

Resources

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***Open Minds* Training Agenda**

***Open Minds* Orientation**

Innovative Strategies for Oklahoma Literacy Instruction

Tutor Training Agenda—**One Hour**

Welcome and Introductions-----	5 minutes
Statistics, Reasons for Illiteracy-----	15 minutes
About the Local Literacy Program-----	20 minutes
Adult Learner/Tutor Speaker-----	10 minutes
Follow-up Information and Questions-----	10 minutes

***Open Minds* Part 1—Getting Started**

Innovative Strategies for Oklahoma Literacy Instruction

Tutor Training Agenda—**Three Hours**

Welcome-----	5 minutes
Introductions	
Local Program Information-----	10 minutes
Who We Are and How We Provide Services	
Adult Learners-----	25 minutes
Characteristics and Challenges	
Goal Setting-----	35 minutes
Making Learning Relevant	
Language Experience Approach (LEA)-----	75 minutes
The Learner’s Story	
Review-----	10 minutes
Key Points to Remember	
Wrap Up-----	20 minutes
What Happens Next	

Open Minds Part 2—Learning a Curriculum

Innovative Strategies for Oklahoma Literacy Instruction

Tutor Training Agenda—**Three Hours**

Welcome-----	5 minutes
Introductions	
Curriculum— <i>Voyager</i> -----	90 minutes
Published Materials	
The First Meeting-----	55 minutes
Welcome the Learner	
More About the Local Literacy Program -----	10 minutes
Support · Assessment · Materials · Learners	
Review/ Questions-----	15 minutes
What We've Learned	
Wrap Up-----	5 minutes
What Happens Next	

Open Minds Part 3—Customizing Lessons to Meet Learner Needs

Innovative Strategies for Oklahoma Literacy Instruction

Tutor Training Agenda—**Three Hours**

Welcome-----	5 minutes
Introductions	
Learning Styles-----	40 minutes
Target Learning	
Tutor Resource Guide— <i>LitStart</i> or <i>Teaching Adults</i> -----	35 minutes
More Teaching Strategies	
Real World Materials-----	40 minutes
Customizing Learning	
Lesson Planning-----	40 minutes
Plan for Success	
Review-----	10 minutes
What We've Learned	
About the Program-----	10 minutes
Local Program Procedures	

Brain
TEASERS

MAN
BOARD

Stand
Eye

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road
a
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Wear
LONG

T
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C
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|R|E|A|D|I|N|G|

cycle
cycle
cycle

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M.D.
B.A.
PH.D.

I E V E I
LE V E L

Mind
MATTER

HE'S
HIMSELF

KN&&
LIGHT

echaL9

Brain
TEASERS
Answers

Man Overboard

I Understand

Crossroads

Long
Underwear

Touchdown

Downtown

Reading
Between
the Lines

Tricycle

Three Degrees
Below Zero

Split Level

Mind Over Matter

He's Beside
Himself

Neon Light

Backward Glance

Characteristics of Adult Learners

Adult learners

are used to making decisions

are busy people

have to deal with emergencies
and unexpected situations

have learned a lot from experience

learn by building on what
they already know

need respect

sometimes feel unsure and afraid

may be reluctant to ask questions

might pretend they already know
something

have different values and beliefs

Sample Learner Goals

The checklist on pages 153–155 includes some of the goals of new readers in adult literacy programs. Tutors and learners can use the checklist to help them establish their own goals. There are 10 general categories:

1. General skills
2. Transportation
3. Money
4. Jobs
5. Government/law
6. Health
7. Food
8. Children
9. Recreation
10. Religion

A good place to begin is by asking learners which categories they would like to review. Tutors can assist learners in reading these sections if necessary and then ask the learners to indicate how each column should be checked. Tutors should encourage learners to add other goals that are important to the learners.

If the learner identifies a specific goal, take some time to find out more about the learner's interest or needs. For example, if the learner wants to read a newspaper, what parts are of greatest interest? If the learner wants to be able to write letters, what is the purpose, and who is the audience?

Permission to Print

	I do it well enough	I want to work on it	I don't need to work on this now
General Skills			
Write my name, address, and telephone number			
Write other people's names, addresses, and telephone numbers			
Tell time			
Read a calendar			
Write down appointments			
Use a telephone book			
Read street signs			
Read store names and signs			
Read or write a letter or note			
Read a newspaper			
Read a magazine			
Read a book			
Use a dictionary			
Other:			
Transportation			
Read bus or train schedules			
Read traffic signs			
Read a driver's manual			
Read maps			
Read a car maintenance/repair manual			
Other:			
Money			
Read pricing labels in stores			
Write checks or money orders			
Read a bank statement			
Read and pay bills			
Fill out an application for a credit card			
Fill out public assistance forms			

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Resources—*Open Minds*

	I do it well enough	I want to work on it	I don't need to work on this now
Fill out unemployment forms			
Fill out tax forms			
Other:			
Jobs			
Read job ads			
Fill out a job application			
Read job-related manuals/forms			
Write a résumé			
Read information on paychecks			
Read charts, graphs, or diagrams			
Read contracts			
Fill out order forms			
Make lists			
Write reports			
Other:			
Government/Law			
Read an election ballot			
Read leases			
Read legal documents/forms			
Read about government or history			
Other:			
Health			
Read a thermometer			
Read labels/directions on medicine bottles			
Read warning/poison labels			
Read about what to do for injuries or sicknesses			
Fill out medical or dental insurance forms			
Read about staying healthy			
Read about pregnancy and childbirth			
Read about AIDS or other diseases/health problems			
Other:			

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	I do it well enough	I want to work on it	I don't need to work on this now
Food			
Write a shopping list			
Read grocery ads			
Read coupons			
Read food labels			
Read recipes			
Read menus			
Other:			
Children			
Read books to children			
Read school notices and reports			
Fill out school forms			
Write notes to the school			
Write a medical history/record of shots			
Read about child care			
Other:			
Recreation			
Read a TV or radio program schedule			
Read a movie schedule/movie reviews			
Read words to songs			
Read notices or newsletters about community activities			
Read directions or rules for playing games			
Fill out an application for a library card			
Other:			
Religion			
Read church bulletins			
Read the Bible or other religious materials			
Read aloud during religious services			
Other			

LEA Review (strips)

✂-----

Step 1

To get the story on paper, encourage the learner to share some part of his life such as a hobby, funny incident, or family story.

You may also talk about a picture from a magazine or a story from the curriculum.

✂-----

Step 2

As the learner dictates, write the exact words even if not grammatically correct. Use correct spelling and punctuation.

✂-----

Step 3

Ask the learner to choose a title for the story.

✂-----

Step 4

Read the story to the learner. Ask if there is anything he would like to change.

✂-----

Step 5

Read each sentence aloud, tracking the words with your finger.

✂-----

Step 6

Ask the learner to read each sentence after you read aloud (echo reading).

✂-----

Step 7

Read the story in unison (duet reading) with the learner. A higher level learner may choose to read it alone.

✂-----

Step 8

Use the story in future lessons to teach reading and writing strategies. Type and date the story. Keep copies of the writing: one in the learner's portfolio and one in your folder for use in subsequent lessons and to review progress in writing.

