

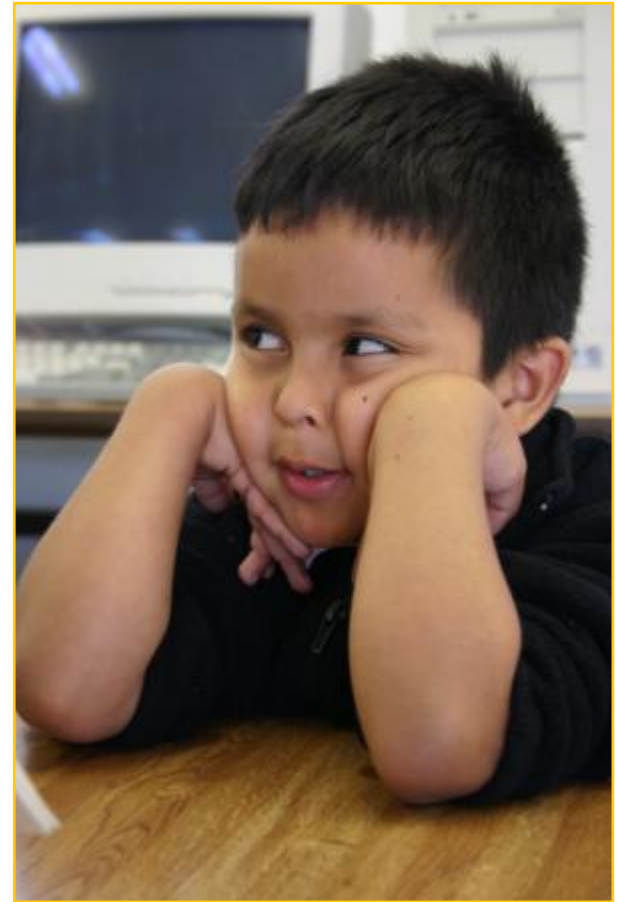
---

# YES Reading New Tutor Training

# Goals for Today

---

- YES Reading
  - As an organization
  
- Program Details
  - Center details
  
- Reading Lessons
  - Alphabet Readers
  - Beginning Readers
  - Comprehension Readers
  
- Tutoring Strategies

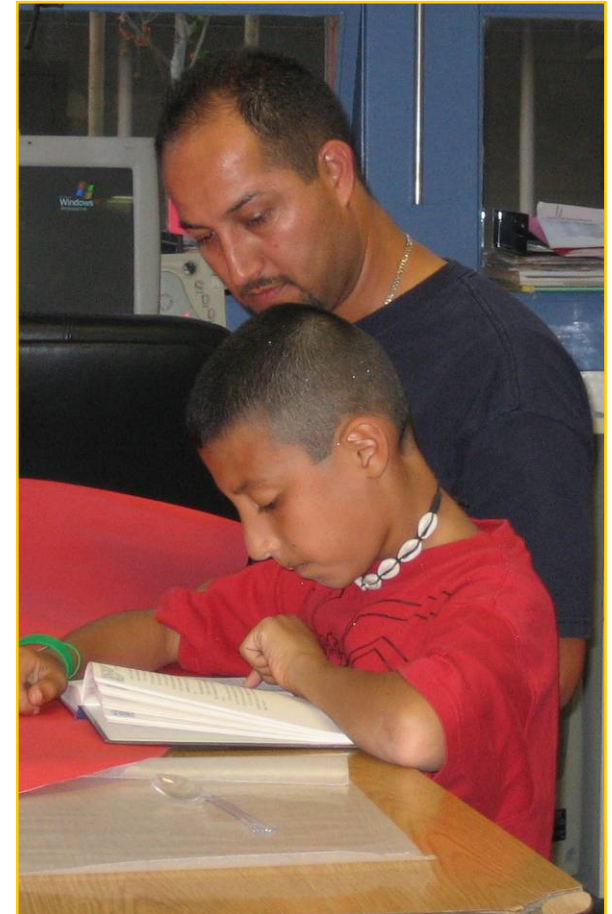


# Who We Are

---

## YES Reading

- Non-profit
  - Free service to schools
  - 100% funding from foundations, grants, individual donations
  
