



**TUTORING
TIPS FOR
I READ
MENTORS**

Table of Contents

Table of Contents.....	2
Introduction and Acknowledgements.....	3
Getting to Know Your School.....	4
Tips for Getting Started.....	5
Activators.....	6
Summarizers.....	7
Tutoring Tips for Reading Volunteers.....	8
Independent Strategies (a poem by Jill Marie Warner)	8
The “Basics” of Tutoring Children in Reading.....	9-13
Tutoring Basics for Reading.....	14
Steps for Reading Aloud.....	14-15
If You Get Stuck (a picture help for your tutee).....	
Prompts to Help Children in Reading.....	16
Strategies to Try When Reading is Difficult.....	16-17
What Can You Say Besides “Sound it out”?.....	17-18
Story Questions to Ask	18
Why do kids, who are readers, have such a hard time once they get into grades four and up?	19
Materials to Make Reading Fun	20
Let’s Play.....	21
Letter- Sound Grab Bag.....	21
1-2-3 Sound in a Word.....	22
The Color of Sounds.....	22-23
Words I’ve heard and Silly Words.....	23
In the News.....	24
Word Tag.....	24-25
Story Re-Runs	25
Encouragement and Behavior Management	
Ways to Say “VERY GOOD!”	25-26
Suggestions for Working with Students.....	26
Tutoring English as A Second Language Student	27

Introduction and Acknowledgments

WELCOME to the United Way I READ Program! We're so glad you have decided to share your time in supporting young readers.

This guide was inspired by the requests of volunteers who wanted to receive a mentoring tip handbook. We're happy to provide this collection of reading tips. Thanks to Schools of Hope projects for sharing some of their best practices with us!

The work you are doing is very important. We know that nearly four in ten American fourth graders are unable to read at the basic level needed for school success. Research shows that 90 percent of the children who have difficulty reading in the early grades can become readers with early intervention. More and more we recognize that everyone learns at different rates and in different ways. The advantage of the I READ program is that each student has additional opportunities for support and practice.

The one-to-one relationship you will develop with your reader is very important. It will help build his/her self-confidence and encourage learning. Remember, consistency and good humor are helpful traits, too. Learning new skills is hard work. The patience you show and the rapport you establish will, most certainly, motivate the reader to try and to succeed.

If you have questions, need more support, or just want to share your I READ experience, we're glad to receive your call. Thank you!

United Way of Rock River Valley
Anna Kaye – Director-Volunteer Center
815-986-4806 or annak@unitedwayrrv.org

The I READ Project is a partnership between the Rock River Valley United Way, Harlem Consolidated School District #122, and Rockford School District #205.

Getting to Know Your School

The I READ Volunteer Coordinator

- Above all, know that the volunteer coordinator is there to help you.
- Always ask questions you need answered.
- Let the volunteer coordinator know how things are going, good or bad.
- Volunteer coordinators love to hear about your successes.
- Remember that volunteer coordinators are busy with multiple schools and other duties. Sometimes you need to communicate via notes, email, or phone if you don't see your coordinator while you are in the school.
- Be aware that sometimes you will be asked to respond to surveys and the like. These are necessary in evaluating the project.
- Volunteer coordinators appreciate feedback. You might have learned some good tricks they would like to hear about. You might have a concern about the school. Nothing is more disappointing to a volunteer coordinator than finding out there was a concern he or she could have helped with, but didn't know about.

Getting Comfortable in Your School

- Be sure to know about school schedules, vacation days and so forth.
- Know where you need to sign in.
- Know how to get a message to the teacher.
- Find the bathrooms.
- Be aware of emergency protocol.
- It might take time to get to know the teacher. They are busy people, and we want to help them without taking up a lot of their time. Most teachers will want to know how their students are doing, however.
- Know who your volunteer coordinator is, and what resources your coordinator might have for you.

**Have a great year!!! You are making a BIG difference!!!
Thank you.**

United Way I READ Team

Tips for Getting Started

1. Tell about yourself

- Photos – you as a child
- Interests – object(s)
- Experiences
- Work

2. Act as:

- Listener
- Friend
- Coach
- Role Model
- NOT a teacher

3. Get to know the student(s) by:

- Sharing experiences – keep it short
- Noticing when they “light up”
- Following their lead
- Validating what they do or say
- Giving choices
- Asking their opinions, advice



Activator Activities

Purpose: to get to know one another, re-establish a relationship after a week has past, and get into the frame of mind for the tasks at hand.

