

Featured Sponsored Ministry



Córazón a Córazón

Córazón a Córazón prayer intention for month of January

Let us pray for immigration reform so that families will not be separated by deportation or incarceration. Let us pray for less gun violence especially against children.

Sister Gina

My name is Sister Marie Regine Redig, SSND. People more readily know me as Sister Gina, the name I use at Córazón. I've been here three years, enough time for me to grow in Córazón and for Córazón to grow in me; so much so that I find myself looking forward to Tuesdays, my day to tutor.



How did I get here from the Central Pacific Province? In 2010, I moved to Chicago as a member of the North American Postulancy Community. It was then that I discovered Córazón and wondered whether it would be a fit for me and my volunteer work. My ministry background has been as teacher and principal, community and formation service, co-coordinator in a center for women, and retreat and spiritual director.

What did I know about ESL? Next to nothing! I felt insecure. But with the help of Córazón's coordinators and a couple of workshops, I learned and eventually arrived at the point of eagerness. I have dealt with many learners and enjoyed all of them. We work on vocabulary, pronunciation, grammar, speaking, listening and writing skills. Angelica writes a topical paragraph of her choice each week, practicing her logical sentence sequence, being careful to insert the article words and using correct verb endings. Luz is delighted to go back over her Rosetta Stone lessons and finds she now knows how to correct her errors. Antonio likes to engage in conversation and asks questions about everyday matters. Sharing life stories about many things — family, food and recipes, work woes, future plans etc. — has grown important and made Córazón a place with a homey atmosphere for all of us. May I invite you to consider being a tutor at Córazón?

Andrew

My name is Andrew and I am Jorge Medina's tutor. Jorge arrives at Córazón for his lesson at 10 each Monday morning. He has to hurry to work right after the lesson, so he is dressed professionally. He has worked for a grocery store in Chicago for a while now, so his conversational English is satisfactory, but unpolished. During our first meeting, I asked Jorge what his goals were for our lessons. His answers were admirable:

“ I want to be able to move forward in my job, and I want to be able to help my son with his homework. ”

Jorge Medina

In the past, I have designed lesson plans around his work, finding floor plans from stores similar to his so that we can role play what it's like to have customers come in with specific requests, looking for directions, or just needing advice. He is able to identify vocabulary that he needs to work on, and has brought me questions about what he would do in a certain situation. I ask if he can feel himself beginning to understand more since we've been working together. "Oh yes," he says. "I can understand more now." I tell him that's good and he seems pleased with his progress over the past few months.

Jorge came from Guadalajara, the capital city of the Mexican state of Jalisco. He came to the United States 12 years ago and settled first in California. Now he lives in Chicago, which he believes is a good experience but also hard. He works many hours in order to support his family, and he enjoys meeting people of diverse backgrounds.

When I ask him what causes him stress, he has different answers: bills, difficulties at work, when his children are sick. These are things that everybody has to deal with, but because he has a disadvantage in the language, they are exasperating for him. He has a very limited support group because his brothers and sisters aren't here, and he can only communicate with them over the phone. The tutors at Córazón attempt to make up for that as much as possible, offering help and support wherever Jorge might need it.

The overall program and lessons available at Córazón are designed with people like Jorge in mind. We try to help people with limited English skills to find jobs that will allow them to support themselves and their families, from advancing their careers to helping their children with



homework. While our program is still small, we hope to open up the opportunities that are available to people like Jorge in order to change the world one person at a time.

Adam

Adam is in the 7th grade. He says he likes Córazón's after-school program because it helps him to concentrate on his homework. He likes that he can ask the tutor for help when he is having trouble with his studies. On this day, one of Adam's concerns is his need to complete four days of homework. He was not able to go to school because his grandmother, who lives with the family, became sick and Adam needed to stay home to prepare her meals and take care of her. He hopes to catch up on homework during a coming break in the school calendar.

Adam has been able to improve his grades by completing his homework or having it corrected and doing it over on occasions when he did not get a good grade the first time. The school and parents have given Córazón access to Power School, an educational software program, so that Córazón can follow the child's progress. The tutors give students an opportunity to redo their work and thus improve their grades.

Shannon

Shannon is in the 4th grade. There are four students in her group and her tutors' names are Alex and Allie. Shannon likes Córazón because her tutors will help if she makes a mistake on her homework. Shannon likes snack and art. She likes to draw and color beautiful pictures. Shannon is proud that she got a good report card. She doesn't like it when her Dad has to work overtime and she goes home late.

Madison

Madison is in 2nd grade. She likes to go outside and play. She thinks it is fun except when it is cold. She likes board games. She especially enjoys Monopoly, Uno and Go Fish. She also likes the computer games in Córazón's computer lab, such as Moby Math. "Homework is sometimes fun," she says. She likes her small group and says, "It is really nice to get help with homework."

Nicholas

Nicholas is in pre-kindergarten. He did not want to go to school or come to Córazón, preferring to stay home with his mother. Unfortunately she no longer lives with the family.

At Córazón, Nicholas likes to play on the computer. He likes snack the best and sometimes he gets two snacks. He likes to draw and takes his drawings home. He likes to play with the other children and sometime plays jokes on them like switching the shiny signs on the bathroom door. One says "boy" and one says "girl."

Nicholas likes his tutor, Miss Starr, and enjoys practicing his letters. With the help of Miss Starr and Miss Nina, he has learned the alphabet and can write his own name.