- Community Resource
  - Underserved schools
  - Students reading below grade level
  - Community volunteers
  - Bridge between school, family, and community volunteers
  
- Literacy supporter
  - On-going literacy trainings
  - Family literacy events (4x a year)
  - Reading at home



# Why We Are Here!

---



## 2005-2006 School Year

275 Students

225 Volunteers

6,800+ Hours

## Bianca Corona

- Limited literacy skills
  - No alphabet in Spanish
  - Put into 1<sup>st</sup> grade, even though age-wise should be in 2<sup>nd</sup> grade
  
- YES Reading helps
  - In program for 1 ½ months
  - Learned alphabet names and sounds.
  
- Now
  - Reading books at her grade level
  - Excited to read stories on her own!

# Fingerprints—Live Scan

---

- ❑ **Stanford Campus: Fee=\$10.00**  
Department of Public Safety, 711 Serra St. Stanford, CA 94035  
**Appointments ONLY:** M-TH: 9 AM-12 PM; 1:15-4 PM  
(650) 725-2499  
<http://police.stanford.edu>
- ❑ **Burlingame Police Dept: Fee=\$19.00**  
1111 Trousdale Drive, Burlingame, CA 94010  
**Appointments ONLY:** M-TH: 9am-2pm  
(650) 777-4100
- ❑ **Other Live Scan Sites can be located at:**  
<http://ag.ca.gov/fingerprints/publications/contact.php>
- ❑ **Remember to Bring:**
  - Completed "Request for Live Scan Service"
  - A Photo ID
    - ❑ Driver's License or Identification Card, Military Identification Card, Passport, or Alien registration card

# Program Details

---

## □ Scheduling:

- Tutoring times for your schedule
- Students come to YES Reading 2x a week
- Each tutoring session lasts 45 minutes
- Center specific times vary (AM / PM / AS)

## □ Sign-in:

- Log your volunteer hours

## □ Leave of Absence:

- If possible, please record known absences in YES Reading calendar

## □ Tutoring

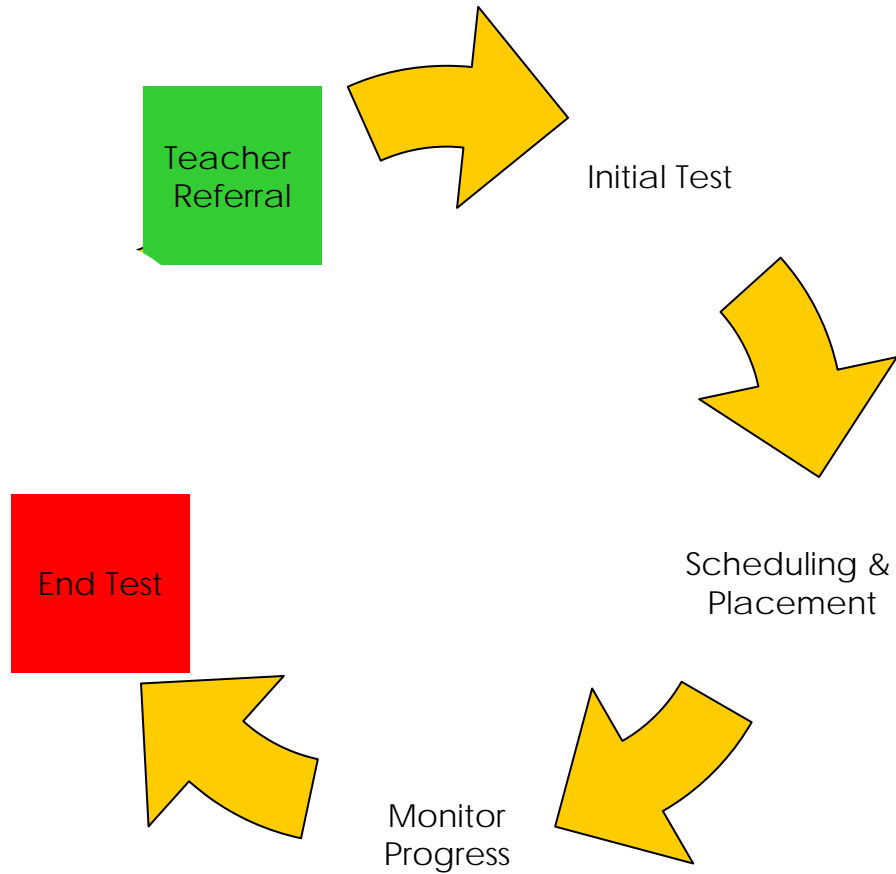
- Wear name tag when on campus
- Materials prepared for you!

