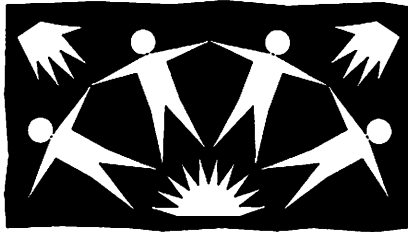


Upper Elementary



**HEALTHY CITIES
TUTORING**

Handouts Presentation
Upper Elementary
Kim Norgaard

Tutor Orientation and Training
October 16, 2019

Healthy Cities Tutoring
(650) 508-7327
healthycitiestutoring.org

My Reading Reference Helper

Readers respond to their reading in a variety of ways.

Using Prior Knowledge <ul style="list-style-type: none"> - I am remembering... - I have schema for... - From my experience... - I already know... - From my knowledge... - ___ reminds me of... - I remember hearing about... 	Making Connections <ul style="list-style-type: none"> - My connection is... - This reminds me of... - This is similar to... different than... - I understand... because... - I remember a time... - I can connect to... because... - This book made me think of...
Making Inferences <ul style="list-style-type: none"> - I can infer... - I can figure out that... - From the text clues, I can infer... - Based on what I know and read, I think... - My guess is... - After I read, I concluded that... - I think... because... 	Evaluating Text <ul style="list-style-type: none"> - I liked the part where... because... - I disliked... because... - I liked/disliked the way the author... - I learned... - I would/would not recommend this to... because... - This book could be better if...
Summarizing <ul style="list-style-type: none"> - A summary of this text is... - In the beginning... middle... end... - This book/story is about... - The big events in sequence are... - First... next... then... finally... - The main idea is... Details are... - In my own words, this is about... 	Predicting <ul style="list-style-type: none"> - I can predict... - Based on the title and cover, I think... - I think ___ will happen next because... - I think the story will end with... - My prediction was... but now I think... - After reading, I predict... - I think the character will ___ because...
Visualizing <ul style="list-style-type: none"> - I can imagine... - In my mind, I can picture... - I am visualizing... - The movie I see in my head shows... - I am making a mental picture of... - I am seeing... - I can envision... 	Questioning <p>Who... What... When... Where... Why... How...</p> <ul style="list-style-type: none"> - I wonder... - I don't understand... - What would happen if... - I have a question about... - I am trying to figure out... - I am unsure about...
Monitoring & Clarifying <ul style="list-style-type: none"> - I had to slow down when... - I was confused by... - I had some difficulty understanding... - I needed to reread the part where... because... - I used ___ (strategy) to help me understand... 	Synthesizing <ul style="list-style-type: none"> - At first I was thinking... but now... - While reading, I changed my thinking when... - At the end of reading, I now think... - My thinking changed by... - My thoughts grew differently when... - I'm changing my mind about...

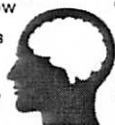
Sentence
Stems

My Reading Reference Helper

Using Prior Knowledge

Readers use what they already know to respond to their reading.

- *your experiences
- *people you know
- *your memories
- *your ideas
- *what you know
- *things you've seen
- *things you've heard
- *how you feel
- *what you've learned
- *places you've been



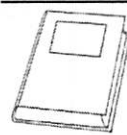
Making Connections

Readers connect what they know to what they are reading.

Text - Self



Text - Text



Text - World



Making Inferences

Readers "read between the lines" and make an educated guess using their knowledge and text evidence.

Text Clues + Schema = Inference

What does the text say?



What is your background knowledge?

What guess can you make?



Understanding Characters

Readers follow the words and actions of characters to determine their different traits and feelings.



Traits describe how a person is on the inside or outside. Traits do not change often or at all.

Feelings can change quickly due to certain events and situations.

Summarizing

Readers identify the most important ideas of what they read and restate them in their own words.

SWBST: (Somebody... Wanted... But... So... Then...)

BME: (Beginning... Middle... End)

Fiction: characters, setting, problem, solution

Nonfiction: a main idea, sentences to explain each subsection, supporting details

Using Context Clues

Readers use their knowledge and text clues to figure out the meaning of unknown vocabulary.



Look for clues in the actual sentence and in the sentences that surround the unknown word.

Visualizing

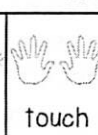
Readers picture what is happening while they are reading.



Use your 5 senses!



