



Literacy

TUTOR

Guide



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Independent
School
District



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>>>>>>>> A tutor's guide to <<<<<<<<< A 30-Minute Tutoring Session

A consistent tutoring structure helps both children and tutors stay focused and feel a sense of competence and security. For these reasons, a general outline is provided for how a tutoring session should be spent. However, within this structure, it is important for tutors to retain control over the specific material covered so that strategies and content can be tailored to each child's learning style, skills, interests, and needs.

Short, intensive tutoring sessions have proven to be more effective than sessions that are longer or cover less material. For early elementary students, 30 minutes is an effective and age-appropriate amount of time to spend with a tutor. The most effective tutoring sessions:

- Move quickly through a variety of activities to keep students engaged
- Reinforce a few specific skills and concepts
- Allow opportunities for students to experience success

30-MINUTE TUTORING SESSION AGENDA

3-5 min



Talk together about the student's day, interests, or a fun recent event.

10 min



Read a book on the student's appropriate reading level. Remember to ask comprehension questions before, during, and after reading.

3-5 min



Check for comprehension using the appropriate *Spin-a-Question* spinner or *Comprehension Cubes* for the type of literature read.

10 min



Build vocabulary by selecting an unknown word from the book and completing a *My New Words* entry;
OR by choosing five new words from the student's *Know-It Words* list to practice with an activity from the *Know-it Word Work Menu*;
OR by completing a *Book Response* if you finished a book today.

1 min



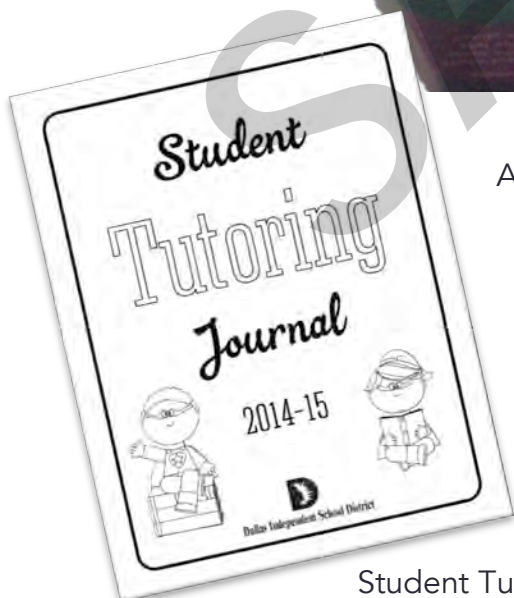
Record notes on the "Tutoring Session Log" and return materials to appropriate locations.

Tools for Tutors: Tutor Toolbox

Schools are equipped with everything you need to be a successful tutor. Dallas ISD is grateful for the time you are dedicating to tutor our students. We want to make sure your experience as a tutor is as productive and enjoyable as possible. In addition to a thorough training on the fundamentals of literacy, each campus has a Tutor Toolbox containing all of the tangible resources for your tutoring sessions. The contents are outlined below:



ADDITIONAL RESOURCES:



Student Tutoring Journal



Leveled Book Collection

>>>>>>>> A tutor's guide to <<<<<<<<< Leveled Reading

Leveled reading meets the individual needs of all students; helping them become stronger, more confident readers. In class, students are taught in small groups with text matched to their current reading level (called 'guided reading'). This enables students to feel less anxious about reading and to enjoy stories more because there are not an overwhelming number of "road blocks" that interfere with comprehension. As reading skills strengthen, students gradually move on to more challenging books.

Teachers determine the reading level of each student through assessments and observations. Several reading leveling systems exist. Therefore, a teacher may give you the student's reading level as a letter or a number. The chart below shows the ranges of various leveling systems along with the corresponding grade levels.

READING LEVELING SYSTEMS

Grade	A-Z	iSIP	AR	DRA	Lexile
K	A	184-186	0.2-0.4	A-1	BR-100
	B	187-190	0.3-0.5	2	
	C	191-202	0.5-0.6	3-4	
1	D	203-207	0.7-0.9	6	101-299
	E			8	
	F		1.0-1.2	10	
	G	208-215	1.3-1.5	12	300-450
	H		1.6-1.9	14	
	I		2.0-2.4	16	
	J	216-226	2.5-2.9	18	451-550
	K	227-230	2.6-2.9	20	
2	L	231-234	2.7-2.9	24	551-600
	M	235-239	3.0-3.4	28	601-650
3	N	240-244	3.4-3.9	30	651-770
	O	245-250	3.5-3.9	34	
	P	251-265	4.0-4.4	38	
4	Q		4.2-4.4	40-44	771-800
	R	266-277	4.5-4.9		
	S		4.6-4.9		
5	T	278-288	5.0-5.4	48-50	801-860
	U		5.2-5.4		
	V		5.5-5.9		

Tools for Tutors: Leveled Reading

If a student does not have an independent reading book assigned by his teacher, forgets his reading book, or just needs something new to read, you can help him select a book from the [leveled book collections](#) provided for the tutoring program.

