four family on lem !!??
She said if her family online all the time.
She chats with her family online all the time.

CH
CH

CHATS
CHAIR
CHINA

CHILD

This is my friend, Carlos.
He's really cool.
His family is big: three brothers and one sister!

Session 2: Level 3 High School Students

My room is gray, big it
My room it
My room i gray.
My room is great. It big and clean.
My room is great. It big and clin.
My room is great. It's big and cling.
My room is great. It's big and clean.

X: ee
O: is

I have a blue rat in my room.
I have a blue rat in my room and a lot of white cabinet on my wall.
I have a blue rat in my room and a lot of white cabinets.
I have a blue rug in my room…
… and a lot of white cabinets.

1. rag
2. rug

1. cabinet
2. cabinets

1. hat
2. hut

1. hats
2. hut
3. hat

On the way I had a xxx of my family singer.
On the where I had a cobra of my family finger.
On the xx I have a computer of my family singer.
On the wall I have a poster of my favorite singer.

1. way
2. where
3. wall

1. Seller
2. Sailor

Session 3: Level 4 High School Students

I'm writing. This is my room.
I'm writing this in my room.

1. IS
2. IN

It's almost midnight and I have to get up early tomorrow but I can't sllp.
I can't slip.
I can't sleep.

1. SLIP
2. SLEEP

1. IT
2. EAT

1. HIT
2. HEAT

I'm worried about my future everyday. My parents ask me, "What do you want to be when you grow up?"

The problem is I don't know my mum always complain xx doctor.
The problem is I don't know my mom always see a doctor.
The problem is I don't know! My mom always says, "Be a doctor!"

I say
He says = He sez.

But to be a doctor you have to study hard a lot long time and that not my idea of fun.
But to be a doctor you have to study for along. Long time! And that's not my idea. Of FUN!
But to be a doctor you have to study for a lot long time. And that's not my idea. Of FUN!

But to be a doctor you have to study for a long, long time. And that's not my idea of fun.

Teacher Sakana was so tired that he slept for a long long time.

Ts
Hats
Huts
1. hats
2. huts
3. hat
4. hut

Session 4: Level 3 High School Students (30 minutes only)

Carly does not work with xxx everyday.
Carly does not work but eats beef everyday!
Carly doesn't work with the beast everyday.
Carly doesn't work with the bees everyday.

1. BEEF
2. BEAST
3. BEES (=BEEZ)

She take her height about white the monk summer and fall.
She's take her height about twice a month in the spring, summer and fall.
She tight her tight NO SOUND!
She teach her height about tight twice a month in the spring summer and fall.
She teach her high
She checks her height about twice a month in the spring, summer and fall.
She checks her hype about twice a month in the spring.
Hime
Hive
She checks her hive about twice a month, in the spring, summer, and fall.

HIVES

1. HIVES
2. HEIGHT

1. WHY
2. WHITE

CH
CH

CH
CH

CHECK
CHAIR
CHINA
CHILDREN

She checks her hives about twice a month.

She spans more time with the bees in the winta!
She spends more time with the bee in the wintah!
She spends more time with the bees in the winter!!!

1. SPANS
2. SPENDS

SPENDS = SPENZ
BEES = BEEZ

Session 5: Level 4 High School Students (15 minutes only)

At the egg of the third for for for haha aha
Australian fast when finish by eight toads.

At the end of the third per rose Australia was when finish by eight points.
At the end of the third per road no!
At the end of the third her road
At the end of the third herron
At the end of the third NO SOUND!
At the end of the third her rod
At the and of the third period Australia once was win by eight points.
At the and of the third period Australia was weating by eight points.
At at at the end of the third period Aus Aus Australia was winning be eight points.
At the end of the third period Australia was winning by eight points.

1. and
2. end

Session 6: Session with Teacher Samath

<NOTE: Teacher Samath read the paragraph beautifully. His pronunciation was clear except for a few words. But could not understand what he read. So, we worked on

pronunciation only for 10% of the time. The rest of the time we worked on comprehension.>

"When Ronald Regan came into office in 1981 he resolutely refused to recognize Cambodia's qg government. UNAID agencies were forbidden to set foot in Cambodia. No one was uislinto have anything to do with the stooges Hanoi had installed in Phnom Penh."

Explanation by Joji:
Sentence #1: *When Ronald Regan became the President of the USA in 1981 he refused to become friends with Cambodia's government. Regan believed that Cambodia's government was friendly with USA's enemy.*

Sentence #2: *UNAID agencies were not allowed to ever go to Cambodia.*

Sentence #3: *Ronald Regan decided that nobody should support the Cambodian government because Regan believed that the people of the Cambodian government were stupid people who were put in place by the Vietnamese government.*