GUIDE
To The
EDUCATION LAB
EDNL 340
READING LAB

Education Building, Room 130
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Betty Holden Stike Education Laboratory
UNCW

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Part I
The Ed Lab--
What You Need to
Know
ED LAB GUIDE FOR READING/WRITING

This guide was written to make your experience in the Ed Lab an enjoyable one. To avoid spending time talking about procedural issues, we have prepared this guide so that we would have more time to work with you on reflective lesson planning. Please refer to this guide to help you with Ed Lab course requirements and procedures.

THE ROLE OF THE ED LAB STAFF

The Ed Lab staff members are here to help you in any way possible to make your tutoring experience meaningful for you and your student. Besides approving lesson plans, we will think through your student’s learning with you, make book recommendations, find learning materials, and help you find and adapt effective learning activities. We are here to support you in your journey to make learning happen for you and your child.

GENERAL INFORMATION

The Ed Lab is open Monday-Thursday 9:00-6:00, Fridays 9:00-12:00
Planning hours 9:00-2:00 Monday-Friday
Tutoring hours 3:00-6:00 Monday-Thursday

You will be expected to tutor a child for 20 hours in reading and writing. You will be expected to tutor twice a week for 1 hour each session. If you are also enrolled in EDNL 322 Education Lab Mathematics, you will combine your time with requirements for that course and tutor twice a week for 1 hour and 15 minutes (dividing your time 45 minutes for reading, 30 minutes for math in each session).

Tutoring during Summer Sessions may be different from these expectations. Expectations for Summer EDNL 340 tutoring will be clarified in Lab Class 1.

You will receive your tutoring placement early in the semester. You will be responsible for making contact with the parent to schedule mutually agreeable times and days for the tutoring sessions.

You will design a lesson plan for each lesson you teach. The lesson plan will be reviewed and approved by an Ed Lab instructor before you teach.
BEFORE YOU TUTOR

1. REVIEW THE CHILD’S FILE

The first thing to do after receiving your placement is to come to the Lab to review the child’s file. All files must be reviewed before tutoring. Because these files are completely confidential, they cannot be taken away from the Lab for photocopying or any other purpose.

2. CALL THE PARENT

*You must call the parent within two days of receiving the assignment.* The parent is expecting you to call within a certain time, and some begin to think that you are not going to call and may make other tutoring plans if you wait too long. Also, the sooner you call the parents, the faster we can get you another match if that child does not work out because of scheduling conflicts.

When you first call, be sure to let the parent know who you are and that you are tutoring as a course requirement. Tell them that you have reviewed the child’s file and that you have some questions (already prepared) that you would like to help you prepare for the first session. After you gather information about the child (remembering to ask about strengths, as well as needs), try to set up a mutually convenient schedule. Plan exactly the time and location of your first meeting. Ask for a description of the child and describe yourself as well. Please consider giving the parent your phone number so that they can call you in case they have to cancel a session. Also speak with the child as well to introduce yourself and to welcome him/her to the lab.

3. PREPARE FOR THE FIRST SESSION

The purpose for the first session is to get to know the child and to put that child at ease with you. You may refer to the First Day Plan in this guide to help you prepare for your first tutoring session. Carefully read and visualize your first session. The Ed Lab has a variety of interest inventories to choose from for your first session. Select one to use or you may even prepare an interest inventory of your own. You will also give your child a tour of the Ed Lab and create mailboxes for the message board. You will choose a few age-appropriate books for your session to share with the child, and plan an activity to follow reading. In lab class you will learn more about planning your first lesson. Your Reading Foundations professor may also suggest or require other activities during your first session.

4. LOCATE RESOURCES IN THE ED LAB AND CMC

We have a variety of teacher resource books that you may wish to browse through in the Lab. These books are not available for checkout. Many more materials can be found in the Curriculum Materials Center.
THE FIRST SESSION

* PRESENT YOURSELF IN A PROFESSIONAL MANNER. Consider your demeanor, and style of communication. Dress appropriately. *Remember, you are a teacher in the Lab.*

* ARRIVE EARLY. Remember that when coming to new situations, you should arrive early to make sure that you can find the place on time. It is also comforting if you are early, ready to tutor. Come in and get ready! Find a spot, get your materials ready, and then wait for your child out front. The Lab staff may know some children who are returning for tutoring, so ask someone to help you find the child when he/she is due to arrive.

* TALK BRIEFLY WITH THE PARENT. Some parents (especially those with younger children) may want to stay for the first tutoring session. Politely assure the parent, saying that you are ready to start and that you will see them later. Some parents still insist on staying, although most will not.

* SUGGESTED ACTIVITIES FOR FIRST SESSION. During your first session, you and your student may enjoy decorating mailboxes, completing an interest inventory, touring the Ed Lab, reading a book and following it up with a writing or craft activity related to it, and jointly planning the next session. You may refer to the First Day Plan in this guide to help you prepare for your first tutoring session. You must still add book titles and gather supplies for your first lesson.
NECESSARY PROCEDURES

LESSON APPROVAL

Lesson planning is a key component in effective teaching. While tutoring, you will plan for each session you tutor. Each lesson plan follows an objective-activity-assessment-reflection cycle and you must complete one lesson cycle before beginning another. You must have your lesson plan approved before 2:00 of the day you plan to tutor. An Ed Lab staff member can review lesson plans Monday through Friday from 9:00-2:00. Allow time to adjust your plan if staff recommends revisions. You must submit plans on time to earn points toward your lab class grade.

Lesson plans must be submitted in a folder with pockets, with the current plan on top of the previous ones. Please submit all plans each time to document your use of reflections in planning subsequent lesson.

Remember, lesson plans are professional documents and should be written as such: legibly, neatly, and grammatically correct (such as underlining book titles).

All reading plans must have:

• 2-4 objectives for each tutoring session. Objectives may be repeated over the course of your tutoring. Use the Common Core State Standards and/or North Carolina Standard Course of Study: English Language Arts Curriculum Guide. Both are provided in this Ed Lab Guide. For each session, know WHAT you are going to teach and WHAT IT WILL LOOK LIKE when your student is able to do what you are teaching. This will be a key to determining your assessment.
• At least 3-4 activities for one hour of tutoring. Activities must describe how you will meet the objectives for the session.
• A clear focus on reading strategy instruction and skill integration.
• A plan for assessment and evaluation based on your objective.
• Closure
• Observations and Reflections (to be completed after each lesson)

You will be graded on the quality of you lessons (10 points). Criteria include:

• Lessons illustrate clarity of intended learning (objectives).
• Lessons illustrate a match among intended learning, instruction, student needs and interests.
• Lessons include a wide variety of materials and resources.
• Lessons are appropriately sequenced—(i.e. whole-to-part) prewriting/reading segment, reading segment, response to reading, closure.

Lesson plans must reflect a learning experience for the child and your commitment to planning thoughtful, effective lessons. Examples of inadequate plans that will not be approved are plans that show the exact same activities day after day, plans that simply say “free day,” “let child decide,” or “child will choose book and read”. Have a reason for everything that you plan to do with your child.
CANCELATIONS

If you must cancel a tutoring session, call the Ed Lab immediately. You must also call your tutee’s parent after calling the Ed Lab. Notify the parent before noon if possible. If you cannot reach the parent to cancel, notify the Ed Lab so that we can continue to try to reach them.

