

September 1985

Tutoring Tips

October 1985

Tutoring Tips

Grocery ads are great sources for practical reading and math exercises. Encourage your student to get his/her own library card.

Does anyone have any successful tutoring tips what you would like to share?

March 1986

Months of the year and days of the week make excellent spelling lists!

April 1986

Concrete materials like reading about motorcycles, cars, children or quilts should be used rather than reading about abstract concepts like freedom, love, truth, responsibility, etc. Better to read a story about a flat tire than about "hope."

December 1986

Moving clockwise (left to right) on the circle below, try to find at least 20 words without skipping any boxes. For example, starting at the top of the circle, the first letter is D, the second is O; together they form the word DO.

January 1987

Many tutors frequently ask about specifics when working with a student whom they suspect has a learning problem. Both literacy offices (CLC and Waukegan Public Library) have copies of the P.U.L.L. Project manual. P.U.L.L. is a project from Literacy Volunteers of Illinois and stands for Project for Unique Learners in Literacy. The project was specifically designed to respond to the need for activities and methods for the "unique learner"; that is, the learner who appears to have the ability to learn to read but has not been successful in learning to read through traditional methods.

PICTURE THIS

Reason: Developing visual memory helps some students recall facts and details thereby increasing reading comprehension.

Materials: Picture with descriptive paragraph.

Procedure: 1. Give student an "action" picture with a paragraph describing it.
2. Have him study the picture and carefully discuss it.
3. Then have him read the paragraph about the picture.
4. Have the student turn the page over and try to write down as many details as he can remember about the picture. Depending on the student's level, the tutor may wish to do the writing.
5. Reread the passage; discuss.

MAY 1987

Last month in the Lake County Literacy News we began a series of tutoring techniques to use in working with students who have difficulties in learning to read. Comprehending what has been read is one of the most common areas of difficulty for many students. The following is from the Project P.U.L.L. manual and is useful for improving a student's comprehension.

PREDICTIONS

Reason: Anticipating what a writer will say is important in developing comprehension skills. Finding specific details to support predictions is an essential thinking skill.

Materials: Any short narrative material interesting to the student.

Preparation: Divide the reading selection into short sections.

Procedure; 1. Use a blank sheet of paper to cover all of the articles except the title.
2. Read the title together and look at the pictures if there are any. Ask your student to predict what the story will be about. Ask why he thinks so. Accept all answers; after all, how can a prediction be wrong? Offer a few suggestions of your own if your student has difficulty in doing so.
3. Move the paper so your student can see the first section. Have your student read this section to check initial predictions. Find specific words and lines to

- support ideas.
4. Make new predictions before the student reads the next section. Ask the student what he thinks will happen and why he thinks so.
 5. Continue this procedure of predicting, reading, and discussing for each section of the reading materials.

June 1987

Again we have included in the newsletter information from Project P.U.L.L. We hope that you have found the suggested activities useful and worthwhile for your student. This month's activity, "Spelling...Lake, Trace, Spell," works for students who have difficulty with spelling.

Reason: The sense of touch and the sense of motion aid retention of words for some students who have considerable difficulty remembering how to spell words.

Materials: List of spelling words, chalkboard, chalk, or a large sheet of paper and a marker.

Preparation: Gather materials.

Procedure:

1. Write one of the words in large print (3" to 5" high) on the chalkboard or on a sheet of paper.
2. Ask the student to look and say a word.
3. Tell the student to trace the word with two fingers, using the index and middle fingers. Have the student spell the word while tracing it.
4. Ask the student to repeat step 3 until he feels he can spell the word correctly.
5. Cover the word, ask the student to write the word. If correct, he writes the word 3 more times. If incorrect, repeat steps 2 through 4.

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July 1987

Barbara Fuchs shared with us one of her tutoring activities that she has created for her student. We're sure you'll find the activity very worthwhile. Thanks for a good idea, Barbara.

Draw a line through the three words that rhyme. Then write the three rhyming words on the lines below. Look each word up in the dictionary and copy the pronunciation. The first one has been done for you.

The following is from Carol VerMuelen's student. In her quarterly report Carol states that her student's journal writing has improved greatly. We're sure you will enjoy his writing.

