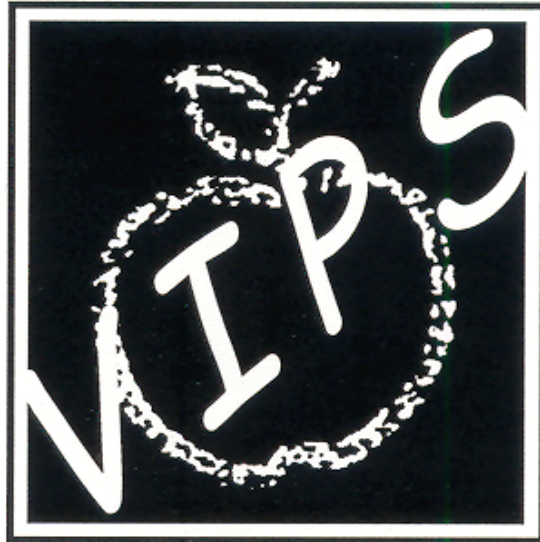


**VIPS**



Tutor Training Handbook

**VIPS**

905 Westminster Street  
Providence RI 02903

[www.vips4kids.org](http://www.vips4kids.org)

274-3240

## Thank you for becoming a VIPS volunteer!

*You are joining over 1,200 other individuals who volunteered to tutor, mentor or provide support for a Providence public school student this year.*

*Who we are:*

**VIPS (Volunteers In Providence Schools)** is a not-for-profit organization that has helped over 63,000 Providence public school students since 1963. Begun as Lippett Hill Tutorial, our original goal was to redress the educational inequalities that became apparent during school desegregation. We have grown to become an organization that serves over 10,000 children annually, and places over 1,200 volunteers a year. While the demographics of our city's schools have changed, our goal has not - to provide public school students with the support they need to succeed in school.

VIPS provides numerous direct services to Providence's students, including:

- **Tutoring and Mentoring Programs**
- **Literacy and Enrichment Programs**
- **Technology and Learning Center Services**

All VIPS services are provided free of charge to children and families. VIPS is a vital link between the community and our city's public school students. Together, we can help every student achieve!



## VIPS Volunteer Information: Policy and Procedures

### VIPS Policies

Volunteering is a wonderful experience for both the volunteer and the student. However, VIPS is bound by law and school department regulations to set standards for volunteers to follow so that public school students (and their families) will be protected while they are attending school and receiving our services. All VIPS volunteers must be trained and undergo a criminal background check. All volunteers are asked to follow the following safeguards.

Our guidelines are designed to insure that our students and our volunteers to have a safe, positive experience, and that our schools and Learning Center are professional learning environments. Please respect all of our rules and regulations, as well as those of the school you are working in. If questions arise during your volunteering, please call the VIPS office at 274-3240. Termination of your volunteer service may result if any of these regulations are broken.

### Sign In Procedures

- Sign in the VIPS binder every time you volunteer. The binder is usually is kept in the office/ main desk
- Each volunteer has their own sign in sheet. Do not use another volunteer's sheet!
- **Record the number of hours** you spent volunteering on your sign in sheet
- If you cannot find the binder, ask the office staff; if they cannot find it, please call the VIPS office

### VIPS ETHICS

**Attendance: VIPS volunteers are asked to volunteer for one hour, once a week.** Be regular in your attendance to cement and maintain your relationships with the students and teacher. Adhere to your mutually agreed to time and notify students and teachers if you cannot attend.

**Arrival time:** Please be punctual. If you are going to be late notify the teacher or the school.

**Absence:** Notify the teacher or the school — your student will be expecting you! (The school's phone number is on your placement sheet.)

**Authority:** A VIPS volunteer is a helper. The teacher is in charge of the class at all times.

Volunteers must never take over the responsibility of a classroom, and never be alone with a student or class

School staff and parents must always be aware of a student's whereabouts:

- All volunteer work must be done in a school or library site under the supervision of a staff member
- **Volunteers must never be alone with students** (out of sight of a school staff member)
- Volunteers must never leave the school / library with a student, pick a student up, etc.
- VIPS volunteers cannot contact students outside of school

**Communication:** Keep the lines of communication open between yourself and the teacher you work with. Your student will benefit! Exchange email or phone numbers or keep a communication log that you can both use.

**Confidentiality:** The privacy rights of students and their families must be respected, and volunteers must adhere to a strict code of confidentiality.

- Please do not discuss students with people other than your teacher and or appropriate school staff.
- Any concerns about a student's safety or care **must** be reported to school or VIPS staff immediately.
- No student can be referred to by name or any identifying characteristics in school reports, papers, etc. that a volunteer writes.