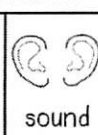
sight



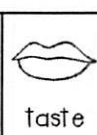
touch



smell



sound



taste

Questioning

Readers think about their reading and ask questions about it.

?

Most questions start with the words...

?

?

who

what

when

where

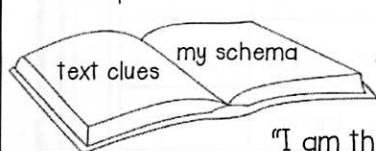
why

how

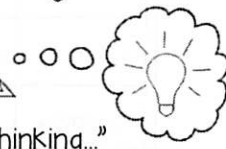
?

Monitoring & Clarifying

Readers stop to think about their reading and use reading strategies to help make sense of any confusion.

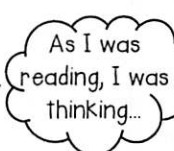


"I am thinking..."



Synthesizing

Readers' thoughts grow and change as they read new information and gather more details.



Strategies

My Reading Reference Helper

Inferences

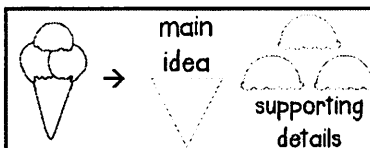
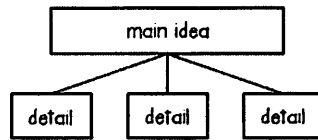
Readers use the clues in the text along with their background knowledge (schema) to understand the text deeper.



Text Clues + Schema = Inference

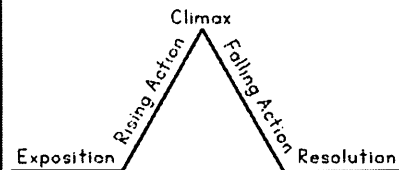
Main Idea & Details

Readers determine what a text is mostly about and can support that idea with details from the text.



Plot Structure

Readers determine the important events and parts of a story in the order they occurred.



Exposition: characters, setting, main problem told

Rising Action: events that build suspense

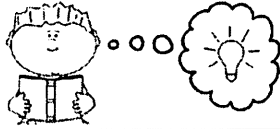
Climax: the big, turning point of the story

Falling Action: conflict and climax are taken care of

Resolution: story wraps up with the ending

Predictions

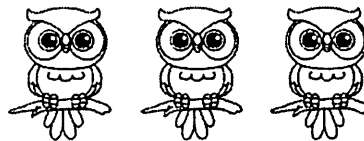
Readers use what they know and have read to think about what is going to happen next.



Before	During	After
Look at the cover and title.	What could happen next?	Check your prediction.

Point of View

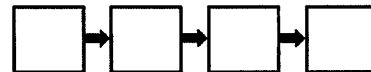
Readers determine from which perspective the author chose to write the text.



1 st Person	2 nd Person	3 rd Person
I, me, my, we, us, our	you, your	he, she, his, her, it, they, them, their

Sequence

Readers determine the correct order of the steps and events that took place in the text.



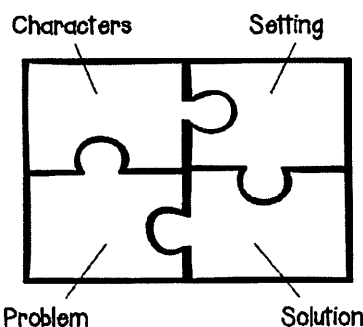
Beginning: First, In the beginning, Initially, To begin, To start

Middle: Next, In the middle, After that, Then, To continue

End: Last, At the end, To end, To conclude

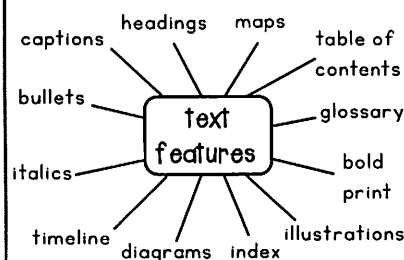
Story Elements

Readers read to identify the characters, setting, problem, and solution in a story.



Text Features

Readers use the various elements in a nonfiction text to help them learn new information and understand it better.



Theme

Readers determine the message, or lesson, that the author wanted them to take away from the story.



