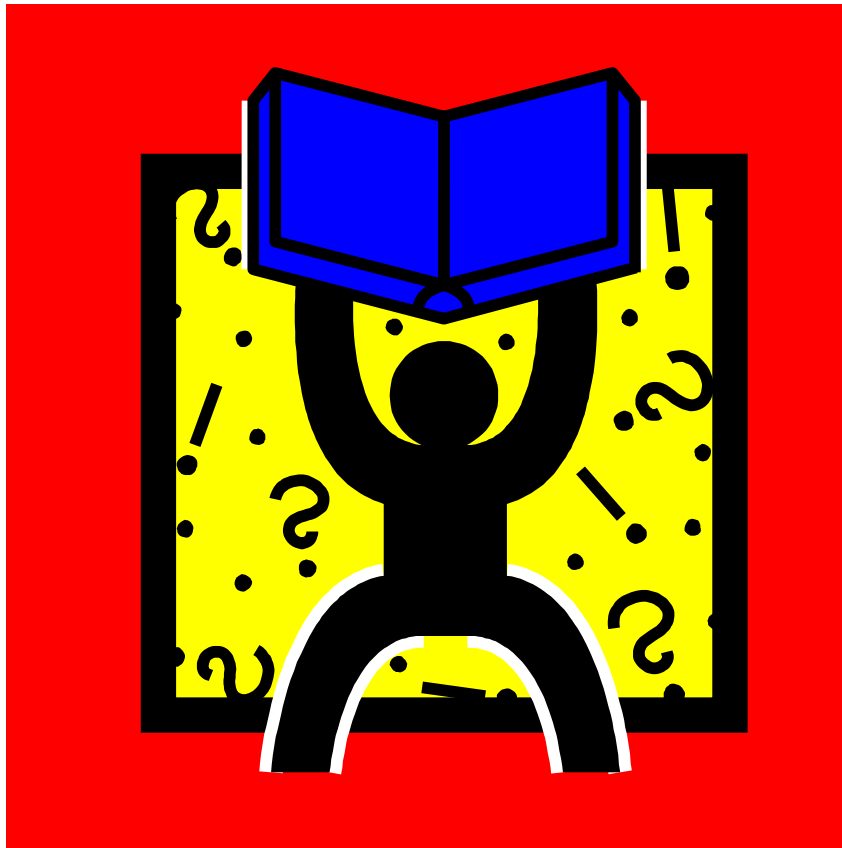


ARM Tutor Training



Mississippi Department of Education
Office of Reading, Early Childhood and Language Arts
359 North West Street
Jackson, MS 39201
(601) 359-3778

Key Terms

Tutoring – helping a child learn in a one-on-one or small-group situation – addresses the specific needs of students by supplementing the instructional program.

Intervention – (not to be confused with *remediation*) – additional instruction, often in reading, designed to accelerate proficiency in an area to an age-appropriate level; primary goal is to prevent or stop failure; students receive the intervention program *only for as long as they need it*.

Why provide interventions through small-group tutorial sessions?

In classrooms where teachers are able to prevent reading failure, students work daily with a trained tutor individually or in small groups. While in this setting, the children may be found rereading stories or their personal copies of story summaries. As the tutor listens to children reread new and familiar books, he/she is able to encourage students to use strategies they are learning for decoding and comprehension.

Fundamental Beliefs

First, the children in this setting see themselves as having the potential to achieve success.

Second, a trusting relationship between the tutor and child in the small-group/one-on-one setting provides the ideal setting for learning to take place.

Third, small group sessions focus on specific, identifiable problems.

Fourth, help is offered early in a child's school career, and is viewed as fun, not drudgery.

Roles of the Tutor

- The tutor is an integral member of the education team.
- Under the supervision of the classroom teacher, the tutor instructs individual students and small groups of students; assists with observation and other assessment activities; and assists students with independent study and other projects, while providing opportunities for students to practice and master skills.

As a result of these contributions, programs are:

- 1) more student-centered, and
- 2) personalized instructional support for individual students can be increased.

Characteristics of Small-Group Models for Beginning Readers

- Small-group instruction (three to five students)
- Intervention instruction provided in addition to quality classroom instruction
- Simple texts with natural language, leveled and sequenced in difficulty
- Structured, fast-paced lessons
- Repeated reading of texts
- Instruction on word parts
- Writing
- Ongoing assessment
- Home-school connections
- Strong tutor preparation

Getting Ready to Tutor

1. Learn about the child:
 - Know the name the child prefers to be called and how to pronounce his/her name.
 - In advance of working with the child, learn about his/her parents, home language, and culture. (Note if parent has a different last name, for example.)
2. Make a tutor's toolbox filled with things you will need during your tutoring session.
3. Collect "conversation starters."
4. Select a book for reading with the child(ren).

During the first small-group session, be sure to:

1. Tell about yourself and get acquainted with the child(ren) through a game or activity.
2. Read a book aloud and/or do a project together.
3. Discuss future sessions.

When talking with the child(ren),

1. Listen
2. Ask about past, present, and future activities—and everyday activities.
2. Respond to questions children ask.
3. Use props that lead to conversation.
4. Talk about books (characters, what the child liked, what might happen next).

