

Whiz Kids

Tutor Training, Site Specific

~ What ~ Who ~ When ~ Where ~How ~

Training Agenda

- Site Specific Information for Tutors
 - What? Who? When? Where? How?
- First Day – Meeting your Whiz Kid
- The Amazing Tutoring Hour
- Curriculum Materials
- Literacy Tutoring
- Building Relationships
- What did you learn? Self Quiz

What and Who is Whiz Kids

WHAT?

City Gospel Mission Whiz Kids is:

- a 1-to-1 tutor/ elementary student ratio.
- a **READING** tutoring program.
- helping people know Jesus better.

WHO?

- ❖ Your Whiz Kid student will be behind in reading, and/or needing of a caring adult in his or her life.
- ❖ Children are offered Whiz Kids tutoring through their school and with parental permission.

Site Specific Information

When?

Your Whiz Kids will meet every week on _____.

Each Whiz Kids session will run from _____ - _____.

Your site will begin the year on _____ and end in Spring on _____.

Each week tutors should arrive no later than _____.

Whiz Kids students are scheduled to arrive at _____ and leave at _____.

Tutors can expect to leave at _____.

Reminder: No School = No Whiz Kids (includes Snow Days, etc.)

Site Specific Information

Where?

Upon arriving, tutors should sign-in _____.

Tutors should meet their Whiz Kid _____.

Tutoring will actually take place _____(room, space, table, seat)?

Restroom locations: For tutors? For girls? For boys?

(A tour will be offered following this meeting for new tutors.)

Site Specific Information – How?

- Site Leaders: _____; _____
Email: _____; _____
Cell phone #: _____; _____
- Emergency drills/evacuations; safety training prerequisites; etc.
- Organization and storage of supplies made available for tutors and students. For example:
 - √ Snacks? √ Name Tags? √ Curriculum materials?
 - √ Supplies/tutoring tools? √ Supplemental materials and equipment (books, Bibles, games, paper puzzles, etc.)?

More Site Specific Information – How?

- ATTENDANCE – honor time commitment by reporting tardiness or absence to _____ as far in advance as possible.
- CONNECTING WITH THE FAMILY – when and how?
- CONNECTING WITH THE SCHOOL – how should teachers be contacted and by whom?
- SITE STAFFING NEEDS? – looking for additional leaders?
volunteers? snacks? set up? clean up? transportation
monitors? tutor email communication/phone tree?
sub-tutors? other?

First Day

What will your first day look like?



- Tutors and Whiz Kids will be matched up. This activity will be as creative as you want it to be.

- Whole group led by a Site Leader -
Prayer



Discuss expectations, rewards, & consequences for misbehavior.

Practice transitions – moving from whole group to tutoring
orderly and quietly

- Tutor and Student Together - Getting Acquainted Activity
- Optional other activity or craft tutor and student can do together
- Meet the family, if possible.



Behavior Expectations & Routines

Good conduct doesn't just happen!

- ❑ Every tutor monitors every Whiz Kid during any and all transitions and activities.
- ❑ Be Proactive – Set routines, expectations, and consequences up front so they are clear to everyone. Follow the school's behavior plan. Revisit periodically as needed

[Also refer all Volunteers to City Gospel Mission's "Youth Protection Policy & Procedures" document.]

Some Key Whiz Kids Rules:

- No cell phones or individual music devices are allowed for students or adults unless for curriculum use.
- Tutor and child must stay within sight of each other (except in bathroom).
- **Tutors must never be alone with a student.**
- No disruptive behavior - use inside voices and quiet games.
- Treat everyone and everything with kindness and respect.
- Think first & be safe. For example, walk / don't run.

BEHAVIOR EXPECTATIONS & ROUTINES (Continued)

Children actually want clear boundaries.

Consistent misbehavior needs private consequences. A suggested plan looks like:

1st major offense -- Tutor speaks to student with Site Leader; completes a “Student Reflection” Form.


2nd offense -- Tutor and Site Leader discuss issue with parent/ guardian, preferably in person.

3rd offense -- child is removed from Whiz Kids activity or specified period of time.

(Although expulsion from the program is not the preferred plan, remember that kids need to learn proper boundaries. Perhaps a second chance can be offered in the future if the child is remorseful and ready to try again.)

This “Student Reflection” form is available from your Site Leader.

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



whizkids
TUTORING & MENTORING
a program of OnCampus

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: _____	

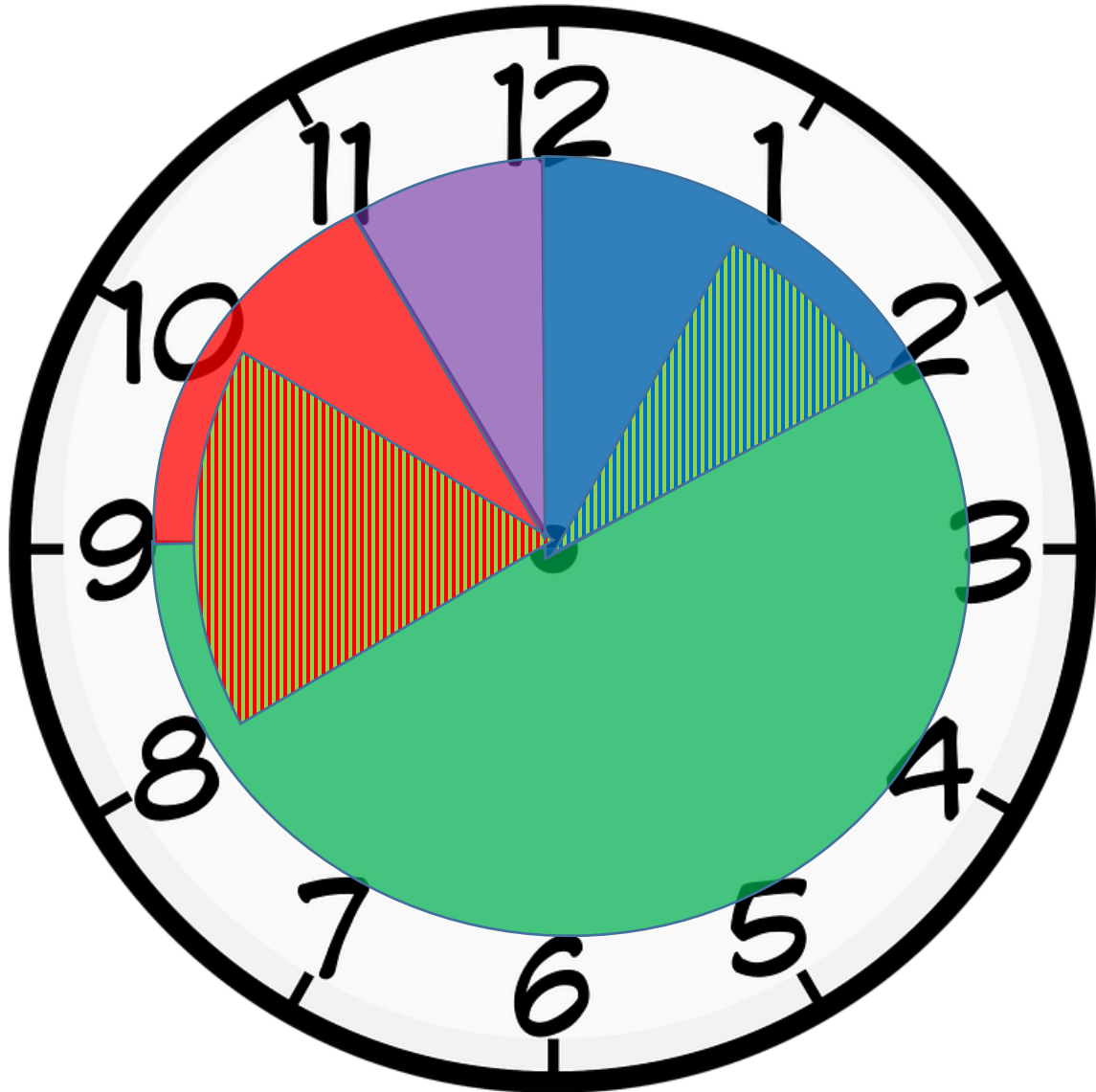
4. In the future I will show (Life Skills) _____ by _____