✂-----

Using Language Experience

Whenever possible, the learner should be involved in selecting or creating his or her own teaching materials, even if the involvement is only copying sentences, making flashcards, or creating a personal dictionary. The Language Experience Approach (LEA) involves using the learner's own words to create passages to help teach reading and writing. It can be adapted for use with learners at different levels. It can also be used with small groups and in one-to-one tutoring. LEA builds on the learner's life experiences and treats the learner as a person with ideas, feelings, and stories that are worth communicating. It incorporates the learner's own language. It is especially effective because it encourages the learner to use all four language acquisition and communication skills: listening, speaking, reading, and writing.

Creating a Language Experience Story

PURPOSE

To show the learner how his or her experience and speaking ability link to the written word even when the learner has little or no writing ability.

METHOD

Discuss

1. Ask the learner to tell a story about an experience.

Dictate

2. Print exactly what the learner says.

Use correct spelling and punctuation, but do not change any words. Leave a blank line between each printed line in case you must make changes. For beginning readers, you don't need to write the whole story—three to five sentences is long enough.

3. Ask the learner to suggest a title for the story.

Verify

4. Read the story back to the learner, and ask for any corrections or changes.

Read

5. Read each sentence aloud, tracking the words with your finger, while the learner watches and listens.
6. Ask the learner to read each sentence after you.
7. Ask the learner to read the entire story.

File the story

8. Review the story at the next session. Type it, if possible, and print one copy for you and one for the learner. Place your copy in a binder or folder as part of a permanent collection of the learner's writing.

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Generating Story Ideas

PURPOSE

To generate conversations that can be used as the basis of a language experience activity.

METHOD

1. Select one of the following ideas, or ask a question of your own.
 - What is your favorite hobby? Describe it.
 - If you could have three wishes, what would they be?
 - What type of work do you do? What do you like and dislike about your work?
 - What is the strangest thing that ever happened to you?
 - Tell me a story about someone in your family.
 - If you had as much time and money as you needed, how would you spend your vacation?
 - What is something you do well? How would you tell someone else how to do it?
 - What was the best choice you made in the last five years?
 - What do you most like to do on your day off?
 - Do you have a favorite song? Can you tell me the words? Tell me about your favorite television show.
 - What would you say to the president if you met him or her?
 - Think about someone you know. Describe what he or she looks like.
2. Use the question to start a conversation with the learner.
3. When the learner is comfortable, ask the learner to repeat an interesting piece of information so you can write it down.

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SUGGESTION

You can also work with the learner to create a map of ideas about a particular topic. (See Activity 75, *Teaching Adults*) The learner can then choose one idea to use as the basis of an LEA story or can use one map for several different stories. Maps can also help generate new ideas and topics.

Videos, Pictures, and Photos as Story Starters**PURPOSE**

To use videos, pictures, or photos to generate conversations that can be used as the basis of a language experience activity.

METHOD

1. Use a short video clip related to the learner's interests to start a conversation.
2. Bring a picture to the lesson, and ask the learner to describe it or ask how the learner feels about it.
3. Ask the learner to bring a personal photo to the lesson and tell you what is happening in the photo.

Newspaper and Magazine Articles as Story Starters**PURPOSE**

To use timely or topical articles to generate conversations that can be used as the basis of a language experience activity.

METHOD

1. Read an article from a newspaper, magazine, or website to the learner. Then ask the learner to tell you about it in his or her own words.
2. Read a letter from a personal advice column, and ask the learner how he or she would answer it.

Using LEA with Beginning Readers**PURPOSE**

To involve beginning readers in LEA activities without overwhelming them with the length or difficulty of the pieces.

METHOD

1. Follow the steps for obtaining an LEA story in Activity 7, *Teaching Adults*.
2. Keep the selection short—only one or two sentences.
3. Read the selection aloud together (see Activity 15, *Teaching Adults*) before the learner tries to read it alone.

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SUGGESTIONS

Write one of the following sentence starters, and ask the learner to complete it. Write as the learner dictates.

I want.....

I can.....

My children are.....

I wish.....

I like to go to.....

My best friend is.....

When I think of my mother, I

Ask the learner to dictate a short list (e.g., names of family members, favorite foods or places he or she would like to visit).

Using LEA with Groups

PURPOSE

To create a group language experience activity for a small group or class.

METHOD

1. Ask the group to select and discuss a topic. Then create a story on the board by asking each learner to contribute one sentence.
2. Write a sentence starter on the board. Then ask each learner how he or she would complete it.

Building Skills with LEA Stories

PURPOSE

To use LEA to build a variety of skills.

METHOD

You can use LEA stories to teach many different skills. The learner is more likely to learn a skill that is connected to his or her own words. Work with the learner to choose what skill to work on. This encourages the learner to take responsibility for directing the learning. The learner can, for example:

- circle every *e* (or some other letter) in the story
- underline every capital letter
- count the number of sentences

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- make flashcards for words he or she would like to learn (Ask the learner to practice until he or she can read the words by sight.)
- reconstruct one of the sentences using flashcards on which you have written each word
- make as many words as possible by changing the initial consonant sound in one of the words in the story (e.g., went: bent, dent, lent) (see Activity 27, *Teaching Adults*).
- select words to have as sight words (You can help the learner with these words using the steps in Activity 19, *Teaching Adults*).
- practice reading any direct quotes in the story—read them with appropriate emotion, such as excitement, anger, sadness, boredom, etc.
- name words that begin with the same consonant blend as a word in the story (e.g., start: stop, stuck) (You can write them down as the learner says them and then ask the learner to practice reading them.)
- select a word ending that the learner has already studied (such as -s or -ing), practice adding it to different words from the story, and then use each new word in a sentence (The learner can do a similar exercise by deleting endings from words in the story.)
- select a word with a long vowel sound and tell you what the word would be if the sound were changed to a short vowel (e.g., made/mad) (You could also reverse the process, e.g., not/note.)
- write contractions from the story and tell you what words they stand for (e.g., wasn't/was not)
- circle all the adjectives
- give a word or phrase that means the opposite of words you underlined in the story (e.g., tall/short, got married /got divorced)
- locate on a map the places mentioned in the story
- develop a list of words to learn to spell
- identify cause-and-effect relationships ("Why did this happen?")
- reread the story for fluency

Note: Many of the ideas in the other activities in *Teaching Adults* can also be used with LEA stories.

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Sophie's Park

Sophie likes to go to the park. She calls it Sophie's Park.

She loves to play and swing, but her favorite thing is to feed the ducks.

Last week, we didn't take bread and the ducks followed us to the car.

We won't forget bread next time.

Strategies for Beginning Readers

1. **Echo reading**—Have the learner read each sentence after you read aloud.
2. **Duet reading**—Ask the learner to read a sentence or entire story along with you as you track with your finger.
3. **Identify letters**—Choose one letter and have the learner circle the letter each time it appears in the story.
4. **Identify upper case or capital letters**—Have the learner underline or highlight each capital letter. Talk about when to use capital letters.
5. **Identify punctuation**—Ask the learner to highlight the punctuation mark at the end of each sentence. Ask the learner if he knows the name of the mark.
6. **Recognize sentences**—Ask the learner to count the sentences in the story. Ask what each sentence starts with (capital letter) and ends with (punctuation mark).
7. **Identify short vowel sounds**—Have the learner identify short vowels by name and, if possible, by sound (*a, e, i, o, u*, and sometimes *y*). Introduce one vowel per lesson unless this is a review.
8. **Identify sight words**—Have the learner draw a box around sight words in the story. These are words that readers should learn to recognize without having to sound out such as—*the, of, and, a, of, in, is, you, that, it, he*. Suggest making flashcards of sight words.
9. **Make flashcards**—Ask the learner to identify words in the story that he would like to remember or work on in class. Have him copy the words onto flashcards. Go over words each session and suggest that he review flashcards at home.
10. **Review flashcards**—Ask the learner to read the words on the flashcards. Have him shuffle the flashcards and read each card. If he has difficulty remembering a word, have him draw a picture on the back of the card.
11. **Write sentences**—Have the learner write sentences using words on the flashcards.
12. **Make a personal dictionary**—Have the learner copy words from his flashcards into his personal dictionary (spiral notebook or 3-ring binder). Ask him to leave space between words so he can add definitions later.

