

Healthy Cities Tutoring

Tutor Tips

A link to all of these hand-outs will be
sent to you post-training

Tutor Bag

Bring along:

- Deck of Cards
- Set of dice
- Book
- Paper
- Pencils
- Ruler
- Whiteboard with marker

Take a break, stretch between activities

These activities are to support the work
given by the teacher.

GUIDELINES IF THE CHILD IS NOT A CONFIDENT READER

Questions to ask when a child cannot read a word or misreads a word:

First, be positive and tell the child:

"That was nearly right" Let's figure this out together.

1. Does it look right?
2. Does that make sense?
3. How does it start (with what letter?)
4. How does the word end?
5. Where does it say _____ (misread word?)
6. Can you get a clue from the picture?
7. Read to the end of the sentence. Do you know what the word is now?
8. Could it be _____? How do you know?

Generic questions in response to reading:

1. Describe what happened?
2. What is your favorite part of the book? Why?
3. Can you find the page that tells about _____?
4. What surprised you about the story?






After reading:

1. Review the story, ask the child about the beginning, middle and end
2. Help the child make connections between events in the book and their own lives.
3. Reread the book if your child asks. Children who hear familiar stories over and over again have a better sense of story and do better in learning to read and write.

Things Good Readers Do...

What do you do????

Mark off boxes as you read so you know what else you can do!

| | | | | |
|--|---|--|--|--|
| <p>Does it make sense?</p>  <p>The <u>happy</u> ran down the road</p> | <p>Skip it and read on, go back and fill it in.</p>  <p>He p__ the cat</p> | <p>Take a running start.</p>  | <p>Look at the pictures.</p>  | <p>S-T-R-E-T-C-H out the sounds.</p> <p>“b-a-t”</p> |
| <p>Use the sounds chart to solve hard words.</p> <p>Oa “oatmeal” sound I-e “Ice cream” sound Ue “moon” sound -tion/-sion ending</p> | <p>Look for smaller words inside.</p> <p>For example: <u>Ball</u> <u>Heroic</u> <u>Pictograph</u> </p> | <p>Look for endings and blends.</p> <p>For example: <u>Playing</u> <u>Hiker</u> <u>Bring</u> </p> | <p>Think, and correct yourself if it didn't sound right.</p> <p>The <u>house</u> was happy.</p> | <p>Use the alphabet sounds.</p> <p>A B C</p>  |

Common Reading Mistakes

*** trouble staying on the correct line**

- use a paper marker to track or their finger
- for long passages only show one paragraph at a time

*** skips small words (of, and, to, etc.)**

- pre-read all of the two and three letter words
- review a high frequency word list
- make a game out of it.

Explain that everyone misses a word occasionally, but you really don't want to skip words because you lose meaning. Maybe put out three colored markers and take one away for each missed word. Pennies work well.

*** guesses words based on first and last letters**

- Read the sentence back to them just as they read it and ask, "Does that make sense?" "Which word sounds wrong?"
- Write out the two words they are confusing and see if the child can read them in isolation