1. Check the [Student Profile](#) page of your student's journal to find his current reading level.
2. Work with your student to choose a book at the appropriate level or one level below. A book above his level may be chosen, but tutors should read this aloud to the student.
3. Introduce the book to your student.
Together, read the title and author, look at the pictures, and talk about predictions.
4. In the back of the *Student Journal* you will find [Comprehension Questions](#) to help guide discussion before, during, and after reading.
5. Have your student begin reading the book aloud, while following along with his finger.
6. Remember to pause once in a while to ask 'During Reading' questions.
7. While reading, if there is an important word your student does not know, take the time to have your student sound out and determine the meaning of the word.
8. After 10 minutes or at the end of the book, whichever comes first, discuss the book using the [Comprehension Questions](#), [Comprehension Cubes](#), or [Spin-a-Question](#).



The available books should be clearly marked with a reading level, however, if you go to the library or need to select from books that are not clearly marked with reading levels, you can use the 'Five Finger Test' below to find an appropriate book for your student.

1. Have your student choose a book and open to the middle.
2. Have your student read a page or two from the book (depending on how many words are on the page).
3. Put one finger up for every word your student can't read.
4. Use the key below to find an appropriately leveled book:



1 Finger

Thumbs up!
This book will be pretty easy for you.



2 Fingers

"L"=Learning
This will be a good learning book for you.



3-4 Fingers

"W" = Warning
This book may frustrate you.



5 Fingers

Stop!
Time to look for a different book.

Adapted from Scholastic's 'Five Finger Test For Right-Fit Books' bookmark.

»»»»»»»» *A tutor's guide to* <<<<<<<<<

Reading Aloud

Listening to stories being read aloud is one of the most valuable and enjoyable experiences young readers and writers can have. In fact, research shows that reading aloud is the single most important thing adults can do to prepare a child for reading and learning.

Reading aloud to children builds their background knowledge, their understanding of components of literature like plot and character, and lets them experience more advanced language and content than they could tackle on their own. Other benefits of reading aloud include:

- Broadening vocabulary
- Modeling fluent reading
- Promoting 'thinking-while-reading' strategies
- Building motivation, curiosity, and memory
- Exposing young learners to a rich variety of literature
- Increasing children's love for literature

Some read-aloud strategies can lead students to greater learning outcomes than others. A traditional approach to reading aloud has the adult reading and the child listening. In a more effective method of reading aloud the adult acts as the helper, the listener, and the questioner, while the child takes a much more active role in telling the story. No one can learn to play the piano just by listening to someone else play. Likewise, no one can learn to read just by listening to someone else read. Children learn most from books when they are actively engaged.

Encouraging active listening might look a little messy at first—no more sitting silently, cross-legged on the carpet from beginning to end of the story. Truly engaged listeners might interrupt with questions, make noises from the scene, clap with excitement, yell warnings to the characters, or act out parts of the story. All of these behaviors mean the story might take a little longer to read, but the experience will be much more enjoyable and rewarding, to the listener and the reader!

The next page includes some helpful hints for making the most of read aloud time.

»»»»»»»» Tips For Riveting Read Alouds ««««««««



Choose high-interest books

- Highly visual books – lots of photos or bold illustrations.
- Choose your own ending books –leave the narrative path up to the students.
- Popular themes – books on topics that relate to students' lives and interests.
- Silly books – Zany antics, fractured fairy tales, misadventures of all kinds.



Interrupt the story

- Ask questions – "Why do you think Madeline did that?"
- Prompt predictions – "What will the caterpillar eat next?"
- Explore illustrations – "Look at how the pictures get bigger as Max visits the Wild Things!"
- Think out loud – "Hmm. The Little Red Hen always responds, 'I'll do it myself!' when none of the other animals will help her."



Bring the drama

- Use expression and enthusiasm – Sound worried, excited, or bossy, as the action requires.
- Change voices and speed – Slow down to build suspense; use a quiet or squeaky voice for a small character and a booming voice for a big one.
- Make mistakes on purpose – "And the third little pig built his house out of banana peels!"
(Students will love correcting you.)