Graphic Representations (pictures)

Family members, pets, friends, favorites, ways you spend time...

Draw the coolest thing that happened last week, what I'd most like to be, if you could help anyone, if you could go anywhere, what has happened in your story, a beautiful setting...

Use a Venn diagram to compare and contrast you and your student, listing your individual characteristics in each of the outer circles, and the things you have in common in the overlapping area.

Play Games

Hangman, Card games, Look at pictures and guess what people are doing or thinking, Charades, Playing "What if..."

Tour the playground or school

Talk about the favorite places of your student.

Journal / Scrapbook

Add things you have done together, glue in comics you share, take turns writing what you did today. Ultimately, you'll be able to reflect on what you've done and how you've both grown.

Share favorite stories

Read them together, reread them, talk about why they are special (the story, the lesson, the pictures...) and help your student to identify / have favorite books.

Summarizer Activities –

Purpose: to cement the learning, reassure the student of your commitment and approval for their hard work, leave one another on an upbeat note, kind of like before bedtime routines (develop a routine of your own!)...

Talk about what the student liked best about the session

Consider adding that to the journal.

Set goals

Talk about hopes for next week, talk about what is coming up in the child's life, and encourage him/her.

Choose five words to summarize

You might suggest any number, but by limiting the number of words, the child has to choose his words carefully and thoughtfully. This is a good brain exercise. Try it yourself and compare words.

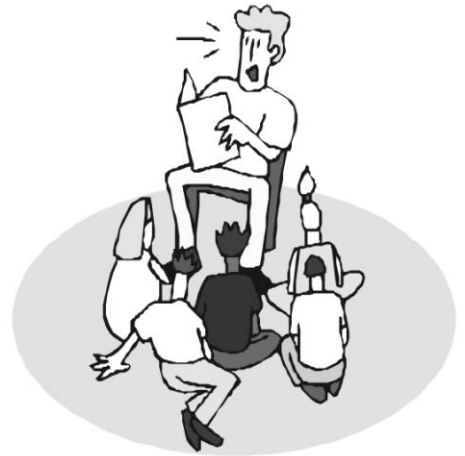
ABC Summarizer

Choose any series of consecutive letters in the alphabet to review your time together: “Mike needed oranges!” Or, list several terms related to the day's task: “Goats, herds, Isaac, jump, kick, mad!”

Reading Tips For I READ Volunteers Independent Strategies

By Jill Marie Warner

When I get stuck on a word in a book
There are lots of things to do.
I can do them all, please, by myself;
I don't need help from you.
I can look at the picture to get a hint,
Or think what the story's about.
I can "get my mouth ready" to say the first letter.
A kind of "sounding out."
I can chop the word into smaller parts,
Like on and ing and ly,
Or find smaller words in compound words
Like raincoat and bumblebee.
I can think of a word that makes sense in that place,
Guess or say "blank" and read on
Until the sentence has reached its end,
Then go back and try these on:
"Does it make sense?"
"Can we say it that way?"
"Does it look right to me?"
Chances are the right word will pop out like the sun
In my own mind, can't you see?
If I've thought of and tried out most of these things
And I still do not know what to do,
Then I may turn around and ask
For some help to get me through.



Warner is a reading specialist in the Ithaca City School District in Ithaca, New York.

The “Basics” of Helping Children with Reading

Working with Children

- Introduce yourself. Tell the child a few things about yourself, including your love of reading.
- Have the child introduce him or herself. Make sure you can correctly pronounce and spell the child’s name. Ask about his or her favorite things. Before each session, be sure to ask how he or she is doing.
- Don’t make assumptions!! This child may not have a background you are familiar with. Try to become more informed about the child’s culture. Don’t assume that he or she lives in a nuclear family, or celebrates holidays such as Christmas or birthdays.

Choosing a Book

- Find out if the child has a box of books selected by the teacher.
- Books with few words, easy words, and lots of repetition are often best, as are books that include rhyming.
- Ask the child to bring library books that interest him/her or choose an interesting library book to read to the child.
- Bring a favorite children’s book that you’d like to share.
- Find out about the child’s interests, and find books that would be fun to read together.