## □ Site Directors

- Always there!
- Resource for literacy strategies
- Link between teachers / families

# Enrolling Students

---



# YES Reading Lessons

---

## Lesson Plans

```
graph TD; LP[Lesson Plans] --- A[Alphabet]; LP --- BR[Beginning Reader]; LP --- C[Comprehension]; A --- A_L[Alphabet names]; A --- A_S[Alphabet sounds]; A --- A_RB[Reading books]; A --- A_W[Writing]; BR --- BR_SOW[Sounding out words]; BR --- BR_SS[Specific skills "ee"]; BR --- BR_SW[Sight words]; BR --- BR_RB[Reading books]; BR --- BR_W[Writing]; C --- C_V[Vocabulary]; C --- C_RB[Reading books]; C --- C_PWS[Practice worksheets]; C --- C_W[Writing];
```

### Alphabet

- Alphabet names
- Alphabet sounds
- Reading books
- Writing

### Beginning Reader

- Sounding out words
- Specific skills ("ee")
- Sight words
- Reading books
- Writing

### Comprehension

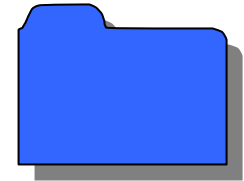
- Vocabulary
- Reading books
- Practice worksheets
- Writing

# Student Folders

---

## □ Journal

- Practice writing sentences
- Vocabulary



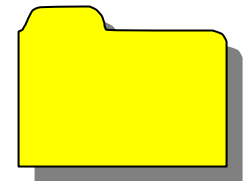
## □ Lesson Guide

- Date
- Worksheet driven



## □ Tutor notes

- Recommendations, things need to finish, successes, challenges, etc.
- Keep good record!



# Read Aloud

---

## □ Every lesson...

- Student choose appropriate book
  - Based on book's "colored" dot
- 5-10 minutes
- Bookmark if necessary!

## □ Benefits

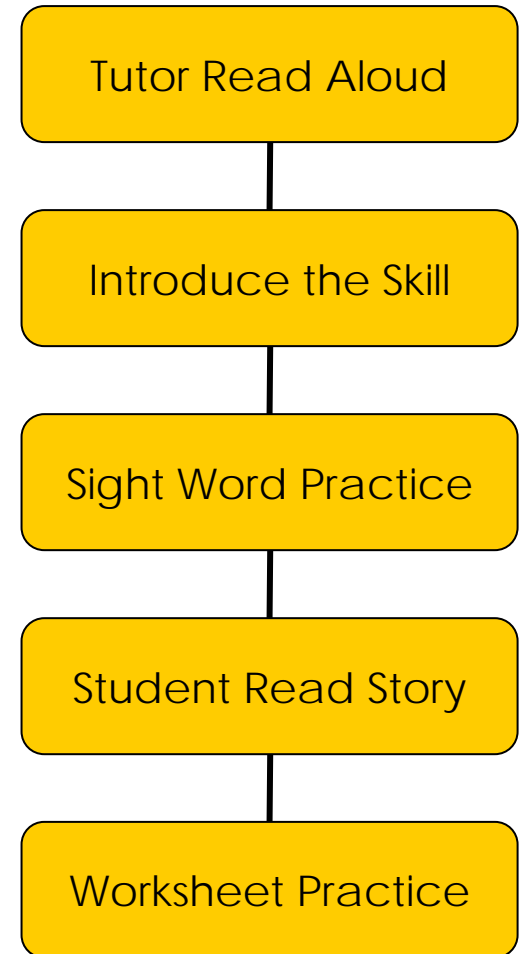
- Model good fluency
  - speed, accuracy, expression
- Practice thinking skills
  - Every 2-3 pages, ask student to summarize
  - Ask student to predict
- Valued time together!
  - Busy families, lack of opportunity to discuss