Strategies for Intermediate Readers (strips)

Sequence—Make sentence strips from the story. Cut the sentence into individual words. Ask the learner to arrange the words in the correct order.

Consonant blends—Ask the learner to identify consonant blends (two or three consonants that occur together with each sound voiced, e.g. play). Have him name words that begin with the same blend. Write the words. Ask the learner to read the words.

Contractions—Ask the learner to identify contractions in the story. Write the contraction. Expand to two words (e.g., didn't = did + not). This might also be done in reverse (e.g., will not = won't).

Duet reading—Read the story in unison with the learner. Read at your normal pace to encourage fluency. The tutor should run his finger under the words as reading takes place.

Independent reading—Have the learner read the story independently.

Word families—Find a word that can be used in a word family (rhyming words) exercise. Write the word and ask the learner to change the beginning letter to make new words (e.g. feed, weed, seed, reed, deed, etc).

Verb tense—Ask the learner if he knows what a verb is. Explain that verbs are action words. Ask him to circle verbs in the story. For more advanced readers, suggest re-writing the story in a different tense (e.g., change present tense to past tense—“She loves to play.” change to “She loved to play.”).

Personal dictionary—Have the learner choose words from the story to add to his personal dictionary (usually a spiral notebook kept by the learner).

Dictionary—Have the learner use a published dictionary to find words in his personal dictionary. Ask him to write the definition. (The literacy program should have a low level dictionary.)

New ending—Choose an ending the learner has already studied. Ask him to find words in the story that can be changed by adding a new ending (e.g., *play* to *plays* or *swing* to *swinging*).

Strategies for Intermediate Readers

1. **Sequence**—Make sentence strips from the story. Cut the sentence into individual words. Ask the learner to arrange the words in the correct order.
2. **Consonant blends**—Ask the learner to identify consonant blends (two or three consonants that occur together with each sound voiced, e.g. **play**). Have him name words that begin with the same blend. Write the words. Ask the learner to read the words.
3. **Contractions**—Ask the learner to identify contractions in the story. Write the contraction. Expand to two words (e.g., didn't = did + not). This might also be done in reverse (e.g., will not = won't).
4. **Duet reading**—Read the story in unison with the learner. Read at your normal pace to encourage fluency. The tutor should run his finger under the words as reading takes place.
5. **Independent reading**—Have the learner read the story independently.
6. **Word families**—Find a word that can be used in a word family (rhyming words) exercise. Write the word and ask the learner to change the beginning letter to make new words (e.g. **feed**, weed, seed, reed, deed, etc).
7. **Verb tense**—Ask the learner if he knows what a verb is. Explain that verbs are action words. Ask him to circle verbs in the story. For more advanced readers, suggest re-writing the story in a different tense (e.g., change present tense to past tense—“She **loves** to play.” change to “She **loved** to play.”).
8. **Personal dictionary**—Have the learner choose words from the story to add to his personal dictionary (usually a spiral notebook kept by the learner).
9. **Dictionary**—Have the learner use a published dictionary to find words in his personal dictionary. Ask him to write the definition. (The literacy program should have a low level dictionary).
10. **New ending**—Choose an ending the learner has already studied. Ask him to find words in the story that can be changed by adding a new ending (e.g., *play* to *plays* or *swing* to *swinging*).

Part 1 Review

1. Name one characteristic of an adult learner.
2. What is a goal an adult learner might have?
3. Name one reason the Language Experience Approach is an effective teaching tool.
4. Describe one step in the Language Experience Approach.
5. Name one teaching strategy you can use with the Language Experience Approach.

Video and Online Links

ProLiteracy Education Network

goo.gl/33W7Uz

Journey to Literacy

goo.gl/EzOQFa

Video features the first meeting between tutor and learner

Series of 8 short videos by Vic Sanborn

Sanborn, Vic. "Youtube". January 2009

Video 1 LEA: Creating a Language Experience Story

The importance of selecting a high interest topic

goo.gl/Q7y9HR

Video 2 LEA: Activating Prior Knowledge and Using the K-W-L Chart

How to use the K-W-L chart. "What I Know," "What I Want to Know," "What I Learned."

goo.gl/SGgyG1

Video 3 LEA: Further Discussion

Completing the KWL Chart

goo.gl/4UveQ4

Video 4 LEA: Creating the Language Experience Story Using a Graphic Organizer

Organizing thoughts in the story

goo.gl/wQ5w9K

Video 5 LEA: The student dictates the Language Experience Story

The tutor transcribes the story

goo.gl/Vhmivo

Video 6 LEA: Reading the Language Experience Story

Echo reading

goo.gl/GiPJHb

Video 7 LEA: Word Skills Activities with the Language Experience Story

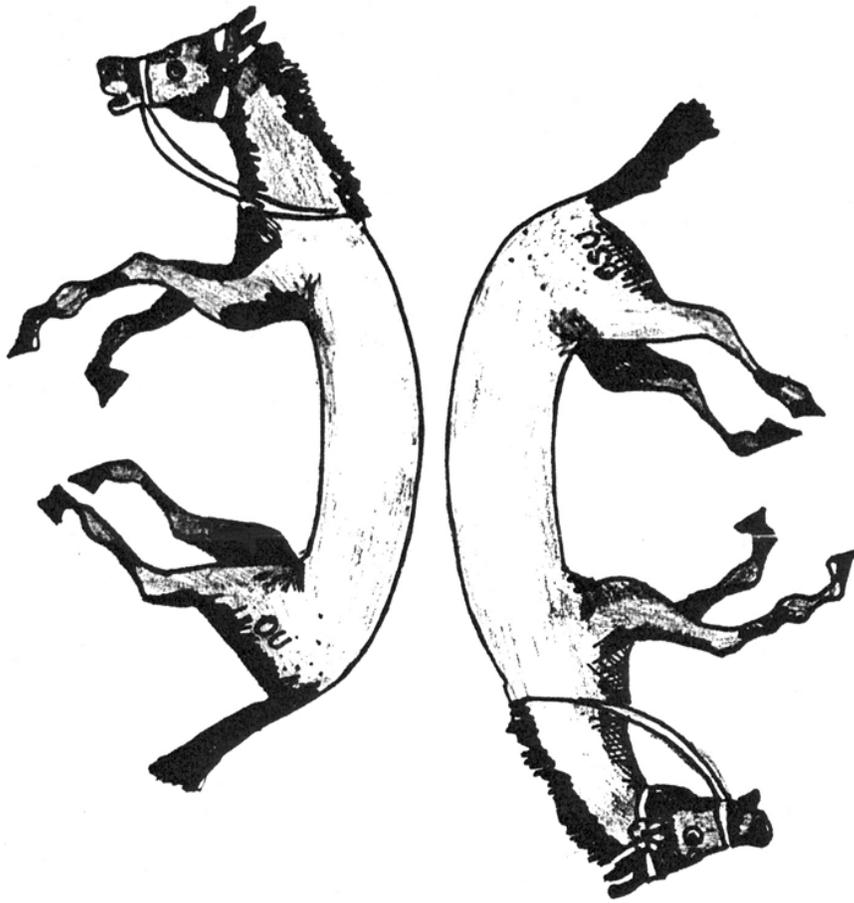
Review and word skills activities

goo.gl/ZQXFZ3

Video 8 LEA: Transferring Reading Strategies Using the Language Experience Approach

Improving comprehension

goo.gl/es6fjk



Trainer Script for Teaching Lesson 1

Voyager Introduction

As interpreted from Page 16 of the Teacher’s Resource Guide-Introduction Level
(Script is in black type, directions are in green type.)