**Discipline:** Occasionally a child may misbehave. Try to redirect the student. If that is not effective, go to the teacher for help. Do not impose discipline on a child yourself.

**Medical Care:** Volunteers must avoid giving medication or medical treatment to a student. Only the school nurse and other authorized school personnel can follow the required procedures where sickness and medication are concerned.

**Money & Gifts:** Volunteers must avoid lending money to students. We do not want parents to be burdened by unauthorized expenditures. Volunteers are not required to buy gifts for their students.

**Problems:** Avoid expressing dissatisfaction with the school or staff in front of your student. Any concern on the part of the volunteer about procedures, activities in the classroom or about a student should be shared with the VIPS Volunteer Coordinator.

If you have any problems with the school or staff contact VIPS immediately. We can change your volunteer assignment.

**Respect:** Each family's beliefs and religious habits must be respected. Volunteers must avoid proposing any personal or religious doctrines or beliefs to a student. Students and their families must be free of unusual pressures and the families' privacy of beliefs must be respected. Volunteers must avoid promoting any political candidates, parties or political beliefs

**School Rules:** As a volunteer, you must adhere to the rules of the school. Please observe all smoking, dress and conduct rules.

#### **VALUED QUALITIES IN A VOLUNTEER:**

- Positive commitment
  - Reliable
  - Punctual
  - Patient
  - Flexible
- Belief in student's ability
  - Professional
  - Good communicator
- Respects teachers authority
  - Open to suggestions
- Appreciates cultural differences
  - Respects confidentiality

- **Be positive.** The progress may be slow, but you will notice positive change as time goes on.
- Remember that your interest and enthusiasm bring success.

**Remember to use your sign in sheet!**



**Volunteer Sign-In Sheet 2004-05 Q1**

**Volunteers in Providence Schools**

E-mail: vips@vips4kids.org  
 Web site: vips4kids.org

905 Westminster St.  
 Providence, RI 02903  
 Interschool Mail:  
 VIPS c/o Admin. Bldg.  
 (401) 274 - 3240  
 Fax: (401) 277-9090

Request # \_\_\_\_\_ Requestor: \_\_\_\_\_  
 Volunteer #: \_\_\_\_\_ Program: \_\_\_\_\_  
 Volunteer Name: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Student Tutored: \_\_\_\_\_  
 Assignment : Day: \_\_\_\_\_ Time: \_\_\_\_\_

Please fill in the date, amount of time you spend volunteering (e.g. 1 hour), the number of students you work with, and your initials - every time you volunteer.  
*This data is important for our records!*

Date M / D	Time Spent	# of Students	Your Initials	Date M / D	Time Spent	# of Students	Your Initials
9/24	1 hr.	3	WW				

SAMPLE

Volunteer Hour Summary (for office use only:)

Sept-Dec: \_\_\_\_\_ Jan-March: \_\_\_\_\_ Apr-June: \_\_\_\_\_ Jun-Aug: \_\_\_\_\_

**Thank you for volunteering!**

Place your sign in sheet in the white VIPS binder that is kept in the school's office. Use it every time you volunteer. LEAVE IT IN THE BINDER.

Record the date you are volunteering, the number of hours you spend (1, 2, etc.) and the number of children you've worked with.

Hours are important to VIPS and you! We are often asked to confirm that you were a VIPS volunteer. Your sign in sheet is the only way we have to verify that you were a VIPS volunteer!

## YOUR FIRST DAY AS A VOLUNTEER

There are a few logistics to your first day. Try to get there a little early- at some schools, parking is at a premium! Every school has a buzzer system – you must ring the buzzer to be let in to the building. Go to the office and identify yourself as a VIPS volunteer. Locate the VIPS binder and place your sign in sheet in it. Most schools have visitor tags, and you will be asked to wear yours while you are in the building. The office staff will direct you to the classroom you are assigned to.

- *With the teacher or site supervisor:*
  1. Write your name, phone number and email address down on a card for the teacher. Ask the teacher for a phone number or email address where you can reach him/her. Good communication is important!
  2. Establish your schedule and honor it! If you cannot make an assigned date, you must notify the teacher!
  3. Find out what you are expected to accomplish with your tutee.
  4. Get materials that you will need.
  5. If possible, share what occurred during your session with the student with the teacher or site supervisor at the end of the session. If the time is not available, a shared journal can often help you communicate with the teacher.



## *Meeting your student for the first time*

### **Establishing and Maintaining Positive Relationships with Students**

You will want to set a warm learning environment when working with students. It will take time and patience for you and the student to feel comfortable and friendly. You will be taking the first step toward building your relationship by simply being yourself. Remembering some of the following points may also help you.

