

## DC Reads This Summer 2000

On behalf of Mrs. Clinton, thank you very much for signing up to participate in DC Reads This Summer. Because of you and other volunteers throughout the Federal government, more than a thousand first graders will receive the one-on-one reading help they desperately need this summer. This sheet consolidates in one place all of the logistical details you will need to prepare for your first day of tutoring.

**Location:** Garrison Elementary School, 1200 S Street, N.W.

**Dates:** Tuesday tutors will have sessions on July 11, July 18, July 25.  
Thursday tutors will have session on July 6, July 13, July 20, July 27.

**Time:** Tutors should arrive by 11:30 am. Sessions will last until 12:30 pm.

**Directions:** **The easiest way to get there by Metro rail:** Get the Red Line at Farragut North (17<sup>th</sup> and K) or Metro Center (13<sup>th</sup> and G) and take a Glenmont train (east bound) to Gallery Place/ Chinatown. Transfer there to the Green Line. Take a Green Line train toward Greenbelt (north bound). Go three stops and get off at the U Street/ Cardozo station. Exit the station on 13<sup>th</sup> Street. Take a left on 13<sup>th</sup> Street and walk south for two blocks, to S Street. Take a left on S Street. The main entrance to the school is a half-block down S Street, on the right. (For the first week of tutoring, we suggest you allow 40 minutes to go door to door, although it will probably take less.)

**The easiest way to get there by car:** Take Connecticut Avenue north, go under the Dupont Circle underpass, and take a right on S Street (it's the intersection with Ruth's Chris Steak House). Take S Street east all the way to the school, which is on the south side of S Street, between 12<sup>th</sup> and 13<sup>th</sup> Streets. There is non-metered (free) street parking on S and 13<sup>th</sup> Streets.

### Other frequently asked questions:

**Q:** What do I do if I cannot attend one of the tutoring sessions?

**A:** During today's training session, you will be given the name and phone extension of a buddy tutor. If you cannot attend a tutoring session, you are responsible for calling your buddy tutor as far in advance as possible and asking whether he or she can fill in for you. If your buddy tutor is not available or reachable, please call Lisa Strumwasser, at 6-2777. She will try to find another tutor willing to fill in for you.

**Q:** Do I need to bring books or magazines to read to the students?

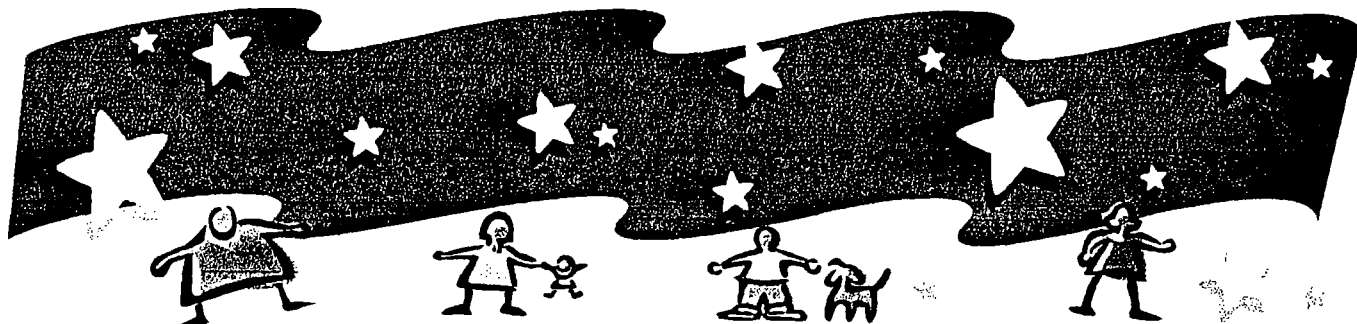
**A:** Reading materials should be available in the classroom at Garrison Elementary. But if you have a favorite book that's appropriate for early readers (kindergarten or first-grade level), please go ahead and bring it.

**Q:** Will I be working with the same student during all of my tutoring sessions?

**A:** We hope so. We will make every effort to arrange this. But please bear with us. It will not be possible in every case.