*"Time is up—can you **predict** what is going to happen next?"*

# Beginning Readers

- Who
  - Students who are starting to develop their reading skills
  - Learn the mechanics of English
- Goal
  - Reading a story!
  - Basic comprehension
- Develop skills through
  - Phonics skills
    - matching sounds to letters
  - Blending
    - "sounding out"
  - Memorizing sight words



# BR-What Makes a Lesson?

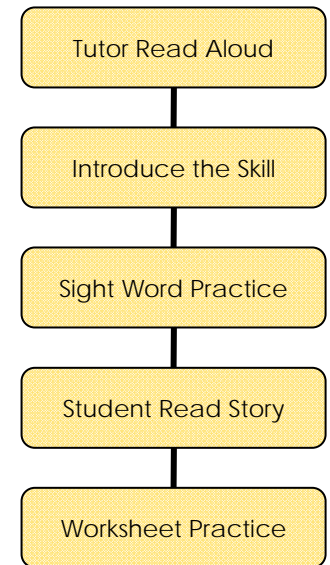
## □ Skills Covered

- Phonics
  - Matching sounds to letter(s) combinations
- 50 different skills

## □ Student Folder

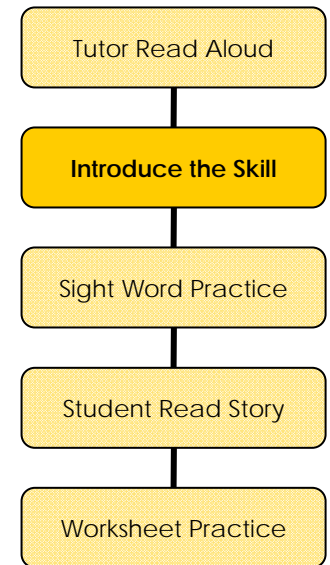
## □ Lesson Packet

- Lesson Guide
- Letter/Picture Cards (OPTIONAL)
- Worksheets
- Story



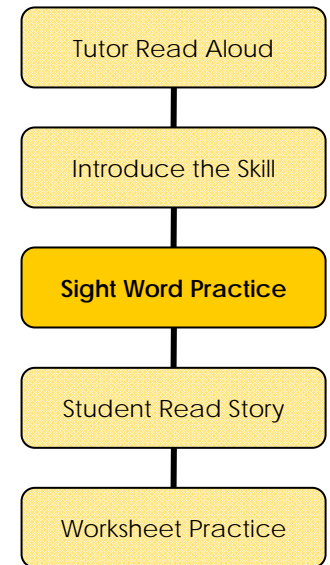
# BR-Introduce the Skill

- Review previous skill
  - Words, sentences using skill
- Introduce the skill
  - Talk about it!
  - Picture cards
    - Group by skill
  - Blending
    - Letter cards
    - wipe-off board
- Tips
  - 10 minutes!
  - Offer multiple examples
  - Keep the focus!
    - If lesson skill is long u, don't try to teach the **sh** sound!



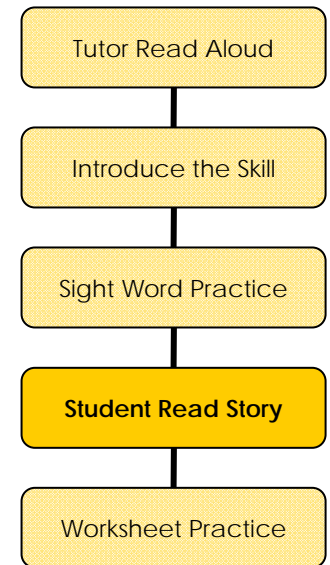
# BR-Sight Word Practice

- What are sight words?
  - Common words
  - *"the", "you", "it"*
- Word Ring
  - Practice old sight words
- Introduce new sight words
  - Show how to spell & read
  - Add to word ring!
- Write sentences
  - Student write sentence for each sight word