- Make sure that you know how to pronounce and spell their name their name(s) correctly.
- ***Most volunteers prefer to be addressed by Mr. or Ms and their first name (Ms. Mary). Teachers are always referred to by Mr. of Ms. and their last name. (Ms. Smith). Let the student and teachers know how you prefer to be addressed!***
- Talk to student(s) first; get to know each other before you begin any tutoring
- Show that you are interested in your students as people. Listen carefully to what they have to say, ask questions about favorite activities, good friends and personal hopes and dreams. By your words and actions, let your students know you care.
- Share some of your interests that will let the student know what kind of person you are, and what you may have in common with them. Avoid personal problems as they may worry them.
- Be aware of inappropriate questions from students. Be friendly but not 'friends'. You are a tutor- not a friend!
- Be on time for your sessions and let the students know if you will not be there. Students need to be able to trust and rely on you.
- Always take the time to listen! Don't direct a student's work – instead ask questions and help them discover the answer. Show the students that they are part of the learning process.
- Give lots of praise to recognize students' achievements. Let them know you expect them to succeed.
- Talk about student's interests: find out what they do outside of school.
- Establish goals and expectations: be clear what to expect from each other.

Things you should know after a few meetings:

How your student reacts to adults

Interests to plan activities around

Ideas about academic strengths and weaknesses

***Be patient, confident, and open in your approach. Keep in mind that students' backgrounds may be different from yours and plan to work with these differences.***

Suggestions:

- Keep a journal or log of your experiences
- Make goals for each days and record how you reached them or what a different outcome was
- Indicate learning difficulties and successes

### **Diversity**

Providence schools are diverse and dynamic environments. Being a volunteer in this setting is a wonderful opportunity to learn about other people, languages and cultures!

Did you know.....

- Students in the Providence School System come from 91 different countries
- 70 different languages are represented
- Close to 60% of the student population is Hispanic.
- Providence is tied for #3 in the country in child poverty - 76% of children in Providence live in poverty.
- RI ranks first among all 50 states in the percentage of Latino children living in poverty
- Poverty is not random – in RI, 50% of Latino and 35% of African American children are poor.
- 51% of our city's children live in single-parent homes.
- Between 50 and 60% of the children do not have the base line literacy skills they should have when they enter school! This means that a kindergarten student has no familiarity with the alphabet, letter sounds or even how to hold a book!

***Without a tutor or mentor, this skill gap grows with each year of school!***

You will encounter differences. Volunteers often differ from their students in age, racial or ethnical backgrounds, and/or in socioeconomic status.

Tip: Don't be afraid of diversity. Take time to get to know your Student and the "differences" will no longer be so apparent.

Diversity is a two way street. You may represent a different world to your student.

Tip: Share your culture. Young people are curious. Answer questions with patience and candor. Use this questioning and answering as a means to build trust.

Poverty has its own culture. Many young people come from economically deprived backgrounds.

Tip: Be understanding and nonjudgmental. Your student may come from a world very different from your own. Don't make judgments and your relationship will develop trust.

***Remember: Every young person can enjoy success through the efforts of a caring and committed adult***

## **Language and Communication**

Many of the children in our city's schools are English Language Learners (ELL). What does that mean? Some are children who have just arrived from another country. Others may be children who come from households where English is not the primary language spoken. Often children do not have the English vocabulary they need to succeed in school. Nearly 60% of the children entering school in Providence do not have the pre literacy skills they need. Without intervention, many children start behind and stay behind. Here are some tips, taken from Bank Street College of Education's web site:

- Simplify your language by using short and simple sentences when speaking to a student for whom English is a new language.
- Do not assume that the child understands what you say. Accompany your words with pictures, gestures, and movements that will help to convey your meaning.
- Do not ask too many questions at first. Remember that the student will not understand everything you say and that he or she may nod his or her head just to please you.
- Do not force the child to make eye-contact with you. Prolonged eye-contact between a child and an adult may be interpreted as disrespectful in some cultures.
- Slow down when you speak with your student.

- Do not raise your volume when speaking. Loudness does not compensate for lack of understanding, and may be interpreted as anger towards the student.
- Accept a student's initial silence as a natural stage of development.
- Do not force your student to speak, especially in front of other children or adults.
- Do not cajole your student with expressions such as: "I know you know the name of this," or "I'm waiting for you to say something."
- Do not "over-celebrate" the student's first efforts at English. "Good, Kim," or "That's great language, Juan," will suffice.
- Do not correct the student's errors when she or he attempts to speak English. Instead, model the correct form in your response.

For example: If the student says:

"I like that car, she is so fast!"

You may respond: "Yes, it is fast."

- If you do ask questions, incorporate the answer into the question, or give the student choices so as to give a child a base to work from.

Instead of asking: "Whose shoes are these?" ask: "Are these shoes the children's shoes, or the teacher's shoes?" The child can then use your own language in his/her response.