**Q:** Whom can I contact if I have further questions?

**A:** Lowell Weiss (6-2734) or Lisa Strumwasser (6-2777)

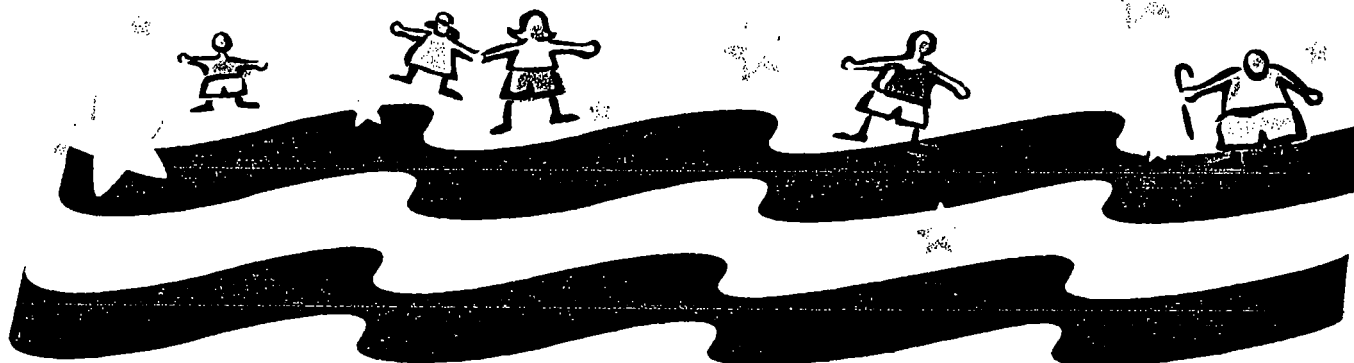


# Reading: A Capital Idea

## DC Reads This Summer

Tutor Guide: 2000

Communities In Schools of Washington, DC



CORPORATION  
FOR NATIONAL  
★ SERVICE

June 2000

Dear Summer Tutors:

Welcome to the 2<sup>nd</sup> Annual *DC Reads This Summer* program. We are excited you and your agency are participating in this initiative to help enhance the literacy skills of Washington's children. Last summer over 1,000 Federal employees tutored in DC Public Schools (DCPS). Your role is vital to the success of this program

*DC Reads This Summer* is a tutor recruitment campaign aimed at engaging Federal employees in volunteerism. This year, Federal agencies will partner with approximately 20 school sites identified by DCPS administrators. These sites are managed by non-profit organizations: Communities In Schools-DC (CISDC), Heads Up, and Project Northstar. Program staffs from these organizations and your agency coordinator stand ready to work with you in providing any additional information you may need.

Once again, welcome aboard and we thank you for your involvement in *DC Reads This Summer 2000!*

Sincerely,



John Vezina  
DC Reads This Summer Program Coordinator  
Corporation for National Service



June 2000

Dear Tutor:

Communities In Schools of Washington, DC (CISDC) would like to thank, thank, thank! you for agreeing to tutor a child in the DC Reads This Summer Program!

In response to President Clinton's America READS Challenge, CISDC has been working very diligently to assure that every child is able to read well and independently by the end of the third grade. We are pleased to have you join our efforts.

This summer, we will focus on reading books, listening skills, and discussing and writing about what was read. We plan to immerse the children in a literacy-rich environment-and you are a key player in helping us to achieve that goal.

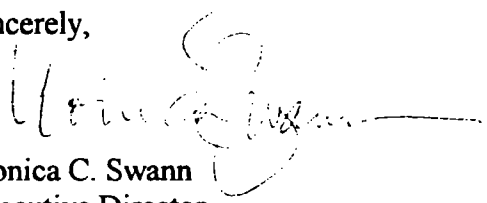
By agreeing to give of your time to help a student, you are helping to sustain and reinforce the lessons that the child receives during summer school and the school year. In short, your contribution to the student and to us is invaluable and we cannot thank you enough for the gift that you are sharing with us this summer.

In return, we will give you training and, hopefully, a great experience that you will remember for years to come. We hope that you find the training and the learning materials to be fun, useful and effective. After you have completed training, you should be able to conduct the tutorial session with ease.

If, however, you encounter any difficulties or have questions, our staff will be more than happy to address them expediently. Simply contact the Ameri\*CorpsVISTA or the Summer STARS coordinator, and he or she will help you find a solution to your concern. In addition, our staff will be available to answer questions or troubleshoot concerns. You can reach us by calling the number printed at the top of this letter.

On behalf of Communities In Schools of Washington, DC and the entire DC Reads This Summer team, I thank you, again, for joining us...and we wish you a most enjoyable summer!

Sincerely,



Monica C. Swann  
Executive Director

**".... The central and most important goal of reading instruction is to foster the love of reading"** (Gambrell, 1996)

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The **Buddy Reading Tutor** provides valuable support and enrichment to the students who are learning to read and write by:

-  Engaging children in enjoyable experiences with literature, reading, writing, and listening.
-  Helping children feel successful by providing positive feedback and support.
-  Modeling how reading and writing are pleasurable and important activities.

Your role is NOT to replace the classroom teacher. Your service will complement and support the literacy learning going on in the Summer STARS classrooms.

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**"There is simply no Better way to serve your country and community than By helping children and adults to read."** (Bill Clinton)

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**"Our progress as a nation can Be no swifter than our progress in education. The human mind is our fundamental resource."** (John Kennedy)

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## DC Reads This Summer Program Overview: Buddy Reading

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**Dates of Operation:** July 6-July 27

**Sites:** District of Columbia Public Schools

**Target Population:** 1<sup>st</sup> graders participating in the DCPS Summer STARS Program

**Staffing:** Ameri\*Corps VISTAs or Summer STARS Coordinators to facilitate the DC Reads This Summer Program  
A Project Site Director, Agency Coordinator, Foster Grandparents, some college or work-study students, and a host of community partners and volunteers

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### OVERVIEW:

—As a literacy enrichment program, *Buddy Reading* seeks to complement the Summer STARS Program and its Voyager curriculum. We have planned a variety of fun, literacy-based activities including creative writing, word games, and read & response. Each child will participate in two tutoring sessions per week.