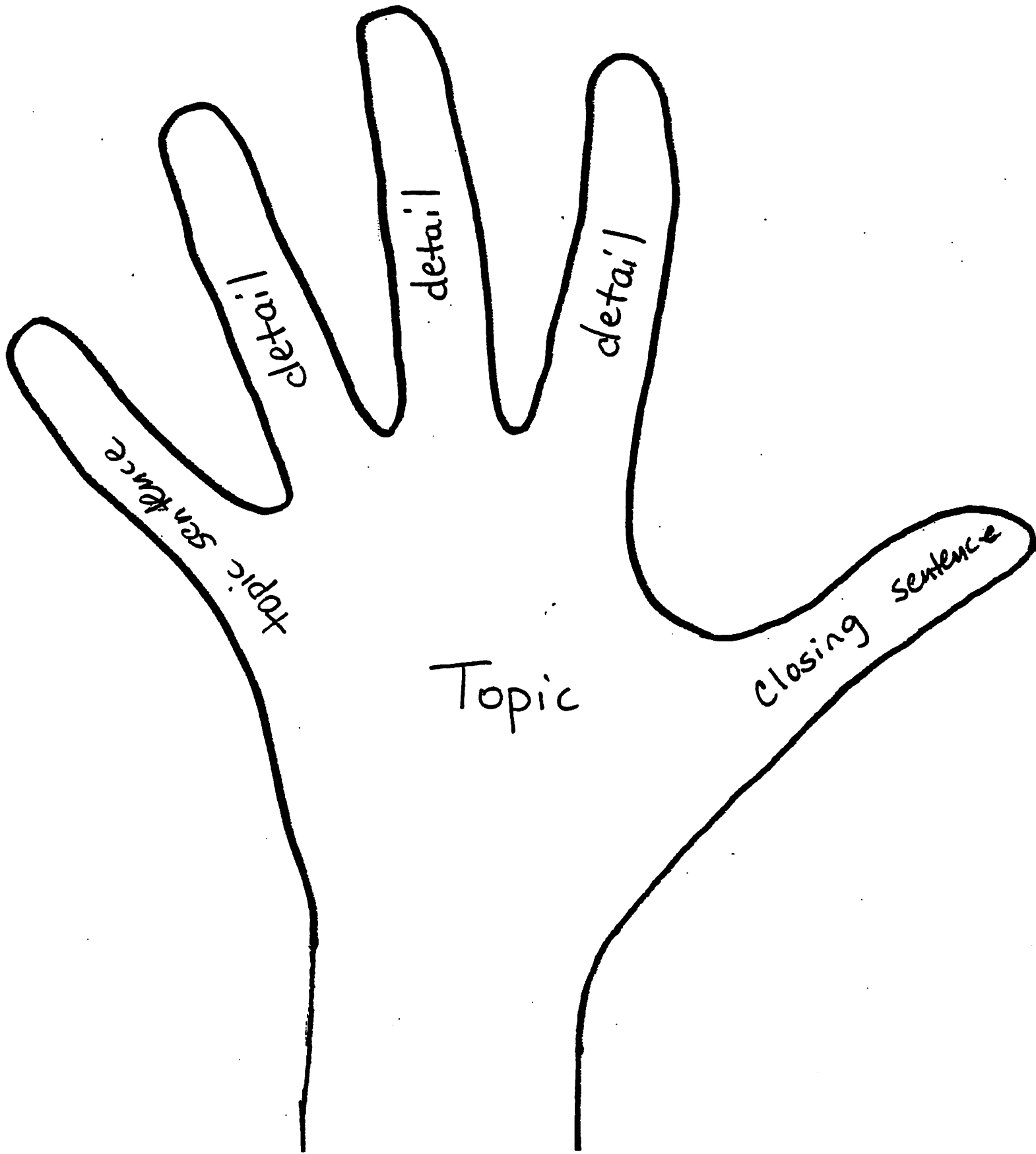
*** won't even try longer words**

- Require the student to make the first sound before asking for help
- Older students can often give the root word, prefix, suffix disappeared- appear
- Help them "chuck" the word
some/thing sen/ten/ce