Life Skills

<ul style="list-style-type: none">° Active-listening° Caring° Common Sense° Cooperation° Empathy	<ul style="list-style-type: none">° Flexibility° Friendship° Integrity° Initiative° Organization	<ul style="list-style-type: none">° Patience° Perseverance° My Personal Best° Problem-Solving° Respect	<ul style="list-style-type: none">° Responsibility° Self-Control° Sense of Humor° I Am Trustworthy° Honesty/Truth
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Student signature _____ Adult signature _____

The Amazing Tutoring Hour



First 5 – 10 minutes: Meet – Greet – and discuss the week:
May include, for example:

- prayer
- “More About You & Me” conversation prompts
- brain teaser or puzzle

30 – 40 minutes: THE MOST IMPORTANT ACTIVITY

- **READING** with tutor demonstrating & coaching
- Completing the Curriculum Packet materials

10-15 minutes: Be tutor-intentional, not student-led.

- tutor reads aloud* from a chapter book
 - *Hearing an adult read fluently and expressively models a student’s goal in reading.
- homework help
- play a thinking or educational game
- work on a craft or writing project

Last 5 minutes: Closure

- Pray together
- Put away materials and clean area
- Tutor completes the Reading Progress Log
- Walk student to drop off area; meet the parents

Tutoring Supplies and Materials

These are available to every Whiz Kid and tutor volunteer every week:

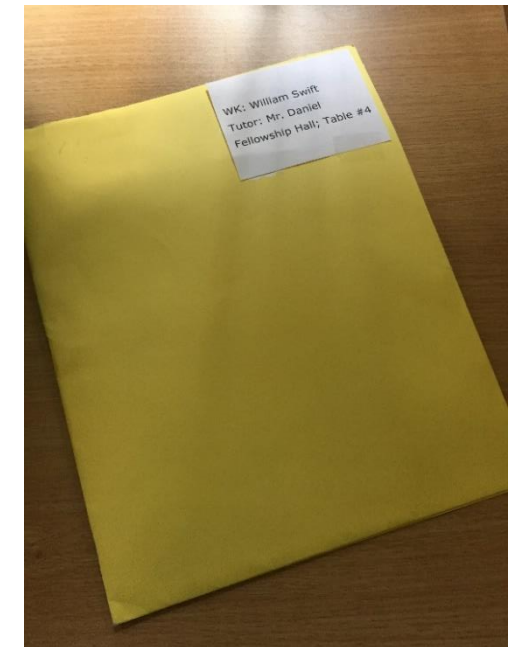
Everyday Tools

- pencils and pencil sharpener, with receptacle
- eraser
- glue stick
- scissors, rounded
- Coloring tools: crayons, colored pencils, or markers
- spiral notebook
- index cards (optional: hole punch & notebook ring)

Optional:

- dry erase board with marker & eraser
- Dice or deck of cards (for basic math practice)
- Children's Bible, dictionary, or Thesaurus

Curriculum Packet (Bag or Folder)



ReadingA-Z.Com Curriculum Packet materials:

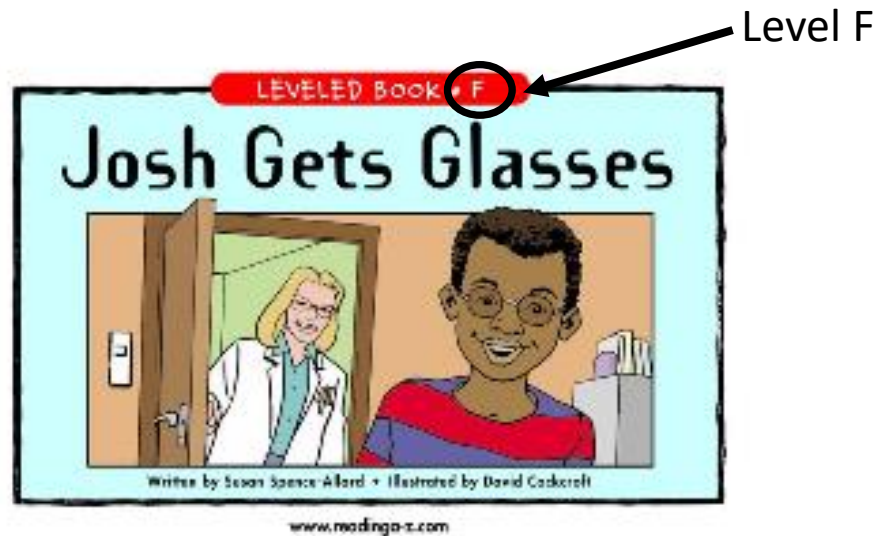
- A **Leveled Book** at your student's reading level
- The **Comprehension Quiz** to see if the child understands, or comprehends, what was read.
- Worksheets and **Graphic Organizer** to help the student visually process and organize the contents of the book in a new way.
- Levels F-Z: A **Game** with cards to practice new vocabulary and/or comprehension from the book. [Some cards are used like Concentration; others include a game board.]
- Levels F-Z: Two of the same **Fluency Assessment Passages** at the same level as the book. [Lower levels: **High-Frequency Sight Word Lists** with 220 most-used words for Grades K-3rd; provided by Whiz Kids]
- A **Bar Graph** for the student to track their reading/high-frequency vocabulary Words Per Minute (WPM). [Provided by Whiz Kids.]
- A **Reading Progress Log** for the tutor to complete at the end of every session.