Get moving

- Play along – Encourage students to *huff*, and *puff*, and *blooooow* along with the Big Bad Wolf, or move their arms in a running motion while the little pigs run away.
- Pair words with actions – Have students put their arms in a point above their head to show the word *mountain*.
- Introduce a 'secret word' – Before reading, tell students to listen for the secret word and to stand up, or put their hand on top of their head, or pinch their nose when they hear it.

Adapted from the article "We're all about having fun with books " on thereadingconnection.org.

>>>>>>>> A tutor's guide to <<<<<<<<< Strengthening Comprehension







Comprehension is the reason for reading—it is understanding and interpreting what we read.

A good reader has a purpose for reading and is involved in a complex thinking process as she reads.

Some comprehension skills proven to help students become purposeful, active readers include:

- **Monitoring** understanding and rereading when necessary.
- **Making connections** between the text and himself/herself, other literature, or the world.
- **Drawing conclusions** based on background knowledge and clues in the text.
- **Summarizing** text in their own words to help retain main ideas and relevant details.

The questions you pose to your reader before, during, and after a story will help her learn what to think about during reading in order to gain deeper understanding. Remember, questioning should be more a discussion than a quiz. Below are some tips and examples to help guide your questioning.

Type	Tips	Examples
Closed Questions 	<ul style="list-style-type: none"> Have students refer back to text to find answers to these questions. Questions often begin with: <i>who, what, where, when, list, describe, name.</i> 	<p><i>What is a reptile?</i></p> <p><i>Who is the main character?</i></p>
Yes/No Questions 	<ul style="list-style-type: none"> Use these questions sparingly. Always follow-up with a clarification such as: <i>Why? Or, How do you know?</i> 	<p><i>Is a snake a reptile? (BETTER: What makes a snake a reptile?)</i></p>
Open Questions 	<ul style="list-style-type: none"> Have students share inferences or opinions using their knowledge plus text details. Questions often begin with: <i>why, how, explain, what if.</i> 	<p><i>Why did the character ____?</i></p> <p><i>How are reptiles different from amphibians?</i></p>
Wait-Time 	<ul style="list-style-type: none"> Allow at least 3 seconds of wait-time for closed questions and 10 for open questions. After waiting, prompts may include rephrasing the question or providing a hint. 	<p><i>Why did the character ____?</i></p> <p><i>How are reptiles different from amphibians?</i></p>
Praise 	<ul style="list-style-type: none"> Use verbal or nonverbal affirmation to encourage purposeful and active reading behaviors. 	<p><i>I love how you are following along with your finger as we read!</i></p>
Redirect 	<ul style="list-style-type: none"> Avoid the temptation to just provide readers with the correct response. Use the pronoun <i>we</i> and indicate that a problem can be solved together. 	<p><i>Let's see if we can find the answer in the book.</i></p>

>>>>>>>> Tools for Tutors: Comprehension <<<<<<<<

COMPREHENSION CUBES

1. After reading, have your student determine if the text is fiction or nonfiction.
2. Select the appropriate pair of *Comprehension Cubes* – pink and green for fiction, purple and red for nonfiction. The blue and orange cubes work for either genre.
3. The cubes work best if rolled on the floor so feel free to stand while you roll the dice and discuss the questions.
4. Explain to your student that the cubes must not go further than a certain point (so they don't throw them across the room!). If your student cannot roll the cubes 'responsibly', you may choose to just manually flip the cubes over on top of the table or desk.
5. Have your student roll both cubes, one at a time or together, then answer the question(s) that land face-up on the top of the cubes. If one of the questions does not apply or cannot be answered at that time, have the student re-roll that cube.
6. Repeat step five as many times as desired.



COMPREHENSION SPINNERS

1. After reading, have your student determine if the text is fiction or nonfiction. Select the appropriate *Spin-a-Question* spinner for the text.
2. Place the end of a paperclip on the center point of the circle, then place a pencil through the paperclip on the center point, as shown in Figure 1.
3. While holding the pencil, have your student spin the paperclip and answer the question on which the paperclip lands. If the question does not apply or cannot be answered at that time, have your student re-spin.
4. Repeat step three as many times as desired.