How to Preread a Textbook Chapter

1. **Read the chapter title.** The title provides the overall topic of the chapter.
2. **Read the chapter subtitle (if included).** The subtitle suggests the specific focus or approach to the topic of the chapter.
3. **Read any focus questions at the beginning of the chapter.** These questions indicate what is very important in the chapter. They are meant to guide your reading and help you be on the lookout for their answers.
4. **Read the chapter introduction or first paragraph.** The introduction, or first paragraph if there is no introduction, serves as a lead-in to the chapter. It gives you an idea of where the material is starting and where it is heading.
5. **Read each boldface subheading.** The boldface subheadings will give you an idea of the major topic of the following chapter sections.
6. **Read the first (topic) sentence of each paragraph.** The first sentence often tells you what the paragraph is about or states the central thought. However, be aware that in some material the first sentence may instead function as an attention getter or transition or lead-in statement. In this case, go on to the second sentence to try to determine the main idea of the paragraph.
7. **Look over any typographical aids.** Notice important chapter terms that are emphasized by being written in slanted *italic* type or in dark boldface type; often a definition or an example of a new key term follows.
8. **Look over any other visual aids.** Notice any material that is numbered 1, 2, 3, lettered a, b, c, or presented in list form. Graphs, charts, pictures, diagrams, and maps are other means of emphasis and are usually included to point out what is important in the chapter.
9. **Read the last paragraph or summary.** The last paragraph or summary gives a condensed view of the chapter and helps you identify important ideas. Often the summary outlines the chapter's main points.
10. **Read quickly any end-of-chapter material.** If there are study questions, read through them quickly since they will indicate what is important in the chapter. If a vocabulary list is included, skim through the list rapidly to identify terms you will need to learn as you read.