*** Reading-Tutors.Com is no longer offered by LearningA-Z parent company. One-page “Tutor Teaching Tips” are no longer available. However, Whiz Kids offers a generic tutor teaching tips document on its Resource page. For similar resources in ReadingA-Z, go to the home page → RESOURCE button (at left on red bar); → “Focused Instruction” → “Tutoring & Mentoring” under INTERVENTION → “Instructional Packs” in the blue box → “Fluency and Comprehension Packs” at the bottom. Click on the level in the rainbow alphabet F-Z.

Exploring the CURRICULUM PACKET

→ A-Z Leveled Book



Approximate Reading Level Equivalents:

aa - a - B - C - D	Pre-K → Kindergarten
E - F - G - H - I - J	1 st Grade
K - L - M - N - O - P	2 nd Grade
Q - R - S - T	3 rd Grade
U - W	4 th Grade
X - Z ²	5 th Grade +

***Tutors should move their students up through the levels as quickly as possible without frustrating the student into non-compliance. Our goal is to get our Whiz Kids reading on grade level as soon as possible.

Exploring the CURRICULUM PACKET

Generic Tutor Teaching Tips:

Coaching Reading ideas
25-35 minutes of
Before, During, and After Reading

Generic Tutor Teaching Tips for Tutors

BEFORE READING

- Preview front and back of the book, viewing only illustrations and title.
- Skim quickly through pages noting any captions, diagrams, Table of Contents, Glossary words, or Index.
- *Tutor: While scanning, collect a few words you think may be difficult for your student. Point them out, pronounce and explain them.*
- Also ask student:

If Nonfiction "What/who do you think this book is about?" "What do you already know about this topic?" "What would you like to learn from this book?"	If Fiction (DO NOT SHOW THE ENDING.) "Who do you think is the main character and what is his/her/its <u>problem</u> ?" How might it end? "Have you ever experienced something <u>similar</u> to what seems to be going on in this <u>story</u> ? Explain."
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- Decide on how book will be read: ¹child reads aloud; ²both tutor and child share alternate pages; ³tutor reads a page with expression followed by child reading

DURING READING

- Coach student in decoding difficult words. Use illustration and ask what makes sense, word chunk-beginning/middle/end words/word families, etc. *Tutor: Practice and review with games create an alphabetized Vocabulary from index cards, or*
- Ask student 1-3 questions per page
 - * Does child know how to pronounce a word? For example, "Find the word _____ and pronounce it."
 - * Explain the word's meaning and use for deciphering new words.
 - * Ask student to retell a sentence/paragraph/page in his/her own words?
 - * Ask student to discuss his/her opinion of a character or a character's actions.
 - * See if the child can recognize a cause (reason why) and effect (result) relationship in the plot.
 - * Nonfiction: Can the child give 3-5 details that support the main idea.
 - * Ask the child to use what was already read or what they know to predict what's next.
 - * Can the child retell what was read so far?
 - * Ask the child to create a "mind movie" and relate what might be seen, heard, smelled, felt, and/or tasted in the scene.

AFTER READING

- Ask the child to retell book events in order from the beginning to middle to end.
- Ask: Did you like this book? Why or why not? Why might someone else want to read it?
- Compare and contrast: facts learned within book; this book to another book; book to child's life...
- Complete a **Graphic Organizer** (available online; search "Graphic Organizers") and **Comprehension Quiz** (available online in Reading A-Z by book or [search "Retelling Rubrics"](#)).

VOCABULARY OR COMPREHENSION GAME: Tic-Tac-Toe, Dot-to-Dot, Hangman, etc.

- Use book-related vocabulary flash cards for vocabulary game (pronunciation; use in sentence)
- Take turns asking each other questions from the book which must be answered correctly to move forward on a simple game board.

Available from your Curriculum Leader

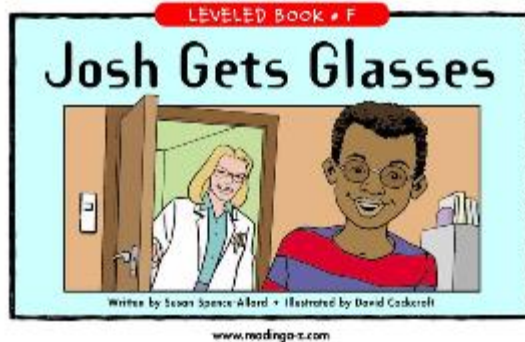
Exploring the CURRICULUM PACKET

Comprehension Quiz:

[Levels F – Z only.]



Read the questions together before reading the book.



Have student find the page and text that proves his/her answer correct.

Reading A-Z

LEVEL **F**

Quick Check

Josh Gets Glasses

Name _____ Date _____

- Why doesn't Josh want to get glasses?
(A) He thinks they look silly.
(B) He thinks he doesn't need them.
(C) He thinks they will hurt his nose.
- Why do lots of people wear glasses?
(A) to help them hear better
(B) to help them see better
(C) none of the above
- Who wears glasses to keep people safe?
(A) some teachers
(B) some basketball players
(C) some police officers
- What happens at the end of the story?
(A) Josh wants to get glasses.
(B) Josh does not want glasses.
(C) Josh does not need glasses.
- What is a cowboy?
(A) a person who flies an airplane
(B) a person who rounds up cattle
(C) a person who puts out fires
- Extended Response:** Have the student write (or dictate) a list of how glasses help people in their jobs.

Teachers want the students to think in complete thoughts, and therefore to answer the "Extended Response" question by writing their answer in a complete sentence(s).

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Exploring the CURRICULUM PACKET

Graphic Organizers...

This is a **KEY ACTIVITY** for students to review concepts and demonstrate understanding after reading occurs.

- Graphic Organizers come in many graph and chart formats.
- Instructions are included on the bottom of the paper.

