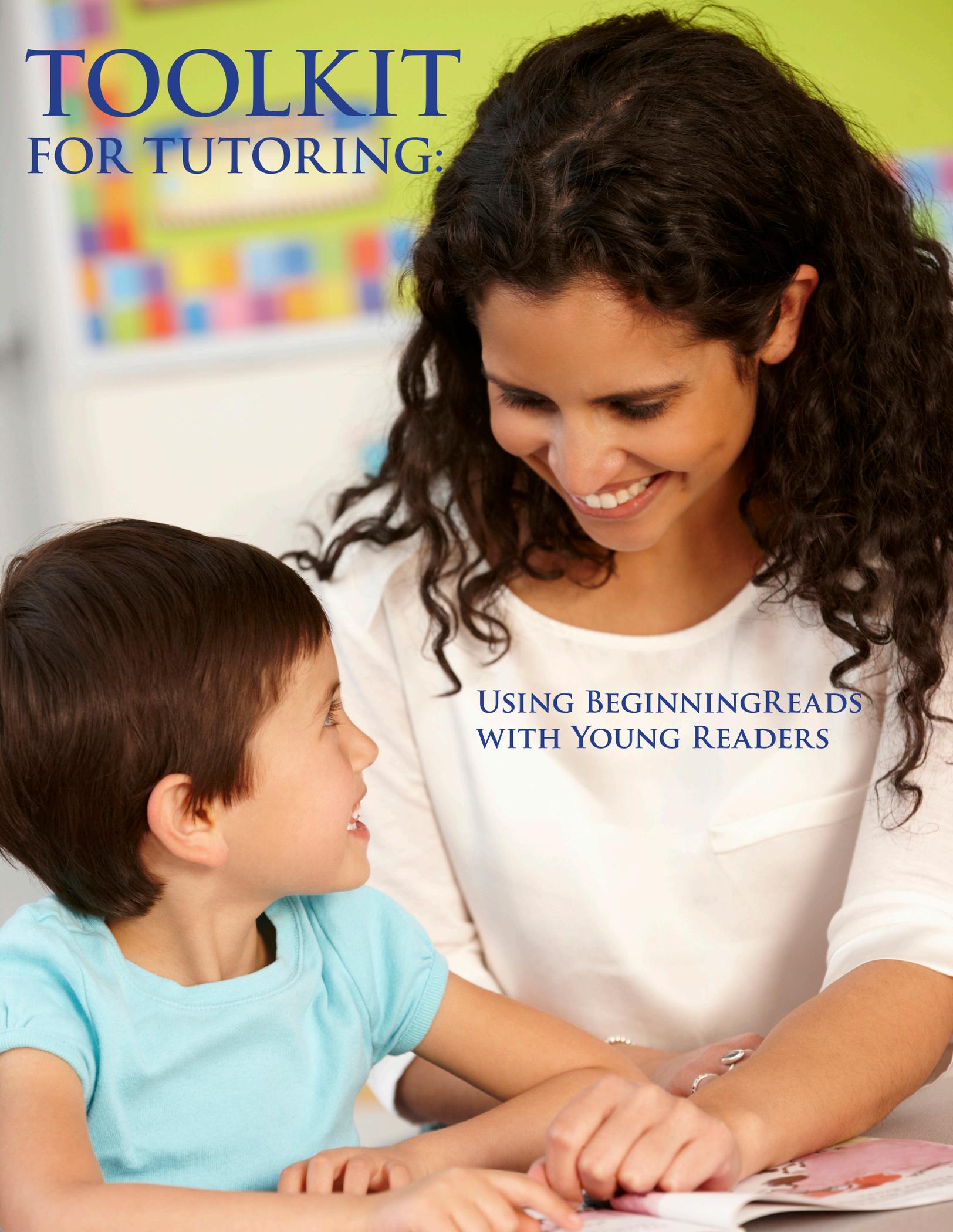


# TOOLKIT FOR TUTORING:

USING BEGINNINGREADS  
WITH YOUNG READERS



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The *BeginningReads* program supports teachers, parents, and tutors in bringing children into reading. The goal of *BeginningReads* is to connect student's oral language knowledge with written language. The texts do this by placing a premium on words that are both highly concrete and phonetically regular—words such as dog, cat, pet, and big.

Each book is provided as a double-sided PDF ready for printing at <http://www.textproject.org/beginningreads> or as a free iBook at the iTunes store (<https://itunes.apple.com/us/artist/elfrieda-h.-hiebert/id483165565?mt=11>).