Lesson 1: Bb

Read the lesson title.

“The title of this lesson is Bb”

Point out capital and lower case (Bb) at the top of the lesson pages.

“This is a capital B. This is a lower case b.”

Have learner say the name of the letter as you point to the upper case and lower case Bb.

“What’s the name of this letter?”

(capital B)

“What’s the name of this letter?”

(lower case b)

1. Talk, Write and Read

Point to and read the photo caption.

“The caption of this picture is By the Bookstore.”

A. Talk about what you see in this picture.

Ask learner to describe the scene as a whole. (You may need to ask leading questions.)

“Tell me about this scene. Where do you think these people are?”

“Today we will be focusing on words that start with the letter Bb and the sound /Bb/. The sound for the letter B is /b/.”

“What’s this letter? What’s the sound?”

“What objects in the picture start with B?”

Give one or two examples, pointing as you name them.

“Here is a (bus, bottle, etc.)”

“Now, you name some other objects that start with B.” Repeat words with the learner.

Give examples of objects that have /b/ sound at the end or the middle of a word.

Resources—*Open Minds*

“Listen for the sound of B in subway. Where do you hear the /b/sound? Say subway with me.”

“Where do you hear the /b/ sound in cab? Say cab with me.”

Repeat the words with the learner.

B. Write words with the letter Bb

“I’m going to write some words that have the letter Bb in the word like book. What are some other words that contain B?”

Write the words on a sheet of paper or whiteboard. Underline the letter Bb.

“Listen as I read the words.”

Read each word aloud.

“Read the words with me.”

“Now, read the words to me.”

“I’d like you to copy the words on the lines in your book. Are there any words that you don’t know?”

If learner says yes, have them write the word in his personal dictionary. (See Page 8 of *Teacher’s Resource Guide*.)

C. Make a sentence

“I’m going to pick a word from the list and make a sentence.”

Model the task. Write the sentence on the sheet of paper.

“You pick a word from the list and make a sentence using the word.”

Write the sentence on the 1st line in the learner book.

“Now, copy your sentence onto the next line.”

D. Read the sentence aloud.

Model the task. Read the sentence aloud.

“Read your sentence aloud.”

It’s important to encourage tutors to be aware of fatigue in learners. It is not necessary to cover the entire lesson in one setting. In fact, it may be beneficial to stop here and move to another task (conversation, read to the learner, play a game, computer task, etc.) The next session should start with a review of the previous lesson and continue the lesson.

Voyager Cards

<p>Words to Know</p> <p>Teacher's Resource Guide page 16</p>	<p>Key Words</p> <p>Teacher's Resource Guide page 16</p>
<p>Read and Write</p> <p>Teacher's Resource Guide page 16</p>	<p>In Your Own Words</p> <p>Teacher's Resource Guide page 16</p>
<p>Extension #1</p> <p>Teacher's Resource Guide page 17 (top left) and Photo Copy Master 1 in the back of the book</p>	<p>Extension #2</p> <p>Teacher's Resource Guide page 17 (top left) See p. 8—personal dictionary and flashcards</p>

Tutor Script for Teaching Lesson 2

Voyager Introduction

As interpreted from Pages 16-17 of the *Teacher's Resource Guide-Introduction Level*
(Script is in black type, directions are in green type.)

Lesson 2: Dd

Read the lesson title.

“This is Lesson 2.”

Point to the capital and lowercase Dd at the top of the lesson pages.

“This is a capital D and this is a lower case d.”

Have learner say the name of the letter as you point to the upper case and lower case Dd.

“What is the name of the letter?”

(capital D)

“What is the name of this letter?”

(lower case d)

“Remember that the capital (or upper case) letters are at the top of the page and the lowercase letters are at the top of the next page.”

1. Talk, Write and Read

Point to and read the photo caption.

“The caption for this picture is Don’s Office.”

Point to the caption.

“Please read.”

“This says Talk, Write, and Read. Please read.”

Point to the title.

“Let’s spend a few minutes talking about the picture. What do you see, what’s going on?”

Note: this should be a general discussion. The learner does not need to focus on Dd words at this point

“Today’s lesson will focus on words with the letter d and the sound /d/.”

Model the sound.

“The sound of this letter is /d/. Please repeat the sound /d/”

“What objects in the picture begin with the sound /d/?”

Model examples by pointing to one or two objects and saying the words. eg.-dog desk

“dog–desk. What other things in the picture begin with the sound /d/?”

Responses could include door, drawer, December, Don, drink, diploma, doorknob

Note: Learners tend to identify picture words that represent objects. Ask questions to help learner identify other words with the target sound.

Is the door open or closed? Is the desk neat or cluttered?

“Sometimes you can hear the sound /d/ at the end of the word. Listen for the sound /d/ in the words bad and shade.”

Repeat the words.

“Say the words with me. Where did you hear the /d/ sound?”

(at the end)

“Sometimes you can hear the sound /d/ in the middle of a word. Listen for the sound /d/ in window.”

Repeat the word “window” and have the learner say it with you.

“Did you hear the /d/ sound in the middle of the word?”

B. Write words with the letter Dd

“We are going to write some words with the letter Dd like the word dog. Tell me some words that start with Dd. They can be from the picture or you can use other words.”

Write at least six words on a blank piece of paper underlining each Dd.

Read each word aloud.

“Now I will read the words again and I want you to read them with me.”

Resources—Open Minds

“Read the words by yourself.”

“Please write the words with the letter Dd, like in the word dog, on Page 8 of your workbook.”

C. Make a sentence

Pick a word from the list and make a sentence with the word (model the task). Write the sentence on a piece of paper.

“Pick a word from your list and tell me a sentence using the word.

Write the sentence on the first line of the learner’s book.

“Now copy your sentence on the second line.”

D. Read the Sentence

“Please read your sentence aloud.”

Congratulate the learner for a job well done. Explain that you will start here at the next lesson. Take a break and move to another activity.