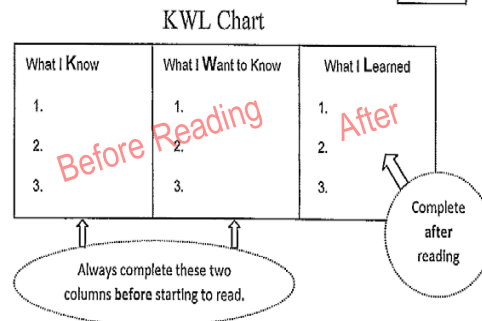
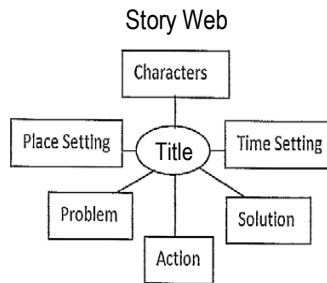
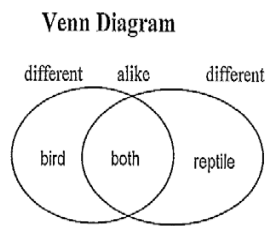
Here are just a few examples of what you might find in your packet to match the book:

Leveled Reader
Graphic Organizer Josh Gets Glasses (F)
reading-tutors.com
Helping students learn to read

Who Wears Glasses?	Why?
some basketball players	to help them score and catch the ball

INSTRUCTIONS: Read the column headings with the child. Then read the first row of text. Have the child find the part in the book about basketball players to confirm the answer in the second column. Then have the child find other people who wear glasses and explain why on the graphic organizer.

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This is a good time for your student to practice writing in complete thoughts, including starting with a capital letter and ending with a period.

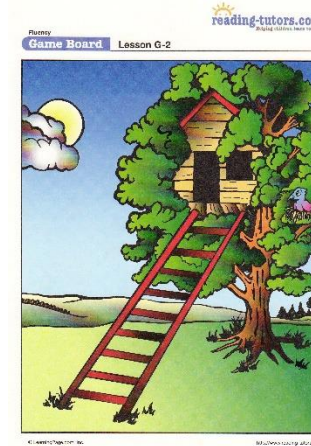
Exploring the CURRICULUM PACKET

Skill Practice Game:

Play with your student. It's no fun to play alone.



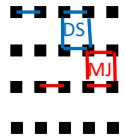
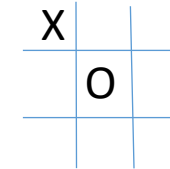
The game that comes with the book practices its new vocabulary words or comprehension concepts.



Possible Game Boards



Make up your own game:



Use newly learned words or comprehension questions to play Tic-Tac-Toe or Dot-to-Dot on a dry erase board.



Game Cards to Cut-out

Optional Games:

Educational and Thinking Games can be used as a reward for completing tasks.

Be tutor-intentional when choosing games.



What Makes Games Educational?

As tutors strive to engage their students during extra minutes in the tutoring hour, playing a game together is a fun, easy way to grow relationship. In keeping with the focus of Whiz Kids Tutoring, this time of play should also be academically or spiritually instructive. This activity should always be ADULT-LED while child-focused. And be sure to always play with them. Instill the idea that learning is fun and fun is learning.

You may have a deck of cards or 2 die in the child's Goodie Bag.

- These were provided as an aid to practice basic age-appropriate math facts (addition, subtraction, multiplication, division).
- Letting the child teach you a game using these tools is good practice for the student to use words to describe and explain the rules and order of the game. Once learned, however, discuss how math is involved. This might happen in play strategy, scoring, etc.

*****If the game is purely chance without any thinking skills, it is not appropriate for Whiz Kids.**

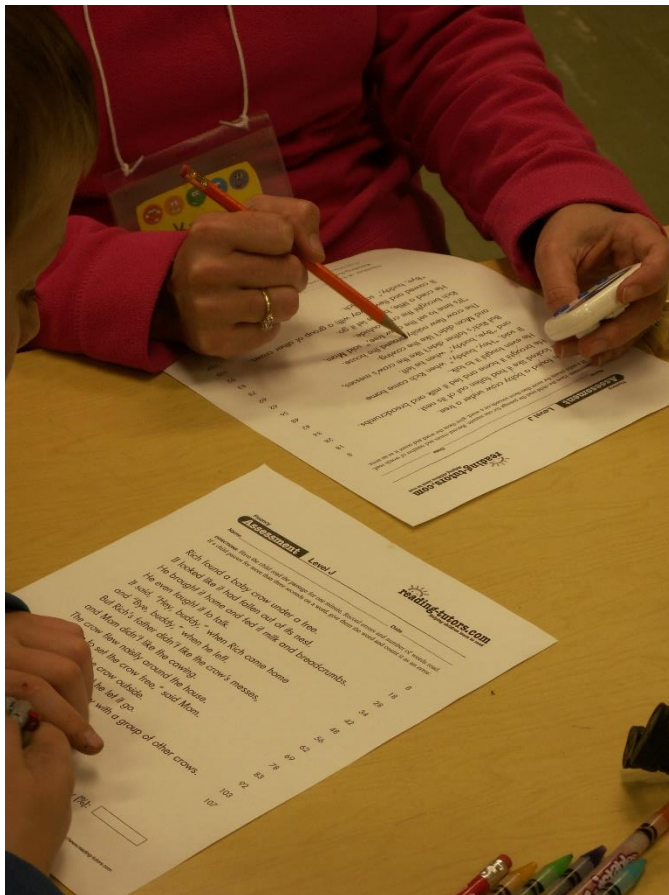
- You can turn simple games into skills practice.
 - If the child wants to play WAR with the cards, lay 2 cards down instead of one. Add, subtract, multiply, or divide the card numbers to find whose has the largest answer and so gets all 4 cards.
 - If moving around a game board, make moving the marker dependent upon answering a vocabulary or comprehension question. Answers can be True/False, multiple choice, or open-ended.
 - Hangman is a good way for the students to practice vocabulary or spelling words.
 - Use Tic-Tac-Toe and Dot-to-Dot to encourage the students to give definitions or answer book questions correctly before being able to make their mark. Having the child think of questions to ask you, and know the correct answers, is an excellent learning tool.