Different Styles of Reading Together

- Reading “independently.” Have the child read a book that is at his or her level, with little help from you.

- Shared reading. Reading together, and saying the words together. The child will probably “echo” you while you read, sounding out some words and waiting for you to say the hard words.
- Reading to the child. Sometimes it is fun to read a book (sometimes one that is harder to read) to the child. This can help the child enjoy a book without having to perform. This can be useful when the child has been struggling, and it adds entertainment value. After all, learning to love books is a big part of learning to read.

Working on Difficult Words

For words that are not familiar, use the following strategies:

- Sounding it out. Break up the words into parts, showing how the letters work together. For small words, you may have the child tell you what the letters are. Ask what sound the first letter(s) make. Point out suffixes (endings like –ing, •ed, etc.)
- Point out the pictures or recall the plot, and ask the child if his or her guess makes sense in that context.

Correcting Errors

- When there is an error, WAIT, perhaps the child is thinking. Give him or her a chance to problem solve before you step in.
- Be gentle. Let the child figure things out, but if it seems to be getting stressful, help him or her out.
- Don't point out every mistake. This disturbs the flow of the reading, and can be disheartening. You can always return to those parts when the book is done.
- Have a pencil and paper available to write down notes about words that are difficult for the student so you can go back later and review with him or her, without interrupting the reading.
- If there are too many mistakes, or a lot of trouble sounding things out, the book is too difficult. Try sharing the reading or take over the reading.

Walking Through the Book—A Method for Introducing a New Book

- Look at the cover with the child. Discuss the picture, read the title together, point out the author and illustrator (making sure the child understands their role in making the book), and ask the child to guess what the story is about. This might be a good time to link the picture or title to the child's life. If there is a dog on the cover, you may ask if the child knows of any dogs.
- Page through the book together. Discuss the pictures. Encourage the child to figure out the plot based on the pictures.
- While paging through, or beforehand, make note of words that might present a problem, or unusual character names. Discuss these words before reading so that they are familiar when reading begins.
- Have the child read the book, discussing whether the story is the same as what you had discussed looking at the pictures.
- After reading, encourage the child to summarize and discuss the story.
- Go back to trouble spots that may have been misread and temporarily ignored.
- If the child is willing, have him or her read it again. This repetition of the now familiar book builds confidence, increases the likelihood of recognizing the new words later, and shows the child how much he or she has improved in a short time.
- Don't always walk through the book first; some stories have great surprise endings.

Encouraging Critical Reflection

Ask one or two questions. Help the child ask questions. Help him or her learn that books have meaning.

- Why do you think the author wrote this book?
- Do you think the story could have gone differently?
- Could the story have been told differently, with the same meaning?

- Does this relate to your life?
- Based on the story (or pictures) what do you think the author (or illustrator) is like?
- If the book is an old one, what makes it different from new ones?
- If the book takes place in a distant place or time, what can we say about this difference? How is it like or unlike the world of the child's experience?
- Did the main character learn a lesson?
- How do you think the characters are feeling?

Activities to Supplement Reading for Beginning Readers

- Make an alphabet dictionary. Take 26 sheets of paper, writing each letter on the top, using upper and lowercase. Point out the upper and lowercase letters, explaining how capitals are used at the beginning of the sentence and for proper nouns. Ask what words might begin with this letter, making sure to point out what sound(s) it makes. Help out by choosing simple words for the child. Write the words while spelling them out loud, just a few per letter. The child can be encouraged to draw a picture of the word below it. This activity might take a long time to complete, and can be used as an activity if the child experiences "reading burnout."
- Have the child dictate to you a simple story, a description of something in his or her life, or a tale of his or her weekend or vacation. Write simple sentences that replicate the child's words, showing how the letters make the words, and how the words work together to make sentences, and the sentences make the story. Encourage the child to illustrate the story. Read it together. Tell the child to show it to his or her family.
- Pointing out words. When you read with a beginning reader, have him or her follow with a finger, or use your finger to point out the words/letters.
- Make alphabet cards and reorganize them with the child to make simple words, showing how changing one letter can make a different word. (i.e. bat, cat, rat or bell, smell, tell).