- Allow plenty of time for the child to answer a question or wait a bit and then re-phrase the question in simpler language. Don't jump in with the answer. Remember, when answering a question, your student first must be sure to understand the English words you have used, then he or she must figure out a response to your question, and then she or he must remember the English way of saying that response. Keeping these steps in mind will help you to allow your student plenty of time for considering and responding to your questions.

## Effective Listening

Sometimes the best thing a volunteer can do is listen!

- Bite your tongue to stop talking and really hear what a student is saying
- Hear what students are saying objectively, stay away from judgments and conclusions
- Empathize with students, center concerns around them
- Keep emotional distance between you and the students, recognize that they are separate people
- Focus on the students when they are talking, let your body language show that you are interested
- Respond to feelings rather than intellectual concerns
- Trust in the students' capacities to handle problems and to work through problems
- Do perception checks: "I heard you say...is this what you are really feeling."
- Let students finish what they are saying, interruption may intimidate them
- Remember that silence is an important piece of listening
- Ask open-ended questions to encourage thought

### *Use Effective Communication*

- Pay attention to what your student is saying!
- Don't think ahead of what to say next- listen and try to understand
- Don't interrupt-make sure you understand correctly by repeating what you've heard for accuracy
- Listen for feelings underneath words
- Keep an open mind!

### Leveling for Equality and Respect:

- Get to know your student and approach them on mutual respect
- Speak for yourself - Use "I" statements instead of "you" statements (no demands-only advice)
- Respect a child's feelings
- Be NON-JUDGMENTAL
- Don't give unwanted advice or try to change feelings
- Just "listen" & try to "understand"
- Be a friend, instead of a buddy
- Do not compare them to yourself as a child
- Encourage open communication, but do not ask your student anything you would not want to answer

## **Curriculum**

### **Standards and Rubrics**

At the Elementary level, student work is evaluated using Standards and Rubrics, not “grades”. The children are very familiar with this terminology – soon you will be too!

### **What are the standards?**

Standards are expectations that describe what students should know and be able to do in different subjects. Since then, Providence Schools staff members have been translating those general statements into grade level expectations.

### **How can people use standards to help children?**

Standards tell people what the School District expects students to learn. For example, standards can give parents more information about a teacher’s goals for each class that year, or why a certain activity was assigned for homework. Because the learning process can’t always be captured in written statements, teachers may not always be able to define what they do in terms of standards. Still, working in a standard framework helps teachers communicate their goals more clearly to students. Standards also give people an effective means of communicating with teachers about children’s learning needs.

### **What is a rubric?**

Using a “rubric,” or scoring guide, is another way that teachers sometimes judge students’ work. A rubric, which usually is ranked from 4-1 or 5-1 instead of A-F, outlines in step-by-step detail the skills that a student must demonstrate in order to meet a standard. Students can use rubrics to plan their work, check their own work and their classmates’ work, and revise their work to make it better before they turn it in. This example shows the relationship between a standard, a rubric, and student work:

### **A Third Grader's "Response to Reading"**

**The Assignment:** Pick your favorite character from *Catch a Sunflake*. Tell why you picked that character.

#### **Tanya**

My favorite character from *Catch a Sun flake* is Tanya. She helped sew a quilt, and I like to sew with my family. I take care of my grandma like she did to her grandma. I like to dance like she did in the story. I like to play in the snow like she did. I like Tanya because she reminds me of me.

#### **Third Grade Reading Standard that is reflected in this student's work:**

Find information in books and relate information to personal experience.

#### **The Teacher's rating: 3**

The student showed basic understanding of the story. She included a moderate amount of information about the story and made some personal connections with it.

## A Rubric for “Response to Reading”

Below is one of the many possible rubrics that a teacher could use to rate students work.

Rating	Description
4	The response shows that the student thoroughly understood what he or she read. A significant amount of information about the story is included, as well as meaningful information that links the story to the reader’s personal experience or to other books. The writing indicates that the reader has reflected on the story, connecting it to events from his or her own life, or making a judgment about the story. The main purpose of the response is clearly to connect the meaning of the story to (he reader’s reflections about it. There are no factual errors.
3	The response shows that the student understood what he or she read and is able to write about it. A moderate amount of information about the story is included. The reader makes fairly basic connections between the meaning of the story and his/her experiences. There are no major factual errors.
2	The response shows that the student did not fully understand what he or she read. A small amount of information about the story is included. Some of the information included does not relate to the points the writer makes. The student makes very basic connections or describes unrelated events or experiences There may be factual errors.
1	The response shows that the students understood very little of what he or she read, or misunderstood the story entirely. No information about the story is included, or the information seems to have been chosen at random. Connections to the student’s experience are unclear, or missing.