If a parent calls you to cancel, inform the Ed Lab immediately.

Your cancellations will be recorded on the clipboard in the Ed Lab. If you cancel tutoring, you must make up the session. If a parent cancels tutoring before 2:00, you must make up the session.

You will receive credit for the session if the parent cancels after 2:00. The reasonable time to wait for a child to show up is twenty minutes. After ten minutes, use our phone to call the parents to see if they forgot the tutoring session. If there is no answer, wait an additional ten minutes to see if they are running late. If he/she has not shown by then, tell us and we will make a notation that you were here and that the child failed to show. You will get credit for the session if the parent does not call ahead of time.

In the event a child arrives late, you may extend the session so that the child can get in the full hour’s tutoring. Clarify the time expectations with the parent. In the case of a ‘no show,’ you may make up that time by adding fifteen or thirty minutes to subsequent sessions. If you decide to do this, make sure that the parents and the Ed Lab staff are aware that you are doing so. If the parent cancels ahead of time, arrange with the parent to make up the session.

SIGNING IN AND SIGNING OUT

Sign in each session on the sign-in clipboard on the counter.

If you take the child outside the lab, sign both of you out on the orange sheet on the counter. This lets us know where you are in case of an emergency. Parents may call and need to talk to the child, and we need to know how to get to you quickly.

MATERIALS CHECK OUT

Trade books, math manipulatives, A/V equipment, craft supplies, and laptop computers are available for you to check out from the Ed Lab for use during tutoring. You may check out books using the check-out notebook. The notebook has your name listed alphabetically so that you can check out books and materials. Be sure to sign materials back in when you return them, and then place them in the BOOK RETURN BASKET. Math materials, A/V equipment, and laptop computers are available for check-out by checking with an Ed Lab staff person.
IN THE KITCHEN

You can use the kitchen to teach so many things!! Cooking, measuring, reading directions, performing science projects, and finding supplies are among the many things you can use the kitchen for. Have a purpose for cooking by incorporating a cooking session into your lesson plans. Cooking may go along with books you are reading, for example If You Give a Mouse a Cookie, How Pizza Came to Queens. Cooking is also a good activity to practice following directions, making lists, reading instructions, and understanding sequencing.

Be sure to involve the student in the planning for cooking. With the child, find a recipe and look it over so that you can determine what grocery items need to be bought. Then have the child prepare a note or grocery list requesting those items.

One benefit of tutoring in the Ed Lab is that practically all materials will be furnished for you. If you need a certain craft or grocery item, please let the staff know THREE DAYS in advance so that we can purchase these items for you. If you do not allow three days, you will need to purchase these items yourself. ‘Grocery Lists’ are available near the sign-in sheet.

KEEP OUR WORKSPACE CLEAN

It is your (and your student’s) responsibility to clean up any work area after its use. Be sure to clean up the craft area by rinsing out paintbrushes and wiping up any spills. Also involve your child in cleaning up the kitchen after a cooking activity.

DISCUSSING TUTEE WITH YOUR COURSE PROFESSOR

Over the course of the semester, you will discuss your tutoring experience in your class and with your course professor. Those discussions will help you refine your thinking about what your student needs and how your planning and instruction can help him learn. Remember that one of the main purposes of your tutoring lab is to apply what you learn in your coursework. Of course, all discussions about your tutee should be of a professional nature and maintain confidentiality.
THE END OF THE SEMESTER

The end of the semester is a very busy time in the Ed Lab. Knowing your responsibilities and keeping track of your requirements are critical for your success. You will be expected to plan an appropriate closing lesson with your student, conference with your student’s parent, write a letter to the parent, complete your reflective paper, complete Ed Lab surveys, and complete a final sign-out of the Ed Lab. These details will help you remember all there is to do.

LET THE CHILD AND PARENT KNOW OF PROJECTED ENDING DATE

Two sessions before your final tutoring lesson, tell the child and parent that you have two sessions left and give them the ending date. At that time, you will want to schedule the conference with the parent.

ED LAB SURVEYS

During the last tutoring session, complete the tutor survey and have your student complete his or her survey. Provide the parents with a survey form to complete. Out-of-lab tutors will complete a tutor survey and have the cooperating teacher complete a tutor evaluation to be sent in to the Ed Lab.

PREPARE A LETTER TO THE PARENT

Towards the end of the semester, draft a word-processed letter summarizing your work with your student. This letter will be given to the parent at the conference.

The letter should include the following:

• A statement thanking the parent for the opportunity to work with their child
• A brief summary of what was accomplished or learned during the sessions and what activities were most successful for the student
• Recommendations for the child’s continued growth

Share this rough draft with the Ed Lab staff to edit and suggest revisions. Complete the final copy of the letter. Bring two copies of the letter to the conference, one for the parent and one for the student’s files. Out-of-lab tutors will need three copies of your letter: one for the teacher, one for the parent, and one to submit with your plans at the end of tutoring.

ARRANGE A CONFERENCE WITH THE PARENT

Conferences must be held in the Ed Lab with a member of the Ed Lab Staff. Your parent/teacher conference will be part of your last tutoring session. Your tutee will not be present during the conference.
To plan for the conference you will need to do the following:

- Write a lesson plan that includes a short lesson, completing the child’s survey form and an activity that the child can do independently. Also, indicate that you are holding the parent conference on the lesson plan form. The conference should take about 15 to 20 minutes. Observations and Reflections must be completed following the conference.
- At the beginning of the conference thank the parents for the opportunity to work with their child.
- Discuss the child’s strengths and progress.
- Discuss in detail some of the activities in which you engaged the child.
- Share the Literacy Folder with samples of the child’s work.
- Ask the parents if they have any questions.
- Ask the parents if they notice any improvement in their child’s performance or attitude.
- Give the parent a copy of your letter at the END of the conference.

Above all, be positive about the progress the child made. Refrain from finding fault with the child’s teacher. Leave the teachers and the school system out of your conference!

If you are tutoring out of lab, your conference will be with your student’s teacher at the school. The teacher will be responsible for completing your evaluation at the end of the semester.

**CHECK OUT OF THE ED LAB**

Within a few days of your final tutoring session/parent conference, approach an Ed Lab staff member to sign you out of the lab. You will need to give all lesson plans and a copy of your parent letter to the Ed Lab staff. These lesson plans are helpful to the next tutor who will work with your child.

Have a Great Learning Experience! Please feel free to make suggestions for improving Ed Lab procedures and practices.
How to Write a Parent Letter for Tutoring in the Ed Lab

Your parent letter is a brief summary of the work you have done with your student, what he or she has learned, and some recommendations for your student’s future growth. You will present your letter to the parent at the end of your parent conference. Sample letters are available to review in the Ed Lab.

A draft copy of your parent letter must be turned in to the Ed Lab staff at least one week before the scheduled parent conference. Turn in the letter along with or just as you would a lesson plan.