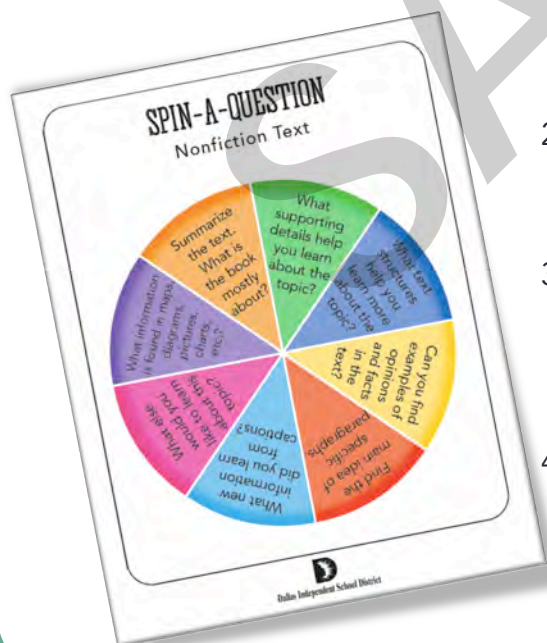


Figure 1

>>>>>>>> A tutor's guide to <<<<<<<<< Building Vocabulary

A large part of reading comprehension depends on having a sufficient vocabulary.

With practice, readers begin to recognize many words automatically. This helps students read more *fluently*, meaning they spend less time trying to figure out individual words and are better able to focus on the meaning of the writing as a whole.

Since students will learn most new words in the context of reading, the best way to build vocabulary is to read and discuss lots of books. While reading, students will need to be able to:

- Recognize the most commonly used words, known as 'high frequency words'.
- Use strategies to **sound out**, or decode, new words.
- Learn the **definitions** of new words.

High frequency words should be practiced often—in isolation before reading, as well as in context during reading. Spend some time with students each week practicing three to five high frequency words using the activities described on the [Know-It Word Menu](#) if desired (see "Tools for Tutors" on the following page for directions on how to use this resource). Students should practice the same words until they are able to read words automatically without pausing.

Even when reading books on the appropriate level, students will come across new words. Use the following strategies to help readers **sound out** unfamiliar words:

GOOD READERS...



Look at the picture for clues.



Skip the word. Read ahead then try the sentence again.



Listen to each sound in the word then blend them together.



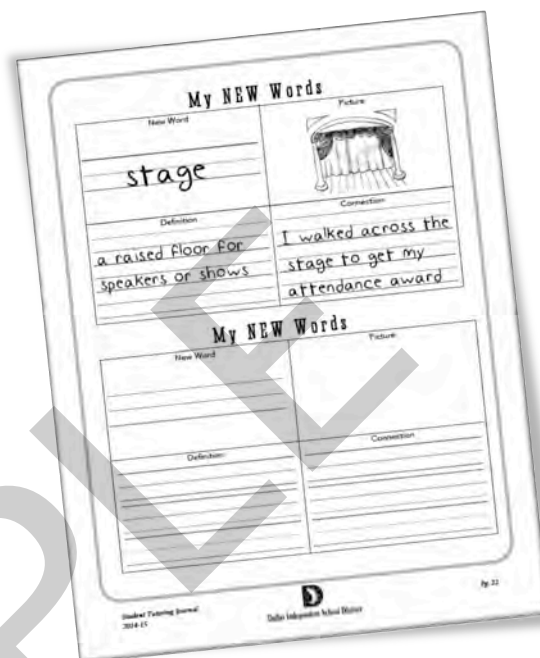
Check for chunks in the word that you know.

After decoding a new word, readers need to be able to use it in their own speaking and writing. As you come across important or interesting words while reading, students can record the **definitions** of new words in their Student Journal on a [My New Words](#) chart (see "Tools for Tutors" on the following page for directions on how to use this resource).