**Tutorial:** The framework for the tutorial is as follows

- ☐ **Selection:** Choose book & discuss why it was selected. (5 min.)
  - ☐ **Rehearse:** Think about what it is we will read –Picture Walk (5 min.)
  - ☐ **Reading:** Read & Discuss
    - Implementation of Decoding Strategies
    - Comprehension Checks
  - ☐ **Responding/Reflecting:** Journal Writing
    - Working with Words
- 

**Training:** CISDC will provide training for all volunteers tutoring in the DC Reads This Summer Program. The initial training session introduces the tutor to the following concepts...

-  Concepts of Print
  -  Letter Knowledge and Sound Association
  -  Picture Walks
  -  Phonological Awareness
  -  Invented Spelling
  -  Story Reading and Retelling
  -  Comprehension Checks
  -  Child Development
  -  Diversity
  -  Working Effectively in School Settings
-

# The Buddy Reading Tutorial

**Selection:** Discuss self-selected book with tutor.

**Rehearsing:** Think about what we will read today.

## Picture Walk

**Reading:** Read and Discuss

Choose a reading strategy

- First Reading
- Shared Reading
- Coached Reading
- Independent Reading

Implement decoding strategies & comprehension checks.

**Responding/Reflecting:** Select Writing Activity

- Write in journal
- Sound Boxes
- The Cut-Up Sentence

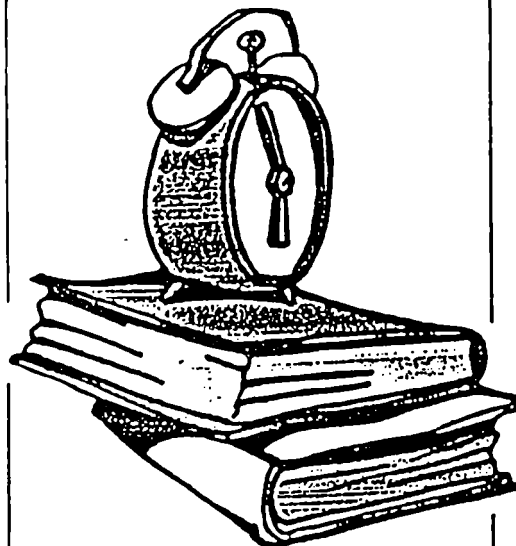
Working With Words

- Making Words
- Word Bank
- Rounding Up The Rhymes

## Reading: A Developmental Continuum

A child's phase of development can be identified by observing that the child is exhibiting all the essential indicators of a phase. Please note however, that most children will display indicators from other phases.

| Role Play Reading Phase                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Making Meaning at Text Level</b></p> <p>☞ Displays reading like behavior-</p> <ul style="list-style-type: none"> <li>• holding the book the right way</li> <li>• turning pages appropriately</li> <li>• looking at the words &amp; pictures</li> <li>• using pictures to construct meaning</li> </ul> <p>☞ Realizes print has meaning but reads the writing differently each time</p> <p>☞ Focuses on the meaning of a story, tv. program, or other text viewed &amp;/or listened to or "read". Responses reflect understanding</p> <p>☞ Makes links to own experience when listening to or "reading" books</p> | <p><b>Making Meaning at Word Level</b></p> <p>✓ Recognizes own name, or part of it, in print</p> <p>✓ Beginning to recognize some letters</p> | <p><b>Attitude</b></p> <p>☺ Displays curiosity about print through experimentation – writing and drawing – "What does this say?"</p> <p>☺ Wants to look at books</p> <p>☺ Offers to "read" writing and points to text while "reading"</p> <p>☺ Joins in orally and responds emotionally &amp; expresses enjoyment when listening to familiar stories</p> <p>☺ Eagerly anticipates reading as part of daily routine</p> |