The Quality Tutoring Setting

- Quiet and free of distractions (yet observable to others)
- Convenient location, yet defined area (corner)
- Comfortable, appropriately sized seating
- Place where child and tutor can both see book
- Good lighting
- Access to variety of materials
- Range of resources available for reading, writing, drawing

The Essential Components of Reading

 Phonemic Awareness

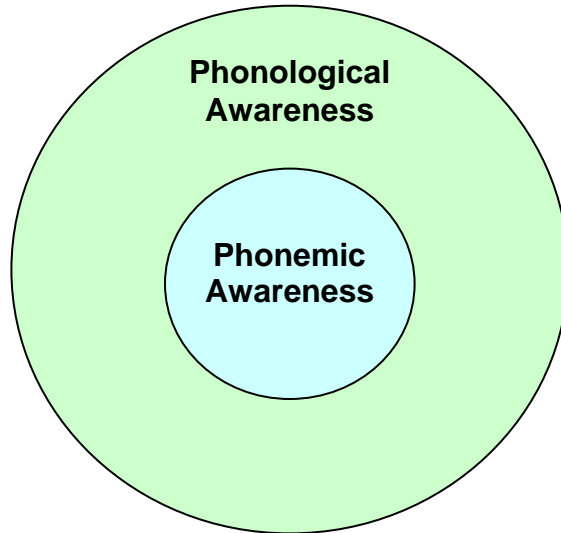
 Phonics

 Fluency

 Vocabulary

 Comprehension

Phonological Awareness



Phonological Awareness Continuum

- Rhyme
There are two levels of rhyme: rhyme recognition and rhyme production.
- Alliteration
Repetition of initial consonant sounds. Tongue twisters are an example of alliteration.
- Sentence Segmentation
Recognizing that sentences consist of individual words.
- Syllables
Manipulating the parts of a word.
- Onsets and Rimes
Breaking a word into its onset (initial consonant) and rime (ending). Word families are examples of words with the same rime.
- Phonemes
The individual sounds in a word.

Name of Book: _____

Rhyme

Find two words that rhyme _____

Ask students to give a word that rhymes with _____

Alliteration

Find two words that begin with the / / sound

Sentence Segmentation

Break this sentence into _____ words.

Syllables

How many syllables are in the word _____?

How many syllables are in the word _____?

Onsets and Rimes

What word is / /+ / /?

(Example: what word is /c/+/at/?)

Phonemic Awareness

Children who possess phonemic awareness know that words are composed of many spoken sounds. Phonemic awareness instruction is effective in promoting early reading and spelling skills.

Phonemic Awareness Activities

- Phoneme Isolation: Requires recognizing individual sounds in words
(Example: “Tell me the sound that is the first sound in the word “cat.”)
- Phoneme Identity: Requires recognizing the common sound in different words.
(Example: “Tell me the sound that is the same in map and pot.”)
- Phoneme Categorization: Requires recognizing the word with the odd sound in a sequence of three or four words.
(Example: “Which word does not belong: bus, bun, rug?”)
- Phoneme Blending: Requires listening to a sequence of separately spoken sounds and combining them to form a recognizable word.
(Example: “What word is /m/ /a/ /p/?”)
- Phoneme Segmentation: Requires breaking a word into its sounds by tapping out or counting the sounds or by pronouncing or positioning a marker for each sound.
(Example: “How many phonemes are there in the word tree?”)
- Phoneme Deletion: Requires recognizing the word that remains when a specified phoneme is removed.
(Example: “What is smile without the /s/?”)

Phonemic Awareness Activities

Name of Book: _____

Phoneme Isolation:

Tell me the sound that is the first sound in the word “_____.”

Phoneme Identity:

Tell me the sound that is the same in _____ and _____.

Phoneme Categorization

Which word does not belong: _____, _____, _____?

Phoneme Blending

What word is /__/ /__/ /__/?

What word is /__/ /__/ /__/?

Phoneme Segmentation

How many phonemes are there in the word _____?

How many phonemes are there in the word _____?

Phonics Instruction

While phonics is just one small part of the skills involved in learning to read, strategies for learning how letters and sounds relate help students to become more independent readers.

Strategies

- Choose easy-to-read books with predictable story lines that help children recognize words.
- When teaching phonics, use written whole words that come from books you are reading so that students can use context clues. For example, when reading *Polar Bear, Polar Bear What Do You Hear?*, you may choose to teach the sound of the letter *b* by pointing the letter out directly in the word or by showing the letter *b*, then the word *bear*. Once the association is made, children need to follow up with many encounters with words containing the letter *b*.
- Teach word families that are regular in our language. By teaching onsets (the initial consonants or first letters in words), then attaching them to rimes (word families), students can create new words.

Examples of common word families:

ack	ake	all	ame	ap	an
ing	ink	ock	oke	ight	ore
at	ide	ump	op	est	ice

(Walker & Morrow, 1998)

Group One

Write the child's name on a sentence strip. Cut the name apart into letters. Let student identify letters as the child puts the puzzle pieces together.

Have students create illustrations for each letter of his or her name- use uppercase letters.

Label plastic cups with the uppercase and lowercase letters. Have student roll a ball and identify the letters they knock down.

Group Two

Place letters on the floor in random order. Have students hop along the path and call the letter name. This activity may be adapted to letter sounds.

Match uppercase and lowercase letters.

Label a picture card. Instruct the student to give a word that begins or ends with the same letter.

Group Three

Make a "rhyming tree". Each leaf is a word that rhymes.