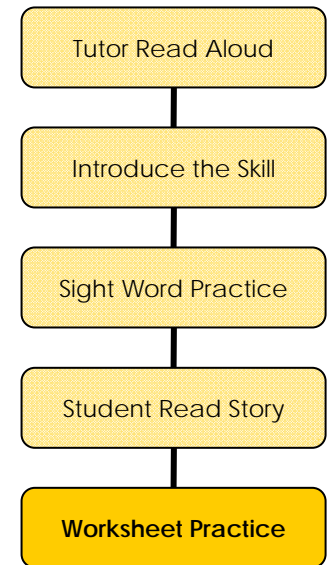
# BR-Student Read Story

- Stories
  - Phonics stories designed to help students apply and practice new skills and high-frequency words.
- Scavenger Hunt
  - Pick any page
  - Have student hunt for words with the phonics skill
- Student Read the Story Aloud
  - Be patient!
  - 1st reading is usually very slow!
  - Every 2-3 pages, ask questions as the students reads
- Understanding
  - Ask about characters and plot
- Practice (If necessary)
  - Take turns rereading the book or parts that the student struggled with



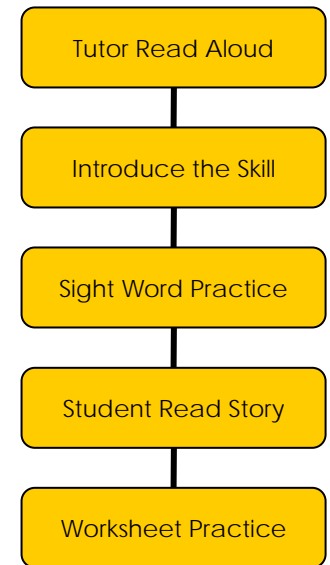
# BR-Worksheet Practice

- Focus on Skill
- Student practice writing
- Be flexible



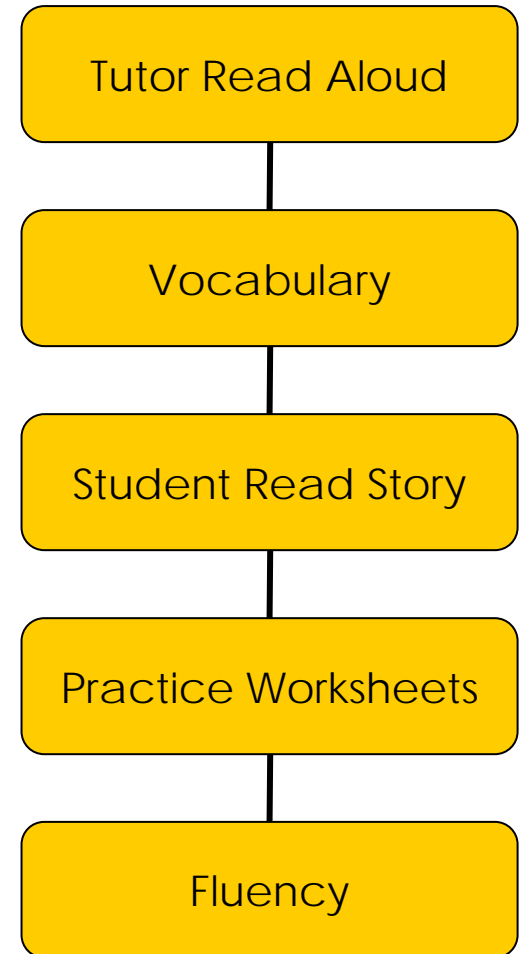
# BR-Summary

- ❑ Tutor read aloud
- ❑ Introduce the new skill
  - Help student understand and practice
- ❑ Practice Sight Words
  - Review words
  - Student write sentences for each word
- ❑ Student Read the Story
  - Scavenger hunt to practice skill
  - Every 2-3 pages, ask questions to check understanding!
- ❑ Worksheet Practice