Perhaps you or your site have store-bought games that can be played as reward for good effort. If these do not involve reading, writing, or math, they should involve thinking strategies. Many games have "For Kids" versions. Some suggestions are:

- Checkers/chess
- Battleship
- Connect 4
- Apples-to-Apples
- Scrabble/Bananagrams
- Yahtzee
- Quirkle
- Bogle
- Rummikube
- Hedbanz
- Blokus
- Sequence
- Scattegories

Exploring the CURRICULUM PACKET

1-Minute Fluency Assessment Only for Levels F - Z



- Your packet will provide two Fluency passages that match the same level as your Whiz Kid's book level.
- Ask your Whiz Kid to read the passage as best he/she until you say stop. Caution the child not to read too fast so careless mistakes are not made.
- You will time your student as he or she reads the passage for one minute only.
- While your child is reading aloud, you will be marking any places where a mistake is made.
- After one minute, tell your child to stop. Mark where he or she stopped on your copy. Then find how many words were read. (For example, 64 words)
- Next, show each mistake to your Whiz Kid and explain corrections. **Make this a teachable moment.** Then count up the number of mistakes. (For example, 6 mistakes)
- Ask your student to subtract the number of errors from the total number of words read. Now you have the Words Per Minute (WPM) rate of fluency.

$$\begin{array}{r} 64 \\ - 6 \\ \hline 58 \text{ WPM} \end{array}$$

IT'S IMPORTANT TO DO THIS EVERY WEEK!



CLARIFYING 1-MINUTE FLUENCY ERRORS

It is a **MISTAKE** when the child:

- **Skips** a word or part of a word.
For example: correct – “She painted the wall a bright yellow color.”
incorrect – “She paint_ the wall a bright yellow color.”
incorrect – “She painted the wall a ___ yellow color.”
- **Mispronounces** a word.
For example: correct – “They were hiding in the closet.”
incorrect – “They wear hiding in the closet.”
- **Substitutes** an incorrect word.
For example: correct – “Mia splashed in the wet puddles.”
incorrect – “Mia jumped in the wet puddles.”
- Reads words in the **wrong order**.
For example: correct – “We can do our homework.”
Incorrect – “Can we do our homework.”
- **Stops to try to figure out the word** – *****Important to tell the child the word after you count silently to 3, and move on.**

It is **NOT** a mistake when the child:

- **Adds words that do not change the meaning**.
For example: correct – “I ran from the big dog”
Okay to say – “I ran away from the big dog.”
- **Repeats** a word or words.
For example: correct – “It was a bright, sunny day.”
Okay to say – “It was a...it was a bright, sunny day.”
- **Self-corrects**.
For example: correct – “They are very funny.”
Okay to say – “They are very furry...I mean, very funny.”

1-Minute Fluency Assessment Graph

Repeat this process **every week** with the same passage until the child moves to a different level.

- *Repeating every week helps the student remember, learn, and grow.
- *Otherwise, the child may forget and show less or no progress.

Each week, have your child add a bar to the graph to show his or her WPM score.
[This also practices a math skill.]

This is a great form of encouragement.

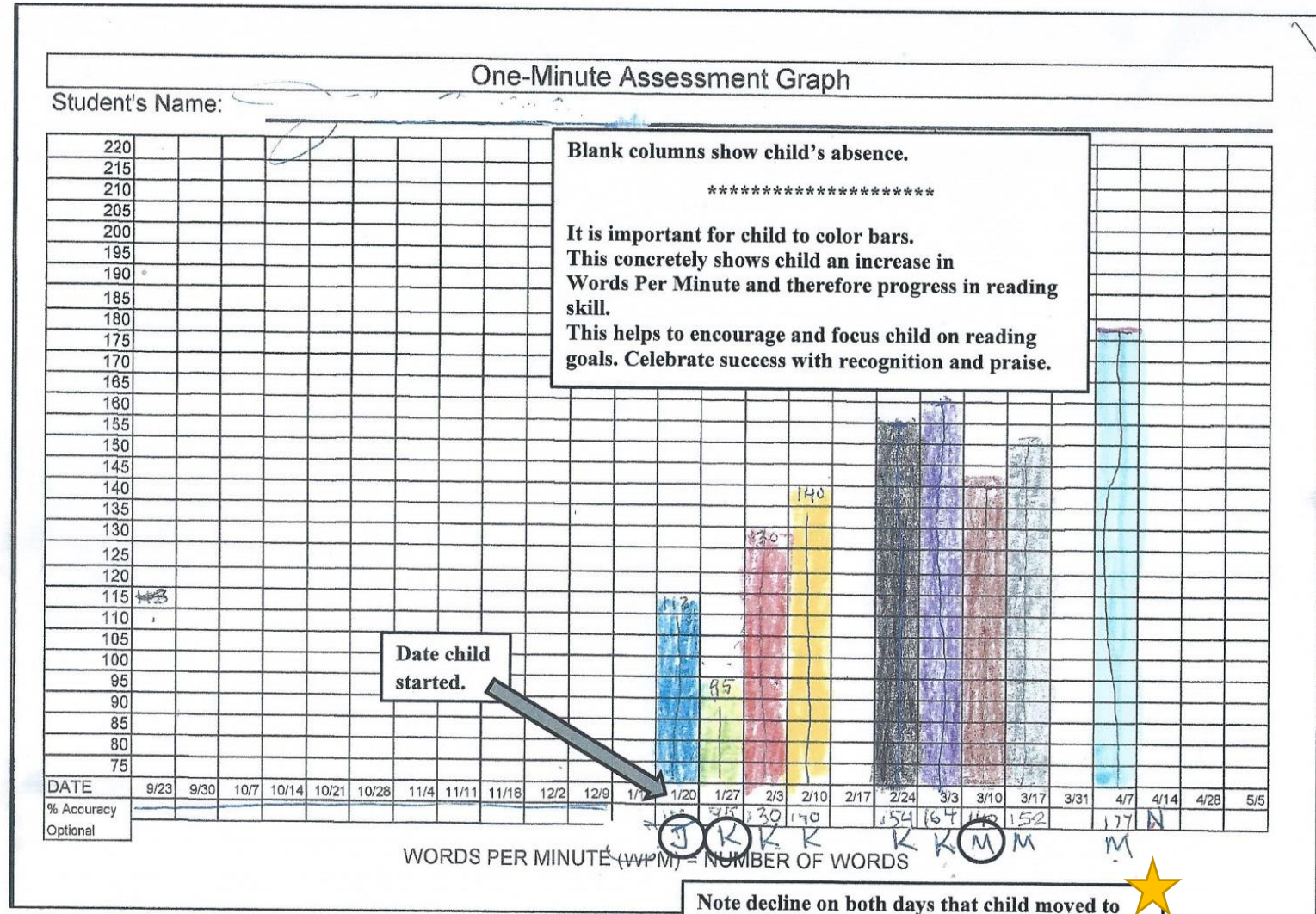
- *Tangible, concrete proof of progress to the child.
- *An opportunity for authentic praise each week from tutor, Site Leader or parent.

Words Per Minute (WPM) is **NOT** an indication that your child is ready to move to a higher level.

- It does not assess an understanding of what was read.