## **Balanced Literacy in Providence Schools**

“Reading to with and by children”

**“Balanced Literacy”** as applied to the literacy initiative in Providence Schools, describes a comprehensive and multi-faceted approach to reading and writing instruction. The program focuses on three major areas: reading, writing and word study. Each area is taught using theory-driven approaches, aligned with state and national standards, which research has shown improves children’s achievement levels. When these research-based techniques are used in conjunction with one another, setting aside a large block of uninterrupted time for direct reading instruction in small groups, teachers can create truly powerful and “balanced” reading programs.

This framework has been described as “reading to, with, and by children.” Each day, teachers will engage children in a variety of reading and writing experiences. These include extensive amounts of daily reading; rereading of familiar materials; and a variety of daily writing opportunities; and, reading with support or guided reading. Phonics instruction is incorporated daily. Throughout, emphasis is placed on comprehension and fluency.

**Essential Components of Balanced Literacy Program – each classroom will devote part of the day to these literacy areas.**

### **Daily Message**

The teacher thinks aloud as she or he scripts a message, calling attention to concepts of print, such as work spacing, capital letters, punctuation, etc. The topics for this message may include classroom news, an announcement, an introduction to a theme, a summary of new learning. etc.

### **Interactive Read Aloud**

The teacher selects books from a variety of genres (fiction, fantasy, fable, poetry, non-fiction, informational, biography) that promote listening skills and allow more complex comprehension development through discussion and writing. The teacher models reading and thinking.

### **Shared Reading**

The teacher selects Big Books, poetry for interactive pocket charts, class-

created books, or writing displayed on the overhead and invites the class to enjoy and actively participate in reading, rereading and problem solving.

### **Word Work**

The teacher provides opportunities for students to build phonemic awareness learn how letters and words work and teaches application of phonics skills as a foundation for reading and writing.

### **Guided Reading Block**

**Focus Lesson** The teacher demonstrates a strategy or skill to be used in reading or responding to text. The focus lesson can be done before or during guided reading. **Reading with Small Groups.** The teacher works with 3-4 small groups of students who have similar reading needs. The teacher selects books that present opportunities for students to apply reading and problem solving skills, problem solving and practice fluent reading. During guided reading, students reread familiar stories and the teacher introduces new books and supports and monitors students reading the text by themselves. The teacher makes teaching points in response to student needs.

**Literacy Centers (during Guided Reading)** The students not meeting in a guided reading group will circulate to a variety of literacy centers with activities set up to practice and extend what was learned in Read Aloud, Shared Reading, Word Work or Guided Reading. Centers may include the Classroom Library, Browsing Boxes, Buddy Reading. Read Around the Room, ABC Center, Writing Center. Journals. Listening Center. etc.

### **Interactive Writing**

The teacher and students compose text collaboratively. Either the teacher can scribe or the teacher and students can share the role of scribe. Students are building a knowledge base of different types of writing (names, dictated experience stories, lists, letters, narratives, reports). The teacher helps develop print concepts, letter-sound associations, spelling, vocabulary, sentence structure, etc.

### **Writer's Workshop**

The teacher supports students in their development of authentic text through planned lessons in the various aspects of the writing process,

including gathering ideas, getting messages on paper, revising, editing, and preparing for publication. Additionally, teachers may need to provide extended skills development lessons in which students have the opportunity to focus their attention on a particular skill, which they may later incorporate into their writing.

### **Independent Reading**

The teacher provides time and sets up procedures so that the students, the teacher and anyone else in the room can sit quietly for a designated amount of time and read a book of their choice. Students may read independently or read quietly with a partner. After sustained silent reading, teachers may have the students discuss their reading with a partner or volunteers may tell the whole class about their books.

## **What A Volunteer May Be Asked To Do**

### **General Hints**

- Follow student(s) through learning stations in the classroom
- Help older students write a report that is due
- Have student(s) read directions (a make sure they understand
- Help student(s) locate information from multiple sources
- Help student(s) use the computer
- Assist with seat work to promote hand-eye coordination and fine motor skills
- Help the student(s) complete a reading response journal
- Work on model problems from state assessments

### **Shared Reading**

- Read big books.
- Reinforce phonics skills taught by teacher
- Make predictions.
- Find sight words.
- Print out part of big books, leaving out key words. Student supplies the missing words.
- Print out word chunks.
- Work with beginning, end and medial sounds.
- Work with vowel sounds.

- Discuss a story you've read and ask comprehension questions.
- Work with puns and capital letters.
- Play with rhyming words.
- Point out and discuss title, author, and illustrator.
- Ask the student to retell a story.
- Read a story focusing on vocabulary word decoding or concepts to be taught.
- Read in Reading Center with student(s).
- Have the student read a story at hi/her independent reading level.
- Model fluent reading with a shared reading selection.
- Interact with student(s) in Classroom Library and during partner reading.