>>>>>>>> Tools for Tutors: Vocabulary <<<<<<<<

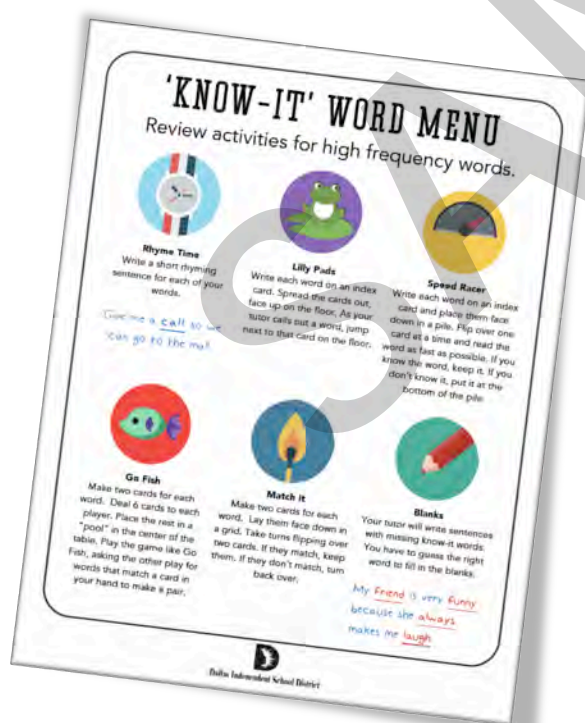
MY NEW WORDS CHART

1. Open to a *My New Words* chart in the *Student Journal*.
2. Have your student record the new word in neat handwriting under 'New Word'.
3. Help your student come up with a definition in his own words to record under 'definition'.
4. Have your student draw a picture that represents the new word under 'Drawing'.
5. Help your student use the word in a sentence that relates to him under 'Connection'. Early readers may dictate this section for you to record.



WORD WORK MENU & 'KNOW IT' WORD LIST

1. Select three to five words from your student's *My 'Know It' Words* chart in the *Student Journal* and write each word on an index card.
2. Introduce each word by reading it aloud and having your student repeat it.
3. Have your student select an activity from the *Know-it Word Menu* to complete with his new index cards.
4. After the review activity, go back to your student's *'My 'Know It' Words* chart and ask him to read each of today's new words as you point to them.
5. If he can read the word automatically, write the date and let him place a sticker beside the word.
6. With the index cards, make one stack of 'known' words and one of 'unknown' words to place in your student's tutor folder.
7. Each week, practice 'unknown' words with your student until he can read each word without assistance. Add in new words as words are mastered.

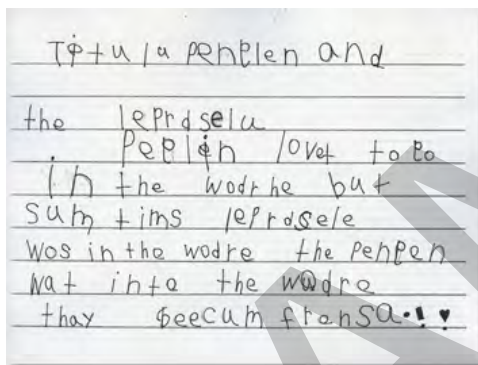


>>>>>>>> A tutor's guide to <<<<<<<<< Supporting Emerging Writers

Writing is an important component of literacy that reinforces reading skills. However, writing is one of the most challenging skills for most students. Learning to write proficiently requires persistence and patience.

Early writers will spell many words phonetically (by sound) and will likely choose the wrong letters. The mechanics of handwriting are also not fully developed in early writers. Because of misspelled words and ill-formed letters, you may not understand a student's writing—and that is okay! If you cannot read it, ask your student to read it to you, then praise the effort and ideas that went into the writing.

In order to get an idea of what you can expect from early writers, see below for writing samples (and their transcripts) from 1st- and 2nd-graders.

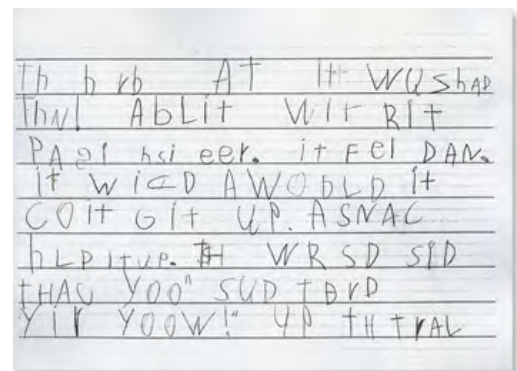


1ST-GRADE

Title: Penguin and the Leopard Seal
Penguin loved to go in the water he but sometimes leopard seal was in the water. Then penguin went in the water. They became friends!

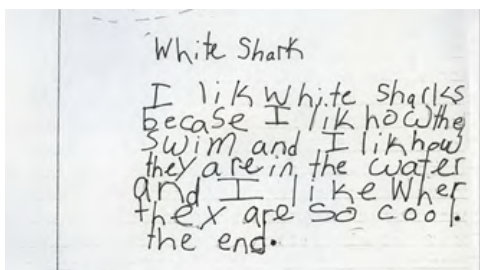
1ST-GRADE

[First sentence unclear] A bullet went right past his ear. It fell down. It wiggled and wobbled. It couldn't get up. A snake helped it up. They were sad. "Thank you" said ____ "You're welcome!" Up the trail...[continued on another page]



2ND-GRADE

White Shark
I like white sharks because I like how they swim and I like how they are in the water and I like when they are so cool. The end.