- However, 80% WPM plus being able to retell the content of a new passage at the same level in detail can indicate moving up to a higher leveled book.

ALWAYS KEEP THIS AVAILABLE IN THE CURRICULUM PACKET.



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



If your student is in Kindergarten – 3rd grade, or is reading below Level F, practice these words regularly.

Basic Sight Words Lists

These are “high frequency” words – the **220 most frequently found words in books that children read.**

Every reader should recognize them by sight, and not have to decode them or sound them out.

Knowing these words can greatly improve a child’s reading fluency.

BASIC SIGHT WORDS - PrePrimer/Kindergarten

PP I		PP II		PP III	
1. and		1. at		1. all	
2. are		2. away		2. am	
3. can		3. big		3. around	
4. come		4. blue		4. black	
5. funny		5. down		5. but	
6. go		6. for		6. by	
7. he		7. good		7. call	
8. is		8. green		8. came	
9. jump		9. have		9. do	
10. like		10. here		10. sat	
11. little		11. in		11. fast	
12. look		12. me		12. get	
13. my		13. it		13. going	
14. of		14. not		14. into	
15. play		15. on		15. make	
16. red		16. one		16. no	
17. run		17. ran		17. old	
18. said		18. saw		18. out	
19. see		19. three		19. was	
20. the		20. too		20. who	
21. this		21. we		21. she	
22. to		22. will		22. some	
23. up		23. yellow		23. stop	
24. you		24. yes		24. two	

BASIC SIGHT WORDS - 1st Grade

1 1		1 2	
1. an		1. gave	
2. after		2. that	
3. as		3. made	
4. be		4. with	
5. brown		5. know	
6. cold		6. may	
7. did		7. now	
8. fly		8. then	
9. from		9. find	
10. give		10. when	
11. going		11. what	
12. had		12. has	
13. help		13. over	
14. him		14. were	
15. her		15. live	
16. his		16. got	
17. if		17. they	
18. its		18. went	
19. round		19. many	
20. so		20. walk	
21. soon		21. them	
22. ten		22. let	
23. under		23. new	
24. your		24. put	

BASIC SIGHT WORDS - 2nd Grade

2 1		2 2	
1. us		1. think	
2. how		2. because	
3. does		3. show	
4. ate		4. must	
5. once		5. done	
6. upon		6. very	
7. found		7. small	
8. again		8. which	
9. about		9. open	
10. there		10. these	
11. long		11. every	
12. want		12. where	
13. first		13. sit	
14. any		14. their	
15. tell		15. goes	
16. wish		16. bring	
17. or		17. pull	
18. could		18. before	
19. say		19. those	
20. ask		20. much	
21. our		21. only	
22. would		22. work	
23. take		23. been	
24. always		24. never	

BASIC SIGHT WORDS - 3rd Grade

3 1		3 2	
1. pretty		1. seven	
2. drink		2. clean	
3. kind		3. warm	
4. shall		4. four	
5. grow		5. laugh	
6. myself		6. eight	
7. why		7. hurt	
8. hold		8. better	
9. read		9. five	
10. buy		10. together	
11. try		11. best	
12. just		12. write	
13. use		13. far	
14. fall		14. white	
15. today		15. sleep	
16. keep		16. both	
17. own		17. sing	
18. well		18. cut	
19. six		19. wash	
20. draw		20. full	
21. please		21. start	
22. hot		22. right	
23. off		23. thank	
24. pick		24. light	

- ✓ Follow the same assessment process as with the 1-minute fluency passages with each grade level page. Start with each row and work up to the whole page.
- ✓ Make index cards to practice any words with which the child hesitates to say within 1 minute. These cards can be used as flash cards and/or in a game.
- ✓ Note that learning these words in isolation does not make a “reader.” After learning the words “by sight,” they must also be able to understand their usage in the context of a passage. Therefore, also practice using these words in sentences.

Exploring the CURRICULUM PACKET

Reading Progress Log:

whiz kids TUTORING & MENTORING

READING PROGRESS LOG and DAILY ASSESSMENT
[complete all seven sections below every week]

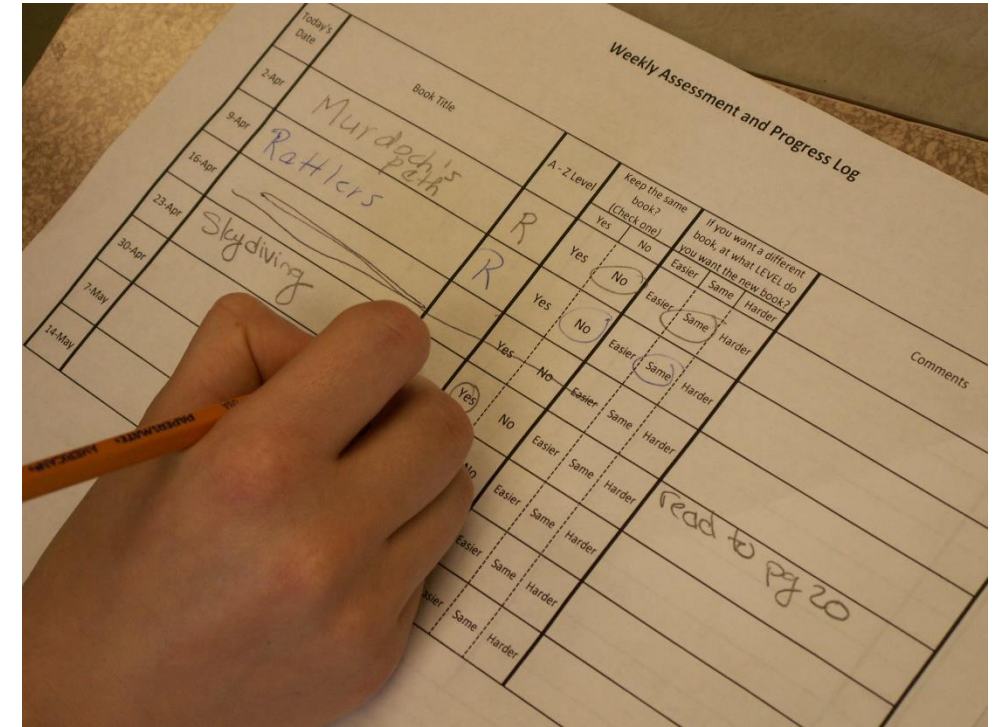
Student Name: DeLaney Sills Grade: 2

1 DATE	2 TUTOR	3 BOOK TITLE	4 Levels: A-Z / Grad	5 * TOO HARD	* TOO EASY	* JUST RIGHT	6 KEEP BOOK ANOTHER WEEK?	7 COMMENTS - can use back
				✓	✓	✓	YES NO	
11/2	Sally	Josh Gets Glasses	F	✓	✓	✓	YES NO	still must do Gr. Org. + Game; review vocab.-cattle, police, score
11/9		absent		✓	✓	✓	YES NO	
				✓	✓	✓	YES NO	
				✓	✓	✓	YES NO	
				✓	✓	✓	YES NO	
				✓	✓	✓	YES NO	
				✓	✓	✓	YES NO	
				✓	✓	✓	YES NO	

Complete at least the first six columns each week, even if you are a tutor-sub.