Each of the 10 levels of *BeginningReads* has:

- 12 4-page books that share a set of concepts, allowing young readers to see the same words in several different texts;
- text-only versions of the books (i.e., a *BeginningReads* text without the pictures);
- Reader's Theater (texts with the vocabulary of *BeginningReads* that can be used in interactive reading);
- word cards (key words from the *BeginningReads* text).

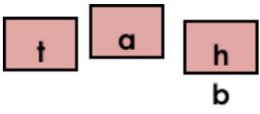


# TOOLKIT FOR TUTORING

Helping a Child to Become a Reader

## OVERVIEW



<b>Sequence for 30-Minute Tutoring Sessions</b>	
<b>Prepare</b> Plan Gather Materials	
	<b>Warm-Up Read</b> Student Re-Reads Previous Book
	<b>Read &amp; Re-Read</b> Prep Talk Student Reads Book/Word Talk Student Re-Reads Part of the Text
	<b>Word Study</b> Word/Letter/Picture Activity
	<b>Write</b> Word, Phrase, or Sentence Dictation In Response to Reading
<b>Closure</b>	
<b>Reflection</b>	

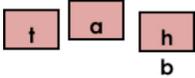
# TOOL KIT FOR TUTORING

## Helping a Child to Become a Reader



Time	Description of Activities	
	What It Is and Why Do It	How to Do It
About 3-5 minutes	 <p><b>Warm-Up Read</b> Student Re-Reads Previous Book</p> <p><i>Beginning with a student's re-reading of a familiar book supports confident and fluent reading.</i></p>	<ol style="list-style-type: none"> <li>1. Select a book that the student has already read. Have student read the text aloud. As students gain in confidence and proficiency, use text-only versions of already-read BeginningReads.</li> <li>2. Praise the student's reading by pointing out the strategies s/he used (e.g.: <i>I liked it when you (looked at the beginning letter of the word, made your reading sound like talk).</i></li> </ol>
About 12 minutes (40% of the tutoring time)	 <p><b>Read &amp; Re-Read—A New Text</b></p>  <p><b>Prep Talk:</b> <i>Talking about a book before reading allows students to tap into their prior knowledge of the topic and make predictions about the text and words.</i></p> <p><b>Read:</b> <i>Students may read the text independently or with support (echo or choral read).</i></p> <p><b>Book/Word Talk:</b> <i>After reading the story, use this opportunity to talk about vocabulary, the information presented, or the story line.</i></p> <p><b>Re-Read:</b> <i>Read a portion of the book again. This allows students to experience success in reading while building confidence and fluency.</i></p>	<ol style="list-style-type: none"> <li>1. <b>Prep Talk:</b> Select the next book. Engage student in talking about the book: <ul style="list-style-type: none"> <li>• Read the title while tracking the words with a finger;</li> <li>• Predict what the book will be about.</li> </ul> </li> <li>2. <b>Read:</b> This can be carried out in different ways depending on the child's knowledge of words: <ul style="list-style-type: none"> <li>• <i>Independent reading:</i> for students with sufficient sight words and decoding ability to read without difficulty.</li> <li>• <i>Echo or choral reading:</i> for students with limited sight word knowledge. <i>Echo reading:</i> you read a page and the student reads it back. <i>Choral reading:</i> you and the student read together and you fade your voice away whenever possible. In both echo and choral reading, ask the student to fingerpoint to the text while reading.</li> </ul> </li> <li>3. <b>Book/Word Talk:</b> This might include: <ul style="list-style-type: none"> <li>• Asking students to retell the story or tell about a favorite part.</li> <li>• Helping students make connections and share thinking. When possible, encourage students to provide "evidence" from the text for her/his responses. Bear in mind that <i>talk</i> means interactions/conversations, not mini-interrogations.</li> <li>• Drawing attention to a word feature you plan to explore during word study (such as pairs of rhyming words).</li> </ul> </li> <li>4. <b>Re-read:</b> Ask students to re-read all or a portion of the text with a focus on greater accuracy or expression. For another re-read, use text-only version of the book. This might be completed during the next <i>Warm-Up</i> and can be extended to the <i>Word Study</i> work. The text-only texts allow students to better focus on the words without the assistance of the images.</li> </ol>