Scope and Sequence

Reading Level	Stage 1: Learning to Read		Stage 2: The Emerging Reader	
	Introduction 0.5–1.5	Book 1 1.0–2.5	Book 2 2.0–3.5	Book 3 3.0–4.5
Word Work	Consonants and short vowels Initial consonant blends Sight words Word families Form words Form sentences ^{PCM} Phonics chart ^{PCM}	Short and long vowels Consonant blends Digraphs Vowel combinations R-controlled vowels Form words ^{PCM} Phonics chart ^{PCM}	Vowel combinations Use context clues Compound words Prefixes, roots, and suffixes Use a dictionary ^{PCM}	Word recognition strategies: • Use context clues • Divide compound words • Divide prefixes, roots, and suffixes • Syllabication Use a dictionary ^{PCM}
Types of Reading/Genres	Sentences and paragraphs Cloze stories Language experience stories Poems and limericks	Stories and poetry Adult student writing Historical accounts News articles Journal entries	Stories and other prose Adult student writing Letters and journal entries Poetry and songs Biographical sketches	Stories and other prose Adult student writing Letters and journal entries Poetry and a song Biographical sketches
Reading Strategies		Use prior experience and knowledge Visualize what you read	Use prior experience and knowledge Imagine Retell	Use prior experience and knowledge Predict Empathize
Reading and Thinking Skills	Read, complete, and discuss cloze stories Add endings to stories Dictate, read, and copy stories Answer comprehension questions about stories Read and discuss limericks	Sequence events ^{PCM} Identify cause and effect ^{PCM} Understand main idea and details ^{PCM} Make predictions and inferences	Understand: • Plot and character • Main idea and details ^{PCM} • Poetic devices (rhythm, rhyme, and repetition) • Make inferences • Plot map ^{PCM} • Character web ^{PCM}	Understand character, setting, and plot: • Main idea and details ^{PCM} • Find the theme • Draw conclusions • Identify viewpoint • Make inferences • Plot map ^{PCM} • Character web ^{PCM}
Writing	Copy and write letters and words Copy sentences and stories Form letters ^{PCM} Form sentences ^{PCM}	Write: • Poems and stories • Paragraphs • Journal entry • About a reading or person Make lists Complete a diagram	Use the writing process Write: • Poems and letters • Sequence of events • Note • Journal entry • Short autobiography • Paragraphs about a song, an interview, and a description Cursive handwriting ^{PCM}	Use the writing process Write: • A song and a poem • Stories • Descriptions • Paragraphs • Journal entry • Letter Story frame ^{PCM} Character web ^{PCM} Writing starters ^{PCM}
Writing Skills Mini-Lessons		Complete sentences Capitalization rules Contractions Add -s, -es, -ed, and -ing	Add endings Capitalization rules Complete sentences Compound sentences	Compound sentences Complex sentences Fix sentence fragments
Speaking and Listening	Dictate words Dictate stories Discuss stories	Discuss Retell Read aloud Interview	Discuss Retell Read aloud Interview	Discuss Retell Read aloud Interview
Life Skills				Read U.S. map ^{PCM}

^{PCM} indicates a photocopied master in the Teacher's Resource Guide

Sample First Meeting

Learner's Name _____

Tutor's Name _____

Date of Lesson _____ Time _____

Lesson Objective

To meet, get acquainted, determine time and place for future tutoring, and discuss short-term and long-term goals

Suggested Activities

1. Meet and exchange telephone numbers and addresses. You may **read the *Welcome Handbook*** (available from the Literacy Resource Office) with the learner and enter contact information for the learner to have at home. The *Welcome Handbook* script is included in your handouts from the training.
2. Decide on a time and place to meet. It is helpful to bring a calendar for the learner, jotting down the time and date of the next meeting. Decide what you prefer to call each other—first names, nicknames, or Mr./Mrs./Miss/Ms.
3. Explain tutoring process
 - **Explain what types of exercises might be included in a lesson**, e.g., “I want to use materials that you are interested in as part of your lessons. We’ll do a variety of exercises, such as learn words you need to know, read

together or to each other, and do some writing.”

- **Encourage the learner to bring any reading material he/she finds difficult** and would like to be able to read (school notices, doctor bills, newspapers, etc.) to your sessions.
- **Ask the learner to bring a 3-ring binder and spiral notebook to class.**
- 4. Goal setting discussion
 - You may **ask the learner general questions** from the Sample Learner Goals checklist which was distributed during Part 1 of the training and other questions such as, “What do you want to be able to read?”
 - **Write a long-term goal and some short-term goals** that you both agree on. Give a copy of goals to the learner and keep one for your file.
 - **Use Language Experience Approach (LEA)** to develop a few sentences centered on the learner’s goals. Introduce two sight words from LEA. Give the learner a copy of his story and flashcards for home practice.

- Continue discussion, asking questions such as, “Is there anything you might be concerned about as we start lessons?” Respond with empathy and information.
5. At the end of your session, say
- “I’ll look forward to seeing you at **(insert time)** at the **(insert location)**. If you can’t make it, please call me. I will call you if I ever have a problem and can’t make a meeting.”

Note to trainer: The tutor now has an idea of the learner’s attitude, vocabulary, and goals as well as an LEA story. Remind participants to copy the story, include in the learner’s portfolio and use in the next meeting with additional teaching strategies.

Tutor Script for *Welcome Handbook*

Use the following script as a guide for exchanging information and giving the learner an overview of literacy services in the state.

(Script is in black type, directions are in green type.)

Show the learner the front cover of the book. Read the title as you draw your finger under the words.

“The title of this book is *Welcome Handbook*. The people in the pictures are just like you. They all needed help with reading and writing.”

Open to page one. Read the information to the learner as you draw your finger under each line.

“Literacy office phone number”

“I’m going to write the number of the literacy office on this line. If you need to contact the director, you’ll have the number.”

“Tutor’s name”

“My name is

(say your first and last name).”

“I’m going to write my name on this line to help you remember.”

“I’d like for you to call me

(first name or preferred name for learner to use).”

“What would you like to be called?”

(Write the learner’s name in your notebook.)

“Tutor’s phone number”

(If you prefer not to give your personal number at this time, you may re-write the program number.)

“If you need to get in touch with me, you can call me at this number. Please call me if you can’t meet for class.”

“What is your phone number?”

(Write the number in your notebook.)

“If I can’t meet for class, I’ll call you.”

Continue reading through the remainder of the book. Remember to draw your finger under the sentences as you read. Discuss and answer questions as necessary.

Give the book to the learner and encourage him to use the contact numbers if he needs to call you or the program.

Part 2 Review

1. How many student books are included in the *Voyager* series?
2. Where can you find the answers to *Voyager* student exercises?
3. Where can you find Photo Copy Masters for extra practice?
4. What is one way a tutor can check the learner's progress?
5. Why are word families good teaching tools?
6. What is the purpose of the first meeting?
7. What is one activity that could take place in the first meeting?
8. Where does tutoring take place?
9. Who do you contact if you need help or have questions after you begin tutoring?

Learning Styles Inventory

This activity will help you understand how you learn. There are no *right* or *wrong* answers. Put a number from 1-3 beside each statement.

Often is (3) Sometimes is (2) Seldom/Never is (1)

Visual Mode

- _____ I remember information better if I write it down.
- _____ Looking at the person talking helps keep me focused.
- _____ I need a quiet place to get my work done.
- _____ When I take a rest, I can see a book page in my head.
- _____ I need to write down directions, not just take them verbally.
- _____ Music or background noise distracts my attention from the task at hand.
- _____ I don't always get the meaning of a joke.
- _____ I doodle and draw pictures when taking notes.
- _____ I have trouble following lectures.
- _____ I react very strongly to colors.

_____ **Total Score**

Auditory Mode

- _____ My papers and notebooks always seem messy.
- _____ When I read, I need to use my index finger to track my place on the line.
- _____ I do not follow written directions well.
- _____ If I hear something I will remember it.
- _____ Writing has always been difficult for me.
- _____ I often misread words. (i.e. them for then)
- _____ I would rather listen and learn than read and learn.
- _____ I'm not very good at interpreting an individual's body language.
- _____ Pages with small print or poor quality are difficult for me to read.