* 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

PAGE ____ OF ____ DO NOT REMOVE FROM BAG



IMPORTANT

Keep track every week for both your Curriculum Leader and also for a possible tutor-sub next week.

When Reading with Your Student

DO THIS...



BEFORE Reading

Preview the book's cover, title, and illustrations, and number of pages.

Predict what or who it might be about. Ask what the child already knows about it.

Prepare the child by explaining specific words and background concepts that may be challenging. Give examples. Write new vocabulary words on index cards.



DURING Reading

Listen for strategies the child is using to self correct, for significant errors, and for looks of confusion. Ask probing questions.

Support by reading to the child with inflection and attention to punctuation.

Stop on each page to check for understanding. Ask to retell what was just read, or word meaning.

Praise – be honest and specific...and always positive.



AFTER Reading

Close the book and ask the child to **retell** the book's beginning, middle, and end.

Ask questions - "What if..." or "How would you..." Their responses extend their thinking beyond the text.



Complete the A-Z **materials** included in your curriculum packet:
→ Comprehension Quiz
→ Graphic Organizer
→ Vocabulary Game

Reading with Your Student

DON'T DO THIS...

Don't tell them a word immediately. Instead, count 10 seconds to let them figure out the word themselves using strategies.

Then, help by suggesting some strategies to them:

- sound out the word parts: /un-der-stand/
- Look at illustration clues: *knight*
- Ask what fits in the sentence.



She used ?what? to cut the string. /scissors/

Don't assume the child knows specific terms. Ask them to name objects in the pictures, and introduce new vocabulary meanings.

For example, river → man-made canal.



Don't correct every reading mistake if the word they use makes sense and does not change the meaning or understanding of the passage.

For example: "The cats hid under the table."

Do NOT correct when:

"The cats run and hid/*hide* under the table."

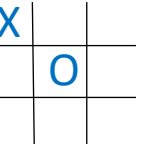
Do correct when:

"The *kid* ran under the *tree*."

ENGAGING STUDENTS

How to Encourage a Reluctant Reader

Turn reading into a simple game that really works. First get the student's interest by drawing a tic-tac-toe board. Ask if he/she wants to play. Probably "yes." Have the student choose Xs or Os. Explain the game: The student reads the first page and afterward you ask a question from the page (the meaning of a word; about a character trait, fact, or happening; or about an illustration). Only if the student answers correctly can he/she put a mark on the board. The student may look back on the page to find the answer. Next, you read a page and the student asks you a question from the page. If you answer correctly, you enter your mark. However, you do not get to look back on the page. The first person to get 3 in a row wins the game. **Try it. It works!**



Rewarding Students:

Check with your Site Leader concerning limitations on tangible rewards and gifts of food and trinkets.

Consider how it can affect the other children in the room.

- Be careful. If rewards are expected, they become taken for granted and ineffective in promoting internal motivation.
- Try a big smile, fist bump, time for a favorite game, positive note home, or bragging to a site leader about a specific accomplishment. Younger kids love stickers, too.
- Kids love to use dry erase boards to complete graphic organizers or play games.
- Your Site Leader may provide a special whole group fun day or party every 6-8 weeks. These are also good incentives for attendance and good effort or behavior.



Building Relationships – “More About You & Me”

More About You & Me

Please use these “More About You & Me” prompts to better understand the needs of your student and to build a deeper relationship. Each week, plan to spend the first few minutes of your time together on these. The “More About You & Me” prompts below are categorized into one of four areas: Physical Needs (PN), Social Skills (SS), Mental Ability (MA) & Devotion (D). Ask open-ended questions to truly engage with your child to see if they have any barriers or are lacking resources. Please be willing to make it a 2-way conversation by sharing about yourself as well! Have fun, be a good listener, and build a lasting relationship! Put a check mark next to each week as you complete those prompts, not necessarily in that order.


Week 1:	What is your favorite meal of the day (breakfast, lunch, or dinner)? What food could you eat every day and never get tired of? Do you have a favorite vegetable/fruit/dessert? What is your favorite meal your mom or dad makes for you? How often do you have it? Do you help cook? (PN)
Week 2:	Do you have a best friend? What do you like most about your best friend? Have you and your friend ever had a disagreement? How did you resolve it? (SS)
Week 3:	What makes you mad/sad/happy? How do you react when you are mad/sad/happy? Tell me a time when you were really happy/really sad/really mad. (MA) [PICK 1 OR USE 3 DIFFERENT WEEKS.]
Week 4:	Do you attend church? With whom do you attend church? What is your favorite part about church? (D)
Week 5:	Do you have a favorite place to go to feel safe? What do you like most about where you live? What do you like least about your where you live? (PN)
Week 6:	Would your friends say you are a rule breaker or a rule follower? Have you ever felt bullied at school or at home? Have you ever felt the urge to bully someone? What would you most likely do if you saw your friend bully someone? (SS)
Week 7:	How are you doing in school? What is your favorite subject? Least favorite subject? (MA)
Week 8:	What do you know about God/Jesus? Do you read the Bible? Do you believe Jesus died for your sins? (D)
Week 9:	When was the last time you did something kind for someone else without expecting any reward? Explain. Have you seen someone else do something kind for someone lately? Who? What? (PN)
Week 10:	Do you have any brothers or sisters/pets? (SS) Who is a special person in your life? (SS)
Week 11:	Has there been a time you have been asked/tempted to do something you knew was wrong? How did that make you feel? (MA)
Week 12:	Do you talk to God? Do you pray? What are some of the things you pray/ask God for? Do you think God ever answered a prayer? Do you have a favorite Bible story? Why is that your favorite? (D)
Week 13:	Do you and your family have a special day where you come together and eat? Do you have Family Dinners? When? Why? (PN)
Week 14:	Do you think God loves you or is He disappointed in you? What makes you feel that way? (D)
Week 15:	Do you have a favorite book? What is it about? (MA)
Week 16:	Is God real? How do you know? If Jesus came and sat next to you, what would you want to tell/ask Him? (D)
Week 17:	Do you know what it means to <i>Just Say No</i> ? Have you ever heard about <i>Just Say No</i> ? Do you know someone who uses drugs? How do you feel about that person? (PN)
Week 18:	What do you like to do on the weekends? By yourself or with someone else? (SS)
Week 19:	Have you been in trouble by your mom, dad, family member, teacher? What was it for? Were you punished for it? What did you learn from it? Would you do it again? (MA)
Week 20:	Do you believe in God’s miracles? Have you ever witnessed one? How was it a miracle? (D)

Your City Gospel Mission Whiz Kids Team has developed a simple, rewarding activity to help our volunteers better understand the needs of their students and to build a deeper relationship.