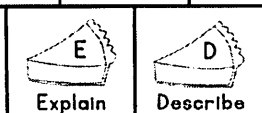
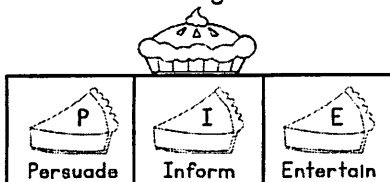
courage	honesty	respect
kindness	friendship	hard work
jealousy	family	acceptance

Skills

My Reading Reference Helper

Author's Purpose

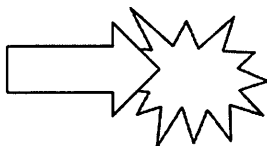
Readers identify why the author chose to write text they read.



Authors will try to convince you of something, give you information about a topic, tell you a story, give steps for you to follow or will use their senses to tell about a topic

Cause & Effect

Readers identify what event(s) caused another event to happen.

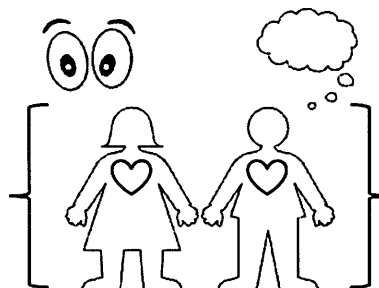


Signal Words

so this is why consequently
thus because since if...
then the reason as due to
therefore as a result

Character Traits & Feelings

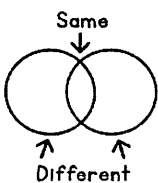
Readers evaluate a character based on what they do, think, say or feel.



Compare & Contrast

Readers identify similarities and differences between characters, texts, events, and/or concepts.

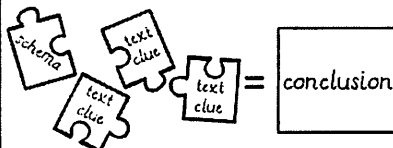
You can compare and/or contrast:



- books -events
- topics -settings
- character or person to self
- versions
- characters
- book to movie

Drawing Conclusions

Readers come to a conclusion, that the author did not directly state, by using their schema and text clues.



Background
Text Clues + Knowledge = Conclusion

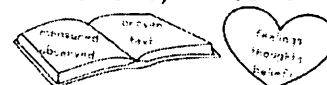
What does
the text
say?

What is
your
schema?

What
judgment can
be made?

Fact & Opinion

Readers distinguish between true, factual statements and thoughts, beliefs and feelings about a person, event, or issue.



Fact

a statement
that can be
proven to be
true

Opinion

a statement of
one's thoughts,
feelings or
beliefs

Figurative Language

Readers figure out the real meaning of different phrases and interesting language that authors use in their writing.

I read one million
books last summer!

Simile: comparisons using like or as

Metaphor: directly comparing two things

Idiom: meaning something other than what is said

Hyperbole: an exaggeration

Personification: giving human qualities to non-human things

Genre

Readers identify the type of text they are reading based on the characteristics and elements in the text.



Some types of **Fiction** include:

realistic fiction, fantasy, myth, mystery, science fiction, fairy tale, fable, folktale, historical fiction, poetry, drama, legend

Some types of **Nonfiction** include:

informational, biography, autobiography, expository, procedural

Important Information

Readers distinguish between the important facts that should be remembered versus interesting information.

Ask Yourself:



What is this mostly about?

Fiction

Problem?
Solution?
Theme?

Non-Fiction

Main Idea?
Supporting
Details?

My Reading Reference Helper

Genres in reading are the types of text we read. They mainly fall into two categories which are **fiction & nonfiction**.

Fiction: made-up stories that are not true or real

Realistic Fiction: a story that uses made-up characters and events that could happen in real life

Fantasy: a story that has elements that are impossible in real life, like talking animals and magical powers

Science Fiction: a type of fantasy that uses science and technology in the story (time machines, robots, future technology, etc.)

Mystery: a story filled with suspense about an event or problem that is not solved until the end of the story (if at all)

Traditional Literature: a story that is passed down through history from different people from different cultures (fairy tales, fables, legends, tall tales, myths, and folktales are examples)

Fairy Tale: a make-believe story for children that includes magical elements and creatures

Fable: a story that teaches a moral or lesson through animals that act and speak like humans

Legend: an exaggerated story based on the life of a real person

Tall Tale: a story that stretches the truth

Myth: a story that tries to explain why something is the way it is

Folktale: a story that comes from a specific country or culture

Historical Fiction: a story that takes place during a certain time period in the past; the characters could be made up but the setting is real

Nonfiction: text that consists of true facts and information

Informational: a text that provides real facts about a variety of topics like animals, history, sports, careers, geography, space, weather, countries, activities, etc.) Includes **expository** and **procedural** texts

Biography: the story of a real person's life that is written by another person

Autobiography: the story of a real person's life that is written by that person

Other Genres

Poetry: literature where words are arranged for its meaning, sound and rhythm; the words express an emotion or idea

Drama: a story meant to be acted out in front of an audience (a play)

How do I help my child become a better reader?