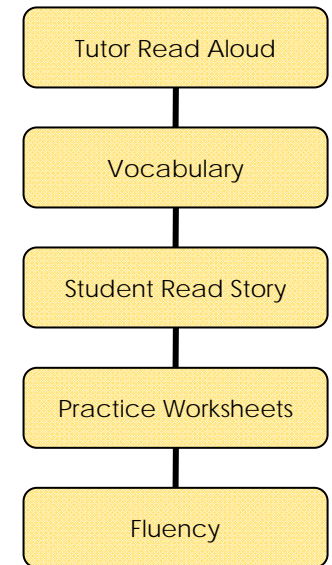
# Comprehension Readers

- Who
  - Students who mastered reading basics
  - Focus on abstract thinking skills
  - Literal vs. Conceptual
- Goal
  - Better understanding of stories
  - Critical thinking!
- Develop skills through
  - New vocabulary
  - Increasing fluency
  - Practicing comprehension and critical thinking skills



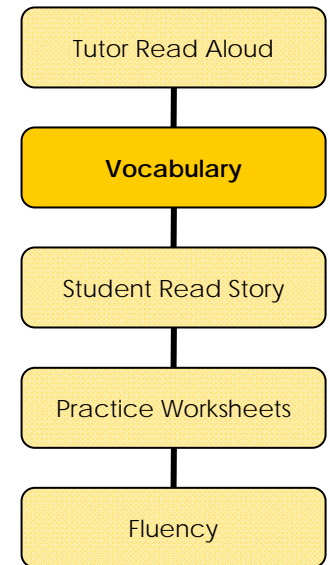
# CR-What Makes a Lesson?

- Skills Covered
  - Comprehension (Abstract/critical thinking)
    - i.e., making predictions, generalizations, making inferences, etc.
  - Different reading levels
    - 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade reading levels
    - 25 lessons per reading level
    - i.e., **2.1** is beginning of 2<sup>nd</sup> grade
  - Time
    - 2 sessions (Two 45-minute sessions)
  
- Student Folder
  
- Lesson Packet
  - Lesson Guide
  - Worksheets
  - Story
  - Fluency Card



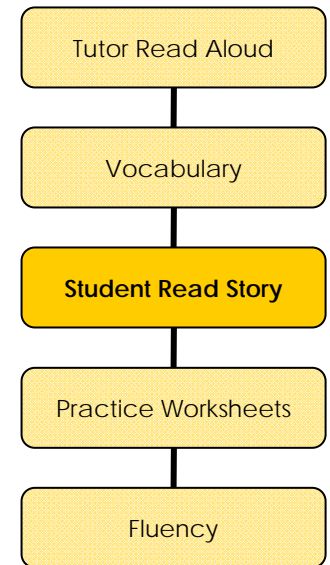
# CR-Vocabulary

- Review Vocabulary Words
  - Explain, define, and use words in a sentence.
  - Review words in context as you read.
  - Word ring or word dictionary
- Do Vocabulary Worksheet
- Tips
  - Offer multiple examples
  - Use different techniques
    - Drawings, “show”, computer, maps, etc.



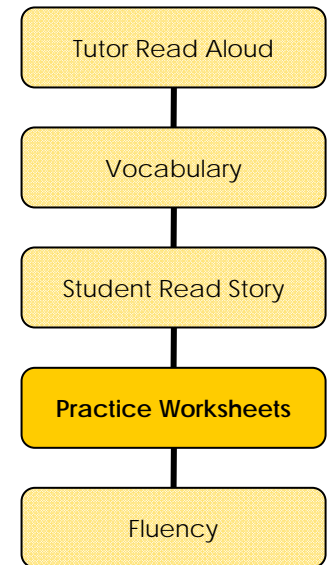
# CR-Student Read Story

- Preview story
  - Briefly discuss story's main idea
  - Make connections to student's experiences
    - *"Have you ever had a birthday party?"*
- As Student Reads Aloud
  - Summarize
    - Every 1-2 pages, discuss what happened so far
  - Use sentence starters to guide discussion
- Finished reading...
  - Student's response to story?
    - *"How did feel about the story?"*
    - *"What did you like?"*
  - Check comprehension
    - Ask questions on the inside back cover of the book
    - Make sure student understands main ideas