Use these “More About You & Me” conversation prompts each week. Plan to begin the first few minutes of your time together by each sharing your answers to one of these questions. Make it fun and reflective.

Your Site Leader will provide you with these documents

The “More About You & Me” prompts are categorized into one of the four areas: Physical Needs (PN), Social Skills (SS), Mental Ability (MA) & Devotion (D). This should aid in helping tutors better complete the ENDS document in the latter part of the Whiz Kids year.



Youth ENDS— A Life Transformation Roadmap

- Please answer each question to the best of your knowledge currently.
- These questions are about the youth you are serving.
- Please write any additional comments, questions or concerns on the back of this sheet and share with appropriate leadership.
- We do not expect you as an individual to be solely responsible for meeting these needs.
- This entire document should be viewed through the lens of age appropriateness.
- We do not believe every answer has to be yes for a person to be a healthy, mature disciple of Christ.

Child: _____ Completed by: _____
 Site: _____ Date: _____
 Age/Grade of Youth: _____ Length of relationship: _____

The child served...	Response Yes, No, Don't Know	Area of Focus (choose 2)
It meets their physical needs or:		
a. *** Being free from substance abuse		
b. *** Having basic housing secured (a building that provides shelter, working utilities, is clean, odor free and free from child abuse)		
c. Having at least 2 meals daily		
d. Having appropriate grooming & care for their physical bodies (clean body and clothing, access to all prescribed medication, exercises, etc.)		
It demonstrates the social skills necessary to function in society or:		
a. *** Having a productive activity to occupy at least 6-8 hours per day (either attending school or having positive summer activities)		
b. *** Living in accordance with parental, school and civil authority		
c. Has weekly interaction with at least two individuals who are a positive influence in his/her life (not including you)		
d. Can demonstrate appropriate social skills (carrying on a conversation for at least 8 minutes, listening to and understanding others' ideas, not excessively disruptive in group settings, uses appropriate voice)		
e. Resolving conflicts appropriately		
It demonstrates the mental ability to function in society by having stable mental health and the ability to reason effectively or:		
a. *** Displays age appropriate emotional stability and control (within norms, no trauma seeking, reactions reaction fits the situation, etc.)		
b. *** Stops repeating life-altering mistakes of the past (righting, truancy, not doing homework, avoiding classes, cheating, etc.)		
c. *** Perception of self and others is reality based (are they dealing with mental or emotional health issues?)		
d. Meets at grade level or age appropriately		
e. Able to do basic or age appropriate math (add, subtract, multiply, divide, count money)		
f. Able to write age appropriately (uses age appropriate writing skills)		
It demonstrates higher Devotion to Christ or:		
a. *** Having a personal commitment to Christ		
b. *** Regularly attending the same Bible-believing church (attends more than once)		
c. Having the church, or other area, in an age appropriate role (expectations will vary for elementary, middle and high school ages)		
d. Spending time individually with God (reading the Bible, prayer, worship, thanking God for his blessings, etc.)		
e. Having a person to help them grow spiritually (parent, family member, mentor, Sunday school teacher, youth pastor, etc.)		

"And Jesus grew in wisdom and stature and in favor with God and man."
Luke 2:52

*** Indicates CGM highest priorities in youth's development

Revised 4-2015

DOs & DON'Ts of Whiz Kids – a QUIZ

QUESTIONS:

- | | | |
|---|-----|----|
| 1. Tutors should model good character <u>traits</u> : be on time, call if late or absent in advance, complete requested forms; use appropriate behavior/language; <u>dress</u> appropriately; be honest/real... | YES | NO |
| 2. Tutors should try to call child's home <u>the</u> 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 <u>reading</u> program. | YES | NO |
| 6. Whiz Kids tutoring should focus more <u>time</u> on reading than math, homework, or games. | YES | NO |
| 7. Emphasize emotional deposits; omit <u>emotional</u> withdrawals | YES | NO |
| 8. Talk to your friends and colleagues about <u>your</u> child's challenging circumstances. | YES | NO |
| 9. Ignore "red flags" that might point to <u>abuse</u> issues in a child's life. They <u>probably</u> are not real. | YES | NO |

ANSWERS:

1. YES, Whiz Kids are always watching and listening to what you do and say.
2. YES, "try" is the key word. Conversation can build a relationship with the family.
3. NO, Whiz Kids is child-focused, but must be adult-driven in order to be transformational.
4. NO, devices should only be used for instructional purposes
5. NO, Whiz Kids is one-to-one relationship building.
6. YES, Whiz Kids is NOT a homework or baby-sitting service.
7. YES, deposits are uplifting; withdrawals are discouraging.
8. NO, confidentiality shows respect and develops trust.
9. NO, legally, you MUST report any suspicions to your leader.

DOs & DON'Ts of Whiz Kids – a QUIZ

QUESTIONS:

- | | | |
|--|-----|----|
| 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 |

ANSWERS:

10. NO, never be alone with your student.
11. YES, you are part of a team. Get support before it gets worse.
12. YES, they may be culturally unaware. Have conversations. They are still learning.
13. NO, non-monetary incentives are best. Beware of promises. Rewards should be earned, not expected.
14. YES, avoid comparing and envy from others.
15. YES, give your student a chance to figure it out first.
16. YES, they don't care that you know until they know that you care.
17. YES, after a hard day in school, they need to find joy in learning.
18. NO, research proves that time with a caring adult can provide a new path toward God's plan in a child's life.

Always remember -

You Don't Have to be Perfect to be
a Perfect Tutor.



- ❖ Remember that the examples demonstrated today are only models of all the possibilities...not a script of expectations.
- ❖ Relax and enjoy working with your Whiz Kid.
- ❖ Whatever you do is more than your child would have received without you.
- ❖ Giving your student a caring relationship is most important right now.
- ❖ Your confidence will grow with time and experience.

*Thank you
for making
Jesus smile!*