- Let the child write something of interest to him or her. Don't correct him or her. Let the child see that he or she is a writer.
- Help the child write his or her name.

Activities for Intermediate Readers

- Let the child write a story, real or made-up. You may or may not wish to make corrections.
- Let the child rewrite a story you have just read. Maybe suggest the child write an alternate ending.

Behavior

- You are NOT there to discipline the child. If the child is not participating, see if you can increase interest in the book with questions. Try another book or activity. If there are real problems, have the child rejoin the class, letting the teacher know what problems occurred. Don't let this behavior change your attitude toward the student. He or she will pick up on any negative feeling you have, and this will make it hard to enjoy time together. Be positive, and praise his or her efforts and successes.

Helping Children Read

Choose a book that you and the child will enjoy.

- Get to know the book.
- Set the stage for success – make sure the child is comfortable and can see the book.
- Before starting the story, talk about the book to spark the child's interests.
- While reading the story, add dramatic interest, point out the pictures, and discuss the meaning with the child.
- After reading the story, ask questions to help the child think about the story, and do book- related activities.
- Read familiar, well-loved books again and again.



Steps for Reading Aloud

- Talk about the book before reading it:
- Give a brief summary of the book.
- Take a picture walk through the book to help the child get the meaning of the story. Look through the book together, focusing on pictures, not text.
- Locate known words, discuss new words. Choose 1-2 known words to reemphasize; choose 1-2 new words that will be repeated often in the story or that may give the student trouble.
- Talk about the pictures while reading the book.
- Balance conversation to keep the story going.
- Ask the child to predict what might happen next.
- Talk to support the child's comprehension of the story.
- After reading the story, talk with the child about experiences he or she had that are similar to the story.
- Reread the story. You might pause and see if the child can supply a predictable word.
- Keep a list of the books you and the child read together.

Important Tips to Remember

- Tell your child the title of the book.
- Ignore errors that don't change meaning:
Example: I saw a lion (child)
I saw the lion. (text)
- When readers make a meaning-changing error, WAIT! They may self-correct it later. If they don't, go back later and ask them to reread and make sure it makes sense.
Example: I was a lion. (child) I saw a lion. (text)

- When readers stop because they're unsure of a word, WAIT to give them time to figure it out. Remind them to use the "stuck on a word" strategies (see page 5).
 - If these all fail, give reader a choice of two possible words, or tell them the word.
 - Reread! When a tricky part is worked out, have readers read the whole sentence again.
 - After reading, ask your child to tell you about his favorite part.
 - At other times, have them read the book again. Give specific praises.
- Examples: "I'm glad you stopped. It wasn't making sense."
 "You read smoothly, like talking, today."



Prompts to Help Children in Reading

- I like the way you worked that out.
- Try it.
- Go back and read that again. Think of what would make sense (or sound right).
- I like the way you noticed that and fixed it yourself.
- Go back, read that again, and start the word. (Demonstrate)
- You're nearly right.
- Do you know something about that word?
- Do you know a word like that?
- What do you know that can help?
- Look at the beginning of the word. Now, say more of the word.



Strategies to Try When Reading is Difficult

When reading is slow:

- Praise the child for his/her hard work •••
- When the child tries, even if he/she is wrong
- When the child reads for meaning
- When the child corrects himself/herself
- Be patient and give the child time to think about the word and the meaning of the story.
- Express your appreciation of the child's reading.

When the story is too hard (the child makes more than 5 mistakes in 50 words):

- Read the story to the child and talk about it.
- Choose another, easier book.

When the story is too long:

- Take turns reading a page, paragraph or sentence.
- Read aloud together.
- Read at the same time: make your voice louder or softer according to how much support the child needs.
- You read and pause at words you think the child knows and can fill in.
- Decide with the child on stopping points during the reading to take a break and discuss it. Together decide on places in the text that are: confusing, interesting, funny, exciting, etc.
- Choose another book.

When the child is not very interested in the story:

- Read the first pages together and make guesses about what will happen.
- Relate personal experiences to events and characters in the story.
- Help find a more interesting story.

What Can You Say Besides “*Sound it out*”?