| Experimental Reading Phase                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Making Meaning at Text Level</b> <ul style="list-style-type: none"> <li>☐ Realizes print contains a constant message</li> <li>☐ Is focused on expressing the meaning of a story rather than on reading words accurately</li> </ul>                                                                                                                                                                                                                                                                                                                          | <b>Making Meaning Using Context</b> <ul style="list-style-type: none"> <li>☞ Uses prior knowledge of personal experience and context to make meaning—uses memory of the text to match the spoken words with written words</li> </ul>                                             | <b>Making Meaning at Word Level</b> <ul style="list-style-type: none"> <li>✓ Recognizes (some) personally significant words in context</li> <li>✓ Matches some spoken words with written words when reading a book, sign, or around their environment</li> </ul> | <b>Attitude</b> <ul style="list-style-type: none"> <li>☺ Is beginning to see self as reader and talks about their own reading.</li> <li>☺ May ask for favorite stories to be read.</li> <li>☺ Joins in and acts out familiar stories..</li> <li>☺ Selects books to read for pleasure.</li> <li>☺ Self-selects texts based on interest or familiarity.</li> </ul>                                                                                                                                             |
| Early Reading Phase                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Making Meaning at Text Level</b> <ul style="list-style-type: none"> <li>☐ Is beginning to read familiar texts confidently and can retell contents by visual and printed texts</li> <li>☐ Can identify and talk about a range of different text forms               <ul style="list-style-type: none"> <li>• Letters</li> <li>• Lists</li> <li>• Recipes</li> <li>• Stories</li> <li>• Magazines</li> <li>• Newspapers</li> </ul> </li> <li>☐ Demonstrates understanding that all texts are written by authors who are expressing their own ideas</li> </ul> | <b>Making Meaning Using Context</b> <ul style="list-style-type: none"> <li>☞ May read word-by-word or line-by-line when reading unfamiliar text (Fluency and expression may become stilted)</li> <li>☞ Uses picture clues &amp; knowledge of context to check meaning</li> </ul> | <b>Making Meaning at Word Level</b> <ul style="list-style-type: none"> <li>✓ Utilizes sight words when recognized in different contexts</li> <li>✓ Relies heavily on initial sounds/letters &amp; sounding out for word identification</li> </ul>                | <b>Attitude</b> <ul style="list-style-type: none"> <li>☺ Is willing to attempt reading unknown words</li> <li>☺ Enjoys listening to stories</li> <li>☺ Reads for pleasure and/or information</li> <li>☺ Responds sensitively to literature read</li> <li>☺ Discusses favorite books/stories</li> <li>☺ Discusses favorite author/illustrator</li> <li>☺ Selects own reading material based on interest, purpose &amp;/or level</li> <li>☺ With support can reconstruct information learned/gained</li> </ul> |

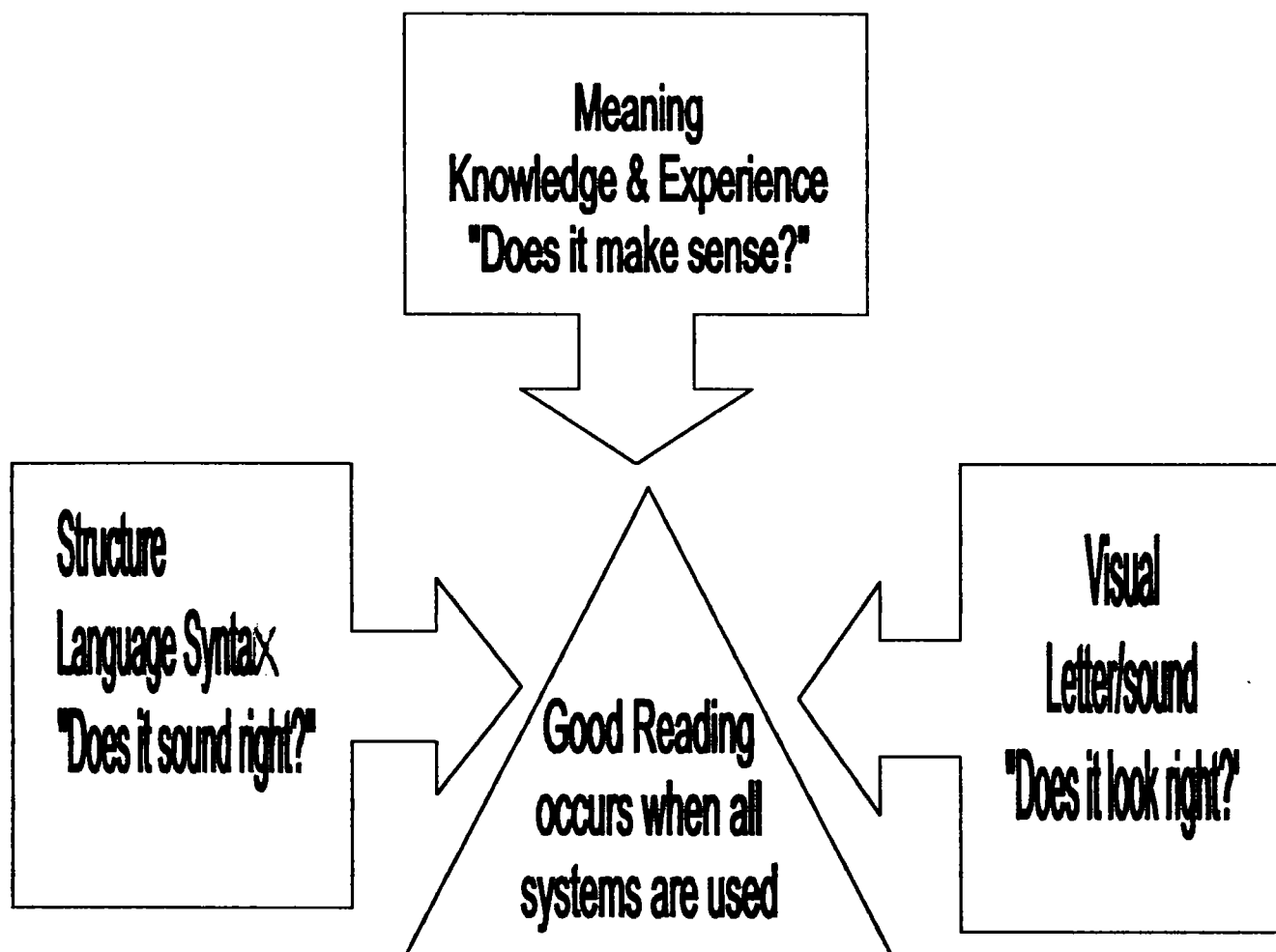
## What is reading?

