

Training Video



Miami-Dade County Public Schools

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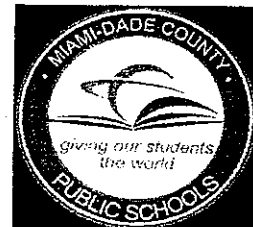
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Dear Tutors,

Welcome to the *America Reads!* Miami-Dade County Tutorial Program. This workbook is designed to be used in conjunction with the *America Reads!* Manual.

Our mission is to provide all the necessary support that will help you become an effective tutor. Support will be provided by a trainer, a reading coach, the *America Reads!* Tutorial CD and the *America Reads!* Manual.

Please view the entire video and complete the following activities using the information from the video and the manual. The workbook has been divided into six parts:

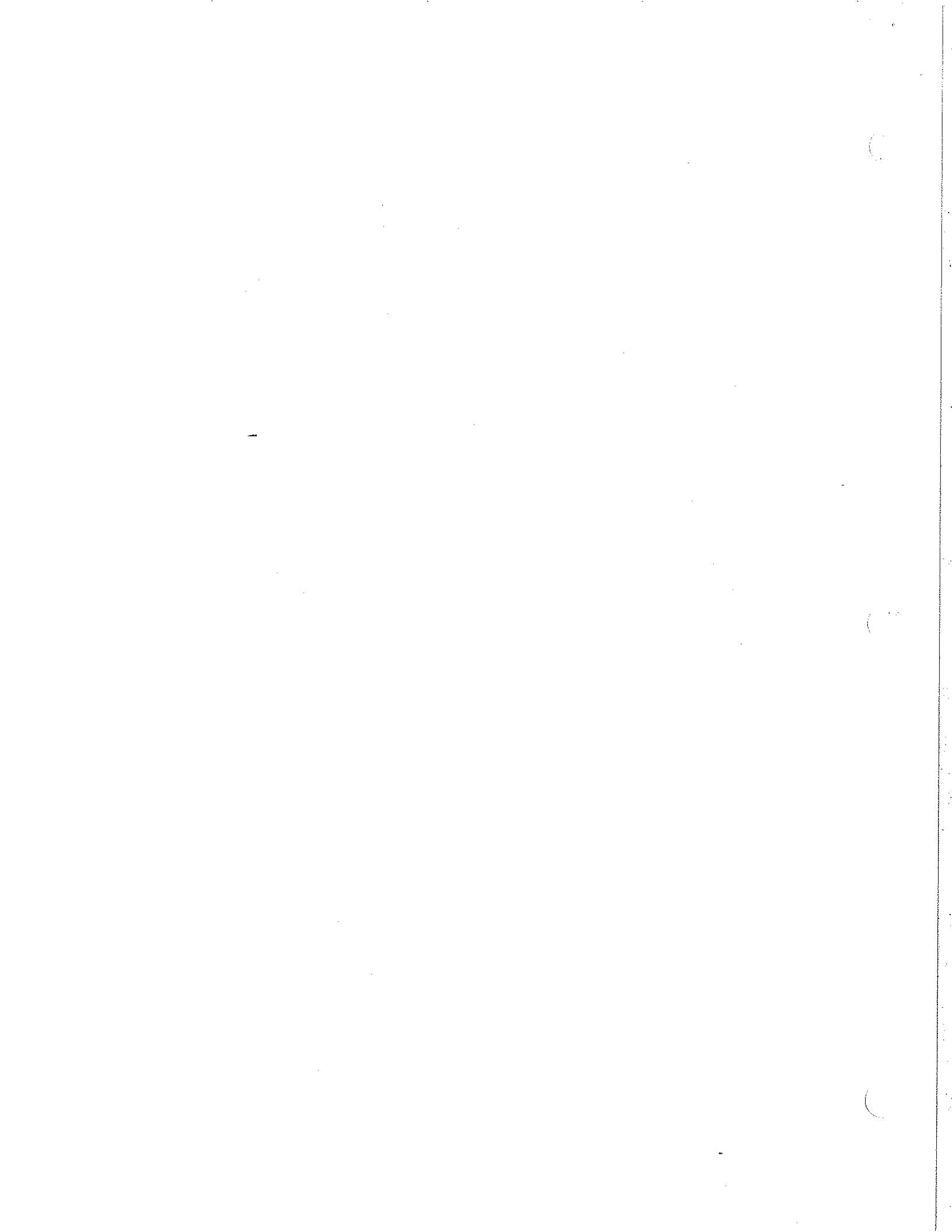
1. Manual Walk: Questions and Answers
2. First Meeting: Crossword Puzzle
3. 30-minute Session: Follow the Lesson Plan
4. Exploring Additional activities: Part 1
5. Exploring Additional Activities: Part 2
6. *America Reads!* "IQ Test"

If you have any questions, refer to the *America Reads!* Manual and/or CD. Thank you for participating in this important national initiative.