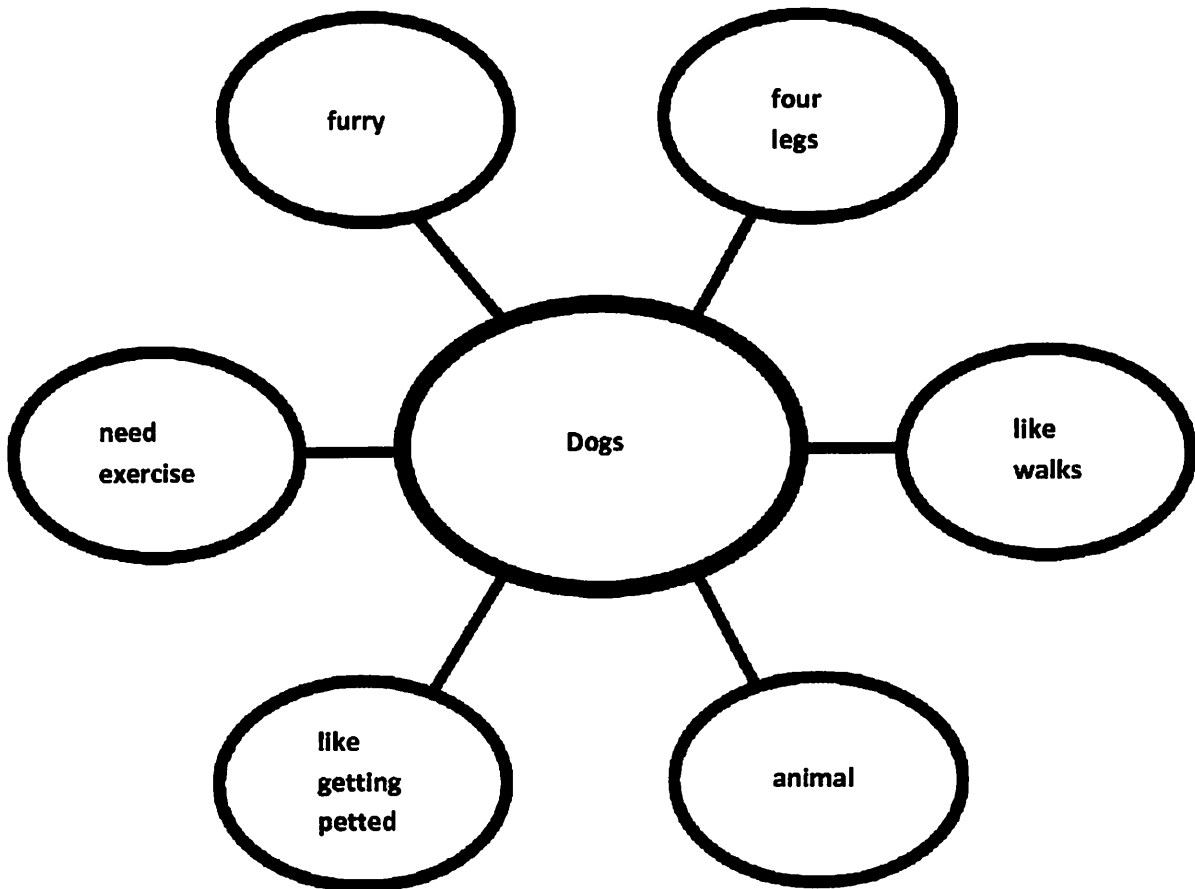
Helping Hand



How to Use a Writing Web

A writing web is a tool you can use to organize your thoughts and ideas around a writing topic.

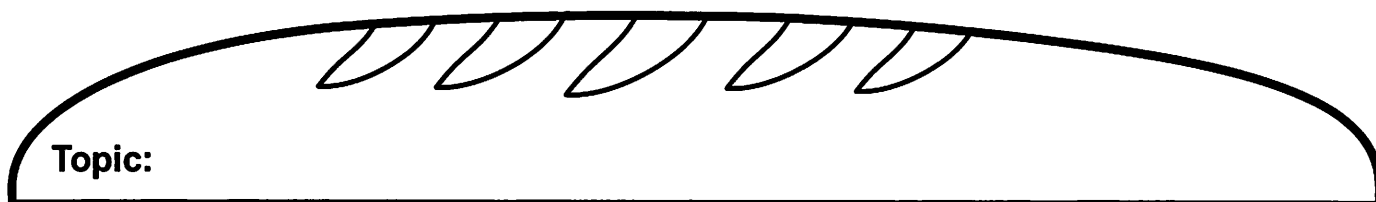
1. Choose a topic and put it in the center circle (example below: dogs).
2. Branch off from the center circle with other ideas about the topic (furry, four legs, likes walks, it's an animal, likes getting petted, needs exercise).
3. You can do this anywhere - you need a piece a paper and a pencil!



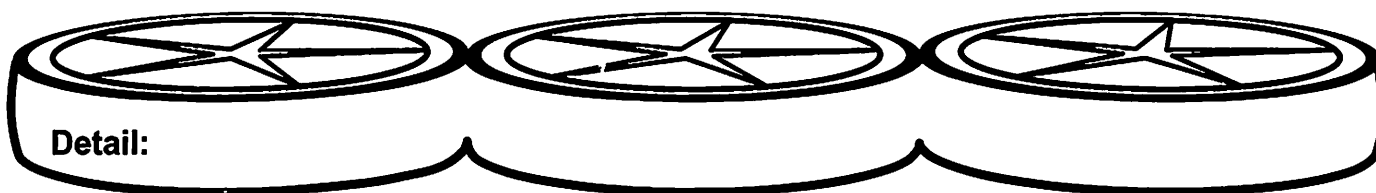
Name _____ Date _____

Sandwich Chart

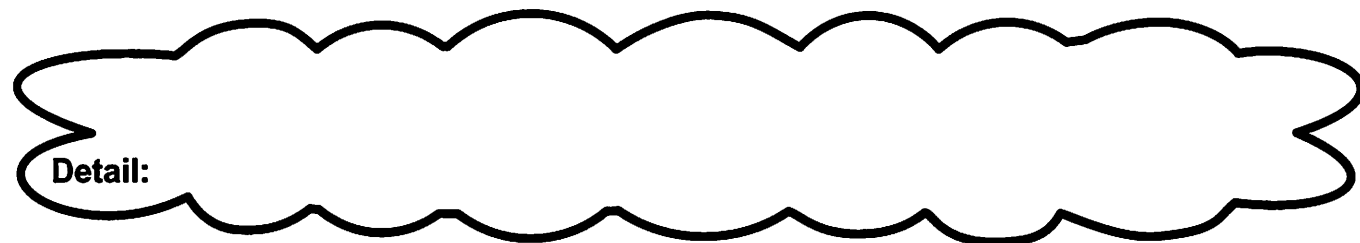
Write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom.