If they are reading a **Fiction** book ask them....

- Who are the main characters and what traits can you infer about them?
- How have the characters changed during the book?
- What questions do you have as you are reading?
- Is the story written in first or third person point of view?
- What is the author's purpose? Persuade, Inform or Entertain?
- What is the problem in the story? How do you think it will be solved?
- What do you predict will happen next?
- Could the story happen in real life?
- How are you similar to the characters? How are you different?
- What is the theme of the book? What lesson did the characters learn?
- Write a summary of the story using Somebody, Wanted, But, So, Then...
- What was your favorite part and why?
- Did you like the ending? If not, how would you change it? Write your own ending.

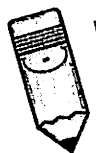
If they are reading a **Non-Fiction** book ask them....

- What do you think you will learn from this book?
- What do you already know about this topic?
- What questions do you have as you are reading?
- What is the main idea of the text?
- What is the author's purpose? Persuade, Inform or Entertain?
- What text features were used in this text? How did they help your understanding?
- What did you learn from this text?
- Do you have any questions after reading this?
- Were there any unknown words in this text? How did you find out their meaning?
- Where could you find more information on this topic?
- Write a summary of this text- remember to include the main idea and supporting details.

Help your child become a better **writer** by encouraging
them to write about what they read!

Multiplication Strategies

Facts	Strategy
1	It's just that number $1 \times 5 = 5$
2	Double it! $2 \times 6 \rightarrow 6 + 6 = 12$
3	Double it and Add a Group! $3 \times 7 \rightarrow 7 + 7 = 14 \rightarrow 14 + 7 = 21$
4	Double, Double! $4 \times 7 \rightarrow 7 + 7 = 14 \rightarrow 14 + 14 = 28$
5	Count by 5's that many times! $5 \times 7 \rightarrow 5, 10, 15, 20, 25, 30, 35$
6	Multiply by 5 and Add a Group! $6 \times 6 \rightarrow 5, 10, 15, 20, 25, 30 \rightarrow 30 + 6 = 36$
7	Multiply by 5 and Add a Double! $7 \times 4 \rightarrow 5, 10, 15, 20 \rightarrow 20 + 8 = 28$
8	Double, Double, Double! $8 \times 6 \rightarrow 6 + 6 = 12 \rightarrow 12 + 12 = 24 \rightarrow 24 + 24 = 48$
9	Multiply by 10 and Subtract a Group! $9 \times 6 \rightarrow 10 \times 6 = 60 \rightarrow 60 - 6 = 54$
10	Count by 10's or just Add a Zero! $10 \times 4 \rightarrow 10, 20, 30, 40$ or $40 = 40$
11	Multiply by 10 and Add a Group! $6 \times 11 \rightarrow 10 \times 6 = 60 \rightarrow 60 + 6 = 66$
12	Multiply by 10 and Add a Double! $6 \times 11 \rightarrow 10 \times 6 = 60 \rightarrow 60 + 12 = 72$



WRITING LONG CHECKLIST:

- ✓ I included the title of my text and underlined it.
- ✓ I stated my idea/ topic and supported it with text evidence:
 - *In the text...*
 - *On page-----*
- ✓ I extended my thoughts OR I connected my idea/ topic to another text.
 - *I feel this way because...*
 - *I think this is important because...*
 - *This reminds me of the story...*
- ✓ I included a conclusion that wraps up my idea/topic
 - *As you can see*
 - *In conclusion...*



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PLACES WORTH STOPPING

AND JOTTING:

- ⇒ Character feeling ♥
- ⇒ Character trait
- ⇒ Something you wonder (*I wonder...*)
- ⇒ Character changed from the beginning of the story
- ⇒ When you learn something new about your character
- ⇒ A prediction with an inference
- ⇒ Exciting event and why it's exciting
- ⇒ Your opinion → You agree/disagree with a character's actions

WHAT'S NOT WORTH POSTING?

- × Random thoughts
- × Repeating what you've already jotted
- × Posting just to say you've posted
- × Copying what the text says
- × Unimportant events



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