Use Meaning by saying:

- Look at the picture to help yourself.
- Does that make sense?
- Think what would make good sense.
- Start that sentence again.
- Make a good guess, then go on.



Use Language Structure by saying:

- Does that sound right? Does it fit?
- Can we say it that way?

Cross check by saying:

- Check to see if what you said makes sense and looks right.
- It could be _____, but look at _____ .

Use Visual Information by saying:

- Read all the words up to the tricky word and start it.
- Say more of the word.
- Does that look right to you?
- Get your mouth ready to say it.
- Look at how the word begins.
- Do you know another word that starts that way?
- If that was, what would you expect to see at the beginning? At the end?

- Do you know a word that looks/sounds like that?

Problem Solve Independently by saying:

- What can you do to help yourself?
- I like the way you tried to help yourself.
- Good readers keep trying - good for you!
- I like the way you worked on the hard part.
- What can you try?
- Good reader... (praise the behavior)
- I like the way you noticed that and fixed it yourself.

Story Questions to Ask

These questions are designed for older elementary readers but can be adapted for younger students.

Author Questions

- What do you know about the author?
- Why do you think the author wrote the book?
- What did the author have to know to write the book?

Character Questions

- Who are the main characters?
- Do you like/dislike them? Why?
- Why are they important in the story?
- Do you know anyone like them?

Story Questions

- What happened in the story? What was the sequence of events?
- What might have happened if a certain action had not taken place?
- Were you able to predict the ending?
- What other way might the story have ended?

Setting

- Where did the story take place?
- What was the place like?
- When did the story take place? (past, present, future)
- How does the writer create the atmosphere for the setting?

Mood Questions

- How did you feel while reading the book? Why?
- What was the saddest/funniest incident?
- What was the most exciting/unusual/mysterious incident?
- What do you remember most about the story?

Style Questions

- How did the author describe the characters?
- Were there any unusual ways of saying things?
- How does the author keep you interested?
- What special words does the author use to help you hear, see, smell, taste, or feel things?

Why do kids, who are readers, have such a hard time once they get into grades four and up?

- “Book language” differs greatly from children’s natural language patterns, therefore, they will not be able to predict easily on the basis of their language.
- Texts at higher levels have more complex sentence structure. Readers need to have an “ear” for unusual phrasing.
- Sentences at higher levels become more descriptive with adjectives and/or adverbs.
- At higher levels there is a need for more inferential reasoning – “reading between the lines.”
 - "If you let me go, I'll never forget what you've done."
 - (i.e., might be understood as "I will always remember that you did not eat me.")
- Children need to have in their command a larger number of high frequency words.
- Children face an increasing load of unusual, unpredictable, and frequently Uniquely-spelled words.
- Often children lack life’s experiences and the vocabulary to be able to read and understand complex stories, complex sentence structure, and expository material. Children, ESL children especially, take things literally: a fable with a dog stated “I can lick you, I can lick anyone.” They, of course, thought that since dogs can lick with their tongues, it meant that the dog was going to lick his opponent. Being able to read is basic; understanding what one is reading is a higher level of ability.

Materials to Make Reading Fun

All kinds of text:

Newspapers
Magazines Picture Books
Joke Books
Non-fiction Books
Plays

All kinds of writing supplies:

Different sizes and shapes of paper
Different writing pens, pencils, markers
Dry erase board and markers
Chalkboard and chalk
Magnadoodle Board

Letters and Word Fun:

Magnetic poetry
Scrabble letters
Letter tiles
Magazines to cut up
Magnetic letters and cookie sheet

Technology:

Tape recorder
Video camera



Let's Play!

On the following pages we've provided games for you to play with your student which will support reading skills. These games are from the US Department of Education website and are provided as a resource for community tutors and families.

Games are a fun way for children to practice specific reading, writing, and spelling skills. They can spark interest, increase confidence in young readers and writers, and change the pace of a tutoring session.

Some things to keep in mind when selecting or creating games: words for the games should come from the books the child is reading, or has read recently. Games should be chosen or designed to promote the child's sense of competence and success. If necessary, you should "rig" the game so nobody loses, or the child wins.

Letter-Sound Grab Bag

Here's another way to practice the sounds of letters. In this game, children practice naming letter-sounds correctly and quickly.