Build a class picture/naming dictionary.

Have students take a letter out of a bucket, identify it and say a word that begins with that sound.

Group Four

Read a poem or familiar rhyme. Instruct students to clap on the word that begins with a selected letter.

Assemble a class letter/sound book.

Provide opportunities to match a picture to a word.

Group Five

Write a new word on the board. Illustrate the new word. The class tries to guess the new word from the picture cues.

Make a collage of words that begin or end the same.

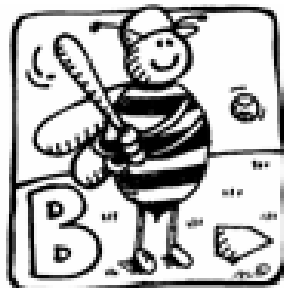
Use graphics or colors to decode words. (Ex: Vowels red, consonants blue)

Group Six

Letter-Sound Cards- Make personal letter cards with each child. Write the upper- and lowercase form of a letter on one side of an index card. On the other side, help children draw, paste pictures, or write words that begin with the sound. For example, on one side write *Bb*. On the other side children can write, draw, or paste a *bat*, *bee*, or *boat*.

I Spy-Without revealing it to the child, select an object in the room and provide phonics clues to help the child guess what it is. For example, *I spy something that begins with the sound /t/*. Keep offering clues until the child guesses that the object is a table.

Sorting- Create a stack of cards with pictures that represent words beginning with two initial consonants that you would like the child to work on, for example *l* and *t*. Have children say the word and match the picture with the correct initial sound. Invite them to think of other words that might be included in each stack.



Fluency

Tutors often model and promote fluent (smooth) reading through the reading of familiar text.

Strategies

- Have students read text that they find relatively easy.
- Have students read the same material repeatedly and frequently.
- Talk about aspects of fluency as you model, reminding students to listen for such aspects as expression, pause, etc.
- Praise students' efforts.
- Mark passages according to meaningful chunks (pencil slashes can serve as indicators) so that students can pick up on meaningful phrases. Poems, songs, and speeches also afford this opportunity.

Guidelines for Rereading

1. Keep passages short.
2. Keep practice passages at the same level of difficulty.
3. Read along with students who are reading word by word.
4. Allow for three to five rereadings.

Rereading Techniques

- Partner Reading- two partners reading together
- "Popcorn" Reading- students read a predetermined portion of text then call on (popcorn to) another reader. The new reader may continue the text, or send to another reader
- Clozure Reading- tutor reads a text and miscalls a word, students must identify the miscalled word
- Readers' Theater- texts are prepared as scripts, students perform script when they are fluent
- Echo Reading- tutor reads a line, students echo the text
- Point Reading-each student identifies a favorite portion of text, practice that text, then read to other students
- Choral Reading- all students reading one text in unison
- Tape-Assisted Reading- students follow along with text while listening to story on tape.

Vocabulary Instruction

Many vocabulary-building strategies rely on concrete experiences and scaffolding (using modeling and feedback, as the tutor gradually withdraws support).

Strategies

Cueing Systems:

1. To determine the meaning of an unknown word, read to the end of the sentence.
2. Reread, using picture and word cues.
3. If the word is still not known, ask, "What word that starts with this letter would make sense in this sentence?"
4. Blend the parts of the word.
5. As a last resort, use the dictionary.

Visual and Concrete Experiences: Help students to associate words with visual cues (such as pictures) or concrete objects when necessary.

Work with Words: Students may be asked to play word games (bingo, word sort, pantomime, word illustrations, etc.) to make meaningful associations.

Word Walls: Students place vocabulary words on the wall for future use and repeated exposure.

(Walker & Morrow, 1998)

V-O-C-A-B-U-L-A-R-Y Strategies and Activities

(From “Fun With Vocabulary”, The Reading Teacher, Dec. 97/Jan. 98)

V

Vocabulary Self Collection Strategy:

Ask students to locate a new word in their environment. Students should share where they found it, the context of the word, the importance of the word and why they selected it.

Visual-Tactile:

Ask students to trace the target word with a finger while pronouncing each phoneme until it can be written from memory. Students may also write the word in the air, in sand, or in shaving cream.

O

Onsets and Rimes:

Learn words using the patterns of onsets and rimes, like word families.

C

Color Start:

Write the first letter of the word in green (for “go”). Write the rest of the word in a different color for each letter.

Clusters:

Relate the vocabulary word to synonyms or other associated words.

Circle Cards:

The brain recognizes the shape of a circle first. Write vocabulary words on circular flash cards.

A

ABC books:

Students can create their own ABC books related to the current topic of study.

B

Boxes:

Draw a box around the word to focus on its shape and length.

Banks:

Students may create personal word banks with index cards and a file box. Words may be student selected, teacher selected, or both. Students’ words should come from what they are reading and writing.

U

Unusual Words:

Find words the students may be unfamiliar with to use as “Words of the Week.”

Unknown Words:

Here is a word attack strategy for use with unknown words.

1. Beep it. Say “beep” for the unknown word and read to the end of the sentence. Think of a word that would make sense in that space. Use context clues.
2. Frame it. Put index fingers around word to separate it from the rest of the sentence.
3. Begin it. Look at the beginning sound or sounds.
4. Split it. Divide the word into syllables and pronounce them.
5. Find it. Look the word up in the dictionary or ask someone.