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Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information.

Reading is a message-getting, problem-solving activity, which increases in power and flexibility the more it is practiced (Clay, 1993)

Becoming a skilled reader is a journey that involves many steps. Strengthening any one element yields small gains. For large gains, many elements must be in place. It is not something that is mastered and for all at a certain age. Rather, it is a skill that continues to improve through practice. (Anderson, Hiebert, Scott, & Wilkinson, 1985)



# Strategies For Reading Success

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As you're reading...

## Clarify

Reread and discuss words or points that were not clear.

## Predict

What will happen or what will we learn?



## Read

## Question

Ask a question after reading for others to answer.

## Summarize

Tell what you read.



## Reading Strategies and Prompts

Tutoring provides an opportunity to encourage the development of effective reading strategies necessary for children to read new books. As you read with a child, keep in mind the following strategies and prompts that help children's thinking, predicting, confirming, sampling text, and ability to self-correct.

| Strategies<br>(What the reader does)                                                                                                                                                                                                                                                                                                                | Prompts to Foster Strategic Reading<br>(What the tutor says or does)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Print Tracking and Concepts of Print</b> <ul style="list-style-type: none"> <li>✓ Reading from left to right, top to bottom</li> <li>✓ Matching one to one</li> <li>✓ Pausing at the end of a sentence</li> <li>✓ Making a return sweep to begin the next line</li> <li>✓ Capital and lower-case letters</li> <li>✓ Punctuation signs</li> </ul> | <p>"Which way do we go?"<br/>           "Where do we go after that?"<br/>           "Read it with your finger."<br/>           "Were there enough words?"<br/>           "Did that match?"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Searching For Cues</b> <ul style="list-style-type: none"> <li>✍ Meaning Cues</li> <br/><br/><br/><br/><br/><br/><br/> <li>✍ Structure Cues</li> <br/><br/><br/><br/><br/><br/><br/> <li>✍ Visual Cues</li> </ul>                                                                                                                                 | <p>"Does it make sense?"<br/>           "Try it again."<br/>           "Check the picture."<br/>           Cover the word &amp; ask the student to predict.<br/>           "Skip that word and go on... Now what do you think it is? Put it in a word that makes sense and go on."</p> <p>"Does that sound right?"<br/>           "Try it again-what would sound right?"</p> <p>"Does it look right?"<br/>           "That would make sense, but look at... (first letter, last letter, chunk, etc.)<br/>           "Do you know another word like that?"<br/>           "Where have you seen that word before?"<br/>           "Get your mouth ready."<br/>           "If the word is _____, could it be _____?"</p> |
| <b>Cross-Checking</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student uses 2 or more sources of information to predict, monitor, or self-correct.</li> <li><input type="checkbox"/> Words make sense in the sentence</li> <li><input type="checkbox"/> Sounds match the letters they see</li> </ul>                         | <p>"It could be _____ but look at (the picture or letter(s))"<br/>           "Check it (or Check Here). Does it look right and sound right?"<br/>           "Does it make sense?"<br/>           "You made a mistake on that page. Can you find it?"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Self-Correcting /Self-Monitoring</b><br>(Reinforcing) <ul style="list-style-type: none"> <li>✓ Student corrects own errors without prompts from tutor</li> </ul>                                                                                                                                                                                 | <p>"I like the way you found out what was wrong all by yourself."<br/>           "You were thinking."<br/>           "Good for you. I saw you checking the word with the picture to see if it matched."</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Independence /Risk-Taking</b> <ul style="list-style-type: none"> <li>✓ Student attempts unfamiliar or difficult words or phrases</li> </ul>                                                                                                                                                                                                      | <p>"Can you find the hard part?"<br/>           "Why did you stop?"<br/>           "I like the way you tried to write that out."</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

Adapted from The Early Detection of Reading Difficulties (Clay 1993)

## Thinking About Words

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When you come to a word you don't know...