A large, horizontal, rounded rectangle representing a slice of bread. It has several diagonal lines on its top surface, suggesting a loaf of bread.

Topic:

Three circular slices, representing meat or cheese, arranged horizontally. Each slice has a star-like pattern in the center.

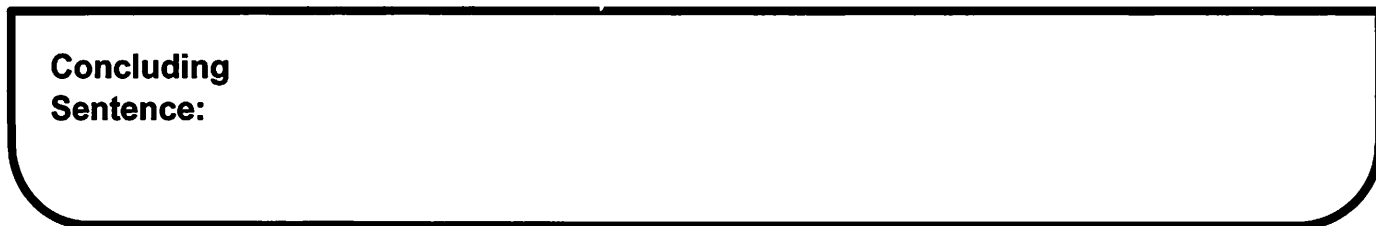
Detail:

A horizontal, wavy, scalloped border representing a layer of lettuce or tomato.

Detail:

A horizontal, rounded rectangle representing another layer of the sandwich.

Detail:

A horizontal rectangular box with rounded corners, representing the bottom slice of bread.

Concluding Sentence:

Organizing my opinion

My opinion:

Reason 1

Reason 2

Reason 3

Reason 4

Conclusion:

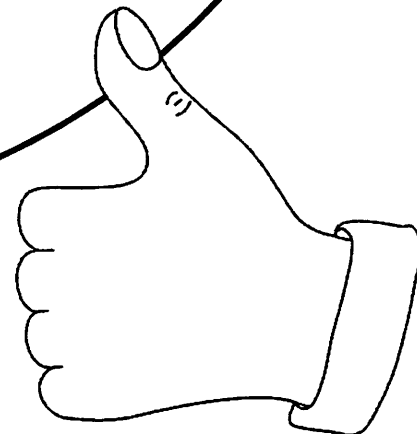
Name: _____

Opinion Brainstorming

Topic: _____

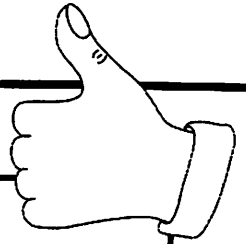
Brainstorm reasons to support
your opinion.

opinion:



Name: _____

Opinion Writing Organizer



Opinion Sentence

Reason # 1 & Explanation

Reason # 2 & Explanation

Reason # 3 & Explanation

Restate Opinion

Reading Response Choices

After independently reading, choose 2 responses to write about. Make an X through the box when you're finished.

| R | E | A | D | O |
|--|--|--|--|---|
| Change the setting of the story you read, how would the story be different? | Write a poem about your favorite character. | Would you be friends with the main character? Why or why not? | Write about the setting using your 5 senses : sight, smell, taste, hearing, touch. | Write about the connections you had to this story. text-to-text text-to-self text-to-world |
| Make a test for someone else to take. Make sure you write higher order thinking questions. | Write a new ending to the story. | How did the author begin the story? Why did this keep you reading? | I noticed that . . | Draw a picture of your favorite part of the story. Then write why this is your favorite part. |
| What do you think the author wanted you to learn from reading this story? | I was surprised when . . . because . . . | Free choice | Do a Venn Diagram comparing you and the main character. | I didn't understand when . . . |
| I don't understand why . . . | Could this story happen in real life? Why or why not? | Describe the conflict in your story. How did the character solve that problem? | I think . . . | If you were the author, what would you change about the story? |
| How did the characters change in the story? Use examples from the text. | Write about why the author wrote this story. Give evidence from the story. | I wonder . . . | How did the author end the story? Why was this a good way to end the story? | I can relate to . . |