L

List, Group, Label:

In groups, students list as many words as they can that begin with a certain letter. After the lists are made, students count the words, sort and label into different categories.

Language Experience:

These are orally dictated class stories written down. Since the stories are in the child’s own language and about the child, there is more motivation for repeated readings.

A

Active Involvement:

Act out the meanings of the words. Spell the words with their bodies. Students can even use sign language to spell words.

R

Repetition:

This can occur through language experience, choral reading, reader’s theater, recorded books, patterned or predictable words and **rhymes**.

Riddles:

Using riddles is a fun way to introduce new words, build vocabulary and encourage repeated readings.

Y

Yarns:

Creating stories using meaningful vocabulary words. Groups can work together to create wild and outlandish tall tales. This strategy may be integrated into the writing process.

Reading Comprehension

Good readers are both purposeful and active, as is demonstrated in the process outlined below.

Five Step Process of Comprehension:

- Predict to build background knowledge and vocabulary.
- Read or listen to the story.
- Retell the story to process what was read or heard.
- Respond to questions according to story elements, information read, and author's purpose.
- Summarize or paraphrase the information read or heard.

Story Elements:

- Character – who the story is about
- Setting – the time and place in which the story occurs
- Mood – the feeling that the author creates for the reader
- Theme – the main idea of the story
- Plot – the arrangement of the sequence of events in a story (beginning, middle, end)
- Conflict – the main source of drama/tension or the problem in a story
- Solution – the part of the plot in which the conflict/problem is worked out

Author's Purpose:

- entertain
- inform
- persuade
- describe

Genre:

- | | | |
|----------|------------|----------------|
| -article | -folktale | -historic |
| -legend | -letter | -autobiography |
| -fable | -fantasy | -fiction |
| -myth | -narrative | -non-fiction |
| -play | -poem | -realistic |

Benefits of the Read-Aloud Session

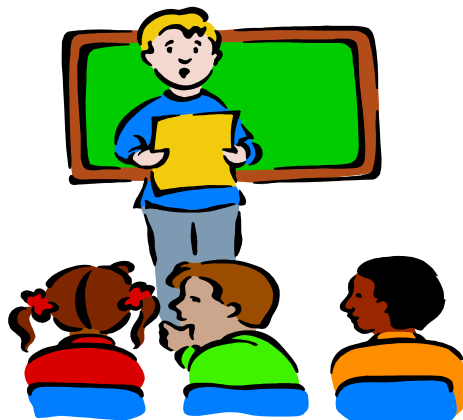
- Shares the joy of reading
- Motivates students to read
- Models thinking processes associated with reading (leading to identification of story elements and increased listening comprehension)
- Demonstrates reading fluency
- Builds students' vocabulary
- Improves reading, writing, listening and speaking skills
- Applicable to all subject areas

Reading Aloud

1. Choose an enjoyable book and practice reading with expression.
2. Make sure the child is comfortable and can see the book.
3. Read the title, author and illustrator. Talk about the subject of the book as you “walk through” the book before reading.
4. Have students make predictions, recording them.
5. Set a purpose for listening.
6. As you read, point out the pictures and discuss their meaning.
7. Pause before and after parts you want to stress, involving listeners as they confirm or refine predictions (but not too often).
8. Ask questions about story elements to help the child think about the story.
9. After reading, have children confirm or deny predictions and retell the story; conduct book-related activities.
10. Read familiar, well-loved books again and again, taking turns and practicing scaffolding activities (model, give feedback, then gradually withdraw support).

Retelling: Building Ownership of Stories

- May be instructional or assessment tool
- Readers/listeners tell what they remember about a story orally or in writing
- Allows teachers to “look into” students’ thinking processes
- Helps students to “structure” a story based on story elements
- May be guided by questions
- May be accomplished through text illustrations, story maps, drawings, felt boards, writing, drama



STORY MAP

(Example: *The Three Little Pigs*)

Main Characters: *Mother pig, three little pigs, big bad wolf*

Setting (Time and Place): *Woods, make-believe time and place*

Problem or Goal: *Pigs want to be independent and have their own houses.*

Event 1: *Mother pig sends three little pigs out to build their own houses.*

Event 2: *First little pig gets some straw and builds a straw house. Big bad wolf blows it down.*

Event 3: *Second little pig gets some sticks and builds a stick house. Big bad wolf blows it down.*

Event 4: *Third little pig gets some bricks and builds a brick house. Big bad wolf tries to blow it down, but can't.*

Event 5: *Big bad wolf runs off into woods (or gets scalded/cooked coming down the chimney—depending on the version of the story).*

Event 6: *None*

Solution: *Pigs live happily ever after in strong brick house.*

Story Theme or Moral: *Hard work pays off in the end!*

STORY MAP

Main Characters:

Setting (Time and Place):

Problem or Goal

Event 1

Event 2

Event 3

Event 4

Event 5

Event 6

Solution

Story Theme or Moral

DATA DISK

Help students manage information from stories or content with this graphic organizer.

For young students, learning to record and classify information is a fundamental but difficult skill. To help students learn to organize information easily and efficiently, introduce them to a visual hook called the “data disk.” It’s a mind map that helps them cluster related information.

