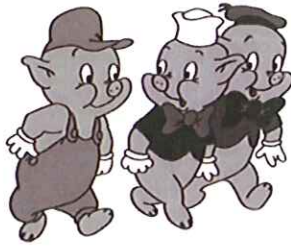


3 KINDS OF QUESTIONS

Examples for *Three Little Pigs*



YES/NO QUESTIONS:

Literal: Did the second pig build his house out of sticks? How do you know?

Interpretive: The second pig said he wasn't afraid of the wolf. Did that turn out to be wise?



CLOSED SHORT-ANSWER QUESTIONS:

Literal: What did the second pig build his house out of? On what page did you find that answer?

Interpretive: How would you describe the second pig? What makes you think so?



OPEN EXTENDED-ANSWER QUESTIONS:

Interpretive: Explain which the author likes better – pigs or wolves? How do you know? Do you agree with the author?

Applied: What if the pigs would have invited the wolf to dinner and tried to make friends?

Do you know of any place in the world where people make their houses out of sticks? Why would they? (discuss environments and climates around the world)

Now Let's Look at A-Z Curriculum Materials

- ❖ Whiz Kids Sites use Curriculum Bags or Folders for tutors unless instructed otherwise by the Curriculum Leader.
- ❖ These are supplied with reading materials weekly as requested by the tutor on a "Progress Log & Weekly Assessment" form.
- ❖ This curriculum program is used because:
 - it is easy to use for our volunteers,
 - more fun for children in after-school tutoring,
 - used by many schools because of its sequential skill-building.

Curriculum Materials Include:

- A Leveled Book
- Tutor Teaching Tips
Gives BEFORE, DURING, and AFTER reading ideas, and game instructions.
- Graphic Organizer
(see page 12 for details)
- Games Cards/Board
- 2 Fluency Passages & Bar Graph, Levels F - Z
(see pages 15-17 for more details)
- Progress Log & Weekly Assessment
(review pages 8 & 9 for details)