You will make a difference in the life of a child.

Kind Regards,

America Reads!



America Reads Training Video Workbook

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Manual Walk: Questions and Answers

Use the tutoring manual to answer the following questions.

1. What purpose does the manual serve?

2. List four of your responsibilities as a tutor.

1. _____

2. _____

3. _____

4. _____

3. Who is responsible for administration, assessment, and placement of the students in the tutoring program?

4. On page 13, choose four of the Tutoring Guidelines, prioritize them in the order of importance, and explain why.

1. _____

2. _____

3. _____

4. _____

1. Draw a line matching the reader's levels to their definitions:

Level I -
Early Emergent Reader

This reader understands how reading and writing relate. The reader shows some ability to use visual, meaning, and structural cues to figure out words in context.

Level II -
Emergent Reader

This reader is just learning that pictures make up a story and a story makes up a book. This child knows very few letters and sounds (less than 20 letters).

Level III -
Early Reader

This reader begins using pictures to support meaning and relies upon oral language to gain clues and to construct meaning from print. The child performing at this level knows approximately 21-26 letters.

1. List the three steps to be completed with the student during the First Meeting.

1. _____
2. _____
3. _____

First Meeting: Crossword Puzzle

Use Chapter 2 of your tutor manual
to complete the crossword puzzle.