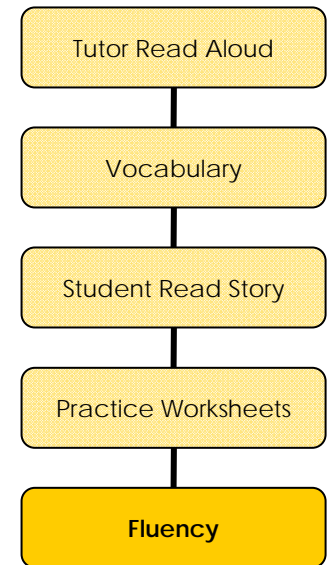
# CR-Practice Worksheets

- Review Skill
  - Explain the skill
  
- Practice Worksheet A (*Graphic Organizer*)
  - Explain skill
    - Use description on sheet
    - Use real world examples!
  - Have student practice skill by answering questions
  
- Practice Worksheet B (*Comprehension Skill*)
  - Related to story
  - Reinforces skill
  - Varies!



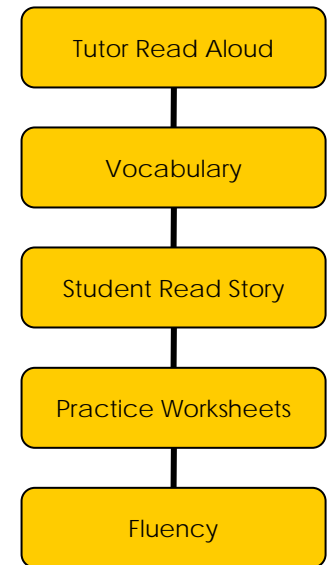
# CR-Fluency

- Reading fluency
  - Accuracy
  - Speed
  
- Do at end of EVERY session!
  
- Fluency Sheet
  - Track errors as student reads
  - Track time
  - Self-corrections don't count!



# CR-Summary

- ❑ Tutor read aloud
- ❑ Vocabulary
  - Explain words
- ❑ Student Read Story
  - Every 2-3 pages, ask questions to check understanding!
  - Discuss story!
- ❑ Practice Worksheets
  - Explain skill
  - Practice A
  - Practice B
- ❑ Fluency
  - Do at end of every lesson!



# Creating a Safe Space!

---

- Be positive!
  - Start with a positive greeting.
  
- Be encouraging!
  - General praise ok.
    - "great job!"
  - Give specific praise.
    - "I really like the way I heard you stop at the period before you went on to the next sentence!"
  
- Be attentive and interactive!
  - Opportunities for interaction and discussion.
  - Keep in mind your student's life experiences as you work with him or her.
  
- Have high expectations for learning!

# General Tutoring Strategies

---

- Interactions
  - Speak clearly, slowly, and use simple sentences.
  - Allow enough “wait time” for responses.
  
- Understanding
  - Students excel at factual questions
  - Literal vs. abstract
    - Ask open ended questions
    - How & Why?
  - Link new concepts to students’ backgrounds and experiences
  - Every 2-3 pages, student summarizes story
  
- Use different teaching methods
  - Everybody learns differently
    - Visual, auditory, kinesthetic, musical, inter-/intrapersonal, etc.
    - (*H. Gardner & “Multiple Intelligences”*)
  - Teach the word “trot”
    - draw a horse, model “trotting” with your fingers, or even trot around the room!

# What Errors Do I Help With?

---

- Avoid giving the answer
- Want students to be able to solve errors independently
- Don't correct every mistake!
- *With Reading*
  - Errors that interfere with story's meaning.
- *With Writing*
  - pattern of spelling or grammar mistakes
    - not capitalizing the first word of a sentence
  - If no pattern, choose 2 – 3 misspelled words to correct
  - begin running list in student's journal.

“Will he/she be learning from this correction?”

# The End

---

## □ Next Steps

- Turn in the following:
  - Tutor Information Sheet
  - Liability Waiver
    - If under 18, have signed by parents and return when you shadow or begin tutoring.
- Get fingerprinted
- Shadow other tutors (*OPTIONAL*)
- Confirm schedule
- Begin tutoring!!

## □ Any Questions?