### 1. Try to say the word.

*Look for the largest  
chunks you know.  
(Syllables, prefixes, suffixes)*

### 2. Try to sound out the word.

*Look at the letters  
and think about  
the sounds.*

### 3. Does it make sense?

*Reread the sentence  
or phrase.*

## Reading Strategies

| Type of Reading            | Rationales                                                                                                                                                                                                                                                                    | Procedures                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Picture Walk</b>        | When introducing a new book; engaging a child in a picture walk helps to assure the child's success with his/her reading; it also activates prior knowledge and helps to develop a frame for reading the book.                                                                | <ul style="list-style-type: none"> <li>☐ Before reading, you and the child go through the pages.</li> <li>☐ On each page, ask questions to elicit what he/she sees in the pictures.</li> <li>☐ Use words found in the book and/or introduce words not yet in the child's listening vocabulary (Ex: Illustrated)</li> </ul>                                                                                                                        |
| <b>First Reading</b>       | The first reading of a storybook is done by the tutor to provide a model of fluent reading. However, as the child progresses, it is important for him or her to move to a stage where he/she succeeds in independent reading.                                                 | <ul style="list-style-type: none"> <li>☐ At the beginning of the year, introduce the book by reading aloud to the child.</li> <li>☐ As the child develops strategies and confidence, he/she should take over the initial reading.</li> <li>☐ By observing the development of the child, you will be the best judge of when to begin to fade out your lead and to let the child try his/her developing strategies on the first reading.</li> </ul> |
| <b>Shared Reading</b>      | Shared Reading is when the child and the tutor read the book (text) together. It provides an opportunity for the student to hear the tutor's fluent reading and to join in the reading. Shared Reading enables the child to participate in a way in which he/she can succeed. | <ul style="list-style-type: none"> <li>☐ Tutor's voice takes the lead with the child coming in when he/she can.</li> <li>☐ The tutor's voice can drop back as the child becomes more confident and proficient.</li> <li>☐ If the child struggles or misses a word, the tutor can model strategies for reading new words.</li> <li>☐ Point to the words as they are reads-in order to model print-tracking.</li> </ul>                             |
| <b>Coached Reading</b>     | Coaching children in the development of reading strategies is invaluable and can take place in a variety of settings. It is critical that the child knows that when he/she comes to an unknown word or misreads a word, the tutor will "coach the through with a hint".       | <ul style="list-style-type: none"> <li>☐ As the child reads material prompt them to self-monitor.</li> <li>☐ Prompt the child to cross-check by using more than one cue.</li> <li>☐ Provide additional decoding hints that will help the child develop a habit of using successful strategies.</li> <li>☐ Call attention to the successful use of strategies.</li> </ul>                                                                          |
| <b>Independent Reading</b> | A child needs to read independently to be a successful reader. In independent reading the student reads alone, accurately and fluently.                                                                                                                                       | <ul style="list-style-type: none"> <li>☐ Child reads the book aloud independently.</li> <li>☐ Tutors should check progress and understanding.</li> <li>☐ Tutors may help a child when necessary.</li> </ul>                                                                                                                                                                                                                                       |

## Working With Words

| Activity                      | Rationale                                                                                                                                                                                                                                                                                         | Procedures                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Making Words</b>           | Making Words is a hands-on manipulative activity designed to help the child learn how letters go together to make words and how small changes make different words.                                                                                                                               | <ul style="list-style-type: none"> <li>✍ Let the child explore the letter cards (tiles) pointing out the differences (letter case, type-consonant or vowel)</li> <li>✍ Give a word from the reading</li> <li>✍ Child repeats the word.</li> <li>✍ Child spells the word with the letter cards (tiles).</li> <li>✍ Coach the child if he/she has difficulty-“What sounds does that letter make?”</li> <li>✍ Try to give another word (may be a rhyming word).</li> </ul> |
| <b>Word Bank</b>              | The Word Bank is a place in the child’s journal to write high-frequency words, which often do not follow predictable patterns. High-frequency words are words often appearing in text such as the, and, be, and are. Keeping a log of the words helps the child to learn to spell them correctly. | <ul style="list-style-type: none"> <li>✍ Add words to the word bank gradually and remind the child to look at the word bank if he/she thinks the word he/she is writing is there.</li> </ul>                                                                                                                                                                                                                                                                            |
| <b>Rounding Up The Rhymes</b> | Rounding Up The Rhymes helps the child focus on how rhyming words can help them learn word families. Words that follow the same spelling pattern are called word families. Ex: dog, log, frog, etc. This activity is designed to help children learn to look for rhyming words they see in books. | <ul style="list-style-type: none"> <li>✍ Have the child open the book and look for two words that rhyme on the page.</li> <li>✍ When he/she gives you the word, help the child write the words in his/her journal and underline the spelling pattern.</li> <li>✍ Tell the child that rhyming words often have the same spelling pattern and that using this spelling pattern can help them to read a lot of new words.</li> </ul>                                       |

## Writing

Writing and reading are closely related. Talking with a child to generate ideas for writing is a key component to their success. Writing about the books they have read is a natural extension and an important component of literacy.