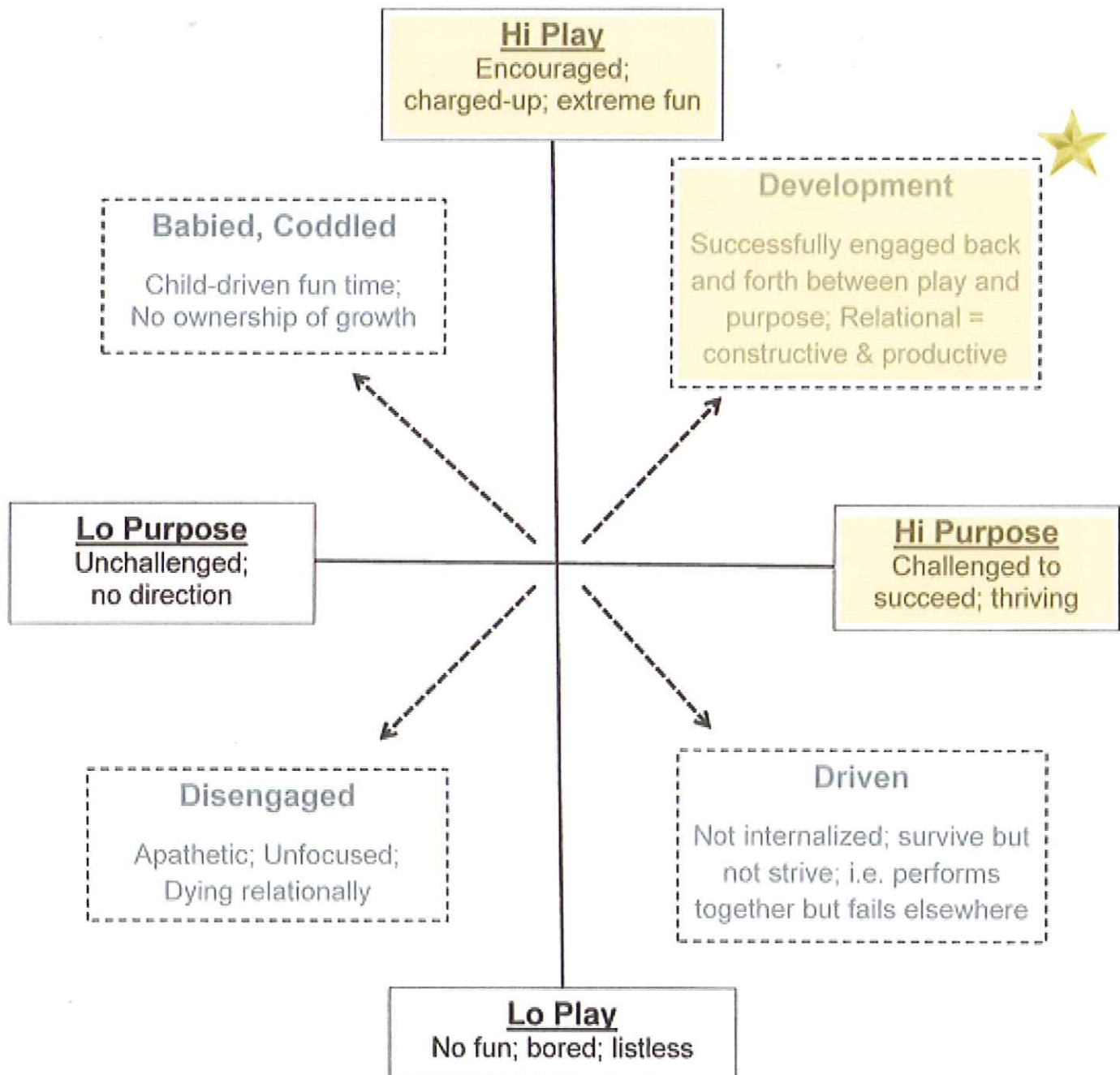
LEVEL



Additional OPTIONAL Materials:

- Comprehension Quiz
- Reader's Theater Script
- High-Frequency DOLCH WORDS, Levels aa-E *(see pages 13 & 14 for details)*
- Spiritual Materials / Activities (Words of Worth; Bible story lessons; etc.)
- Paper Puzzles: Holiday or Academic (reading, math, writing)

Dichotomy of Coaching Interaction



For Comfort Zone, Kids Need:

1. Stability – knowing that you are going to be there for them; that you are the adult in charge
2. Predictability – routines and boundaries established; no unpleasant surprises
3. Vulnerability – show your human side; everyone makes mistakes but can start fresh; adults should be able to apologize, too

(This passage contains all of the 220 Dolch Basic Sight Words.)

The Best Thing In The World

Once upon a time, there were four brothers who lived in a far away land. Their father was an old king. One day he said, "I will not live long now. Today you must start out into the world. In a year, bring back the best thing you have found. The one who can pick the best thing shall be the new king." The first brother said, "I will look in every city or town. I will buy the best thing I can for my father." The next two brothers said, "We will both go on fast ships over the sea. We will find something better." The last brother said, "I am going to ask the people here in our own land to tell me the best thing." The other three brothers began to laugh. "Then you will never be king!" They said.

The last brother started off. When he had gone about six miles, he met a man. "What do you carry in those big bags?" he asked. "The best thing in the world," said the man. "These are full of the good nuts which fall from my five nut trees." "I don't think that would work," said the brother to himself, "I must try again." The brother went on another seven miles. He found a small brown bird. It had been hurt, so he put it in his coat where it could keep warm. As he went on, he saw a little girl crying. He ran to meet her. "Why are you crying?" he asked. "I want to get some water from the well," she said. "We use so much. We drink cold water. We wash the clothes clean with hot water. But I

do not know how to pull it up. Please show me." The brother said, "Hold this bird and I will help you. It does not fly around any more because it got its wing cut." "Thank you. What a pretty bird!" she said. "I wish you would give it to me. If you will let me keep it, I will always be very kind to it. I will take care of it myself. I will make it grow well again." "Yes, you may have it," said the brother. So he gave her the bird and went on.