What you'll need:

- A set of cards on which you've written some letters of the alphabet. (Start with just a few letters; add more letters as your child learns more.) A small paper bag. A timer or watch with a second hand.

What to do:

- Put a few letters having sounds your child knows into a paper bag. Tell your child that you want to see how many sounds he or she can name in one minute. "When I say **Start**, you reach into the bag and pull out one card. Say the sound and then reach in to get another. Keeping picking out the cards until I say **Stop**. If you don't know a sound, I'll tell it to you, and you put it back in the bag."

At the end of the minute, count the number of sounds your child named correctly. If your child does not know a sound, say "This sound is s."

- Do this game again. Encourage your child to name more sounds than the last time you played together.

1-2-3

Each sound in a word is important. To help your child begin to read, practice this game of listening and naming each sound in a word.

What you'll need:

- Pictures of objects that are familiar to your child, cut from magazines or newspapers. The names of the objects should have three sounds such as **s-u-n**, **m-a-n**, **d-o-g**, **c-a-t**, **p-i-g**, and **c-o-w**.

What to do:

- Sit across from your child at a small table or on the floor. Put the pictures face down in the middle of the table.

Tell your child, "Let's play a game called 1-2-3. You pick a picture. When I hold up one finger, you say the first sound of the word describing the picture. When I hold up two fingers, tell me the next sound. When I hold up three fingers, tell me the last sound."

"Let me show you how." Select a picture and say the word, for example, **sun**. Hold up one finger and say **s**. Hold up two fingers and say **u**. Hold up three fingers and say **n**. "The sounds in **sun** are **s-u-n**."

"Now, you try it." Your child picks a picture and names the picture. "Good, that is a **dog**. Tell me the sounds in **dog**." Hold up one finger for the **d**. Then, hold up two fingers for the **o**. Then, hold up three fingers for the **g**. "Good, the sound in **dog** are **d-o-g**."

- Do this again with other words. If pictures with three sounds are easy for your child, you may want to find pictures with four sounds.

The Color of Sounds

Knowing the sound of a letter is one of the most important steps before learning to read words. Here's a game to practice the sounds of letters.

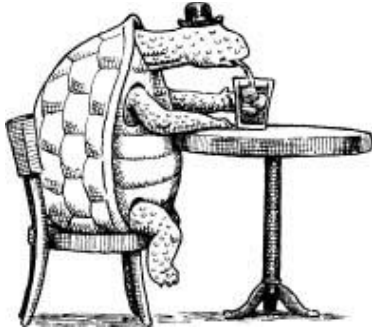
What you'll need:

- A picture from a coloring book, a blank sheet of paper, and crayons.

What to do:

- Sit beside your child and say, "I'll write a letter on this paper. If you can tell me the sound of the letter and two words for things that start with that sound, you get to color one part of the picture."

"Let's try one." Write a letter on the paper. Start with one you are sure your child knows. Have your child name the sound. "That's right, the sound is **t**. Can you name two things that start with **t**? Very good, **table** and **turtle** start with **t**. Pick a part of the picture to color."



If your child does not know the sound, say, "This sound is **t**. Let's try another." Write another sound and come back to the **t** the next try.

- Do this again with other sounds until all parts of the picture are colored.

Words I've Heard and Silly Words

When children learn to read, they use the letter-sounds they already know to make new words. In this game, children make words, some familiar and some not.

What you'll need:

- Three containers (small boxes or margarine tubs). Small pieces of paper with letters that have sounds your child knows. Make several copies of the letters that are used often in words, such as **a, s, t, r, e, n, i, g**.

What to do:

- Sit beside your child. Put the three containers in front of you. Place vowels in the middle container. Put consonants in the first and last containers.

Tell your child, "We're going to make words using letters in these containers.

Some will be words you've heard, and some will be silly words. I'll show you how to make a word."

Pick a letter from the first container and say its sound (for example, **t**). Pick a letter from the next container (for example, **i**). Pick a letter from the last container (for example, **g**). Now, I'll put the sounds together, **tttiig**. The word is **tig**.

Ask your child, "Is that a word you've heard or is that a silly word? That's right, it's a silly word."