Waking to a warm day after a rainy night, I felt rested. I pushed myself out of bed and into the shower. After finishing washing up, I did some things around the house like cleaning up my room and some sewing. Then I had to go to work. I punched in at 11:30 so I could go home early to finish sewing on my pants and shirt. The hours went fast so it seemed that I had not been to work at all.

August 1987

Word Webbing is an activity from the P.U.L.L. Manual that you might find useful in tutoring. Both literacy offices have copies of the manual for you to peruse.

WORD WEBBING

- Reason: Student learns to see word families.
- Materials: Paper and pen.
- Preparation: Draw a web as in the example. Insert a root word, prefix or suffix in the center circle.
- Procedure: Ask student to write as many words as he can using the word, prefix, or suffix.
- Example:

September 1987

For many literacy students to be able to read the newspaper is one of his primary objectives in learning how to read. Using the newspaper is an inexpensive piece of material and it is "real life." Following is a "Newspaper Bingo" from the P.U.L.L. manual that is available in either literacy office.

NEWSPAPER BINGO

- Reason: This activity helps students pick out key details and improves summarizing skills, which is an important part of critical thinking.
- Materials: Bingo sheets, newspaper articles, and pencils.
- Preparation: Duplicate bingo card. (See below, needs to be enlarged.)
- Procedure:
1. Student and tutor read article. The procedure for reading the article will vary according to the student's reading level.
 2. Discuss the article.
 3. Student fills in the Bingo categories; Who, What, Where, When, Why and How.
 4. Other articles are used until the student completes a column or fills the sheet.
 5. Award a prize if both you and the student feel comfortable with that idea. Prizes could include food coupons, candy, etc.

November 1987

The following is a suggested activity from the Project P.U.L.L. manual:

SIGHT WORD WITH PHRASE

- Reason: Many students seem to have an easier time remembering an abstract sight word if the sight word is associated with a phrase.
- Materials: Index cards and pen.
- Preparation: List of sign words your student wants to learn.
- Procedure:
1. As the student is learning a new sight word, help him to put the word into a phrase or sentence.
 2. Then write the single word on one side of the card and the phrase or sentence on the other side, underlining the sight word. Have your

student do the writing, if possible.

3. Save the cards in an envelope or file box for ongoing review. If the student is unable to remember a word on his flash card, his phrase or sentence may be used to jog his memory. This should be done by showing the student the reverse side of the card and having him attempt to read his phrase or sentence. If the student has difficulty reading what is written on the reverse side, it should be read immediately by the tutor.

EXAMPLE;

Word Webbing is an activity from the P.U.L.L. Manual that you might find useful in tutoring. Both literacy offices have copies of the manual for you to peruse

WORD WEBBING

Reason: Student learns to see word families.

Materials:

NOVEMBER 1987

The following is from the Project P.U.L.L. manual and is useful in helping students improve their reading comprehension.

STORY STRIPS

Reason: This will help students improve their reading comprehension. Student can apply facts previously read to the remainder of the passage.

Materials: Short passage at your student's reading level, scissors, envelope, tape or glue.

Preparation:

1. Select a reading passage, keep the first paragraph or two intact, and cut the next paragraph into strips.
2. Place the strips into an envelope.

- Procedure:
1. Give your student the first one or two paragraphs of the passage to read.
 2. Give the student the envelope with the next paragraph cut into strips.
 3. Have the student place the strips in order so that he may proceed with the passage.
- NOTE; Never cut the first paragraph into strips!

MARCH 1988

TUTORING ACTIVITY

- Reason: This idea was designed to expand the limited vocabulary and experience base of some literacy students.
- Materials: Daily newspaper, radio, or television.
- Preparation: Assign as homework.
- Procedure:
1. Have student listen to a radio or TV news or sports broadcast as homework.
 2. Have student locate the same news in a daily newspaper.
 3. Depending on reading level, have the student read the newspaper article or headline. Tell your student that although the wording of the article will be different from the broadcast, hearing about the topic first will make it easier to understand the article.

MAY 1988

TUTORING ACTIVITY

The following tutoring activity is from the PULL manual.

WORD RECOGNITION

- Reason: This activity helps the student review sight words and is intended to increase the speed at which he recognizes the sight words.
- Materials: Chart of common words as in example. Clear plastic

markers or buttons.