At night, he went to sleep under a round yellow haystack. When it was light again he walked on. Every day he would walk eight or ten miles. He asked the people about the best thing in the world. Some said it was best to sing. Some said it was best to run and jump and play. Some said the green grass was best. Some liked the red and blue and white flowers best. One man said the best thing was to ride a black horse. He always stopped to help people who needed it. Soon he made many friends. All the people began to like him. They would say, "See there goes the king's son. He would be just the right kind of king for us." Every door was open to him. The people would call to him to stop. They would ask him to come and eat with them. After he ate, he would sit down and read to the children. After he read, he showed them how to draw and write. Months went by. He still had no beautiful thing to take to his father. Just before the year was done, he went home again.

The time **came** when the king called his sons **together**. "What **did** you bring?" He asked them all. The other brothers had many beautiful things. "And what did you bring?" said the king to the last brother. "This **is too funny!**" said the other brothers. "He **has** nothing!" But the king was kind to the last brother. "What did you bring me?" the king asked again. "I bring **only** the friendship of **your** people," said the last brother. "That is the best thing!" cried his father. "You shall be the new king."

The End

Key:

Pre-Primer

Primer

First Grade

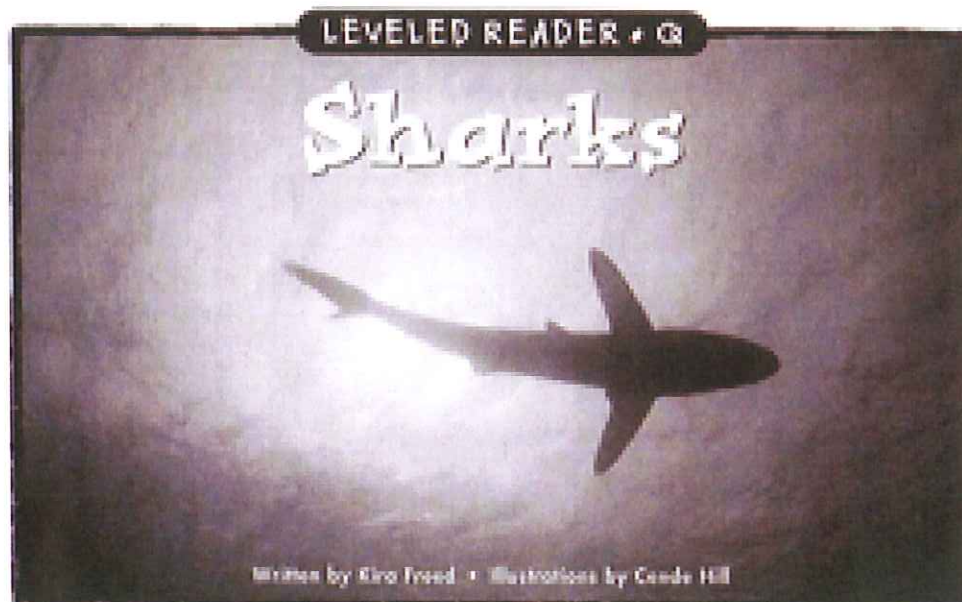
Second Grade

Third Grade

Submitted by: APool37253@aol.com

How to Complete a K-W-L CHART

K What I Know	W What I Want to Know	L What I Learned
<p>---Look at Title Page Only; Complete <u>Before</u> You Read the Book---</p>		<p>---Complete <u>After</u> Reading the Book---</p>
<ol style="list-style-type: none"> 1. I know sharks attack people. 2. I know sharks live the ocean. 3. I know sharks can get really big. 4. I know sharks are big fish. 5. I touched a shark at the aquarium and it felt smooth. 	<ol style="list-style-type: none"> 1. How big are sharks? 2. How many kinds of sharks are there? 3. What should I do if I see a shark while I swim? 4. Are sharks good eating if I catch one? 5. What's the biggest shark? 	<ol style="list-style-type: none"> 1. Sharks have been around since dinosaurs. 2. Sharks can smell. 3. The whale shark is the largest fish in the world. 4. Baby sharks are called pups. 5. People hunt and eat sharks.