- "Okay, it's your turn to make a word." Have your child select a letter from each container and make new words.

In the News

Once children learn to read words, it is important for them to practice reading those words again and again. Children soon learn that words they know are in many things we read.

What you'll need:

- A newspaper or magazine. A colored marker or highlighter. Scissors, a piece of paper, and paste or glue. A blank piece of paper.

What to do:

- Pick a page in the newspaper. Go through the page circling or highlighting words your child can read. Tell your child, "Today, we're going to find words so that you can make your own newspaper of words on this paper."

"In this game, you read the words I've marked. Each one you read, you cut out and glue onto this blank piece of paper. We'll add more words each day. Soon you'll have a full page of words you know from the newspaper."

Word Tag

It is important for children to read words in sentences and stories, so they realize that reading is about understanding.

What you'll need:

- An easy-to-read story with many words your child can already sound out or read.

What to do:



- Tell your child, "In this story, I'll read some of the words and you'll read some words. When it's your turn to read a word, I will tap your shoulder." Start reading. As you come to a word that your child can read, tap the child's shoulder.
- Keep taking turns reading the story. You can go back and reread parts of the same stories for extra practice.

Story Reruns

One of the ways children learn to read quickly and correctly is to have repeated practice reading the same words.

What you'll need:

- A short story with words your child can sound out or read as whole words.

What to do:

- Tell your child, "You're going to read the same story two times. Each time you read it, try to read more words correctly."
- At the end of the first reading, help your child with any words that the child missed or took a long time to figure out. Then ask your child to read the story again.
- Then have your child tell you what the story was about. In story reading, you want to make sure that your child thinks about what is read.

Ways to Say "VERY GOOD!"

That's a big improvement!

You haven't missed a thing!

You're doing a good job.

Congratulations!

You're better every time I see you!

You really make my job fun!

Good thinking!

That was first class work!

That's the best ever!
Good for you!
MARVELOUS!
I knew you could do it!
You are learning fast.
Nothing can stop you now!
You remembered!
You're doing beautifully!
Way to go!

Suggestions for Working with Students

Behavior

Make Positive Requests

Don't ask questions or invite the student to do work. Make positive requests.

Examples:

NO "Do you want to pick one of these books to read?"

YES "Pick one of these books. You did such a good job reading all of these."

YES "I'll pick my favorite. You read this one so well."

NO "What do you want to write about today?"

YES "That was such a good story, tell me about the funniest part."

Use the Lesson Framework and Lesson Pace to Keep on Task

The teacher must be prepared. Transitions should be fast and smooth to help short circuit off-task behavior.

Respond to and Reinforce the Positive

Make extra efforts to accent the positive behaviors and processing.

Examples:

"Oh, I like the way you're turning the pages."

"I like the way you stopped. You found the tricky part. Aren't you clever? Now I'll help you learn something about that tricky part."

"You are so smart today. Look what you learned!"

From the Ohio State University Reading Recovery Program

Build on Strengths

Make clear to the student what he/she knows.

Example:

“You know how to write ‘the’; that should help you think about this word. Aren’t you smart! Look how much you know.”

If the Task Gets Difficult: Simplify the Task or Shift the Task

Off task behavior and/or bad behavior is related to the difficulty of the task.

Let Some Things Go!

Direct instruction is needed to teach students “How To” but not every error should be attended to. Some of the off task behavior is ignored also.

Limits Must be Set

Students must learn to monitor and control their own behavior.

Examples:

If the student is yelling or in general his/her voice is too loud say:

“Your voice is too loud. You are using your playground voice. Use a softer voice in here; we are not outside.” Later if the voice gets loud say: “Are you using your playground voice or your soft voice?”

Get Help If You Need It!

Tutoring English As A Second Language Students

Here are some tips for tutoring children whose home language is other than English:

- Learn a few words in the child’s home language.
- Seek advice from the child’s parents and teacher about language and culture.
- Talk with the child in English as much as possible, even if the child doesn’t understand everything.
- Encourage the child to speak English, even if their vocabulary is limited.
- Use pictures, puppets and other props to clarify the meaning of spoken English.
- Reword, repeat, and elaborate the child’s comments.
- Revisit popular topics to increase the child’s mastery of familiar vocabulary and context.