Preparation: Make chart.

Procedure:

1. Point out one of the words from the chart.
2. Instruct the student to place a marker over the same word whenever he sees it and name the word at the same time.
3. Instruct the student to work from left to right, top to bottom.
4. Have the student repeat this activity and attempt to do it more quickly each time.
5. Repeat for other words.

OUR QUEER LINGO

When the English tongue we speak
Why is break not rhymed with freak?
Will you tell me why it's true
We say sew, but likewise few?
And the maker of a verse
Cannot rhyme his horse with worse?
Beard sounds not the same as heard;
Cord is different from word;
Cow is cow but low is low;
Shoe is never rhymed with foe.
Think of hose and dose and lose.
And think of goose and yet of choose.
Think of comb and tomb and bomb.
Doll and roll and home and some.
And since pay is rhymed with say
Why not paid with said I pray?
Think of blood and food and good;
Mound is not pronounced like could.
Wherefore done, but gone and lone--
Is there any reason known?
To sum up all, it seems to me
Sounds and letters don't agree.

JUNE 1988

JULY 1988

TUTORING ACTIVITY

AUGUST 1988

OCTOBER 1988

TUTORING ACTIVITY

The following activity is from the PULL book which is available in either literacy office. The book is full of ideas and activities to use with adult learners.

KEY WORD DIAGRAMS

Reason: Noting key words and understanding the relationship among ideas helps develop comprehension. Being able to manipulate the cards can help a student clarify his thinking.

Materials: Short story, newspaper or magazine article, 6-10 blank word cards, and felt tip marker or pen.

Preparation: Gather materials.

Procedure:

1. Read a story or article to your student or have your student read it.
2. Ask the student to retell the story in his own words.
3. As the student is retelling the story, listen carefully for key story characters, key places, key events and key circumstances. Write these key words on the blank cards.
4. When the student finishes the retelling, ask him to move the cards to make a diagram, or word picture of the story. Any diagram is acceptable; there are no wrong answers! It is important that the student apply the facts read in the story to building the story picture. As the student moves and arranges the word cards, he should verbalize the reasoning involved in the process.

Example:

NOVEMBER 1988

WORD SUBSTITUTION DRILL DECEMBER 1988

Reason: Many repetitions are necessary before some students can retain sight words. This activity, adapted from an English as a Second Language oral exercise, provides repetition in a varied and meaningful way.

Materials: Individual words on cards.

Preparation: Gather word cards that your student needs to practice.

Procedure:

1. Arrange individual word cards to make a meaningful sentence. Have your student read it.
2. Substitute one card in the sentence. Have the student reread the sentence with the new word. (Make a game of this, substitute the word card while your student is not looking.)
3. Continue making substitutions of one or two of the words in your sentence.

TUTORING ACTIVITY FEBRUARY 1989

WORD-BUILDING

Reason: Handling the letters and moving them around may help the student retain the words. It also adds variety to the review.

Materials: A Scrabble game or letter cards.

Preparation: Gather materials

Procedure: Student and tutor use Scrabble letters or letter cards to build words.

1. Student selects letters. Student makes word and pronounces it.
2. Tutor adds a letter, pronounces it.
3. Repeat alternating turns until no more letters can be added.
4. Begin a new game.

CLOZE PROCEDURE MAY 1989

Reason: This activity helps students make use of context clues. It also provides review of vocabulary words.

Materials: Sentences of a passage at the student's instructional level with some of the words blanked out.

- Preparation. 1. Replace every 7th word with a blank in any reading passage.
or
2. Rewrite sentences from the student's language experience story or other instructional material leaving some words blank.
or
3. arrange word bank cards in sentences with a blank.

- Procedure: 1. Have student read the sentence or passage filling in appropriate words for the blanks.
2. Accept any answer that makes sense.
3. To modify this activity, give the student three choices from which to select the correct answer, or if you wish the student to use a specific, give the first letter.