*What do you do about a reluctant writer?*

Reluctance often comes from a child's lack of confidence. Initiating a conversation with the child about a book, their interests, etc. may bridge the gap to writing. Avoid asking the child simply "YES" or "NO" questions, which limit their response and ownership of the sentence being written. Helping the child construct a sentence orally will oftentimes allow him/her to use words they may fear misspelling. Also, modeling a sentence for the child and encouraging him/her to write a similar sentence offers an opportunity for success. It is extremely important to remember to praise any writing attempts.

## Writing Extensions

| Activity                   | Rationales                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Procedures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |   |   |    |    |  |  |   |   |   |    |   |   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Sound Boxes</b>         | <p>It is useful to sometimes include a sound-box activity as part of a writing activity to develop a child's phonemic awareness by focusing on each sound and writing it in its own box, whether it is one letter or more than one letter.</p> <table><tr><td>c</td><td>a</td><td>t</td><td></td><td></td><td></td><td></td><td></td></tr></table> <table><tr><td>c</td><td>a</td><td>t</td><td>er</td><td>p</td><td>i</td><td>ll</td><td>ar</td></tr></table> | c                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | a  | t |   |    |    |  |  | c | a | t | er | p | i | ll | ar | <ul style="list-style-type: none"><li><input type="checkbox"/> Draw a row of boxes on a page in the child's journal.</li><li><input type="checkbox"/> Choose a sentence from the reading text.</li><li><input type="checkbox"/> Select one word from the sentence to highlight in the sound boxes.</li><li><input type="checkbox"/> Choose a word that is phonetically regular but may cause the child some difficulty.</li><li><input type="checkbox"/> Say the word</li><li><input type="checkbox"/> The child repeats the word.</li><li><input type="checkbox"/> Working together, write the word in the boxes-one phoneme or sound is represented in each.</li><li><input type="checkbox"/> Write the word as a whole below the boxes and then write the complete sentence.</li></ul> |
| c                          | a                                                                                                                                                                                                                                                                                                                                                                                                                                                              | t                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |   |   |    |    |  |  |   |   |   |    |   |   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| c                          | a                                                                                                                                                                                                                                                                                                                                                                                                                                                              | t                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | er | p | i | ll | ar |  |  |   |   |   |    |   |   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>The Cut-Up Sentence</b> | <p>Cut-up sentences provide the child an opportunity to practice:</p> <ul style="list-style-type: none"><li>● Assembling sentences</li><li>● One-To-One correspondence to words spoken and written</li><li>● Directional Behaviors</li><li>● Checking Behaviors</li><li>● Word Study</li></ul>                                                                                                                                                                 | <ul style="list-style-type: none"><li>✍ The child writes a sentence in the journal.</li><li>✍ Edit for mistakes.</li><li>✍ The tutor writes the sentence on the sentence strip.</li><li>✍ Cut the strip between each word.</li><li>✍ The child then rearranges the pieces so that the sentence looks right, sounds right, and makes sense.</li><li>✍ The tutor writes the sentence on the outside of an envelope and the child places the pieces inside.</li><li>✍ The child can take the sentence home to practice.</li></ul> |    |   |   |    |    |  |  |   |   |   |    |   |   |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Policies and Procedures

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### Arrival Procedures

- 📖 Tutors should sign in upon arrival at the Buddy Reading site.
- 📖 Tutors should pick up program materials from the Buddy Reading Coordinator or the Cooperating Classroom teacher.

### Attendance Policies

- 📖 Tutors: If a tutor is expecting to be tardy or absent for their tutoring session, they should notify the Buddy Reading Site Coordinator no later than 10:00 a. m. on the day they are scheduled for tutoring.
- 📖 Students: If a student is absent from school on the day he/she is scheduled to be tutored, the tutor will be notified by 10:30 a.m. on that day. If a student is not present for their tutoring session, the tutor should notify the Buddy Reading Coordinator immediately.

### Discipline Problems

- 📖 If a tutor experiences discipline problems with a student, please notify the Cooperating Teacher and/or the Buddy Reading Coordinator.

### Emergency Situations and Procedures

- 📖 If an emergency situation arises while tutoring a student, notify the Cooperating Teacher and/or the Buddy Reading Coordinator.
- 📖 If a fire alarm sounds during the tutoring session please escort your student outside using the identified exit. Instructions for Fire Drills are posted in all classrooms. Follow the Cooperating Teacher's instructions.
- 📖 All tutors should make sure to provide the Buddy Reading coordinator with an emergency contact number to be placed on file in case of an emergency.