Purpose: To graphically organize information

Materials: Large paper circles divided into pie-shaped segments and a brad for each student

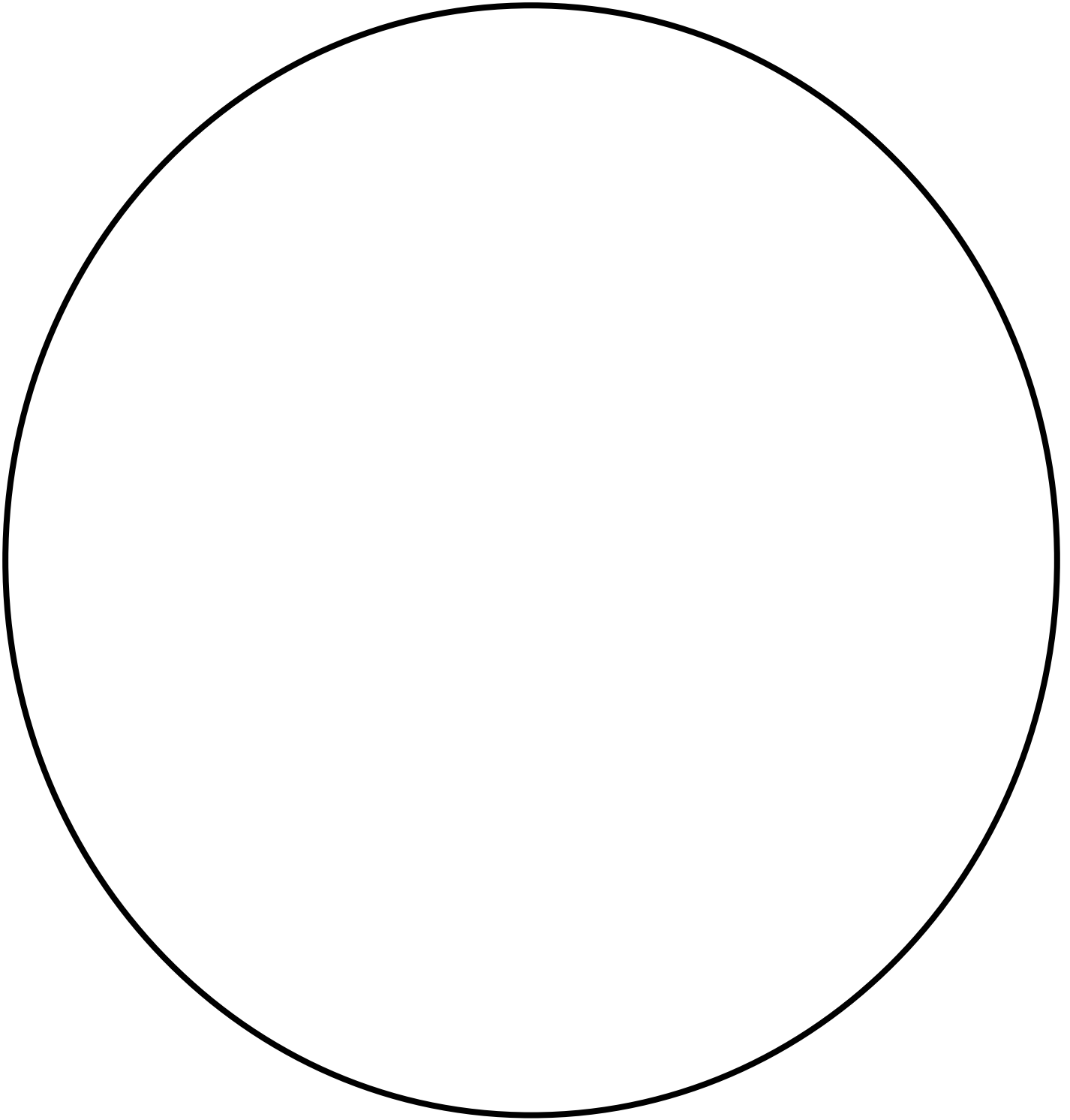
Directions: Use a compass to draw a large circle on a sheet of 11-by-17 inch paper. Divide the circle into equal pie-shaped segments, mark the segments with black felt pen, and photocopy one for each student. (May adjust all sizes to suit your needs.)

Depending on the information you want students to categorize, decide on the categories – may be sequencing, story elements, or other information.