- Example: 1. The Lord is my _____, I shall not want.
2. Yesterday, I took my dog to the v_____.
3. (carol, draw boxes)

August, 1989

"I take it that you already know
Of tough and bough and cough and dough.
Others may stumble, but no not you,
On hiccough, through, slough and through.
Well done! And now you wish, perhaps
To learn of less familiar traps?
Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead; it's said like bed not bead.
For goodness sake, don't call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt).
A mother is not a moth in mother,
Nor both in bother, broth and brother.
And here is not a match for there,
And dear and rear for bear and pear.
And then there's dose and rose and lose-
And cork and work and card and ward,
And font and front and word and sword,
And do and go, then thwart and cart,
Come, come, I've hardly made a start,
A dreadful language? Why man alive,
I'd learned to talk it when I was five,
And yet to read it, the more I tried,
I hadn't learned it at fifty-five."

Author Unknown
Source: LVA-Illinois Newsletter

September, 1989

September, 1989

November, 1989

Tutoring Tip Correction

In the October edition of Lake County Literacy News we shared with you a tutoring tip from Lois Parks. She responded with the following corrected tutoring tip.

Source: Lois Parks

November, 1989

Word-Sorts

Reason: Frequent review of known words is necessary. This activity adds variety to the review. It also allows the tutor to teach unknown concepts using known words. Teaching phonics, grammar, and structural analysis is possible by using the word cards.

Materials: Word cards--2 1/2" x 1 1/2"

Preparation: Write words on individual cards from Language Experience Stories or from other reading material and review weekly.

Procedure:

1. Build a bank of word cards from your student's reading. Do this each session until you have a large bank (50-300 words).
2. Instruct student to review all the word cards and pick out the words in the given category.

Example:

Instruct student to sort through all the word bank cards and perform any of the following tasks:

1. Find all the words that begin with the "r" sound. (phonics)

- ring right write
2. Find all the words that end in "ing" (structural analysis).
 3. Pick up the word cards in alphabetical order. Limit number.
 4. Make a sentence from your cards. Copy it on paper.

- A fish is in the pan.
5. Tutor arranges 4 cards into classification, then asks "Which one does not belong, and why?" (critical thinking).

shop

woman

sells

quarter

Source: PULL (Project for Unique Learners in Literacy) Manual, which is full of suggested teaching activities and is available at either literacy office.

March, 1990

May, 1990

Source: Jan Whitlock

September, 1990

Thanks to Lindy Trigg for the following tutor exercise:

November, 1990

December, 1990

January, 1991

April, 1991

THINKING ABOUT THINKING

An important dimension of thinking skills, frequently overlooked, is metacognition or thinking about thinking. This is the development of an awareness of your thinking processes and using this awareness to complete a task successfully. When students have mastered metacognitive skills, they approach a learning situation by asking themselves:

- What is it I need to do here? They begin by making sure they understand the assignment.
- Shall I read for detail, skim, take notes, or find reference materials? They select the appropriate strategy for tackling the assignment.
- Have I achieved my goal? (Do I understand the chapter? Is the equation solved correctly? Have I given enough evidence for my conclusion?) They consider whether they've achieved their objective.
- Since this isn't working, should I re-figure the math problem, read ahead to find out what this word means, or reread the instructions? Students use "fix-it" strategies when needed.

Ideas You Can Use to Promote Thinking About Thinking

I. Model your use of metacognitive skills.

Think out loud for students to show them how they can become aware of their mental processes. Point out each step of your thinking as you engage in a learning task. Explain how you estimate the difficulty of a task, set a goal, select an appropriate strategy to achieve the goal, and evaluate how well you succeeded.

2. Use discussion.

To prepare students for each learning activity, discuss strategies and steps for approaching problems, following directions, and remembering rules. Discuss time constraints, the purpose of the task, and other ground rules.

3. Use daily learning logs.

Have students record what they were thinking as they worked on their assignments, what confused them, strategies they used to overcome roadblocks, questions they needed answered, and more. Writing about their mental processes helps students understand thinking about thinking.

4. Use self-checks and self-evaluation forms.

Let students assess how well they accomplished different tasks. Have students rate themselves:

- I understood the assignment.
- I understood some of it.
- I didn't understand.
- I know/don't know where I got mixed up.
- I did/didn't figure out what to do after the mix-up.
- I'm still confused.
- I know/don't know if I did the assignment right.
- I know what I did wasn't right.

Source: TEACHER TODAY, Institute for Educational Research

CRITICAL THINKING SKILLS

QUESTION; The adult education community seems to be stressing the importance of developing critical thinking skills in students. What are some strategies that I can use to help my students to be critical thinkers?