_____ **Total Score**

Tactile / Kinesthetic Mode

- _____ I start a project before reading the directions.
- _____ I hate to sit at a desk for long periods of time.
- _____ I prefer to see something done and then do it myself.
- _____ I use the trial and error approach to problem solving.
- _____ I like to read a book while pacing.
- _____ I take frequent study breaks.
- _____ I have a difficult time giving step-by-step instructions.
- _____ I enjoy sports and do well at several different types of sports.
- _____ I use my hands to describe things.
- _____ I have to rewrite or type my notes to reinforce the material.

_____ **Total Score**

The highest of the 3 scores indicates the most efficient method of information intake. The second highest score indicates the mode which boosts the primary strength.

Based on the score, your most efficient method of intake is _____

Learning Styles—Characteristics and Hints

Characteristics of an Auditory Learner

Talks aloud to self

Enjoys talking

Easily distracted

Has difficulty with written directions

Likes to be read to

Memorizes sequentially

Enjoys music

Whispers to self while reading

Distracted by noise

Hums or sings

Outgoing by nature

Enjoys listening activities

Hints for Auditory Learners

General

Say aloud the information to be learned.

Have someone read the information to you.

Read into a recording device and replay it.

Say words inside your head silently.

Brainstorm ideas with others. Form study groups.

Learn information through recorded material.

Make up rhymes and songs.

Use a ruler to keep your place while reading.

Record class lectures (Ask instructor for permission).

Discuss material after reading.

Writing

Plan each sentence by saying it out loud or silently.

Say each sentence several times.

Write each sentence as you say it.

Record sentence or paragraph. Play recording, one sentence at a time, and write it.

Spelling

Listen to the spelling of the word.

Say the word, then say each letter out loud.

Close your eyes and spell the word out loud—check your spelling.

Close your eyes and spell the word out loud again—check your spelling.

Now write the word, trying to hear it in your mind.

Review spelling words and lectures with a friend.

Mathematics

Saying each concept, fact, theorem, etc., aloud.

Explain problems to yourself—out loud.

Record and replay the information.

Characteristics of a Tactile/Kinesthetic Learner

Likes physical rewards

In motion most of the time

Likes to touch people when talking

Taps pencil or foot when studying

Enjoys doing activities

Reading not a priority

Poor speller

Likes to solve problems by physically working through them

Will try new things

Outgoing by nature; expresses emotions by physical means

Uses hands while talking

Dresses for comfort

Hints for Tactile/Kinesthetic Learners

Keep your desk clear of distracting objects.

Cover the page you're not reading.

If you are distracted by noise, wear earplugs or headset to block out noise. If you want sound, listen to soft music.

Divide your work into short study sessions. Use a timer. After 20 minutes or when a task is completed, give yourself a reward (a cookie, a walk around the block, listen to one song, etc.)

When studying, use a multi-sensory approach (hearing, seeing, touching and doing) as much as possible.

Get plenty of sleep.

Eat a nutritious breakfast and lunch. Snack on fruit or nutritional food if you need extra energy.

Study in a space where there is a desk or table for your work.

Use models, real objects, and materials that can be touched and moved. For example, learn geography through handling and studying a globe.

When possible draw what you are learning.

Trace spelling words as you practice them.

Record in writing information learned. Keep a supply of paper on hand.

When possible, role play, type, take notes, or construct models to learn the information.

Take frequent breaks.

Move around to learn new things.

Use modeling clay or a kush ball while learning to release energy.

Read on an exercise bike.

Characteristics of a Visual Learner

Mind sometimes strays during verbal activities	Finds verbal instruction difficult
Observes rather than acts or talks	Has good handwriting
Likes to read	Remembers faces
Usually a good speller	Makes lists
Memorizes by seeing graphics or pictures	Doodles
Not too distractible	Quiet by nature
	Meticulous, neat in appearance
	Notices details

Hints for Visual Learners

General

- Take notes, make pictures, graphs, and charts. Use flashcards and highlight key details.
- Carefully check written instructions.
- Imagine pictures of the information you are to remember.
- Color code cues to important information.
- When possible, read assignments silently.
- Maintain class notes and outlines of important information to study.
- Try to read and study in well lit, quiet place.
- Record homework assignments in a date book, on a note pad, or a specially designed assignment sheet.
- Keep a note pad with you at all times. Write out everything for frequent and quick review.

Reading

- Use sight words, flashcards, note cards and experience stories.

Try to determine if a new word has words you already know. For example, “systematic” has the word “system,” “stem” and “mat” within it.

You are a “look-and-say” learner. Look at a word carefully; then say it.

Writing

- Jot down ideas as they form in your mind.
- Outline your ideas.
- Make a rough draft, skipping lines. Correct/revise your work. Re-copy.

Spelling

- See the word – close your eyes.
- Make a picture – then read from your picture.
- Write the word – match the picture.
- Check your work immediately.

Mathematics

- Visualize the problem.
- Make pictures or tallies of the problem on scratch paper.
- Write the problem.



Catfish Cove

925 SW 25th St., Moore

catfishcoveok.com

799-3474

For a daily buffet, Catfish Cove isn't the typical Golden Corral-style assembly line of processed food presented to the hungry masses without thought or care. Every item on its endless seafood buffet is made from scratch. The dinner buffet (\$12.99) is a treasure chest of edible bootie, with fried and baked catfish, shrimp and clam strips, as well as Okie faves like fried okra, fried zucchini and fried green tomatoes. Fridays, frog legs are added to the line. Saturdays are the all-you-can-eat crab legs special.

Real World Material Strategy Cards

<p>Strategy 16 Let's Find Out <i>LitStart</i>, page 108</p>	<p>Strategy 17 Tutor Rewrite <i>LitStart</i>, page 109</p>
<p>Strategy 30 Word Family Patterns <i>LitStart</i>, page 144</p>	<p>Strategy 33 Applied Sight Words <i>LitStart</i>, page 147</p>
<p>Strategy 44 Compound Words <i>LitStart</i>, page 159</p>	<p>Strategy 45 The Two-Consonant Rule <i>LitStart</i>, page 160</p>

Jessica Jones' Profile

Jessica

- 22 year old woman
- single parent with 5 year old daughter, Sophie
- laid off recently

Education

- dropped out of school at age 17 when Sophie was born

Assessment

- reading 2.5
- spelling 2
- difficulty with phonics
- runs her finger under text when reading

Skills/Strengths

- good mother
- enjoys interacting with people if she doesn't have to read
- motivated and eager to learn

Personal

- learns best by watching and then doing it herself
- is a good cook
- child care must be arranged for Sophie

Goals

- computer skills
- read to Sophie
- read directions to make birthday cake
- complete a job application

Real World Lesson Plan

Lesson Date:

Learner's Long Term Goal _____ Short Term Goal _____

Learning Style:

Lesson Objectives: Things to review, new skills introduced, opportunity to practice

Real Life Material: _____

Tasks and Strategies:

Reading

Writing

Speaking

Listening

Supplies/materials needed for lesson:

New words the learner would like to study:

Things to practice during the next lesson:

Homework:

Part 3 Review

1. What is the title of the tutor resource book?
2. What is one reason a tutor would use the tutor resource book?
3. What is an example of real world material?
4. How often is a learner allowed to bring real world material to class? Why?
5. Name three learning styles.
6. What is one way to help a visual learner?
7. What is one way to help an auditory learner?
8. What is one way to help a tactile learner?
9. What four things should be included in every lesson?
10. Who should you contact if you have questions or concerns?

Part 3 Review Strips

What is the title of the tutor resource book?

What is one reason a tutor would use the tutor resource book?

What is an example of real world material?