### **Guided Reading**

- Go over strategies of what good readers do (get the handout from the classroom teacher).
- Review reading skills assigned by teacher;
- Listen to children read in small groups
- Help decode words.
- Discuss stories read.
- Do a picture walk.
- Go over vocabulary already presented by teacher.

### **Interactive Writing /Writing Workshop**

- Work with language pattern books
- Use previous morning messages to point out reading skills with students (examples: concepts of print, capitalization, punctuation and phonemic awareness). Assist student(s) in adding to the message
- Scribe a story dictated by student(s).
- Write a morning message with student(s).
- Put sentences in daily messages in correct order.
- Write a letter or note to a friend, or family member.
- Help student(s) write sentences using their spelling words.
- Write a narrative story from experience.
- Edit sentences written by students.
- Edit and revise a student's story.
- Review a piece of writing a student has drafted, paying attention to writing skills such as punctuation.
- Help student(s) write sentences using their spelling words
- Write a narrative story from experience

- Edit sentences written by student(s)
- Edit and revise a story student has written
- Review a piece of writing a student has drafted, paying attention to writing skills such as punctuation.
- Make a list of ideas with student(s) of future writing pieces
- Write a poem with the student
- Review the writing process with the student(s)
- Practice inventive spelling with emergent writers
- Work in a writing center established in the classroom
- Work on specific language skills determined by teacher
- Serve as a tutor in the Writing Center
- Assist student(s) in finding strategies for spelling new words in journals
- Set up materials at the Listening Center

### **Word Work**

- Make word families using magnetic letters and board
- Use flash cards to review sight words
- Go over the week's spelling words; unscramble them or alphabetize them
- Practice the spelling test
- Put sentence strips written by the teacher with songs and poems in order
- Using Hampton Brown phonics program, go over phonic skills using charts, big books and chants. Review phonics skills student is studying. Practice phonics using magnetic letter
- Complete individual phonics worksheets
- Use language IDEA cards for vocabulary building with ESL students
- Encourage student(s) to say words aloud and listen for specific sounds
- Assist struggling learners with independent seatwork

## Reading Strategies

Reading is not just pronouncing words- it requires understanding. Most experienced readers use a variety of strategies to understand text. The following strategies can help students understand any text in any subject.

### **Make predictions**

Predictions encourage active reading and keep students interested, whether or not the predictions are correct. Incorrect predictions can signal misunderstanding that needs to be revisited.

### **Visualize**

Many students think visually, using shapes, spatial relationships, movement, and colors, and can benefit from this strategy.

Imagine a fiction story taking place as if it were a movie. Imagine the characters' features. Picture the plot in time and space.

Imagine processes and explanations happening visually. Use nouns, verbs and adjectives to create pictures, diagrams and other mental images.

Use graphic organizers to lay out information.

### **Activating Prior Knowledge - Asking Questions**

One of the best things a volunteer can do is ask questions! Engaging students in a dialogue about something they are about to read can clarify their thinking and help you find out what they already know or what they expect from the reading. One way to begin this dialogue is by asking questions that elicit student's thoughts and understanding about the reading.

#### **Types of questions:**

- Factual: When did the story take place?
- Inference questions ask the reader to find information in the text and relate it to their own knowledge to determine the answer. For example if the book says. The harvest moon hung in the sky, shining on the field of pumpkins ready to be picked for [ you might ask, 'When did the story take place?' and challenge the reader to figure out that it is October from "the harvest moon" and "Halloween"
- On my own: What kind of stories do you like?

### **Ask questions before reading**

- Make connections between background knowledge and the topic of the book: What other stories have you read about spiders?
- Set a purpose for reading: What are some things you would like to learn from this book?
- Make predictions: What do you think will happen?

### **Ask questions during reading**

- Clarify and review what has happened so far
- Confirm and create new predictions
- Evaluate the story
- Make connections between books
- Monitor the child's ability to understand meaning

### **Ask questions after reading**

- Reinforce the concept that reading is for understanding the meaning of the text and making connections
- Model ways of thinking through and organizing the information they have taken in

### **Retell and Summarize**

Relating text in students' own words clears up language issues. Retelling challenges them to aim for complete retention. Summarization allows students to discriminate between main ideas and minor details. Instruct students:

- During reading, note main ideas or events.
- At ends of chapters or sections, review information or story. Note main ideas or events and details that support them.

Refer to book to check the retelling or summarization.

### **Word-Attack Strategies**

Word-attack strategies help students decode, pronounce, and understand unfamiliar words.