Tools for Tutors: Writing

BOOK RESPONSES

1. When you finish a book, ask your student, "What was this book mostly about?" (See below for example responses).
2. Discuss your student's response to the question. Help narrow down her thoughts as needed.
3. Open to a [Book Response](#) page in the *Student Journal* and have your student record the title and author of the book, write the date, and circle 'Fiction' or 'Nonfiction'.
4. Have your student write her response to the question, "What was this book mostly about?" Encourage your student to record her ideas without being overly concerned about spelling errors.
5. If your student cannot write, have her draw a picture instead. Ask her to tell you about the drawing while you write her words under the picture. Then read the response together.



TIPS AND EXAMPLES

Fiction Response

The response should include something about the characters, problem, and solution.

EX: *In this story, a hungry wolf wanted to eat three little pigs so they built a house he could not blow down and he fell down the chimney into the fireplace.*

Non-Fiction Response

The response should include the topic, main idea, and 1-3 supporting details.

EX: *This book was about trains. Trains are a great way to get materials across the country. Trains can be faster and safer than trucks.*

»»»»»»»» *A tutor's guide to* <<<<<<<<< **Your First Day with Students**

Your first day together is important in setting the tone for future tutoring sessions.

The most essential activity will be to get to know one another. Put the student at ease. Start building trust. Have fun.

Getting to know your student is an important part of building trust and establishing a caring relationship that will lead to more productive tutoring sessions down the road. Spend time asking your student questions about things outside of reading. Remember to share information about yourself as well, including why you wanted to be a reading tutor. (See “Tools for Tutors” on the following page for a fun ‘All About Me’ activity you can complete together).

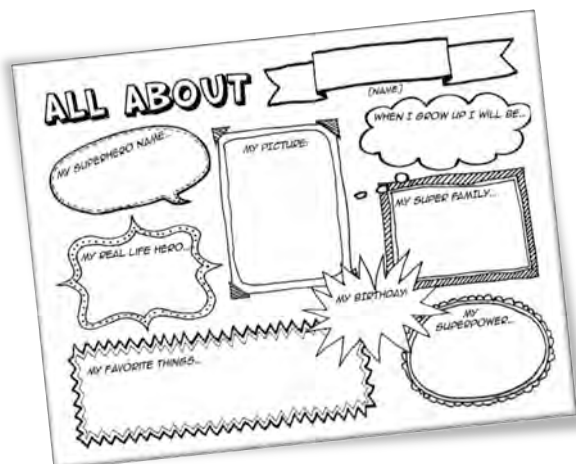
Setting goals gives students long-term vision and short-term motivation. Don’t underestimate the importance of this step. Attainable, clearly defined, measureable goals, empower students. They will take pride in seeing tangible forward progress in what might otherwise seem like a long, frustrating process. Other benefits of goal setting with students include:

- Encouraging students to be proactive and purposeful with their time
- Helping students see the connection between work and outcomes
- Motivating students to improve and achieve their potential
- Increasing confidence in academic ability

On the first day, you will help your student set a reading improvement goal (see “Tools for Tutors” on the following page for more directions on how to set goals). During future tutoring sessions, praise your student’s efforts and accomplishments and refer back to these goals and action steps. Any time you see your student’s reading level has been updated on their profile page, you can set a new goal. All students should at least have a midyear update around January or February.

High-frequency words are those that appear most often in printed materials. Because students need to know these words without having to stop to sound them out, we call these their “Know-It” words. There are 375 of these words between kindergarten and third grade that you will help students learn by sight (memorization) over the course of the year. During the first week (or two) you will administer an inventory to determine which words the student already knows, and which words you will work on in future tutoring sessions. It may take more than one session to complete this initial inventory. (See “Tools for Tutors” on the following page for more directions on how to complete the initial Know-It Word inventory).

Tools for Tutors: First Day Activities



ALL ABOUT ME POSTER

1. Get a box of markers and two "All About Me" handouts from the Tutor Toolbox.
2. Complete the activity together. Have fun with this. Silly is encouraged!
3. Discuss your similarities and differences.
4. If your student already completed the activity with a previous tutor, discuss his/her responses and share what your answers would be.