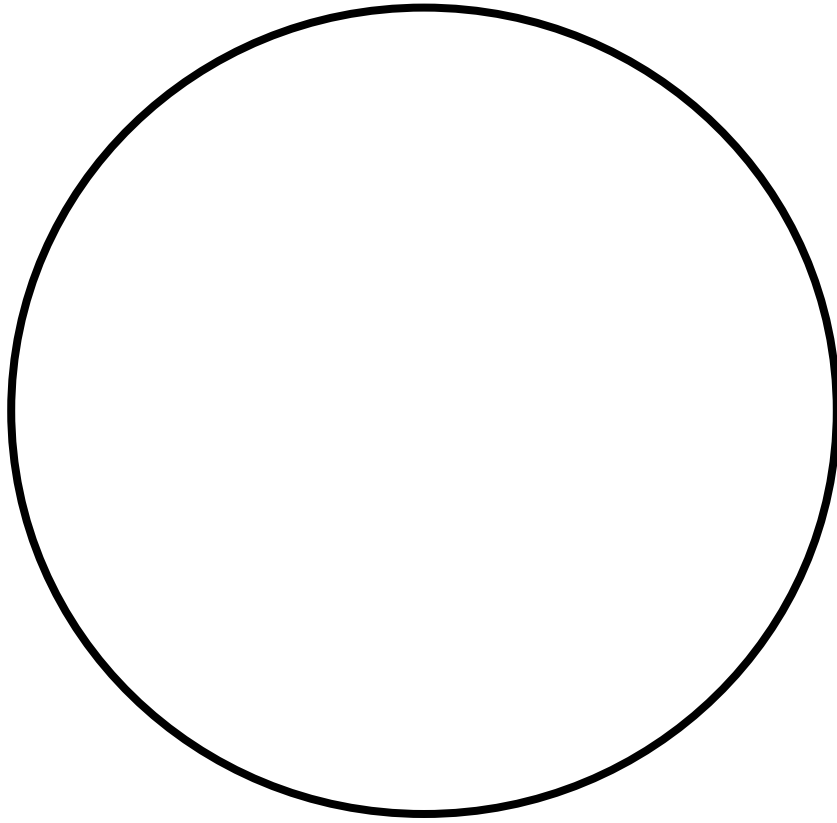
Your Task Today

Choose a children’s book, determine categories you would want to develop with children. Complete the data disk based on those categories. Pattern is attached.

Pattern for Data Disk



Pattern for Data Disk



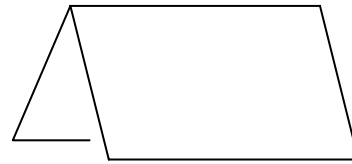
Flip-Flap Project

Flip-flaps can be a fun and inexpensive way to reinforce concepts and skills in all subjects (as well as to retell stories). Flip-flaps require students to fold and then cut paper. Folding is easier when you teach students that a “hot-dog” fold is when you fold the paper the long way and that a “hamburger” fold is when you fold it the short way. (See illustrations.)

One flip-flap activity is called an “Artful Reflection.” The student folds a piece of paper in half like a hot-dog. He then marks it in about three equal parts (this can be done by measuring if you want to have students work on using a ruler). Each of those three lines is cut to the fold in the paper. On the first flap, the student draws an illustration from the first part of the story. On the second flap, he draws one from the middle of the story, and on the last flap, one from the end of the story. Underneath each flap, he writes about each illustration.

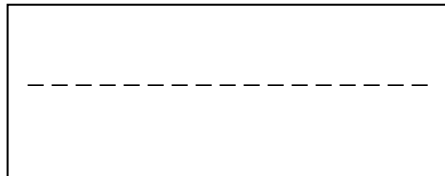


Hot-dog fold

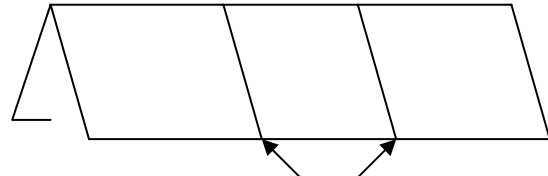


Hamburger fold

12" x 18" or 9" x 12" paper



Fold



Cut

Folding and cutting for “Artful Reflection” – may be divided into more sections

There are many other ideas you can use with flip-flaps.

Science: Illustrate and write about a life cycle.

Literature: Illustrate or write about a story’s main character, setting, problem, and solution.

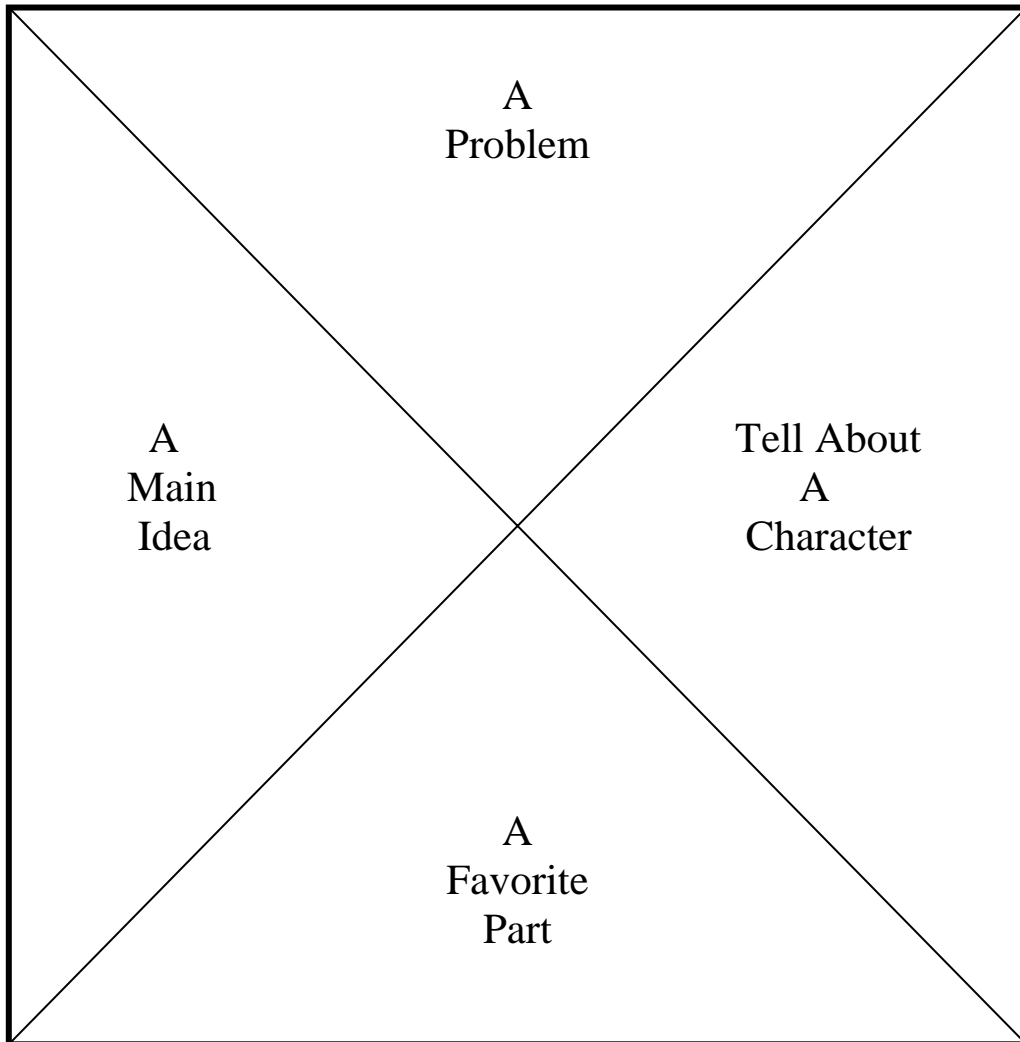
Math: Write a number on the top flap. Write facts for the number under the flap.