BEFORE READING PRACTICE

PREVIEW



- Read title.
- Look at front and back covers.
- Skim through pages looking at illustrations.

PREDICT



For fiction, ask:



- Do you think this book will be fiction or nonfiction? Why?
- Who are the characters?
- How does the character look like he/she is feeling?
- What is happening in the pictures?
- What details do you see in the background?
- Where is the story taking place?
- Can you make any predictions from this picture?
- Does it look like there may be any problems in this story? (*Don't peek at the ending. 😊*)

For nonfiction, ask:



- Do you think this book will be fiction or nonfiction? Why?
- What is this book about?
- Where is the Table of Contents? What does it tell you?
- Where is the index? How could or why would you ever use it?
- Where is the glossary? How does it help you?
- How do captions help you understand photos and diagrams?

PULL OUT PRIOR KNOWLEDGE

- Do you think you will like this book? Why or why not?
- Have you ever...?
- What do you know about...?
- What would you like to find out? What questions do you have about ...?



I know...

Create a Vocabulary-Rich Experience (Don't talk down to them; talk them up to you)

RECORDED VOCABULARY BY AGE 3	
FROM A PROFESSIONAL WORKING FAMILY –	1,116 WORDS
FROM A FAMILY ON WELFARE -	525 WORDS
<hr/>	
BY AGE 4	
Number of ENCOURAGEMENTS heard –	
<u>In professional family:</u>	<u>In welfare family:</u>
166,000	6,000
Number of DISCOURAGEMENTS heard –	
<u>In professional family:</u>	<u>In welfare family:</u>
26,000	57,000

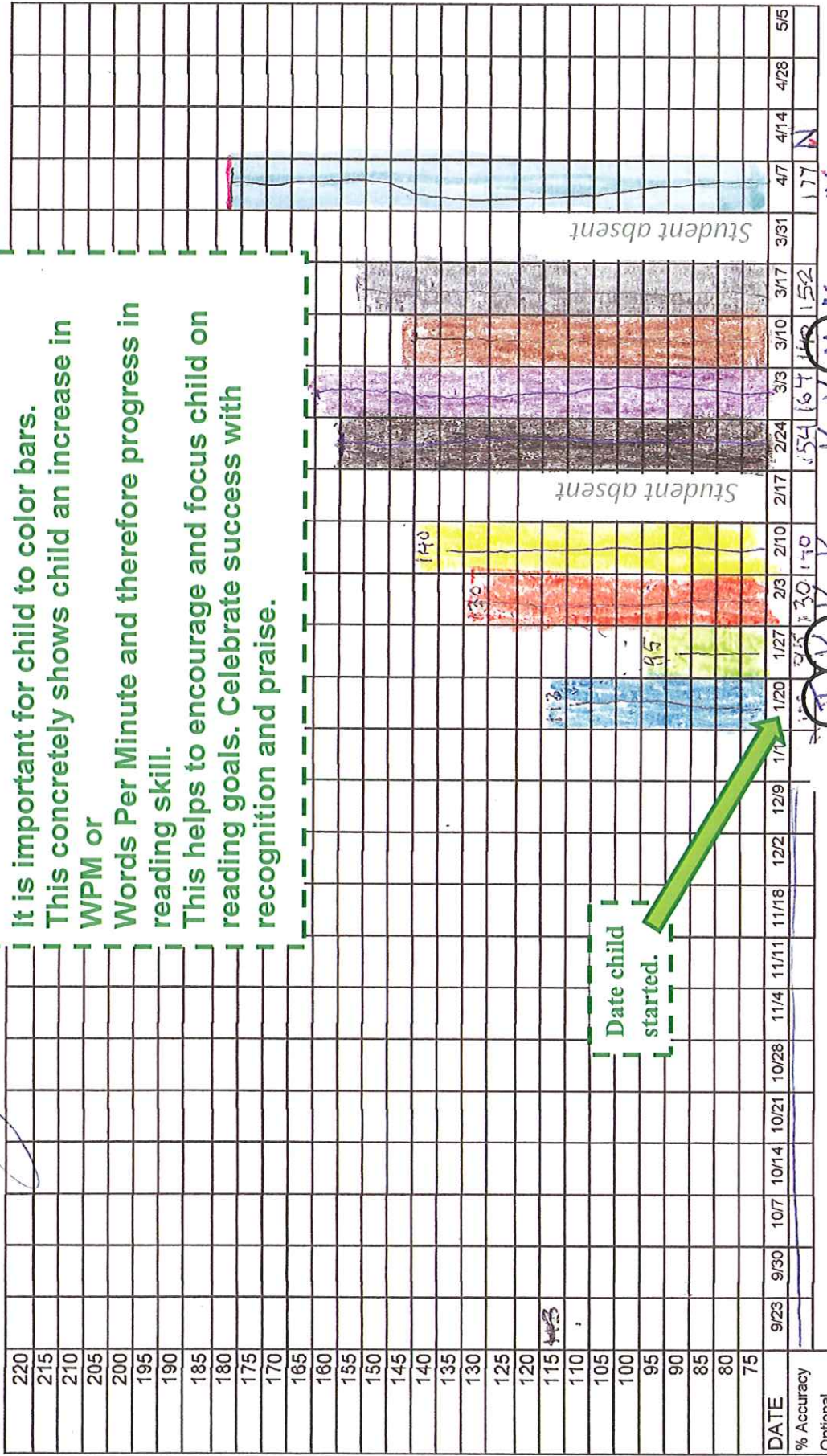
"The Early Catastrophe: The 30 Million Word Gap by Age 5"
By Betty Hart and Tom R. Risley
American Educator, Spring 2001