GOAL SETTING

1. Together, look at the student's "Initial Reading Level" on the Student Profile page in the Student Journal.
2. Using the [Reading Levels Chart](#) (which can be found in the Tutor Toolbox), discuss the target levels that correlate with your student's grade.
3. Encourage your student to set a goal to increase 3 reading levels by the middle of the year. Record this under "Goal #1."
4. If appropriate, find a book in the [leveled book collection](#) at the student's target reading level to give him a tangible goal.
5. Discuss and record two action steps the student could take to reach this goal (i.e. 'read for 15 minutes each night,' 'pay attention in class,' 'learn 3 new words every day').
6. Set new goals throughout the year as appropriate.

MY 'KNOW IT' WORDS

1. Open to the [My 'Know It' Words](#) chart in the Student Journal.
2. Find the word list one grade below the student's grade level.
3. With a folder, or blank sheet of paper, cover all but the first column of words.
4. Tell your student to read each word as you point to it.
5. Point to one word. Only wait one or two seconds for your student to read it. Do not assist your student in reading.
6. If your student reads the word correctly, place a checkmark under 'Date,' otherwise skip the word and keep moving.
7. If your student misses 6 in a row, stop the test and move to a lower list. If he misses 6 in a row on the lowest list, stop the test.



»»»»»»»» *A tutor's guide to* <<<<<<<<< **Building Relationships**

Relationships are a key motivator for young learners. Spending a few minutes connecting with your student each week will pay dividends in having productive learning sessions. Once they know you care, students will work hard to make you proud. Below are possible conversation starters you can use at the beginning of each tutoring session.

- ★ Describe yourself in five words.
- ★ If you could design your own school, what would it look like?
- ★ Do you want to go to college after high school? Where would you like to go?
- ★ What's one of your favorite jokes?
- ★ If we all lived in a zoo, what animal would you be? What would your friends be?
- ★ If you were to create a country, what would it be like?
- ★ What do you think your parents need to remember about being a kid?
- ★ What would be the most fun birthday celebration you could have?
- ★ What famous person would you like to meet?
- ★ If you could take a trip anywhere, where would you go?
- ★ If you were a superhero, what would your power be and what would you be called?
- ★ If you could go into the world of one of your favorite books, which would you choose?
- ★ What would you invent to make the world a better place?
- ★ What job do you want to have when you grow up?
- ★ If you won \$1000, what would you do with it?
- ★ Who do you think is the richest person in the world?
- ★ If you were granted three wishes, what would they be?
- ★ Name three things for which you are most grateful.
- ★ What makes you most proud?
- ★ What scares you and why?
- ★ What's your favorite family tradition?
- ★ Which of the four seasons do you like best and why?
- ★ What do you do when you're feeling really angry?
- ★ Who is the funniest person you know? Why?
- ★ What do you do when you see someone being teased?
- ★ What is your favorite part about school? Least favorite?
- ★ What do you do after school?

Adapted from 34 Conversation Starters for Families from www.playworks.org

»»»»»»»» *A tutor's guide to* <<<<<<<<<

Student Behavior

The most important tools for managing student behavior are **patience and consistency**—patience when students are taking a long time to respond or get back on task; consistency in your schedule, your tutoring session, and expectations.

Many students have people come into their lives and then leave unexpectedly, so they may be naturally distrusting. **The best way to prove to students you are committed to their success is to show up when you say you will.** Whether you know it or not, students look forward to tutoring sessions, and if you are not there when expected, they will take it personally and think you do not want to be there. To avoid this, communicate schedule changes to your student ahead of time whenever possible.

Build trust with students by letting them know you are on their team. Use collective pronouns with phrases such as, “I really want us to learn a lot and become excellent readers,” “We will work hard together to accomplish our goals,” “Let’s try again.” **Demonstrate openness by sharing your thoughts, feelings, and opinions with your student.**

If students test your boundaries to see what behavior they can get away with, **make sure your expectations are clear and consistent, and give students choices whenever possible**—“This is the point where we usually read for 10 minutes, but you seem to have a lot of energy still. Would you like to read first, or play a ‘know-it’ word review game first?”

Some weeks, your student may seem uninterested. This likely will have nothing to do with you, but with an experience at home or in class. It’s often difficult for children to compartmentalize their feelings so they may misdirect frustration at you. **It is vital to be committed to your student even if it doesn’t seem mutual. You are the role model.** They will come around and your relationship will be stronger for it.