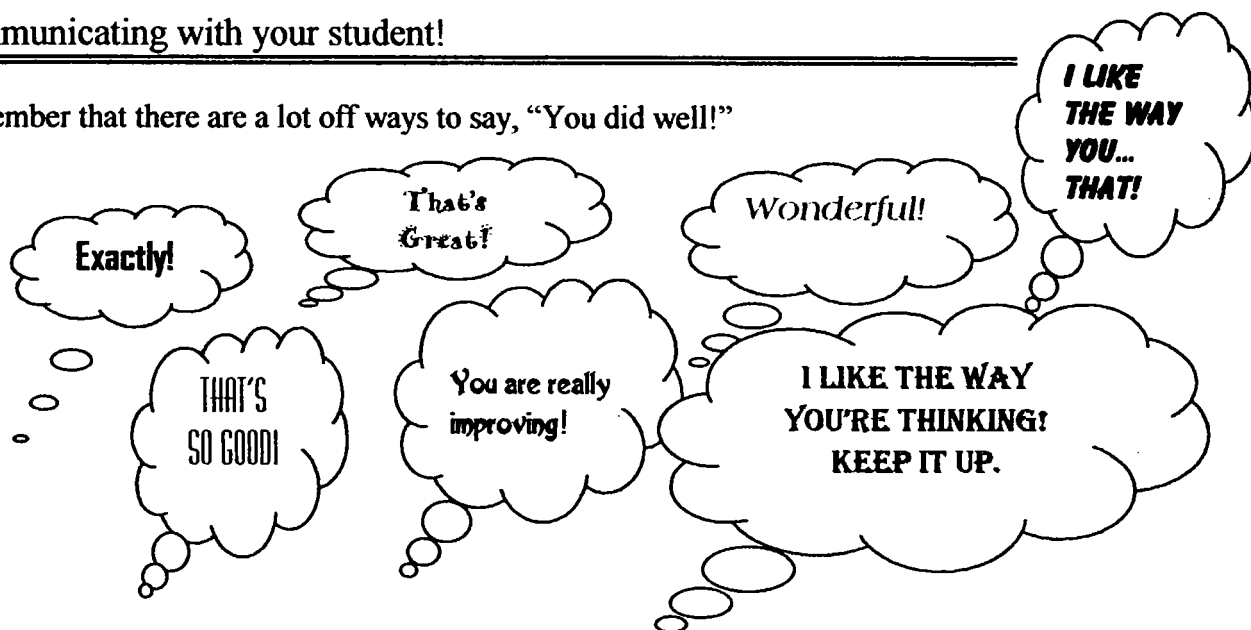
## Tutoring Quick Tips

### What's in a name?

A student's name is important. Say the student's name the way he/she wants it said. Make sure the student knows your name and how you wish to be addressed. Show that you are interested in the student as a person by carefully listening to what he/she has to say.

### Communicating with your student!

Remember that there are a lot of ways to say, "You did well!"



### Dos and Don'ts

| Tutor should...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Tutors should not...                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>✎ Take your time and allow the student to do the same.</li> <li>✎ Speak slowly and clearly.</li> <li>✎ Use good listening methods.</li> <li>✎ Give immediate reinforcement/praise for correct responses.</li> <li>✎ Allow the tutee to explain an idea or concept in their "own words"</li> <li>✎ Be patient, positive, and supportive</li> <li>✎ Encourage tutee to read outside of tutoring sessions.</li> <li>✎ Make an effort to associate reading with pleasure for your tutee.</li> <li>✎ Spend time having fun with words.</li> <li>✎ Maintain a sense of humor.</li> </ul> | <ul style="list-style-type: none"> <li>⊗ Say "That's wrong" –try to avoid this phrase. Substitute phrases like "Let's try it this way", "Think about it for a minute", or "Is that really what you mean?"</li> <li>⊗ Rush through a lesson; be sure the tutee comprehends what is being read or said.</li> <li>⊗ Make independent opinions about what tutee can or cannot do.</li> <li>⊗ Label tutee by behavior or performance. (Ex: Special Ed., Slow-Learner, ADD, etc.)</li> </ul> |



# celebrations



The following are some suggestions for celebrating the efforts and small successes of our students. They are meant to be fun and only take a moment.

## *The Seal of Approval*

Cross your arms in front of yourself.

(Palms should face one another)

Clap the palms together 3 times.

Make a seal sound on each clap.

## *The Hulk Hogan*

Raise arms and bend elbows up towards your shoulders.

Hands should be made into fists.

Lift arms up slightly and grunt like the wrestler.

## *The Stamp of Approval*

Hold out your left palm, upward.

Make a fist with your right hand.

Bring the fist down into the palm.

Say, "Great Job!" on impact.

## *Kiss the Brain*

Place a kiss on the tip of your thumb.

Touch your thumb to your forehead.

## *A Standing Ovation*

Stand up and as you do bring your hands together over your head.

Arms should be slightly bowed.

## *High Fives*

One person holds their palm upward and open.

The second person brings their open palm upwards.

The two palms should meet and create a light clap.

## *The Wave*

One person starts by raising their right hand and then their left.

The second person then raises their right hand and then their left.

The team should repeat three times.

## *A Jump for Joy*

Stand up with hands at your sides.

Bend your knees and bring arms upward as you jump.

Your arms should conclude the jump in the air.