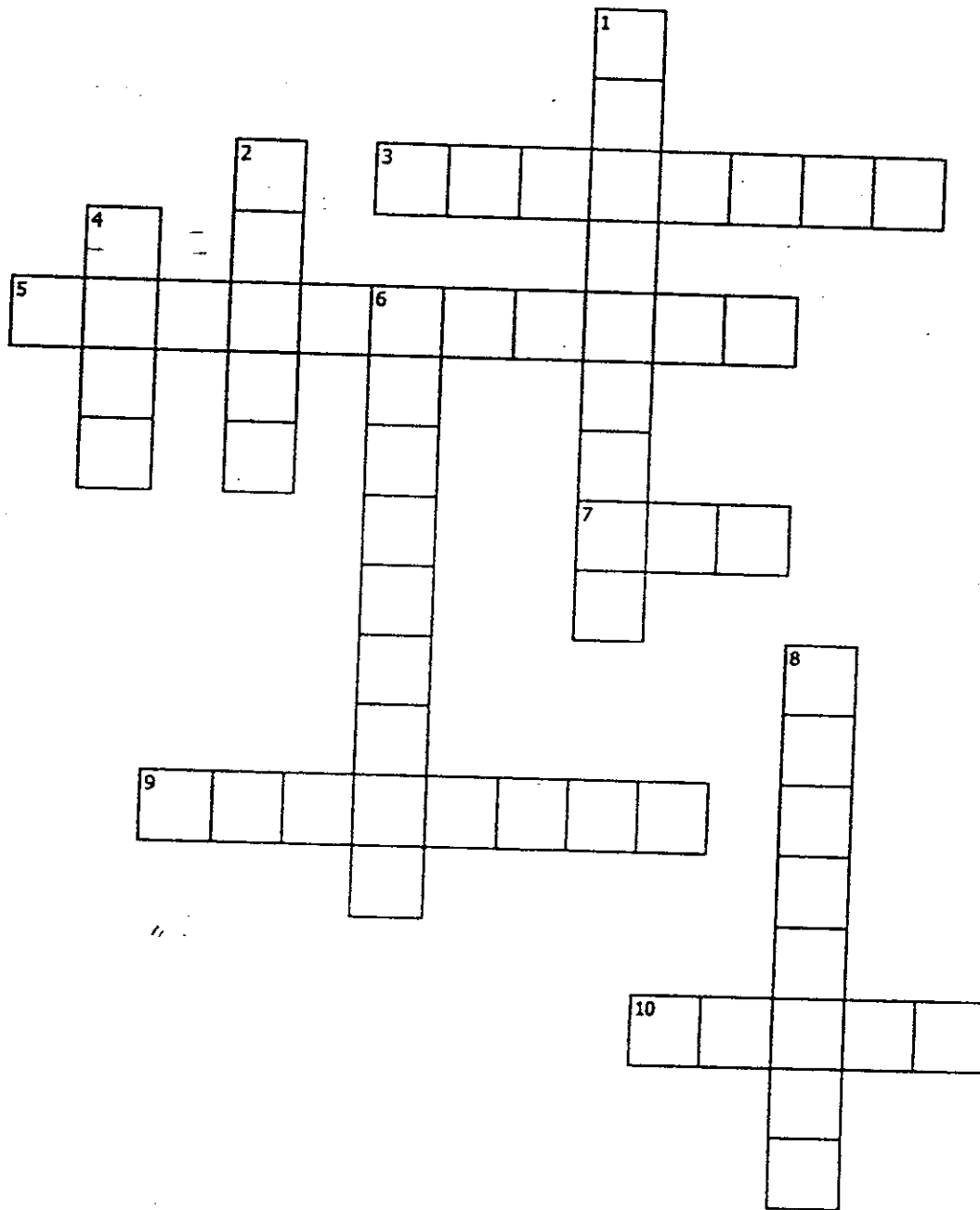
ACROSS

- 3 The first step in the First Meeting is to complete a _____ interview.
- 5 The success of this tutoring model is dependent upon commitment and teamwork from everyone involved: School Principal, Reading _____, Tutor, Parent, and Student.
- 7 The final step in the First Meeting is to read a _____ book from selected materials.
- 9 When reading a new book from selected materials, the tutor reads the story to the child by pointing to the words using a _____ motion.
- 10 The Level 1 Lesson Plan is designed for _____ Emergent Readers.

DOWN

- 1 The tutor asks the child six _____ and records the short answers on the interview form.
- 2 You must complete all _____(number) steps in the first meeting.
- 4 The second step in the First Meeting is to develop a personal _____ bank.
- 5 The purpose of the _____ is to gather information concerning the child's feeling and attitudes about books.
- 8 The Emergent Reader begins using _____ to support meaning and relies upon oral language to gain clues and to construct meaning from print.

First Meeting: Crossword Puzzle



30 Minute Session: Follow the Lesson Plan

Early Emergent Reader Plan	Activities/Names of Books	Time: 30 min.	Observations
Rereading Familiar Materials 1. Read class "chunk." 2. Reread yesterday's book. 3. Record book title in Book Log.	<i>A Zoo</i>	<i>5 min.</i>	<i>Read together/She felt more confident at the end of story. One new word for WB</i>
Exploring Words & Sounds (Phonics) 1. Read Word Cards from the story 2. Record known word cards in Word Bank List. 3. Make new Word Cards. 4. Match unknown words to text. 5. Select one Word Bank Activity. 6. Select one Phonics Activity.	<i>Word Bank/Sound Sort</i> <i>Picture Sort m/s</i>	<i>10 min.</i>	<i>Sound sort with family words _at and _an</i> <i>Wrote S-U-N</i>
Writing to Read 1. Choose a page in the story. 2. Read words on the page. 3. Draw a line for each word heard in the sentence. 4. Elongate the sounds heard in the word. 5. Write the sounds heard in the word. 6. Acknowledge attempts. 7. Optional: Select one Writing to Read Activity.	<i>Favorite Page 5</i>	<i>5-7 min.</i>	<i>"A giraffe."</i> <u>A g f</u>
Reading New Material 1. Introduce new story. 2. Read new story with support. 3. Read new story alone.	<i>Miss Popple's Pets</i>	<i>5 min.</i>	<i>Started reading with support by taking turns, and ended reading by herself.</i>

30 Minute Session: Follow the Lesson Plan

Page 5 contains a sample lesson plan that has been completed by a tutor. Use the figure to answer the following questions.

1. In Step 1: Rereading Familiar Materials, what was the title of yesterday's book? _____
2. What observations were written in the Rereading Familiar Materials section?

3. Which Word Bank activity did the student and tutor complete?

4. What letter sounds were used in the picture sort?

5. How many minutes were spent on Step 2: Exploring Words and Sounds (PHONICS)? _____
6. In the Writing to Read activity, what words from the story did the student choose to write? _____
7. In the Writing to Read activity, how many lines did the tutor draw?