- **Use picture clues**
- **Sounds out the word**

- **Looks for chunk in the word**
- **Connect to a word you know**
- **Reread the sentence**
- **Keep reading**
- **Use prior knowledge**

## **Reading Skills for Older Students**

### 1. Textbook reading

Show students how to use the different parts:

- Introduction
- Summaries
- Chapter questions

Using these parts, break the book down into pieces, make it less intimidating.

Show the students how to review for a test without having to re-read everything.

Work on outlining and note taking

Encourage the student to ask questions and work together to find solutions

### 2. Regular reading

- Ask the student to stop every few pages and tell you what's going on
- Ask questions about the book that require an explanation
- Trade off reading: you read a page. The student reads a page
- Work on outlining and note taking
- Encourage the student to ask questions -- become a critical reader

### 3. Spelling lists

- Ask the student to find words that she/he can't spell In the reading
- Make lists or flashcards for review and memorization

#### 4. Vocabulary

- Find 5-10 words in each piece of reading
- Make flashcards and write the definition on the back of the card
- Make up silly sentences to remember the meanings of words

#### 5. Writing

- Encourage students to write as much as possible
- Provide opportunities for students to write about their lives, experiences. Likes and dislikes people they admire. etc.
- Assist students with class assigned reports requiring research - if possible help the student learn how to research and use a library

### **Helpful Catch Phrases & Questions**

#### **For Reading and Writing**

- Why do you think that?
- What makes you say that?
- Say more about what you are thinking.
- Can you give some evidence for that thinking?
- Where are you going with that idea? How does it connect to what we are thinking?
- How does that idea/thought help you make sense of what we are reading?
- Can you say it again in a different way?
- Who can add on to that thought?
- Does anyone have a different idea?
- Let's try to work with this idea. Why might that make sense for our discussion?
- Can you compare that to what you were thinking earlier?
- O.K. You made a connection. How does the connection help you to better understand this book?


*We need to use phrases like these constantly in supportive and enthusiastic ways if we expect young readers to take on this language and hold themselves accountable for deep talk when reading and talking about their reading.*

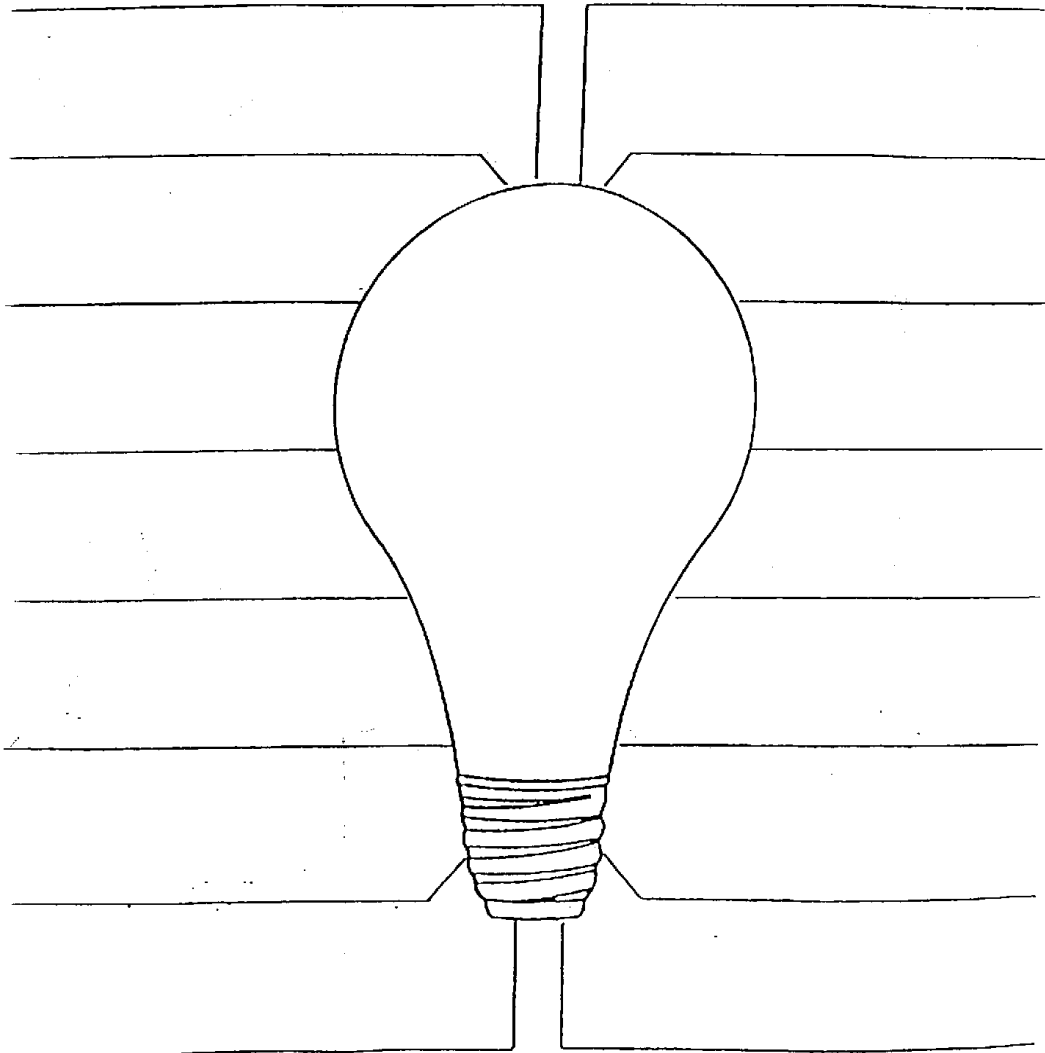
**How to Support Students During the Writing Process:**