Parent Letter Guidelines:
• Use “Block Style”
• Date the letter
• Space the letter properly on the page
• Use Spell Check
• Have a friend proofread your letter
• Turn in a word processed draft copy to be edited by the lab staff
• Sign the final copy

Contents of Letter
• Start by thanking the parent for the opportunity to work with the child
• Begin by discussing what you learned from assessments at the beginning of the semester
• Write a summary of what was accomplished and learned
• Discuss the activities that were most successful
• Make recommendations for the child’s continued growth and learning

Final copies
In Lab Make two (2) copies (one for the parent and one for the Ed Lab file)
Out-of-Lab Make three (3) copies (one for teacher, one for parent & one for Ed Lab files)

Turn in the Ed Lab copy of the letter with your plans at final checkout.
Compiling a Literacy Folder

While working with your student, you will compile a literacy folder to document your learner’s growth. Below are the minimum contents of the folder and a brief description of each. Your course professors may be more specific in the requirements for the contents of your Literacy Folder. This literacy will be shared with the student’s parent or teacher at your conference.

**Interest Inventory:** During your first session, use an interest inventory to determine your learner’s interests. This may be a teacher generated inventory, one from this packet, or any other that will give you some personal information about your learner.

**Writing Samples:** Writing should be a part of each tutoring session. You may have your learner write about what he or she has read. You may have your learner work through the writing process to create a story, article or poem. You may engage your learner in shared writing such as written conversation and journaling. Collect and date these samples throughout your tutoring.

**Assessments:** As you get to know your learner, you will conduct assessments to determine his or her needs. In doing so, you will determine one or two instructional areas to work on in your time with your learner. Keep these assessments and complete post assessments near the end of your tutoring.

**Examples of Student Work:** These may include drawings, journal entries, writings, posters, or other literacy extension activities created by your learner in response to reading.

**Reading/Writing Log:** Keep a list of all books, articles, stories and poems your learner reads. Also keep a list of all types of writing he or she does including, but not limited to stories, journal entries, poems, reading responses.
PART II

Getting Started
Have a conversation with your tutee. Ask the question: “What do good readers do?” Listen carefully to your learner’s answers. Probe. Clarify. And record the answers you generate together. Then compare to the answers this fourth grade class came up with. **Consider this: Where does ‘using strategies’ fit in? Strategies like visualizing, predicting, inferring, questioning, making connections, etc.

What Does a Good Reader Do?
(Whole-Class Brainstorming Session)

1. Can’t stop reading
2. Reads at own pace
3. Oral reading—reads slower so others can understand
4. Reads a variety of books
5. Reads anything if it looks interesting, even the back of a cereal box!
6. Chooses “quality” books
7. Reads good literature
8. When stuck on word: sounds out figures out by rest of sentence
9. Reads back of book or first chapter to see if wants to read book
10. Reads silently (to himself/herself)
11. Desires/wants to read
12. Reads a little bit to see if can read it
13. Doesn’t always judge a book by a cover (especially chapter books)
14. Takes recommendations
15. Sometimes chooses challenging books
16. Finds series and authors they like and reads all their books
17. Recommends books to friends
18. Talks about books
19. Reads book reviews to see if interested
20. Reads while eating
21. Reads at bedtime
22. Tries to read even when they’re not supposed to:
   When teacher is talking to students
   While eating
   While doing homework
23. Talks about books

Joan Servis’ Fourth-Grade Class
March, 1998
**What a Good Writer Does**

1. Rereads what is written
2. Spells most words correctly
3. Picks interesting topics
4. Sticks to the topic
5. Uses descriptive vocabulary
6. Someone is able to read the writing (legible)
7. Doesn’t bore the reader
8. Uses catchy leads
9. Uses thesaurus
10. Revise and edit
11. Has closure
12. Good books give ideas and better vocabulary
13. Uses punctuation and capitalization correctly
14. Relates to life
15. Has title, beginning, middle and ending in stories
16. Write about what she/he knows
17. Has a plot (story)
18. Uses points of view
19. Writes with a voice
20. Sounds real
21. Uses dialogue well
22. Pulls reader into story
23. Can write in several genres
24. Uses details to flesh out story or article
25. Asks for feedback

Joan Servis’ Fourth-Grade Class
March, 1998
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<th>Intended Learnings/Goals and Objectives (CCSS/NCSCOS)</th>
<th>Instruction/Activities</th>
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<th>Resources and Materials:</th>
<th>Assessment:</th>
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Observations of Student Responses: Describe what you saw the child do. How did he/she approach the tasks? How successful was he/she? What did you notice about his/her learning style or tolerance for different types of instruction?

Reflections on learning and teaching and notes on planning for next session: How do you think the lesson went? Why did the child react or perform like he/she did? What did you learn about yourself and your teaching? What did you learn about your child? What questions has this session raised for you? How can you use what you have observed and reflected upon to plan future lessons? What do you need to do next?
Intended Learnings:

1. Introductions and Ed Lab tour

2. Identify reading interests and share literacy experiences

Learning Activities:

1. Get acquainted:
   - Welcome student and introduce yourself. Start a conversation about things you both like.
   - Tour the lab. If the student has been to the lab before, let him/her give you a tour of the lab.
   - Decorate a mail box and put it up on the bulletin board.

2. Work on an interest inventory and use it to continue the conversation.

3. Let your student select a book or two from a set of books you have chosen. You may have your student read to you, you may read it aloud, or you may read together.

4. Complete a response activity together (i.e. drawing to illustrate the setting and main characters in the story; make a paper bag puppet of the main character in the story; make a story chain of the main events in the story).

5. Make a list of two or three goals or activities for the next session.

Other activities required by course professor:

Resources and Materials:

Book title(s):

Craft/art materials:

Assessment:

1. How does my student choose reading materials that reflect his/her interest and abilities?
2. What level of skill does my student show in listening? Instructional reading level? Independent reading level?
3. How does my student demonstrate connecting to text through the response activity?
**Observations of Student Responses:** Describe what you saw the child do. How did he/she approach the tasks? How successful was he/she? What did you notice about his/her learning style or tolerance for different types of instruction?

**Reflections on learning and teaching and notes on planning for next session:** How do you think the lesson went? Why did the child react or perform like he/she did? What did you learn about yourself and your teaching? What did you learn about your child? What questions has this session raised for you? How can you use what you have observed and reflected upon to plan future lessons? What do you need to do next?
### Intended Learnings:

**Assessment Intentions**

1. Identify independent and instructional reading levels
2. Read and comprehend narrative text... Respond and elaborate in answering what, when, where and how questions
3. Identify literacy strengths and areas to work on.

### Learning and Assessment Activities:

1. **Student Reading:** Help your student preview the books you chose before the lesson. Have your student read aloud from the books you chose. Use assessments from course instructor and/or lab guide to begin to determine instructional/independent reading levels. (Five Finger Test, BLIP, IRI, etc.)

2. **Extension/Response Activity:** Complete a retelling and story map together. Ask your student to retell and complete a story map, asking questions as necessary to gauge comprehension:
   - Who are the characters?
   - Where does the story take place?
   - What happened first? What happened next? How did the story end? What was the problem? How was it solved?