How often is a learner allowed to bring real world material to class? Why?

Name three learning styles.

What is one way to help a visual learner?

What is one way to help an auditory learner?

What is one way to help a tactile learner?

What four things should be included in every lesson?

Who should you contact if you have questions or concerns?

Accommodations—Continuing Education

Before the Training

Director

Three weeks before training

- Submit press release

One week before training

- Call list of potential participants or send reminder notes
- Photocopy handouts and prepare participants' folders
- Order refreshments

Day of training

- Pick up refreshments

Lead Trainer

Three weeks before training

- Confirm room reservation
- Prepare Accommodations agenda
- Locate accommodations tool kit
- Ensure contents are complete

One week before training

- Confirm number of attendees with director

Day of training

- Set up room
- Set up displays
- Set up registration table
- Put out directional signs

After the training

- Send a copy of the sign-in sheet to local program director
- Send training report to ODL

Open Minds

Innovative Strategies for Oklahoma Literacy Instruction

Tutor Training Agenda—**One Hour**

Accommodations—Overcoming Obstacles

Welcome----- 5 minutes

What Are Accommodations?-----10 minutes

Why Use Accommodations?-----10 minutes

Program Accommodations Tool Kit Demonstration-----20 minutes

How to Use Accommodations-----15 minutes

Everything You Need for Accommodations

Online resources

Open Minds Trainer Resources

- Sign-in Sheet, p. 86
- Jessica Jones' Profile, p. 126
- Building on Learners Strengths, p. 139 of this module

Words are Your Wheels

Cherry Tree

Supplies

Sign-in Sheet

Name tags

Pencils, pens, notepads

Backwards clock

Flip Chart

Markers

Accommodations Tool Kit

For Paired Practice

Accommodations Tool Kit

Welcome

5 minutes

Purpose

Welcome those attending

Format

Create an inviting atmosphere by playing background music as participants arrive. The songs, *Words are Your Wheels* or *Cherry Tree*, are good selections. Both are available online.

Name tags should be available for all participants as well as for trainers and program representatives.

Distribute a folder with handouts and Accommodations agenda to each participant.

Greet participants as they arrive. Ask them to sign in and make a name tag.

When it is time to start, welcome the group and introduce the training team. Explain that this is a continuing education presentation for tutors. In this session, tutors will learn what accommodations are, what is available in the local program, and how to recognize learners who might benefit from the use of accommodations as aids to learning.

Online Materials

Open Minds Trainer Resources

- Sign-in Sheet

Words are Your Wheels

Cherry Tree

Supplies

Backwards clock

Name tags

Pencils, pens, notepads

Program accommodations tool kit

Participant Materials

Building On Learners' Strengths

Handout

Trainer Resources

Open Minds Trainer Resources—Continuing Education—Accommodations

- Building on Learner's Strengths, p. 139 of this module
- Jessica Jones Learner Profile, p. 126

LitStart, pp. 24-25, 104, 113

Teaching Adults, pp. 23-25, 2013 edition

Learning Disability Intervention Manual, Stephen McCarney, and Angela Bauer, available for check-out from the Literacy Resource Office

Teaching Adults Who Learn Differently, Louise Skinner, Phyllis Gillespie, Lynda Balkam

Teaching Adults with Learning Disabilities, Dr. Dale Jordan

What are Accommodations?

10 minutes

Purpose

To define accommodations

As tutors, we want to give the learner every advantage to learn as easily and quickly as possible. For many learners, learning is difficult using conventional techniques and methods.

Accommodations are modifications or adaptations to the teaching process that **help the learner compensate** for learning difficulties. Said another way, accommodations assist the learner with the process of learning.

For example, an **auditory learner** or one who learns best by hearing information may find it helpful to hear instructions spoken more than one time.

A learner who learns best by movement or is a **tactile/kinesthetic learner** may find it helpful to learn with hands-on activities and by having frequent breaks during the tutoring session.

Learners very often have learning styles different from their tutor. Tutors need to be aware that instruction should be presented in a way that best benefits the learner. Although experts may disagree on the benefit of teaching using learning styles, they do agree the best way to teach is to use a multi-sensory approach which includes visual, auditory, and tactile methods.

For **visual learners** (individuals whose brain responds best to visual input) the following may be helpful

- Flash cards
- Written directions and assignments
- Picture/word association
- Colored overlays
- Colored materials (paper, markers, highlighters, index cards)

Auditory learners (individuals whose brain responds best when hearing information) may find the following useful

- Rhythm sticks
- Use of tape recorder
- Being given both oral and written directions
- Talking software
- Music and rhythm to reinforce learning

Tactile/Kinesthetic learners (individuals whose brain responds best when they can move, touch, feel, etc.) may find the following beneficial

- Carpet squares/sandpaper
- Board games to reinforce concepts
- Rhythm sticks
- Koosh balls
- Letter tiles

Why Use Accommodations

10 minutes

Purpose

To demonstrate why learners benefit from using accommodations.

Distribute the handout, *Building on Learners' Strengths*, found on page 139 of this module for participants to refer to when working with a learner they suspect may need accommodations.

Tutors should also be aware that **light** (natural and/or fluorescent), **distracting sounds/voices**, **lack of a private setting** may also affect a learner's success.

Accommodations may be adapted, added, or eliminated as needed.

It is the tutor's role to know what accommodations are available and how to use accommodation tools. Work with the learner and let him determine if accommodations might be helpful.

Program Tool Kit

20 minutes**Purpose**

To make participants aware of accommodations tools available at the literacy program

Program Accommodations Tool Kit Demonstration

The trainer should spend 30 minutes demonstrating some of the accommodation tools available in the program's Tool Kit. During the explanation, encourage participants to predict what learning style each accommodation addresses. Explain that many of the accommodation tools address more than one learning style. Allow time for participants to explore and handle the tool kit contents.

Note: A list of useful accommodations is included on page 140 of this module.

How to Use Accommodations

15 minutes

Purpose

To practice choosing and using accommodations

Activity—15 minutes

Distribute profile for Jessica Jones, p. 126 and ask participants to work in pairs to determine what accommodations might be appropriate for the learner. Spend about 15 minutes in the activity and 5 minutes debriefing.

Building On Learners' Strengths

For Visual Learners

- Use color coding
- Write directions/assignments
- Use a highlighter to call attention to key words or phrases
- Teach the use of alternative note taking systems (outlining, charting, diagramming)
- Ask student to form a mental picture of words or assignments
- Use graphics to reinforce learning

For Auditory Learner

- Encourage students to read along with taped texts
- Use books on tape or talking books
- Use oral as well as written directions
- Ask students to read aloud or subvocalize
- Ask students to repeat directions orally
- Use music and rhythms to reinforce learning

For Tactile/Kinesthetic Learners

- Use hands-on activities
- Use board games to reinforce concepts
- Allow frequent breaks
- Touch students on the arm or shoulder to re-focus attention
- Trace letters and word to learn spelling
- Memorize or drill for rote learning while walking or exercising
- Use manipulatives

General Techniques

- Present information in small, manageable steps
- Provide frequent feedback
- Give examples
- Relate new materials to the learners' everyday lives
- Experiment with the use of large print
- Use graph paper to help with letter spacing in writing
- Provide a distraction-free environment
- Use a sheet of colored transparency material to change the contrast between ink and paper
- Teach and encourage the use of mnemonics (devices for memorizing information)

Adapted from the Texas Association for Children and Adults with Learning Disabilities

Accommodations Tool Kit

- *Learning Disability Intervention Manual*, Hawthorne Educational Services
- Scented markers
- Magnetic letters
- Pencil grips
- Magnifier
- Dry erase markers
- Dry erase board
- Rhythm sticks
- Groan sticks
- Ear plugs
- Small tape recorder and tapes
- Squish/Koosh balls
- Tub of words
- Roll and Write Word Game
- Highlighter markers
- Pipe cleaners
- Large number calculators
- Sand trays
- Carpet squares
- Flash cards
- Reading light
- Colored index cards

Sample Tutor Job Description

(customize or use local program document)

Tutor Job Description

The XYZ Literacy Program tutors provide basic literacy instruction to adult learners seeking to improve their reading and writing skills. Instruction takes place at the library or at other sites recommended by the literacy director. Tutors must be at least 18 years old and have a high school diploma or equivalent.