ANSWER: In order to function well in our complex society, students must be able to ask meaningful questions, consider alternatives, view several sides of issues and communicate their thoughts and ideas effectively.,

Students need to be able to find relevant information

One way to develop critical thinking in students is to teach them to discriminate between relevant and irrelevant information, leading to a focus on what is significant. An example would be: "Which words would you find on a menu?" The choices would be "dog, hamburger, shoe, pizza."

Use math problems for higher-level skills

If discrimination between relevant and irrelevant information is learned soundly at the basic level, it can be further developed at a higher level. Higher-level skills might be developed through the presentation of math problems such as, "Joe earns \$500 working four days in one week. He puts \$50 a week in a savings account. How many four-day weeks would we have to work in order to earn \$12,000?" The goal, again, would be to discriminate between relevant and irrelevant information.

Present open-ended situations

Another strategy to develop critical thinking skills is to present open-ended situations. With the tutor's help, the student learns to generate many solutions to a problem, discuss the advantages and disadvantages, prioritize, select the best solution and then evaluate the outcome. An example of an open-ended problem would be, "You walk into the kitchen and flip on the light switch, but nothing happens. What might be wrong?"

Communicate problem-solving strategies

A third strategy to develop critical thinking skills is to have readers communicate their problem-solving strategies and receive feedback from others. An example of this strategy is to have a tutor read a list of spelling words for the students to write. Then have the students discuss their spelling strategies for words spelled correctly as well as incorrectly. Many good and poor spelling strategies will emerge from this discussion. Of course, the learning environment must be conducive to this type of sharing activity. A tutor may want to have the students discuss strategies first in pairs, then as a class.

Suzanne Knell, Director, Illinois Resource Development Center

Source: Passing the Word, Illinois State Library

June, 1991

August, 1991

September, 1991

November, 1991

OCTOBER 1991

PUT REAL LIFE INTO YOUR TUTORING SESSIONS

Get real! Let literacy students tap "real life" situations to apply to reading skills. Be creative: use such free resources as:

Road maps. What do the symbols mean? On an imaginary trip, what routes would you take?

Plane schedules. Get these at the airport or travel agency. Decipher symbols.

Newspapers. Chock-full of the real world. How about a math lesson by comparing sports scores or grocery prices? Review skills needed in want ads.

Telephone books. Can the student review the "community information" that's often

in phone books? When are the least expensive times to call? Review the Yellow Pages.

Menus. Find foreign words ("soup du jour" and "A la carte"). How much would lunch cost? Another exercise : Have the student estimate the cost of making the lunch himself.

Catalogs. Make a "wish list" with the student. If there were \$300.00 to spend, what would the tax be? Study the order form.

Labels. The student could collect labels from products, clothing, etc. Are there product warnings?

Recipes. A delicious exercise in literary skills. Make a tutor-student lunch or dinner to practice following directions. Does the student have a favorite recipe he can write?

JANUARY 1992

TIPS FOR TUTORS

MARCH 1992

APRIL 1992

SEVEN CONDITIONS FOR LITERACY

1. Immersion: Learners need to be surrounded by a wide range of texts.
2. Demonstration: Learners need to have reading/writing demonstrated/modeled.
3. Expectation: Learners are strongly influenced by other's expectations. Expect learning to occur.
4. Responsibility: Learners become responsible if given developmentally appropriate choice.
5. Employment: Learners need time to practice reading, writing, speaking.
6. Approximation: Learners need encouragement and guidance as they approximate correct reading and writing behavior.
7. Response: Learners need others to respond with interest to their work.

Engagement: Meeting conditions 1-7 help students to become "active" readers and writers.

Adapted from:" WRITING AND LEARNING IN AUSTRALIA , Melbourne:

Deltas Pty td. in association with Oxford University Press, 1987.

MAY 1992

JUNE 1992

FEBRUARY 1993

KNOW MORE MISS STEAKS

I have a spelling checker.
It came with my PC .
It plainly marks for my revue
Mistake I cannot sea.
I've run this poem threw it,
I'm sure your please to no.
It's letter perfect in its weigh;
My checker tolled me sew.

Source: MILWAUKEE COMMERCE HOTLINE.

JULY 1993

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