3. Ask your student what he or she thinks good readers do. Set goals together...“What would you like to work on to improve as a reader?”

   - Begin Reading and Writing Logs...Ask what your tutee might like to read and write about during your time together.
   - Plan your next tutoring session together...Allow your learner to be a part of the planning.

4. **Read Aloud...** You read a story, poem or start of a chapter book out loud to your student.

### Resources and Materials:

- Book for read aloud: __________________________
- 4-5 books in child’s range of interest and approximate ability:
  - __________________________
  - __________________________
  - __________________________
  - __________________________
  - __________________________
- Craft pack

### Evaluation/Assessment:

1. Demonstrate independent and instructional reading levels.
2. Demonstrate basic comprehension of texts.
Observations of Student Responses: Describe what you saw the child do. How did he/she approach the tasks? How successful was he/she? What did you notice about his/her learning style or tolerance for different types of instruction?

Reflections on learning and teaching and notes on planning for next session: How do you think the lesson went? Why did the child react or perform like he/she did? What did you learn about yourself and your teaching? What did you learn about your child? What questions has this session raised for you? How can you use what you have observed and reflected upon to plan future lessons? What do you need to do next?
PART III

Assessment and Evaluation
Interest Inventories

Get to know your student by administering an interest inventory. There are many to choose from. Please ask for suggestions.

Example

<table>
<thead>
<tr>
<th>WHAT DO YOU THINK?</th>
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<tbody>
<tr>
<td>Mark the face that tells what you think of these subjects:</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>☑️</td>
</tr>
</tbody>
</table>

Mark the face that tells what you think about these reading and writing activities:

- Reading something you choose: ☐️ ☑️
- Picking out your own books: ☐️ ☑️
- Listening to stories: ☐️ ☑️
- Reading story books: ☐️ ☑️
- Reading fact books: ☐️ ☑️
- Reading a book by yourself: ☐️ ☑️
- Telling about what you read: ☐️ ☑️
- Writing about what you read: ☐️ ☑️
Burke Reading Inventory

Reading Interview

1. When you are reading and you come to something you don't know, what do you do? Do you ever do anything else? (Probe here!)

2. Do you think that (ask teacher's name) is a good reader? Or who is a good reader?

3. What makes him/her a good reader?

4. Do you think that she/he ever comes to something she/he doesn't know? What do you think she/he does about it?

5. YES - When she/he does come to something she/he doesn't know, what do you think she/he does about it?

NO - Suppose/pretend that she/he does come to something that she/he doesn't know, what do you think she/he does about it?

6. If you knew that someone was having difficulty reading how would you help them?

7. What would a/your teacher do to help that person?

8. How did you learn to read? What did they/you do to help you learn?

9. What would you like to do better as a reader?

10. Do you think that you are a good reader?
Choosing a Just Right Book

Choosing books which are just right for you may take some practice. So we would like to pass on some useful hints to help you learn how to choose.

The word BLIP is a mnemonic (memory tip) to help you choose some good books.

Each letter in the word stands for one step in the process of selecting a book.

Try to put this into practice when you are browsing for a new book

B Read the BLURB
L Look at the LENGTH and the size of the print
I Read a few pages to see if it INTERESTS you.
P Look at the PICTURES or illustrations

----------------------------------------------------------------------------------

THE FIVE FINGER TEST - Is this book too hard for me?

To check whether a book is too easy or too hard, try this simple test.

- Open the book at any page and start reading.
- Each time you come to a word you don't know put down one finger on your left hand.
- If you reach five tricky words on the same page, and have placed down five fingers, perhaps the book is a bit hard for you at the moment.
- Put it back for now and try again later.
CONCEPTS ABOUT PRINT (K-1)

Emergent Readers’ knowledge of print concepts helps teachers plan for appropriate teaching. Use a leveled reader and prompt student to check for these behaviors. Look for these behaviors in your students:

_____ can identify front, back and title of book (3 points)
    You say: “Show me the ______ of this book.”

_____ understands that print conveys a message (1 point)
    You say: “Show me where to start reading this story.”

_____ moves through the text from front to back (1 point)
    You say: “Show me with your finger which way I go as I read.”

_____ moves left-to-right across the page with a return sweep (1 point)
    You say: “You point to the words as I read the story.” (Read slowly but fluently.)

_____ understands the concept of first word, last word and one word (3 points)
    You say: “Show me _________ on this page.”

_____ understands the concepts of a word and a sentence (2 points)
    You say: “Show me a whole sentence. Show me one word in that sentence.”

_____ can identify the first letter, the last letter, one letter, two letters in a word (4 points)
    You say: “Show me _________ in this word.”

_____ can identify capital and lower case letters (2 points)
    You say: “Show me a capital letter on this page. Show me a lower case letter.”

_____ is aware of punctuation: period, question mark, exclamation mark, quotation marks (4 points)
    You say: “Show me a ___________” or “What is this used for?”

__________ Total  DATE ________________

__________ Total  DATE ________________

__________ Total  DATE ________________

-------------------------------------------------------------------------------------

Notes:
PHONEMIC AWARENESS INVENTORY (K-2)

STUDENT __________________________ GRADE ________
Tutor ______________________________

IDENTIFYING RHYME

Teacher says two words and asks the child if the words rhyme.

Say: “CAT. BAT. Do these words rhyme?” Tell the students the correct answer. Say “BALL. HOUSE. Do these words rhyme?” Tell the student the correct answer. “Now we will do some like this together. You tell me if the two words I say rhyme.”

Record √ if the response is correct. Record the child’s response if the item is incorrect.

<table>
<thead>
<tr>
<th>Words</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bug/rug</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. dot/egg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. boat/goat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. fish/wish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. mitten/kitten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. ball/wall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. sock/phone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. fun/sun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. tree/book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. desk/soap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct</td>
<td>/10</td>
<td>/10</td>
</tr>
</tbody>
</table>

GENERATING RHYME

Teacher says a word and asks the child to give a word that rhymes.

Say: “Can you tell me a word that rhymes with TOP?” Accept answer “Say HOP, MOP, FLOP all rhyme with TOP.” ROP and NOP are nonsense words, but they rhyme with TOP as well.

Record √ if the response is correct. Record the child’s response if the item is incorrect.

<table>
<thead>
<tr>
<th>Words</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>snake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>man</td>
<td></td>
<td></td>
</tr>
<tr>
<td>toy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Correct</td>
<td>/5</td>
<td>/5</td>
</tr>
</tbody>
</table>
**ISOLATING INITIAL PHONEMES**

The teacher says the word and asks the child to say the word. Then the teacher asks the child which word begins like this.

Say: “Listen while I say a word. DOG. You say that word. Which word starts like DOG? GOAT. DUCK”

Record a √ if the response is correct. Record the child’s response if it is incorrect.