Primary	Upper
Collecting-students are writing drafts (stories) on individual pieces of paper and putting them in a folder	Collecting-students are gathering thoughts and ideas in writer's notebooks
Choosing-students pick one draft after reading the drafts in their folders	Choosing-students choose their piece after rereading their journal
	Developing-students will be given instruction on how to grow their idea into a completed piece
	Drafting-students will be asked to take their piece out of their notebook and write it on a separate piece of paper skipping lines
Revision-students will be give specific techniques to make their work better	Revision-students will be give specific techniques to make their work better
Editing-students will now (and only at this step in the process) correct spelling and grammatical errors	Editing-students will now (and only at this step in the process) correct spelling and grammatical errors
Publishing-students will rewrite their piece to have a "polished" piece	Publishing-students will rewrite their piece to have a "polished" piece

Name \_\_\_\_\_

## Bright Idea Brainstorming

Brainstorming helps stimulate ideas before you start writing. Write the topic in the  On the lines, write all the things you can think of that relate to the topic.



## SAMPLE SUMMARY

Summarizing a story can help students better understand and remember what was read. Ask students if they have ever found it hard to summarize the plot of a story. Discuss how learning to summarize can help them identify the important parts of a story and summarize it simply and quickly.

A summary tells the main parts of the story. To summarize, a reader thinks about story elements: Characters, setting, plot, and theme. Only the important details of the story are included. It should identify the problem and solution of a story, or the main idea and important details of a nonfiction selection.

A sample form for summaries:

### STORY SUMMARY

CHARACTER: _____ _____	SETTING: _____ _____
PROBLEM: _____ _____	
PLOT: _____ _____ _____	
THEME: _____ _____ _____	
SUMMARY: _____ _____ _____ _____	

## **Investigations Connected Math Real Math**

### ***Investigations in Number, Data, and Space and Real Math***

Investigations in Number, Data, and Space and Real Math are the K—5 mathematics curriculums used by the Providence School Department at the elementary level.

The four major goals of the Investigations program are:

- To offer students meaningful mathematical problems
- To emphasize depth in mathematical thinking rather than superficial exposure to a series of fragmented topics
- To communicate mathematics content and pedagogy to teachers
- To substantially expand the pool of mathematically literate students

Students:

- spend more time exploring problems in depth
- find more than one solution to many problems they work on
- choose from a variety of concrete materials and appropriate technology, including calculators as a natural part of their everyday mathematical work
- express their mathematical thinking through drawing, writing, and talking
- work in a variety of groupings such as a whole class, individually, in pairs, and in small groups
- move around in the classroom as they explore the mathematics in their environment and talk with their peers

Real Math is a much more proscribed curriculum. It is a standards based integrated technology program for today's elementary math students. An overview can be found at [www.realmath.com](http://www.realmath.com).

### **Math Tutoring Strategies**

- Don't pick up the pencil. If you do the writing, the student becomes an observer.

- Check the understanding of vocabulary. Have student restate math terms in his own words. Be sure student understands all other vocabulary in problem.
- Use the book and prior examples. If you are using a text, have student **read and do** all the practice problems even though they are already done in the book.
- Be the coach. Use questions to move students from one step to the next.

Ask students, “Is that answer reasonable?”

### **Attack Strategies for Word Problems**

- **Read the problem: Find the unknown words and identify cue words**
- **List the information given in the statement, relevant or not**
- **Decide what is being asked**
  - **Express the question being asked in the student’s own words**
  - **Identify what process is needed – addition, subtraction, etc.**
  - **Identify unit or label being asked for – money, seconds, etc.**
- **Use objects to show the problem**
- **Write out problem – develop an equation**
- **Solve and label answer**
- **Compare your answer to the question asked**
- **Is answer reasonable?**