Time	Description of Activities	
		<p>5. <b>Reader's Theater:</b> Use Reader's Theater in small groups as a way to extend learning. For more proficient readers, read Reader's Theater directly after reading the <i>BeginningReads</i> text. Or save the text for the next tutoring session after re-reading the <i>BeginningReads</i> text.</p> <ul style="list-style-type: none"> <li>• Assign a role to each reader. This activity can be performed with two students or a student and a tutor/teacher.</li> <li>• Before or after reading, look through the text and find familiar and unfamiliar words. Some familiar words are from previous levels. Ask student if they remember seeing the word from previous sessions/books.</li> <li>• Read and re-read the text.</li> <li>• An activity using word cards is another way to extend learning. See <i>Word Study</i> for possible word card activities.</li> </ul>
About 12 minutes (40% of the tutoring time)	<p> <b>Word Study</b></p> <p><i>Working with words helps students to learn about written words and how they work. Students can bolster knowledge of the sounds, patterns, relationships to other words, and different uses of words. At the same time, working with words develops sight vocabulary.</i></p>	<p>1. <b>Word Hunt:</b> Cut out word cards. Spread out the word cards on the table and have students point to each word card as they encounter the word while they read the book or the text-only text. Use a highlighter or circle the words in the text.</p> <p>Possible variations:</p> <ul style="list-style-type: none"> <li>• Start with the word cards, have students search and find words one at a time.</li> <li>• Use the text-only text to hunt for words based on an instructional focus. Possible instructional focuses include: <ul style="list-style-type: none"> <li>* Alphabetic order</li> <li>* Beginning sounds</li> <li>* Ending sounds</li> <li>* Vowel sounds</li> <li>* Number of syllables or letters</li> </ul> </li> <li>• An additional variation is to start with a word, then two people (the teacher/student or student/student) take turns looking for a word in the text that either matches the beginning or the ending letter/sound. The game ends when there are no more matches or when one person finds five words. This game can be played again with a different starting word or a different instructional focus. This variation can also be played as an individual activity. The teacher gives the student the starting word and the student circles the subsequent words with a line connecting them. The subsequent words can also be written out in the margin to form a word train.</li> </ul>



Time	Description of Activities	
		<ol style="list-style-type: none"> <li>2. <b>Word Sorts:</b> Have a student sort and group the word cards according to your instructional focus. If there aren't enough word cards for a robust activity, use the word cards from previous levels to supplement the set. This activity can also be reversed. The teacher/tutor creates groups of words and the student guesses the group theme.</li> <li>3. <b>Who am I?:</b> This activity is similar to <i>I Spy</i>. With the word cards spread out on the table, the teacher gives clues about a word s/he sees. For example, "I have three letters and I start with /h/. Who am I?" The student uses the clues to guess the word (ham). Adjust the level difficulty of the clues to match the student's ability. Have the student point to the word card and then have student search for the word in the text-only text and circle it.</li> <li>4. <b>Clap it out:</b> Spread out the word cards. Point to each card and clap out the syllables. On the back of the card, or on a separate sheet of paper, write out the word with a / to denote a syllable break. Repeat the activity with each word card.</li> <li>5. <b>Reader's Theater:</b> Reader's Theater text can also be used in word card activities. Keep in mind that not all the words in the word cards list appear in the Reader's Theater. However, Reader's Theater text contains words from previous levels and thus can be used for a more robust review activity.</li> </ol>
About 3-5 minutes	 <p><b>Write</b></p> <p><i>Writing is an essential part of learning how to read. Writing enables the child to apply letter-sound knowledge.</i></p>	<ol style="list-style-type: none"> <li>1. <b>Write it out (with word cards):</b> Using the word cards, ask the child to make a phrase or sentence. Write out the sentence on a sheet of paper.</li> <li>2. <b>Write it out (without word cards):</b> Dictate a sentence from the book, asking students to write as much of the words as possible. If available, make use of a chalkboard or a whiteboard.</li> <li>3. <b>Draw and Label:</b> If time allows, ask students to sketch a favorite part of the new book and then label it, or if appropriate, write a dictated phrase or sentence under it.</li> <li>4. <b>Lists:</b> This activity can be done after a word study activity where the student sorts the words by instructional focus. Once the words have been sorted, have the students write the words in a list. For example, words that end in <i>-am</i>: ham, jam. Ask the student if there are other words that can be added to the list. Use word cards from previous levels if necessary.</li> </ol>