<table>
<thead>
<tr>
<th>Words</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ex. dog</td>
<td>goat</td>
<td>duck</td>
</tr>
<tr>
<td>ex. rock</td>
<td>rabbit</td>
<td>✓</td>
</tr>
<tr>
<td>1. rat</td>
<td>rug</td>
<td>man</td>
</tr>
<tr>
<td>2. bear</td>
<td>car</td>
<td>bug</td>
</tr>
<tr>
<td>3. cat</td>
<td>apple</td>
<td>can</td>
</tr>
<tr>
<td>4. fox</td>
<td>fan</td>
<td>boat</td>
</tr>
<tr>
<td>5. pig</td>
<td>farm</td>
<td>pie</td>
</tr>
<tr>
<td>6. jar</td>
<td>toy</td>
<td>jacket</td>
</tr>
<tr>
<td>7. house</td>
<td>hand</td>
<td>bed</td>
</tr>
<tr>
<td>8. flower</td>
<td>flag</td>
<td>house</td>
</tr>
<tr>
<td>9. snake</td>
<td>snail</td>
<td>train</td>
</tr>
<tr>
<td>10. ship</td>
<td>shirt</td>
<td>girl</td>
</tr>
<tr>
<td><strong>Correct</strong></td>
<td>/10</td>
<td>/10</td>
</tr>
</tbody>
</table>

**ISOLATING FINAL PHONEMES**

The teacher says the word and asks the child to say the word. Then the teacher asks the child which word ends like this.

Say: “Listen while I say a word. CAT. You say that word. Which word ends like CAT? KING. PLATE”

Record a √ if the response is correct. Record the child’s response if it is incorrect.

<table>
<thead>
<tr>
<th>Words</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. cat</td>
<td>king</td>
<td>plate</td>
</tr>
<tr>
<td>Ex. rock</td>
<td>cake</td>
<td>boy</td>
</tr>
<tr>
<td>1. pad</td>
<td>phone</td>
<td>bed</td>
</tr>
<tr>
<td>2. man</td>
<td>bug</td>
<td>ten</td>
</tr>
<tr>
<td>3. bus</td>
<td>gas</td>
<td>horse</td>
</tr>
<tr>
<td>4. girl</td>
<td>fan</td>
<td>ball</td>
</tr>
<tr>
<td>5. bug</td>
<td>pig</td>
<td>shoe</td>
</tr>
<tr>
<td>6. stove</td>
<td>door</td>
<td>wave</td>
</tr>
<tr>
<td>7. book</td>
<td>cup</td>
<td>snake</td>
</tr>
<tr>
<td>8. ham</td>
<td>top</td>
<td>arm</td>
</tr>
<tr>
<td>9. king</td>
<td>egg</td>
<td>truck</td>
</tr>
<tr>
<td>10. hat</td>
<td>rope</td>
<td>tent</td>
</tr>
<tr>
<td><strong>Number Correct</strong></td>
<td>/10</td>
<td>/10</td>
</tr>
</tbody>
</table>
SEGMENTING PHONEMES

The teacher articulates the word in a deliberate manner without stopping between each phoneme and asks the child to tell how many sounds s/he hears in this word.

Sounds, not letters should be identified.

Say: “Listen while I say a word slowly. /t/ /o/ /p/” (Don’t stop between sounds.)

“How many sounds did you hear in /t/ /o/ /p/?” Record a √ if the response is correct. Record the child’s response if it is incorrect.

BLENDING ONSET AND RIME

The teacher says the onset of a word, pauses, says the rime, and asks the child to say the word. (Pause between the onset and the rime, but don’t separate the sounds.) Say: “Listen to the word. Say /s/ /oap/. What word have I said? Record a √ if the response is correct. Record the child’s response if it is incorrect.
SUBSTITUTING BEGINNING PHONEMES

Teacher says a word and asks the student to repeat the word. Then the teacher asks the student to change the initial phoneme to make a new word.

Say: “I’m going to say a word and then I’m going to say the word with a new beginning sound. /mat/. If I change the /m/ in /mat/ to /p/, I get /pat/. Now you try. Say /bug/. Now change the beginning sound, /b/, to /h/. Wait for response. You get /hug/.

Record √ if the response is correct. Record the child’s response if the item is incorrect.

SUBSTITUTING ENDING PHONEMES

Teacher says a word and asks the student to repeat the word. Then the teacher asks the student to change the final phoneme to make a new word.

Say: “I’m going to say a word and then I’m going to say the word with a new ending sound. /run/. If I change the /n/ in /run/ to /g/, I get /rug/. Now you try. Say /rat/. Now change the ending sound, /t/, to /p/. Wait for response. You get /rap/.

Record √ if the response is correct. Record the child’s response if the item is incorrect.

DELETING PHONEMES

Teacher says a word and asks the student to repeat the word. Then the teacher asks the student to repeat the word with the initial phoneme removed.

Say: “I’m going to say a word and then I’m going to say the word without the beginning sound. /fun/. Wait. /un/. FUN without the “F” is “UN”. Now you try. Say CAT. Now say CAT without the “C”.

Record √ if the response is correct. Record the child’s response if the item is incorrect.
# FRY'S 300 INSTANT SIGHT WORDS

## First Hundred

<table>
<thead>
<tr>
<th>A</th>
<th>can</th>
<th>her</th>
<th>many</th>
<th>see</th>
<th>us</th>
</tr>
</thead>
<tbody>
<tr>
<td>about</td>
<td>come</td>
<td>here</td>
<td>me</td>
<td>she</td>
<td>very</td>
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<tr>
<td>after</td>
<td>day</td>
<td>him</td>
<td>much</td>
<td>so</td>
<td>was</td>
</tr>
<tr>
<td>again</td>
<td>did</td>
<td>his</td>
<td>my</td>
<td>some</td>
<td>we</td>
</tr>
<tr>
<td>all</td>
<td>do</td>
<td>how</td>
<td>new</td>
<td>take</td>
<td>were</td>
</tr>
<tr>
<td>an</td>
<td>down</td>
<td>I</td>
<td>no</td>
<td>that</td>
<td>what</td>
</tr>
<tr>
<td>and</td>
<td>eat</td>
<td>if</td>
<td>not</td>
<td>the</td>
<td>when</td>
</tr>
<tr>
<td>any</td>
<td>for</td>
<td>in</td>
<td>of</td>
<td>their</td>
<td>which</td>
</tr>
<tr>
<td>are</td>
<td>from</td>
<td>is</td>
<td>old</td>
<td>them</td>
<td>who</td>
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<tr>
<td>as</td>
<td>get</td>
<td>it</td>
<td>on</td>
<td>then</td>
<td>will</td>
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<tr>
<td>at</td>
<td>give</td>
<td>just</td>
<td>one</td>
<td>there</td>
<td>with</td>
</tr>
<tr>
<td>be</td>
<td>go</td>
<td>know</td>
<td>or</td>
<td>they</td>
<td>work</td>
</tr>
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<td>been</td>
<td>good</td>
<td>like</td>
<td>other</td>
<td>this</td>
<td>would</td>
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<tr>
<td>before</td>
<td>had</td>
<td>little</td>
<td>our</td>
<td>three</td>
<td>you</td>
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<tr>
<td>boy</td>
<td>has</td>
<td>long</td>
<td>out</td>
<td>to</td>
<td>your</td>
</tr>
<tr>
<td>but</td>
<td>have</td>
<td>make</td>
<td>put</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>by</td>
<td>he</td>
<td>man</td>
<td>said</td>
<td>up</td>
<td></td>
</tr>
</tbody>
</table>
Second Hundred

