Fall 2005 has been our largest semester of DC Reads to-date! We had approximately 150 tutors, placed at 8 different sites in NE, SE, and NW Washington, DC. Most tutoring occurred during the school week, but some dedicated tutors also showed up on Saturday mornings!

We had numerous returning tutors and a great showing of brand new tutors as evidenced by the 72 Freshman who participated this semester.

We had some sites that didn’t start tutoring until well into October but the majority of CUA tutors were already getting trained and beginning their work around mid-September.

Coordinating this huge assembly of tutors was a small group of 8 Team Leaders. In addition to tutoring, these students arranged van/metro transportation, collected attendance, and provided vital communication support between the Campus Ministry office and the Site Supervisors at the DC Reads sites.

We could not have finished the semester near as strongly without the work of the Team Leaders: Tom Christian, Liz Goggin, Brittany Bordonaro, Emily White, Michael Minetti, Andrea Fisher, and Jillian Abecasis.

As we enter the most stressful weeks of the Semester, we hope that you finish your tutoring on a positive note. Thanks for you hard work; we hope to see you in 2006!

-Saleem Hue Penny and Emmjolee Mendoza
CUA DC Reads Program Coordinators

Catholic University of America
Campus Ministry Office
Ground Floor, Caldwell Hall
620 Michigan Ave, NE
Washington, DC 20064
Serena Barton
La Salle

I wanted to be in DC Reads because I did a lot of tutoring in high school and it was an extremely rewarding experience for both myself and the children that I worked with. I knew by the end of each year that the children had made significant improvements and it gave me an incredible sense of satisfaction to see how confident and eager to learn they had become.

Building a good relationship with the children is what I enjoy most. I love seeing how excited they become when they learn how to do something that they had been struggling with before. Knowing that the children count on you to help them is a big responsibility, but it is worth it in the end.

Beth Rothschild
Higher Achievement

I was drawn to DC Reads because I wanted to be a part of a work-study program which is helping others. I wanted to give back to the community around me, and the concept of teaching kids was very appealing.

I most enjoy my scholars...there are times when one of them will make a connection or finally understand something. This makes me feel so thrilled, because I know that I am helping them, and that they appreciate what I am doing.

Molly Mittura
Beacon House

I recently switched majors to history and education. I wanted to learn to be a teacher and gain experience.

I most enjoy knowing that I help kids learn and make a difference.

Josh Baum
Beacon House & Our Children

I was drawn to do DC reads because it was an opportunity to see the needy parts of DC which I have not seen much of as a local.

I enjoy being able to bring joy to children when they discover their own potential.

These are some of the tutors who have shown the most dedication and passion this semester. When asked what drew them to DC Reads and what they enjoyed most, they replied with the following...
These are some of the tutors who have shown the most consistency and creativity this semester. When asked what has been their biggest DC Reads challenge and what strategy they've used in their work they responded...

**Anthony Fite**  
*Beacon House, CentroNia, & Higher Achievement*

I tutor at three different sites: one on Monday, one on Tuesday, and another on Saturday. My Monday night site paired me up with three seventh grade boys who would rather sit around and talk than actually learn the materials. It was hard to get them motivated to do the work, but now that they are, everything's going great. Well, almost everything...

At my Tuesday night site, I almost always play Scrabble with my student to reinforce the concepts that we went over in the Reading portion of the lesson. We've played for the short vowel sounds, as well as for basic letter blending so far, and hope to add more concepts as the year progresses.

**Lyndsay Basista**  
*Beacon House*

The most challenging task is teaching math to my students.

To learn blends, my student and I make up silly words and then try to pronounce them. We've come up with dozens of words like:

- *Brns sl*
- *Snstrcl*
- *Snpstr*
- *Spdstr*

**Kelly Mignogna**  
*St. Anthony’s*

Often times if tutors cannot make it on a specific day, you take over tutoring their kids. There have been several times in which I had to deal with a number of children at once, which can sometimes be very difficult. It can sometimes be challenging to truly help them all at the same time when you are dealing with a rather larger group than usual.

I've realized that even though the children I tutor are in the same grade and receive the same homework, I work on a different sheet with each child. They often get competitive about who finishes early, or tend to copy one another, so working on separate sheets seems to be the most successful approach.

**Anne Funk**  
*St. Anthony’s*

I had been working with a quiet, meticulous, well mannered boy in kindergarten, who knew how to sing the "ABCs", but was clueless when it came to the actual letters. Most of his classmates had already grasped letters and even words, so he was feeling overwhelmed by discouragement. One day he started bawling, while I sat there, feeling helpless. I said a quick prayer and tried to get him to do just a little before we quit. Then, suddenly, he grabbed the pencil and wrote his name—getting the "y" right for the first time! The look on his face was priceless! He just wouldn't stop writing his name after that.

A sense of humor is my best friend when I'm tutoring. Mimicking the kids in a non-sarcastic way makes them laugh and see how silly they're behaving.
The Mandatory Meeting for Spring Tutoring is Thursday, **January 12th** at 7 pm in the Great Room of the Pryz. Please bring a copy of your Spring class schedule. We’ll see you soon!

**Interested in Being a Team Leader?**

If you enjoy taking charge, are confident in a leadership role, and have a class schedule that allows you to tutor consistently, you should consider applying to become a DC Reads Team Leader! If you are interested, simply note this on your Fall Semester Evaluation and we will give you more info.

Please remember, your Fall Semester Evaluation is due to your Team Leader by Monday, December 12th.

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**Announcements**

Last Day of DC Reads this Semester is: **December 10th**.

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Work Study students: your final paycheck for the semester will be available December 23rd. If you haven’t yet, you can still sign-up for Direct Deposit! Just stop by the Payroll Office in Lehy Hall.

Volunteer students: If you need a letter documenting your hours (i.e., class credit), please contact Saleem Hue Penny at: PennyS@cua.edu by December 9th.