**Encourage often
with Emotional Deposits
(acknowledgements, caring, smiles, praise...)**

One-Minute Assessment Graph

Student's Name: _____

It is important for child to color bars.
 This concretely shows child an increase in WPM or Words Per Minute and therefore progress in reading skill.
 This helps to encourage and focus child on reading goals. Celebrate success with recognition and praise.



Date child started.

WORDS PER MINUTE (WPM) = NUMBER OF WORDS

Note decline on both days that child moved to higher level. It is important to prepare child for this so not to discourage.

THE READING PROGRESS LOG

Reasons to complete a weekly progress log

As a tutor, you must complete a Progress Log each week you work with a student, whether he/she is your regular student or a substitute student for only one week.

- This is an essential record that tracks the child's progress during the school year.
- Using a Curriculum Bag or folder is the only way for your curriculum leader to know whether to keep the same book or replace with a different book for next week's tutoring time.
- It helps monitor the appropriate reading level of the material that the child will be reading
- It is a way to convey questions, concerns, achievements, celebrations, curriculum needs and ideas to your site leaders.

Definitions to assess reading level

Too Hard

- Child reached frustration level quickly; 5 or more disruptive errors on one page; child cannot summarize page info.

Too Easy

- Child breezed through book quickly with understanding; only careless errors; no challenge or learning.

Just Right

- Child was challenged but comfortable with level; happy with progress.



READING PROGRESS LOG and WEEKLY ASSESSMENT

(complete all assessments before every week)