also   color   home   must   red   think
am    could   house   name   right   too
another   dear   into   near   run   tree
away    each   kind   never   saw   under
back    ear    last   next   say   until
ball    end    leave   night   school   upon
because   far    left   only   seem   use
best    find   let   open   shall   want
better   first   live   over   should   way
big    five    look   own   soon   where
black    found   made   people   stand   while
book    four    may   play   such   white
both    friend   men   please   sure   wish
box    girl    more   present   tell   why
bring   got    morning   pretty   than   year
call    hand   most   ran   these
came    high   mother   read   thing
<table>
<thead>
<tr>
<th>along</th>
<th>didn't</th>
<th>food</th>
<th>keep</th>
<th>sat</th>
<th>though</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>does</td>
<td>full</td>
<td>letter</td>
<td>second</td>
<td>today</td>
</tr>
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<td>dog</td>
<td>funny</td>
<td>longer</td>
<td>set</td>
<td>took</td>
</tr>
<tr>
<td>around</td>
<td>don't</td>
<td>gave</td>
<td>love</td>
<td>seven</td>
<td>town</td>
</tr>
<tr>
<td>ask</td>
<td>door</td>
<td>goes</td>
<td>might</td>
<td>show</td>
<td>try</td>
</tr>
<tr>
<td>ate</td>
<td>dress</td>
<td>green</td>
<td>money</td>
<td>sing</td>
<td>turn</td>
</tr>
<tr>
<td>bed</td>
<td>early</td>
<td>grow</td>
<td>myself</td>
<td>sister</td>
<td>walk</td>
</tr>
<tr>
<td>brown</td>
<td>eight</td>
<td>hat</td>
<td>now</td>
<td>sit</td>
<td>warm</td>
</tr>
<tr>
<td>buy</td>
<td>every</td>
<td>happy</td>
<td>o'clock</td>
<td>six</td>
<td>wash</td>
</tr>
<tr>
<td>car</td>
<td>eyes</td>
<td>hard</td>
<td>off</td>
<td>sleep</td>
<td>water</td>
</tr>
<tr>
<td>carry</td>
<td>face</td>
<td>head</td>
<td>once</td>
<td>small</td>
<td>woman</td>
</tr>
<tr>
<td>clean</td>
<td>fall</td>
<td>hear</td>
<td>order</td>
<td>start</td>
<td>write</td>
</tr>
<tr>
<td>close</td>
<td>fast</td>
<td>help</td>
<td>pair</td>
<td>stop</td>
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<td>fat</td>
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<td>part</td>
<td>ten</td>
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<td>fire</td>
<td>hot</td>
<td>round</td>
<td>third</td>
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<tr>
<td>cut</td>
<td>fly</td>
<td>jump</td>
<td>same</td>
<td>those</td>
<td></td>
</tr>
</tbody>
</table>
SOME QUESTIONS TO ASK ABOUT YOUR READER

Interest/Experiences
- What are the child’s interests? Which of these can be used to enhance his/her reading comprehension?
- Does the child like to share stories with another child?

Readiness
- How much does the child know about handling a book?
- Does the child like to listen to stories?

Personal Behavior
- How willing is the child to take risks?
- Does the child like to share stories with another child?

Values/Beliefs
- Does the child value reading?
- What are the child’s beliefs about reading? Writing?

Strategic Reading
- Can the child make logical predictions about the selection?
- Can the child set a purpose for reading?
- How much support does the child need for reading?
- What types of reading miscues does the child make?
- What does the child do when he/she comes to an unknown word?
- Does the child use picture clues?
- Does the child bring his own knowledge about a subject to the reading?
- Can the child predict what the story or passage is about?
- Which reading strategies does the child effectively?
- Does the child monitor his/her own reading?
- Does the child read fluently? With expression?

Reading/Writing Connections
- Can the child write a summary of the story?
- Can the child rewrite a story?
- Can the child make a text innovation of a story (like The Three Little Pigs)?
- Can the child create a semantic web for reading? Writing?
- Does the child make the reading-writing connection?
- When writing, does the child use approximations?
- Can the child confidently choose a topic to write on?
- When writing, does the child use approximations?
- Can the child confidently choose a topic to write on?
- When writing, does the child use editing skills?
- Can the child come up with appropriate titles for a story?
- Can the child vary sentence beginnings when writing?
- Does the child proofread his/her own writing?
- How enthusiastic is the child about publishing pieces of work?
- Does the child understand that authors and illustrators have individual voices and styles?

Comprehension
- Can the child re-tell a story that he/she has just read?
- Can the child come up with the main idea of a story or passage?
- Can the child create a semantic web for reading? Writing?
- Can the child follow directions?
- Can the child determine a story’s proper sequence?
- What are the child’s interests? Which of these can be used to enhance his/her reading comprehension?
- How much knowledge does the child have about how to use a book?
- Does the child show insight into what has been read?
- Can the child understand the sequence of events?
- Does the child use the library effectively?
- Does the child understand causality?
- What is the child’s stamina for silent reading?
Comprehension Checks

Before Reading

• Uses titles, pictures, captions, graphs, blurbs to predict.
• Uses background knowledge to predict.
• Intrinsically motivated to engage in reading.

During Reading

• Is aware when text doesn’t make sense.
• Uses preceding text to predict.
• Reads to answer own questions about text.
• Reads “between the lines.”
• Understands and uses structure of text.
• Rereads when comprehension is difficult.
• Changes reading mode (silent & oral) when comprehension is difficult.
• Gets help when comprehension is difficult.
• Reads at an appropriate rate for the text.
• Able to identified concepts, language, or vocabulary that interfere with comprehension.
• Searches efficiently for specific information.

After Reading

• Extends comprehension through writing.
• Extends comprehension through discussion.
• Recalls important information.
• Recalls sufficient information:
• Summarizes main points.
• Adjusts what is shared about the text for the audience.
• States appropriate theme for story.
• Uses text to support statements & conclusions.
• Compares characters in text.
• Retells fluently (length & coherence).
• Links story episodes in narrative; facts in expository text.
• Identifies story elements in text (characters, setting, problem, episodes, resolution).
• Uses author’s language in retelling.
• Uses own “voice” in retelling.

Before, During, or After Reading

• Compares characters or incidents to self or experiences.
• Compares this text to other texts.
• Compares this text to media other than text.
• Uses text to support statements & conclusions.
• Identifies point-of-view.
• Distinguishes between fact and opinion.
PART IV

Literacy Lessons
Writing a Literacy Lesson Plan

Your lesson plans for tutoring one-on-one may look different from the lesson plans you have written before. In the one-on-one situation, you may find that you add in much more personally meaningful choices such as book choices based on interest and type of writing you ask your student to do. The model below gives you a fundamental framework for writing your literacy lesson plans. Your plans may not have five specific activities in this order. Some activities may integrate more than one area. However, each of these areas should be addressed each time you tutor:

1. Read Aloud (You read aloud to your tutee.)

2. Reading (Your tutee reading to or with you.)

3. Reading response or extension
   (An activity that extends the tutee’s comprehension or applies concepts from what was read)

4. Writing
   (Writing should grow from what was read…Students write original stories, articles, poetry, letters, etc. Emphasis should be on the writing process.)