Phonics: Write a different letter on each flap. On the inside, draw a picture beginning with the sound of the letter.

Music: Draw music symbols and write their names under the flap.

Character Descriptions: Draw the main characters in a story and list the attributes of each under the flaps.

Spin-a-Story



Team members take turns spinning an arrow that is attached to a tagboard square. Each time the spinner lands on a category, players need to tell something relevant to that dimension of the story. The board is then passed to the next player, and so on. The above categories can be used or others that are relevant to your teaching points.

Questions Cube

Objective: To encourage students to personally respond to reading (may be used with story elements or different levels of thinking)

Materials: Cube-shaped boxes, construction paper for covering cube, scissors, rubber cement or tape

Directions: Students may cover cube-shaped boxes (may be tissue box). Each side of the cube indicates a story element or question that the student must address. [Sample questions may be found on the following page.]

Adaptations: You may use the pre-made cube in a game fashion, or you may have students respond in various ways: by writing directly on the cube, drawing appropriate pictures, etc.

Teachers may also adapt the uses of the cube: to indicate directions to students during reading time (for example, if the top side says "Think," students are to spend time thinking on their own; if it says "Pair," they may be directed to pair with another student to share ideas; and if it reads "Share," they may be called on to share their thoughts. You are only limited by your imagination with this activity.

Sample Questions:

Knowledge: What is the title of the story?

Comprehension: Tell why you think the title fits the story.

Application: Pick any event in the story and tell how you would have felt if you had been involved in that event.

Analysis: Select the main events of the story and list them in the order they happened.

Synthesis: Explain how the story might have turned out if a character had acted differently.

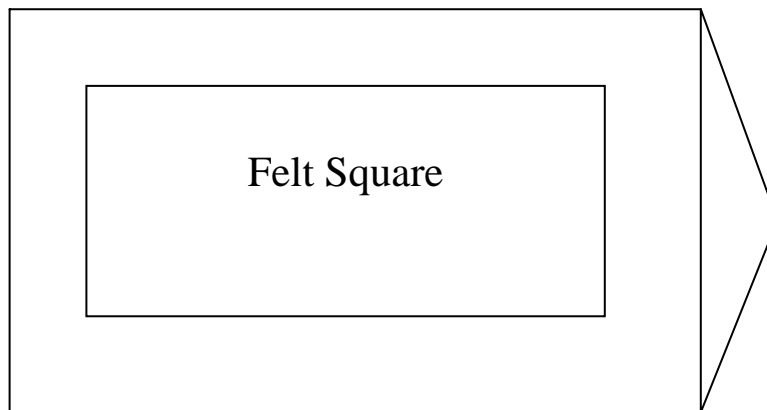
Evaluation: Did the main character in the story make wise choices?

INDIVIDUAL FELT BOARD

Objective: The individual felt board is an excellent tool for use in the small-group setting, allowing each child to respond to the story or concept through a tactile approach.

Its purposes can range from story retelling to demonstrating math concepts, word study, identifying the alphabet, or exploring science and social studies concepts.

Directions: Use a large manila envelope (with clasp) and a corresponding size felt square. Use rubber cement to secure the felt square. Either cut felt characters/objects or help children to design and cut these. The pieces may depict story characters/events, letters and numerals, etc. When not in use, the pieces are housed in the manila envelope.



Improving Reading through Writing

Writing in response to literature is one of the best ways to encourage reading.

Strategies

Interactive Writing: Allow an experience – a favorite part of a story, a reaction to a character—or any other meaningful event to suggest a topic for writing. Proceed with the following steps:

- Have the child decide how to begin, selecting the first word or sentence.
- As the word is said slowly, have the student name the sounds he hears.
- Use the letter names generated to begin and continue the procedure until the word or sentence is written.
- Use prompts associated with the cueing systems to encourage the child's thinking.