Training

Tutors are required to attend an orientation and a 9 hour *Open Minds* tutor workshop. Following the workshop, tutors must participate in at least one continuing education training annually.

Requirements

XYZ Literacy Program tutors:

- must be patient, sensitive, dependable, and flexible;
- must be able to make a one year commitment as a tutor;
- should meet with a learner for a minimum of one and a half hours each week at a regularly scheduled time and place;
- assist the learner in identifying specific learning goals;
- work with the learner and the program director to select appropriate curriculum and teaching materials;
- set aside time each week to plan reading and writing lessons that will help the learner achieve his/her goals;
- assist the learner to develop a portfolio of his/her writings;
- attend bi-annual meetings with the learner and program director to discuss progress and to review the learner's recent assessment;
- periodically acknowledge the learner's progress and success;
- submit monthly tutoring reports to the program director to report tutoring hours, resources needed, and any problems or concerns;
- treat learners with respect and maintain a learner-centered team approach to learning;
- maintain learner confidentiality;
- notify the literacy director of changes in your address and/or changes in your learner's address.
- attend annual in-service

Resources and Support

In addition to regular communication with the program director, tutors benefit from:

- visiting the literacy office to review and check out support materials for tutoring, including curriculum, accommodations, and learning games;
- attending special learner events, fund raising events, annual meeting, and state literacy conference;
- sharing success stories for possible inclusion in the program newsletter, website, and brochure;
- making use of the literacy computer lab to enhance the learner's skills.

I understand and accept the responsibilities of being an adult literacy tutor.

Signature

Date

Thanks to the Ruth G. Hardman Adult Literacy Service (Tulsa), the Great Plains Literacy Council (Altus), and the San Francisco Public Library Literacy Program for inspiring this sample job description.

What Literacy Directors Should Know About *Voyager*

About the series

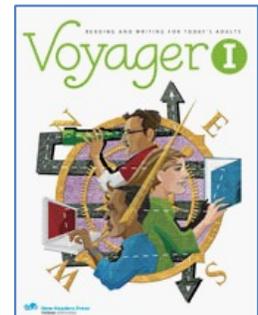
1. Four books take learners from the beginning stages of reading through the fourth-grade reading level.
2. Each lesson integrates reading, writing, listening and speaking.
3. Is theme-based and uses a variety of authentic and practical reading and writing exercises.
4. Can be used with one-to-one tutors or in small group settings.
5. In order to start in *Voyager*, a learner should be able to copy letters and have a very basic knowledge of the alphabet and of letter/sound correspondences.
6. If a learner already has some literacy skills, you may determine to start him in a more advanced level of *Voyager*.
7. New Readers Press offers free resources for *Voyager*. Just Google *Voyager*, New Readers Press
 - Series Scope and Sequence Chart
 - Skills Preview and Review for each level
 - Student Interest Inventory for each level
 - Placement Tool for *Voyager* (and Endeavor)
 - Student Diploma
 - Series Correlations for CASAS, TABE, and Common Core State Standards

***Voyager* tutors will need:**

- Teacher's Resource Guide
- blank paper, index cards, markers
- photo copy materials located in the back of the Teacher's Resource Guide for each lesson

***Voyager* learners will need:**

- student book
- spiral notebook or 3-ring binder
- folder
- pencil and eraser



Student Interest Inventory

What is my educational goal?

 Check this side *before* you do this book.

 Check this side *after* you do this book.

a lot	a little	never	<i>When do I read?</i>	a lot	a little	never
			• by myself			
			• at my job			
			• at school			
			• with my children			
			• other: _____			

I can read these now.	I need help to read these.	I don't care to read these.	<i>What do I read?</i>	I can read these now.	I need help to read these.	I don't care to read these.
			• signs and labels			
			• instructions			
			• letters			
			• stories and poems			
			• newspapers			
			• magazines			
			• material for my job			
			• the Bible			
			• books to my children			
			• other books			
			• other: _____			

I am good at this.	I am improving at this.	I need to work on this.	<i>When I read, I can</i>	I am good at this.	I am improving at this.	I need to work on this.
			• figure out words			
			• understand the main idea of what I read			
			• tell another person about what I read			

✓ Check this side *before* you do this book.

✓ Check this side *after* you do this book.

a lot	a little	never	<i>When do I write?</i>	a lot	a little	never
			• by myself			
			• at my job			
			• at school			
			• with my children			
			• other: _____			

I can write these now.	I need help to write these.	I don't care to write these.	<i>What do I write?</i>	I can write these now.	I need help to write these.	I don't care to write these.
			• lists			
			• notes and messages			
			• letters			
			• journal entries			
			• poems			
			• stories			
			• forms			
			• applications			
			• other: _____			

I am good at this.	I am improving at this.	I need to work on this.	<i>When I write, I can</i>	I am good at this.	I am improving at this.	I need to work on this.
			• think of good ideas			
			• organize my ideas			
			• express myself clearly so others can understand what I mean			
			• write complete sentences			
			• capitalize words correctly			
			• use correct punctuation			

Adapted from form by

Open Minds Training Report Form

The lead trainer should complete one report for each session.

Provide detailed feedback.

A writeable pdf is available at libraries.ok.gov/literacy/open-minds-report-form/

Lead Trainer

Host Program

Name of second trainer

Date of training

Number of attendees

1. Type of Training

Orientation

Part 1–Getting Started

Part 2–Learning a Curriculum

Part 3–Customizing

In-service/continuing education (topic)

2. Orientation

How was orientation provided to the tutors prior to Part 1?

3. Part 1

- a. Describe at least one success you had with Part 1.
- b. Describe any problems with the training (format, timing, etc.).
- c. Provide suggestions for improvement.

4. Part 2

- a. What core curriculum was covered?
- b. Did you use PowerPoint?
- c. Describe at least one success with Part 2.

- d. Describe any problems with the training (format, timing, etc.).
- e. Provide suggestions for improvement.

5. Part 3

- a. What tutor resource book was covered (*LitStart, Teaching Adults*)?
- b. Describe at least one success with Part 3.
- c. Describe any problems with the training (format, timing, etc.).
- d. Provide suggestions for improvement.

6. In-service/continuing education

- a. How was the in-service topic selected?
- b. Are local tutors required to participate in annual continuing education?
- c. How many in-service attendees indicated that they learned new tutoring skills, techniques, and/or teaching strategies that would be useful in their tutoring sessions?

7. Share your ideas

List any techniques, materials, resources, etc. that you incorporated into your training that you would like to share with the other *Open Minds* trainers.

8. Additional Comments

Return this form to Leslie Gelders by email to leslie.gelders@libraries.ok.gov