5. Literacy skill/Strategy work
   (A mini-lesson focusing on “What good readers do”)
LANGUAGE AND LITERACY LESSONS
Steps for Successful Lessons

STEP I    Learn all you can about your child:
Interests & Hobbies
Views of himself/herself as a reader
• Tour the lab — talk about what appeals to you
• Choose some books to read together — tell why you like them
• Make a mailbox and write messages to each other
• Talk about favorite things to do
• Do an interview, like on TV

STEP II    Identify child’s strengths using the Personal Interest Plan
• Areas of interest • Abilities • Ways he/she learns best

STEP III    Set goals to work toward
• Enjoying reading • Choosing to read • Learning new words
• Reading and understanding the story • Pronouncing new words
• Learning to write a story

STEP IV    Select a focus — use a thematic (Animals, sports, etc.)
• Use an Individual Reading Inventory to determine or make a ‘best guess’ at reading level of child
• Select materials that fit your topic and theme
• Be sure materials are on a level the child can read alone, read with you or that you can read to him/her
• Create and find ways the child can respond to the story that uses different modalities: talking, dramatizing, drawing, creating art projects, cooking, playing games, etc.

STEP V    Plan your lesson carefully
• Think about a welcome for your child
  o Always put a message in the mailbox
  o Write a poem, song or finger play together
  o Pick something that relates to the theme
• Introduce a topic study
  o Let child tell you what he/she knows about the topic
  o You may want to have some questions to guide this
  o Write words the child thinks about when discussing the topic
• Make reading and writing fun learning
  o Predict from pictures; text; title
  o Read the story — predict as you go through the book
  o Retell the story — focus on meaning
  o Work on a skill or strategy using words from the story
  o Complete a follow-up extension activity: art, music, or game
• Always close the lesson on a high note
  o Anticipate what you and the child might do next
  o Plan together
  o Set goals for the next session
AUTHOR SHOWCASE

All EDNL 340 tutors are expected to participate in the Author Showcase event.

Author Showcase is an opportunity for your learner to experience the writing process from brainstorming to publication. You will work with your student to write a piece that will be submitted for publication in our Ed Lab book, Author Showcase.

You are encouraged to write with your student during each tutoring session. Your student’s writing may be on-going and may be extensions of stories, poems or non-fiction you read during your sessions.

In honor of the fine authorship you accomplish, the Ed Lab will host an Author Showcase Celebration during which your student will read his or her published piece to an audience. Parents and other loved ones are invited to attend!

Please follow these directions to complete your Author Showcase entry:

1. Author Showcase entries must be word processed and emailed by the due date.
2. Black-line drawings may be included as illustrations to accompany writings. Scanned work is appreciated, however we will accept hard copies of artwork!
3. Each entry must have the child’s name and the tutor’s name.
4. Each entry must be titled.

Planning for the day of Author Showcase

You will submit a lesson plan for Author Showcase. If you are a combination student, you will submit only ONE lesson plan that will be credited to you for both reading and math. Objectives to include on your Author Showcase plan are:

1. The learner will be able to read orally a written product.
2. The learner will listen to peers read.
3. The learner will appreciate original writings and the joy of being an author.

During Author Showcase

An author’s chair and tutor chair will be positioned at the front of the audience. The emcee will call you and your student from the audience.

1. Turn microphone on at the beginning and off at the end.
2. Introduce yourself and the child.
3. Give some background for the child’s writing, for instance:

   “After we read Alexander and the Horrible, Terrible, No good, Very Bad Day, Jake decided that he would like to write about his worst day. The name of his book is Jake and the Horrible, Terrible, No Good, Very Bad Day.”

4. Tell the child to announce the page number his writing appears on. He/she can also show illustrations.
TEACHING READING THROUGH PICTURES

The following steps using pictures are designed to help children discover the connection between reading and speaking- that reading is simply decoding symbols that have been written to represent spoken words. This connection is one that, young children do not automatically understand. They need to have experience with the idea to more clearly understand the concept.

Steps:

1. Teacher cuts magazine pictures and places them in groups sets of 3, 4, or 5 pictures with a common theme.

2. Child is asked to place pictures in a sequence. There is no “right” way.


3. Child is asked to think of a “name for the pictures” a title.

4. Teacher then asks child to “tell me what is happening in the pictures”.

5. Teacher writes a sentence for each picture as the child dictates.

6. After all pictures have been placed in the book, the teacher reads aloud each sentence and asks the child to read it after him/her following the text with their finger or a pointer.

7. Then they reread the entire story a couple of times with much praise, of course.

8. Next, make a word page. This is done by asking the child to point to a word on a page and identifying it. Examples of questions for this part are, “Find the word on this page that you like the best;” “Find the word on this page that starts with the same letter as your name;” “Find the word on this page that is made up of two words;” etc.

9. Write. “Word Page” on the back page of the book and list the words in isolation on this page. Use this page to reinforce the child’s ability to recognize the words out of context.

10. Have the child take his/her book around to many people to listen to the reading and give praise.

By Adelaide Kopotic
Alternatives to “Sound It Out”

Prompts call upon the child to do the work it takes to become a good reader. They also give the child a suggestion about what to do. If used consistently, the prompts become part of the child’s own thinking. Prompts get the child to check on his or her own performance.

*If the teacher always finds the error for the child, the child remains dependent upon the teacher.*

Only two prompts are required

1. “Try that again.”

2. *(You can choose which is most appropriate).*
   a. *Does it make sense (meaning)*
      e.g. **TEXT:** The house had four bedrooms  
          **CHILD:** The horse had four bedrooms.

      *You say:* “Does that make sense? Does a horse have bedrooms? The word starts like horse. Think about what has bedrooms?”

   b. *Does it look right (sounds)*
      e.g. **TEXT:** He jumped over the gate.  
           **CHILD:** He jumped over the fence.

      *You say:* “Does that word look like the word fence? You can jump over a fence, but the word begins differently. What else could it be?”

   c. *Can you say it that way (grammar)*
      e.g. **TEXT:** The goat ate four shoes.  
           **CHILD:** The goat eated four shoes.

      *You say:* “Do we say- the goat eated? What is another way of saying that?”

But if two prompts haven’t solved the problem, tell the child the word before you both forget what the story is about!!

H. Holmes
THE HELPING HAND

Look at the picture

What would make sense?

Go back and Read again

Get your mouth ready

Look for a part of the word you know

grandson

READ

Look at the picture
KEY IDEAS FOR TEACHING PHONICS

• Teach systematic and extensive phonics.

• Go from whole text, to words, to word parts.

• Instruction occurs after reading, (e.g. after a story is read to, with, and by the child)

• Start systematic instruction in letter-sound correspondence with familiar print words.