Student Name _____

Grade: 5th

DATE	TUTOR	BOOK TITLE	Level L2/Grade	* TOO HARD	* TOO EASY	* JUST RIGHT	KEEP BOOK ANOTHER WEEK	Comments - can use back
10/18/12	Y	CASTLES	Q	✓	✓	✓	YES	
10/25/12	Y	Rattlers	R	✓	✓	✓	YES	PLEASE GO UP LEVEL (higher) - still too easy. Repetitive text - didn't finish
11-1/12	Sub	Parables	R	✓	✓	✓	YES	
11-15/12	Y	Parables MATHS ON MATH	Q	✓	✓	✓	NO	PLEASE GO BACK TO LEVEL - R - (READ LAST WEEK)
12-4/12	Y	SKIPPING	R	✓	✓	✓	NO	
12-15/12	Y	SKIPPING	R	✓	✓	✓	NO	Pa. 116
12-17/12	Y	SKIPPING	R	✓	✓	✓	YES	
1-24/13	Y	MURDOCH'S PATH	R	✓	✓	✓	NO	Need to up Gr. Org + Grade
1-31/13	Y	MURDOCH'S PATH	R	✓	✓	✓	YES	
2-14/13	Murdoch's PATH		R	✓	✓	✓	YES	
2-28/13		MARTIN LUTHER KING, JR	S	✓	✓	✓	YES	

We recommend keeping each book 2 weeks.

Celebrate moving up a level with your student.

* TOO HARD = Child reached frustration level quickly; 5 or more disruptive errors on one page; child cannot summarize page info
 * TOO EASY = Child breezed through book quickly with understanding; only careless errors; no challenge or learning
 * JUST RIGHT = Child was challenged but comfortable with level; happy with progress

TUTORS discuss these questions with the student when he or she is making inappropriate choices during your session together.



Student Reflection

Student's name: _____ Referring adult's name: _____

Date: _____ Time/Place of incident: _____

1. What expectation(s) did you break?

Take care of myself Take care of others Take of my environment

2. What procedure did you forget or ignore?

3. Why did this misbehavior occur? What were you hoping would happen?
(Yes? No? Explain.)

I wanted attention from friends.

I wanted attention from adults.

I wanted to avoid my peers.

I wanted to avoid adults.

I wanted to avoid doing work.

I wanted to feel in control of the situation.

I wanted others to know that I was - unhappy / mad / ___?___.

Other reason: _____.

4. In the future I will show (Life Skills) _____ by

Life Skills			
<input type="checkbox"/> Active-listening	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Patience	<input type="checkbox"/> Responsibility
<input type="checkbox"/> Caring	<input type="checkbox"/> Friendship	<input type="checkbox"/> Perseverance	<input type="checkbox"/> Self-Control
<input type="checkbox"/> Common Sense	<input type="checkbox"/> Integrity	<input type="checkbox"/> My Personal Best	<input type="checkbox"/> Sense of Humor
<input type="checkbox"/> Cooperation	<input type="checkbox"/> Initiative	<input type="checkbox"/> Problem-Solving	<input type="checkbox"/> I Am Trustworthy
<input type="checkbox"/> Empathy	<input type="checkbox"/> Organization	<input type="checkbox"/> Respect	<input type="checkbox"/> Honesty/Truth

Student signature _____ Adult signature _____

(optional) Parent/Guardian signature _____

QUIZ - SOME DO's & DON'T's FOR WHIZ KIDS - ANSWERS

(Circle the answers below)

1. Tutors should model good character traits: be on time, call if late or absent in advance, complete requested forms; use appropriate behavior/language; dress appropriately; be honest/real...
This is also a big help to your hard-working leaders. YES NO
2. Tutors should **try** to call child's home the night before.
We understand that phone nos. can change often. YES NO
3. Tutoring activities should be **child-driven**.
child-focused but adult-driven YES NO
4. Use your cell phone or text while tutoring. YES NO
5. Whiz Kids tutoring is a small group reading program.
One-on-one relationships YES NO
6. Whiz Kids tutoring should focus more time on reading than math, homework, or games. YES NO
7. Emphasize emotional deposits; omit emotional withdrawals
(= positive encouragement) (= negative discouragement) YES NO
8. Talk to your friends and colleagues about your child's awful life.
Trust = confidentiality YES NO
9. Ignore "red flags" that may arouse abuse issues in a child's life. They probably are not real.
Legally, you MUST report any suspicions. YES NO
10. If your child is easily distracted, move to where you can be alone.
NEVER be alone with child; find other ways to limit distractions. YES NO
11. If you are frustrated with your child's behavior, talk to your Site Leader or Area Director. You are not alone and are part of a team. YES NO
12. Do not assume anything about your child, who is unique. YES NO
13. Promise money or gift incentives for effort and good attitude.
non-monetary incentives best; beware of promises; rewards should be earned, not expected YES NO
14. Do not give your child food or gifts when others can see.
avoid envy and comparative treatment YES NO
15. Use the "10-Second Rule" when waiting for your child to answer. YES NO
16. Relationship is more important than reading.
relationship → discipleship; reading → to the Redeemer YES NO
17. Use your imagination and inner-child to make tutoring fun. YES NO
18. You can't possibly make a difference in just one hour a week. YES NO