Work hard to be patient and get something positive out of even frustrating tutoring sessions, but never spend a session spinning your wheels with a student who is not prepared to learn. Remind students that they always have a choice to follow or not follow expectations, and that choices can have positive or negative consequences. You can always explain to a student that if they choose not to participate in tutoring, you will walk them back to class and hope for a great day of learning next time. **Be sure to follow-through on consequences so that students take you and your time together seriously.**

»»»»»»»» *A tutor's guide to* <<<<<<<<<

Fun and Simple Literacy Activities

Once in a while feel free to take a break from the regular tutoring session to do something a little different with your student—if your student is having an ‘off’ day or the week before a holiday for example—or just for fun! Something as simple as bringing your favorite childhood book to share can give your student a break while still focusing on literacy.

Come up with your own creative activity, or check out the list below for some other ideas.

FUN LITERACY ACTIVITIES

Activity	Example
Play hangman. As a hint, you may give a letter or two and/or share the category of the word.	Category: Color Word: _ l _ _ (blue)
Draw a picture and create a story having the tutor and student alternate writing the sentences.	Student: The sky is blue. Tutor: I see a bird flying gracefully above. Student: The bird has black and red wings.
Select a category and take turns coming up with words and clapping the syllables.	Category: Fruit Syllables: ap-ple, ba-na-na, ki-wi, pa-pay-a
Write a rap/song/poem to celebrate an accomplishment or a special event.	Joe got an A in math. He knew his numbers and facts. He did all his work and studied hard. So he was on the right path.
Bring in a magazine or article that interests the student to read and discuss together.	Race cars, sports, animals, cooking, a comic book, etc.
Write a mnemonic poem with your names, or write one for friends, family, or teachers as a gift.	Sue: S-Smart, U- Understanding, E-Exciting
Go to the computer lab and play a literacy game.	See <i>Online Literacy Activities</i> for suggestions.
Play a board game that involves literacy skills.	Scrabble, Boggle, Pictionary, Blurt!
Write silly sentences using your sight words.	The dog is chasing me down the slide.
List 10 words and next to each word write a synonym, antonym, or both.	up.....down (antonym) happy.....glad (synonym)

»»»»»»»» *A tutor's guide to* <<<<<<<<< **Online Literacy Activities**

There are many online activities that promote literacy skills, enhance computer proficiency, and encourage creativity all at once! If you have the opportunity to use a tablet or school computer during a tutoring session, you may want to check out some of the literacy-focused websites below.

starfall.com

Phonics games, lessons, and stories for early readers.

gigglepoetry.com

LOTS of fun poetry and poetry activities based on works from the humorous poetry author Kenn Nesbitt.

makebeliefcomix.com

Work on vocabulary, dialogue, and story elements by having students create their own comic strip.

funbrainjr.com/stories

Read fun, illustrated stories featuring some silly and some well-known characters.

storybird.com

"Your words. Our art. Amazing stories. Simple tools help you build books in minutes. Let the art inspire and surprise you as you write." (free account setup required)

wedolisten.org

Free animated Howard B. Wigglebottom books about character.

wegivebooks.org

Free e-books for children ages 3-10.

ngexplorer.cengage.com

National Geographic Young Explorer – Read and listen to past issues of this classroom magazine for early elementary students.

mag.amazing-kids.org

"A children's magazine offering fun, challenging and self-motivating educational enrichment for kids and teens worldwide."

mocomi.com

"The world's coolest online kid's magazine." Includes games, videos, quizzes, articles, recipes, stories, art activities, and more!

wonderopolis.org

"A place where natural curiosity and imagination lead to exploration and discovery in learners of all ages." (Sort of like Wikipedia for kids)

Handy Information Sheet

School _____ Phone # _____

Address _____

Volunteer Schedule (Days/Times) _____

IMPORTANT NAMES AND NUMBERS

TITLE	NAME	PHONE/EMAIL	ROOM #
<i>Principal</i>			
<i>Assistant Principal</i>			
<i>Volunteer Coordinator</i>			
<i>Office Manager</i>			
<i>Librarian</i>			
<i>Nurse</i>			
<i>Campus Monitor/ Security Guard</i>			
<i>Custodian</i>			
<i>PTA/PTO President</i>			

My Notes

SAMPLE

*"Volunteers don't necessarily have the time,
they just have the **heart**."*

- Elizabeth Andrew



**Dallas
Independent
School
District**



**Volunteer and
Partnership Services**
volunteer@dallasisd.org
(972) 925-5440