• Teach letter-sound correspondences by showing children the parts of familiar words that are represented in more difficult and unfamiliar words

• Use different colors or highlight various pronunciations

• Make charts that group words with similar letter or letter strings

• Contextualized teaching makes learning memorable
PART V

Appendix
Reading Checklist

TUTOR: ___________________________ PHONE: _____ EMAIL: ___________

SEMESTER: ___________ PROFESSOR: _____ TUTORING SCHEDULE: ________

CHILD’S NAME: ___________ GRADE: ________

Focus for Teaching

1) Map Quest Complete __________

2) Growth Plan Conference scheduled ___ date held ___ Ed Lab Instructor Initials ________

3) Reading Focus is __________________________

4) My Growth Plan Focus is __________________________

5) LGP Mid-semester Check Date __________ Ed Lab Instructor Initials ________

6) Growth Plan Summaries written __________________________

Before Each Session *

<table>
<thead>
<tr>
<th>Date of Session</th>
<th>Length of Session</th>
<th>Credit for Plan</th>
<th>Reviewer Initials</th>
<th>Record Reflections</th>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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* Each plan must be reviewed prior to session. 

Notes:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

End of Semester

7) Draft parent letter for approval Date __________ Ed Lab Instructor Initials ________

8) Conference with parent and Lab staff Date ________ Ed Lab Instructor Initials ________

9) Lab checkout date Date __________ Ed Lab Instructor Initials ________

UNCW Watson College of Education Betty Holden Stike Education Laboratory 72
**+ Strength √ Meets standards - Weakness**

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<th>Written Plan: __________</th>
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<tr>
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<td>Breadth and Depth of Planning</td>
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<td>Supporting Activities</td>
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<td>Varied Use Resources</td>
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<td>Assessment Procedures</td>
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<td>Meaningful Reflections/Evaluations</td>
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<td>Learning Centered</td>
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<td>Effective Lessons</td>
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<td>Good Use of Time</td>
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<td>Number of Hours Taught: ______</td>
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<td>Recommendations Made</td>
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<td>Reading Requirements: ________</td>
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<td>Excellent _____ Strong _____</td>
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<td>Good _____ Concern _____</td>
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LITERACY FOLDER

Contents

Personal Interest Inventory
Writing Samples (beginning, middle, end)
Assessments (beginning and end)
Examples of Student Work
Reading and Writing Logs

Tutor: ______________________
Child: _____________________
Date: _____________________
### ’s Reading Log

**Code:** Poetry—RED  Fiction—YELLOW  Non-Fiction—BLUE

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Books I would like to read: ________________________________  
________________________________________________________
________________________________________________________
### ’s Writing Log

**Code:** Poetry—RED  Fiction—YELLOW  Non-Fiction—BLUE

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**Things I might like to write about:**

________________________________________________________

________________________________________________________

________________________________________________________
Emergency Information

In the event of an emergency in the Ed Lab, notify an Ed Lab staff member immediately. Follow the UNCW Emergency Procedures outlined below.

**Hazardous Materials Incident**
- If the spill exceeds your capabilities (size, familiarity with substance, etc.), call EH&S at ext 3057.
- If EH&S is not available, call University Police at ext 3184.
- Evacuate building by pulling the fire alarm if necessary.

**Severe Weather/Tornado**
- A tornado watch means that tornadoes are possible in an area.
- A tornado warning means that a tornado has actually been sighted somewhere in the warning area.
- If you can hear or see thunder or lightning, you should take cover indoors.
- If a tornado is sighted approaching the campus:
  - Move to the interior hallway on the lowest floor, or move to the inside wall of your room/office.
  - Avoid windows, auditoriums, gyms, or structures with wide-free-span roofs.
  - Take shelter beneath your desk or heavy furniture.
  - Assume a curled position to protect your head and eyes.

**Medical Emergency**
- Call 911 for emergency personnel.
- Do not move an injured person.
- Provide care if you are trained to do so.
- Avoid contact with blood and body fluids.
- Stay with the victim until police arrive.

**Gas Leak**
- If you smell gas:
  - Call 911 for emergency personnel.
  - Leave the area immediately without shutting the door.
  - Follow instructions from emergency personnel.
  - When it is safe to do so, call EH&S at ext 3057.

**Tropical Weather Systems**
- Hurricane Season lasts from June 1 to November 30.
- A Hurricane Watch means that a hurricane poses a threat to an area within 36 hrs.
- A Hurricane Warning means that hurricane conditions are expected in an area within 24 hrs.
- When a voluntary evacuation is issued, classes will be canceled and students are encouraged to leave.
- When a mandatory evacuation is issued, all students must leave campus. When the university closes, all faculty and staff (except emergency personnel) must leave campus.
- Before evacuating, review departmental checklists to secure offices or consult with R.A.s for housing needs and evacuation information.
- Stay tuned to local media, the UNCW Emergency Information Hotline at ext 3991, and UNCW Web sites for updates and information.

**Crime in Progress**
- Report criminal or suspicious activity to emergency personnel immediately by calling 911 or using a call box.
- If possible, get a description of any involved suspects or vehicles and provide information to police.

**Important Emergency Numbers & Web Sites**

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
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<tbody>
<tr>
<td>University Police (non-emergency)</td>
<td>962-2222</td>
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<tr>
<td>UNCW Crime Tip Line</td>
<td>962-TIPS (8477)</td>
</tr>
<tr>
<td>EH&amp;S</td>
<td>962-3057</td>
</tr>
<tr>
<td>UNCW Emergency Information Hotline</td>
<td>962-3991</td>
</tr>
<tr>
<td>or (888) 657-5751</td>
<td></td>
</tr>
<tr>
<td>EH&amp;S Web page</td>
<td><a href="http://www.cweb.edu/safety">www.cweb.edu/safety</a></td>
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<tr>
<td>UNCW Home page</td>
<td><a href="http://www.uncw.edu">www.uncw.edu</a></td>
</tr>
<tr>
<td>NHC Emergency Management</td>
<td><a href="http://www.uncw.edu/ems">www.uncw.edu/ems</a></td>
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<tr>
<td>National Weather Service, Wilmington</td>
<td><a href="http://www.nhc.gov/AgwAndDps/EMNG">http://www.nhc.gov/AgwAndDps/EMNG</a></td>
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</table>

**Fire**
- Upon discovering fire, immediately pull the fire alarm.
- Dial 911 and give details about the fire to emergency personnel.
- Evacuate immediately, close doors behind you and do not stop for belongings.
- Use stairways, not elevators.
- Evacuate to at least 500 feet from building and remain there until accounted for.
- Alert police and fire personnel about potentially trapped victims.
- If the fire is small, use fire extinguishers if you are trained to do so.

**Bomb Threat**
- If you find a suspicious package, do not touch it! Call 911 for emergency personnel.
- If you receive a bomb threat by phone, remain calm and try to obtain as much information as possible to relay to police.
- Follow instructions from emergency personnel.

**Winter Weather**
- Depending on the amount of snow or ice, a 2-hour delay, 4-hour delay, or university closing will be issued.
- Call the Emergency Information Hotline at ext 3991 for cancellations, delays, and updates and pay attention to local media.
- Faculty and staff should refer to the UNCW Adverse Weather Policy regarding missed work.