Research proves that caring adults/mentors can provide a new path/choice/consideration toward God's plan in the child's life.

SOME **DO's** & **DON'T's** FOR WHIZ KIDS

(Circle the answers below)

-
- | | | |
|--|-----|----|
| 1. Tutors should model good character traits: be on time, call if late or absent in advance, complete requested forms; use appropriate behavior/language; dress appropriately; be honest/real... | YES | NO |
| 2. Tutors should try to call child's home the night before. | YES | NO |
| 3. Tutoring activities should be child-driven. | YES | NO |
| 4. Use your cell phone or text while tutoring. | YES | NO |
| 5. Whiz Kids tutoring is a small group reading program. | YES | NO |
| 6. Whiz Kids tutoring should focus more time on reading than math, homework, or games. | YES | NO |
| 7. Emphasize emotional deposits; omit emotional withdrawals | YES | NO |
| 8. Talk to your friends and colleagues about your child's awful life. | YES | NO |
| 9. Ignore "red flags" that may arouse abuse issues in a child's life. They probably are not real. | YES | NO |
| 10. If your child is easily distracted, move to where you can be alone. | YES | NO |
| 11. If you are frustrated with your child's behavior, talk to your Site Leader or Area Director. You are not alone and are part of a team. | YES | NO |
| 12. Do not assume anything about your child, who is unique. | YES | NO |
| 13. Promise money or gift incentives for effort and good attitude. | YES | NO |
| 14. Do not give your child food or gifts when others can see. | YES | NO |
| 15. Use the "10-Second Rule" when waiting for your child to answer. | YES | NO |
| 16. Relationship is more important than reading. | YES | NO |
| 17. Use your imagination and inner-child to make tutoring fun. | YES | NO |
| 18. You can't possibly make a difference in just one hour a week. | YES | NO |

Model the joy of reading by finding a quality book of your student's interest and above his/her reading level. Then read sections or chapters each week **ALoud** to your student. Reading aloud to children has been proven to improve reading attitude and skill.

The Read-Aloud Handbook:

Ten Lessons of Many

These are just a few of the lessons I learned from Jim Trelease's *The Read-Aloud Handbook*. This is an exciting book in that it provides simple tools for helping your children, at home and in the classroom, to learn to enjoy reading and to become lifelong readers. It will also help you to better evaluate the reading environment in your child's classroom, at the library, and at home.

- There are reliable studies that confirm the importance of reading aloud and of sustained silent reading (SSR).
- As little as fifteen minutes a day in reading aloud to your children can have a significant effect on their becoming lifelong readers.
- When you read aloud to your children, they gain both background knowledge and a richer vocabulary.
- Your child's listening level is not the same as his or her reading level.
- It's important to read aloud to your children individually, as their interests and maturity levels may vary.
- Your children will benefit from your reading aloud to them from the time they are babies up into their teens.
- To help your children become readers, supply books and a book basket in the location where it is most likely to be used, and a bed lamp.
- Far more boys than girls end up in remedial reading; fathers play a key role in encouraging reading through reading for pleasure themselves and reading aloud to their children.
- Studies show children benefit from recreational "lite" reading of series and comic books.

—Elizabeth Kennedy, educator and journalist

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From Ten Powerful Things to Say to Your Kids
by Paul Axtell