Language Experience: Allow student to dictate their experiences for rereading. In this manner, the students' own stories provide meaningful reading passages. The steps include:

- Provide concrete experience as a catalyst (popping corn, for example).
- Establish the purpose for writing (story, explanation, etc.)
- Study a model.
- Make prewriting notes.
- Monitor and think aloud as the child dictates.
- Discuss necessary changes.
- Read, reread and rewrite throughout the composition phase.
- Edit and enjoy reading this predictable story!

(Walker & Morrow, 1998)

Anecdotal Records

- *A record of observed behavior over a period of time
- *Can be used to supplement checklists
- *Should be as objective as possible
- *Should be recorded *exactly* as observed as soon as possible after observation
- *Date and time should be recorded
- *Behavior should be observed *systematically* over an extended period of time
- *Do not record *only* unusual behavior
- *Anecdotal records do not establish cause, but allow for developing hypotheses

How to Keep Anecdotal Records

Guidelines:

- Training and practice are necessary to become a good anecdotal note taker.
- Anecdotal notes reveal both a child's strengths and weaknesses.
- Behaviors are recorded precisely as they occur, with *no* judgment being made.
- Descriptions are specific.
- Observations are conducted systematically.
- Writing negative comments about students is avoided.

Example:

Vague: Mario has trouble calling words when reading orally.

Clearer: Mario often tries to sound a word out rather than use picture clues or clues from surrounding words. He frowns and stops reading when he's unable to pronounce the word.

Group 1

Most of the students in this kindergarten classroom love to tell stories through their drawings. The anecdotal records of the teacher and tutor indicate that three children are having difficulty drawing pictures about the stories they have read. A checklist from a recent unit on "Signs" reveals that two of the children cannot recognize and interpret common signs and symbols in their environment.

Group 2

The teacher and tutor are proud of the progress this small group of second grade students has made in reading. They have increased their vocabularies, and running records indicate that they are doing well with story retellings. However, their anecdotal records reveal that they are still struggling with comprehension. Three of the four students have difficulty when comparing and contrasting aspects of a story.

Group 3

Vocabulary presents a problem for the three third grade students in this group. The teacher and tutor notice this both in written work and oral language. Checklists and anecdotal records reveal that these children often cannot find the words to express their ideas when speaking and frequently use words incorrectly in their writing.

Group 4

The classroom teacher and assistant teacher in this first grade classroom recently reviewed students' performance on a measure of phoneme segmentation and anecdotal records. They found that several students are still having difficulty distinguishing and pronouncing all sounds in short words.

Group 5

Students in this first grade class are eager to share. The teacher and tutor regularly use information from checklists and anecdotal records to form small groups based on specific needs. Recently they identified several children who are having difficulty remembering a sequence of events. The teachers realize that these students have limited life experiences and that this lack of background is tied to the difficulties they are having.

Group 6

It is December, and the teacher and tutor in this kindergarten class are concerned about a small group of students who are still having difficulty making the meaning connection between print and picture clues. Their anecdotal notes also indicate that several students in this group cannot establish a one-to-one correspondence when counting sets of objects.

**Use this form for your activity.
A blank form follows for you to use with your students.**

Tutoring Session Plan

Student(s)' Name(s)

Date:

Area(s) to be addressed:

What you want student(s) to learn:

I. Opening Activity/Review/Rereading of familiar story to build fluency
(5-10 minutes)

II. Introduction and support during reading of a new book (may be for a
content area)* (20 minutes)

Before Reading:

During Reading:

After Reading:

- III. Follow-up (Game, writing, or other activity to extend reading experience or reinforce skill)* (5-10 minutes)

- IV. Tutor reads aloud from quality literature. (5-10 minutes)

- V. End the session with some positive comments about the child's work, and suggest the plan for the next session.

- VI. Assessment (Attach work as appropriate)

- VII. Notes for follow-up plan

Tutoring Session Plan

Student(s)' Name(s)

Date:

Area(s) to be addressed:

What you want student(s) to learn:

I. Opening Activity/Review/Rereading of familiar story to build fluency
(5-10 minutes)

II. Introduction and support during reading of a new book (may be for a
content area)* (20 minutes)

Before Reading:

During Reading:

After Reading:

- III. Follow-up (Game, writing, or other activity to extend reading experience or reinforce skill)* (5-10 minutes)

- IV. Tutor reads aloud from quality literature. (5-10 minutes)

- V. End the session with some positive comments about the child's work, and suggest the plan for the next session.

- VI. Assessment (Attach work as appropriate)

- VII. Notes for follow-up plan

You Make A Difference!

A man was walking along a deserted beach at sunset. As he walked he could see a young boy in the distance, as he drew nearer he noticed that the boy kept bending down, picking something up and throwing it into the water. Time and again he kept hurling things into the ocean.

As the man approached even closer, he was able to see that the boy was picking up starfish that had been washed up on the beach and, one at a time he was throwing them back into the water.

The man asked the boy what he was doing, the boy replied, "I am throwing these washed up starfish back into the ocean, or else they will die through lack of oxygen. "But", said the man, "You can't possibly save them all, there are thousands on this beach, and this must be happening on hundreds of beaches along the coast. You can't possibly make a difference." The boy smiled, bent down and picked up another starfish, and as he threw it back into the sea, he replied.

"Made a difference to that one"