High Frequency Words - Kindergarten

| | | |
|------|------|------|
| a | her | or |
| and | here | play |
| are | his | said |
| at | I | see |
| be | in | she |
| by | is | the |
| can | it | they |
| did | like | this |
| for | look | to |
| from | my | was |
| go | no | we |
| have | of | with |
| he | on | you |

First One Hundred High Frequency Words

| | | | |
|------|-------|--------|--------|
| the | one | other | could |
| of | had | about | people |
| and | by | out | my |
| a | word | many | than |
| to | but | then | first |
| in | not | them | been |
| is | what | so | call |
| you | were | some | who |
| it | we | her | oil |
| he | when | would | its |
| was | your | make | now |
| for | can | like | find |
| on | said | him | long |
| are | there | into | down |
| as | use | time | day |
| with | an | has | did |
| his | each | look | get |
| they | which | two | come |
| I | she | more | made |
| at | do | write | may |
| be | how | go | part |
| this | their | see | use |
| have | if | number | words |
| from | will | no | called |
| or | up | way | where |

Second One Hundred High Frequency Words

| | | | |
|----------|---------|-----------|---------|
| over | say | put | picture |
| new | great | does | again |
| sound | help | another | change |
| take | through | well | off |
| only | much | large | play |
| little | before | must | spell |
| work | line | big | air |
| know | right | even | away |
| place | too | such | animal |
| year | mean | because | house |
| live | old | turn | point |
| me | any | here | page |
| back | same | why | letter |
| give | tell | ask | mother |
| most | boy | went | answer |
| very | follow | men | found |
| after | came | read | study |
| thing | want | need | still |
| our | show | land | learn |
| just | also | different | should |
| name | around | home | America |
| good | form | us | world |
| sentence | three | move | also |
| man | small | try | along |
| think | set | kind | always |

High Frequency Words

The Instant Words - Third Hundred

| | | | | |
|---------|-----------|-----------|---------|-----------|
| high | light | life | sea | watch |
| every | thought | always | began | far |
| near | head | those | grow | indian |
| add | under | both | took | really |
| food | story | paper | river | almost |
| between | saw | together | four | let |
| own | left | got | carry | above |
| below | don't | group | state | girl |
| country | few | often | once | sometimes |
| plant | while | run | book | mountain |
| last | along | important | hear | cut |
| school | might | until | stop | young |
| father | close | children | without | talk |
| keep | something | side | second | soon |
| tree | seem | feet | later | list |
| never | next | car | miss | song |
| start | hard | mile | idea | being |
| city | open | night | enough | leave |
| earth | example | walk | eat | family |
| eye | begin | white | facet | it's |

High Frequency Words

The Instant Words - Fourth Hundred

| | | | | |
|----------|---------|----------|------------|---------------|
| body | usually | hours | itself | cold |
| music | didn't | black | themselves | cried |
| color | friends | products | morning | plan |
| stand | easy | happened | passed | notice |
| least | heard | whole | vowel | south |
| question | order | measure | true | United States |
| fair | nothing | remember | hundred | war |
| area | door | early | against | ground |
| mark | sure | waves | pattern | fall |
| stood | become | reached | numeral | king |
| horse | learned | listen | table | town |
| shown | leaves | wind | north | climbed |
| problem | across | possible | slowly | unit |
| complete | today | space | money | figure |
| room | during | covered | valley | certain |
| knew | short | although | American | field |
| since | better | bottom | pulled | travel |
| ever | field | hold | draw | wood |
| piece | however | himself | voice | fire |
| told | low | toward | seen | upon |