8. Did the tutor select an optional Writing to Read activity? Yes or No. Why? _____
9. In Step 4: Reading New Materials, what was the title of the new story?

10. What observations were written in the Reading New Materials section?

11. List the four steps of the Level I Early Emergent Reader Plan.
Step 1: _____
Step 2: _____
Step 3: _____
Step 4: _____

Exploring Additional Activities: Part I

Match the phrase with the correct word(s) from Level I activity cards (pages 19 - 44).

- Arrange the Letters in Order
- Concentration
- Concept Sort
- Creating Story Books
- Greeting Cards
- Name
- Personal Alphabet Poster
- Personal Sentence
- Pick-Up
- Picture Sort
- Recite the Alphabet
- Sound Sort

- a. Phonics: A game where you name and match the like letters.
- b. Phonics: Pictures are moved under the letters with the same beginning sound as the letters.
- c. Phonics: Place groups of letters in alphabetical order.
- d. Phonics: Child sings the alphabet.
- e. Phonics: Tutor and student write upper and lower case letters in alphabetical order.
- f. Phonics: Child unscrambles letters to form his/her name.
- g. Word Bank: Child sorts the words by category (i.e., color words, action words).
- h. Word Bank: Child sorts the words that rhyme.
- i. Word Bank: Tutor says a word. Child picks up the matching word card.
- j. Writing to Read: Child writes a dictated sentence that reflects something of interest.
- k. Writing to Read: Create your own little book that reflects a particular theme.
- l. Writing to Read: Write a card and message for family and friends.

Exploring Additional Activities: Part II

Each of the following activity cards for Level I are found on pages 19 - 44.
Write the page number where you located the answer and fill in the blank.

1. **Arrange the Letters in Order** Page _____
When the child knows _____ letters or more they can place them in ABC order.

2. **Concentration** Page _____
The object of concentration is to _____ and _____ letters.

3. **Concept Sort** Page _____
In this activity the child reads the words and _____ them into the appropriate pile.

4. **Creating Story Books** Page _____
Tutor and child work together on composing, _____, and _____ the story.

5. **Greeting Cards** Page _____
Creating personal materials can _____ the child.

6. **Name** Page _____
A good starting place for children who do not know many letters of the alphabet is _____.

7. **Personal Alphabet Poster** Page _____
Tutor and child write _____ and _____ case letters of the alphabet.

8. **Personal Sentence** Page _____
_____ and _____ spelling is accepted
when the child writes.
9. **Pick-Up** Page _____
Pick up words that follow a _____.
10. **Picture Sort** Page _____
Picture sorting requires the child to _____ words that share
similarities.
11. **Recite the Alphabet** Page _____
The child will _____ each letter on the alphabet strip as it is
sung or said.
12. **Sound Sort** Page _____
Another name for sound sort is _____.

America Reads IQ Test

True or False

- ___ 1. Tutors work with only one child at a time.
- ___ 2. Tutors should use materials other than those designated in the tutorial plan.
- ___ 3. Tutors should dedicate most of their time to alphabet instruction.
- ___ 4. Classroom teachers should provide a daily "chunk."
- ___ 5. Tutors should work with children for more than 30 minutes or as needed.
- ___ 6. Tutors should write and follow their own lesson plans.
- ___ 7. Project Coordinator/Reading Coordinator should meet with Tutors on a regular basis.
- ___ 8. All "little books" should have Word Cards on the back.
- ___ 9. Tutors do not need to fill in the lesson plan every time they meet with the child.
- ___ 10. Tutors are responsible for assigning daily homework.
- ___ 11. Spelling correctly is the focus of this tutorial program.
- ___ 12. Tutors are to create bulletin boards, grade papers, and assist with any task the teacher deems necessary.

- _____ 13. Tutors may be paid employees whose job is to assist struggling readers in learning to read by following the America Reads! Tutorial Plan.
- _____ 14. It is not necessary for Program/Reading Coordinators to monitor or sign off Tutor Time Sheets.
- _____ 15. The child must not hold his book, turn the pages on his own, and/or point to the words as he reads.

Answer Key

Manual Walk: Questions and Answers (Pages 1-2)

1. Page 1 - This manual serves as a tutorial program to provide intervention/remediation reading instruction to first, second, and third graders experiencing difficulty in learning to read.
2. Page 3 - Answers may vary: establish positive learning environment, organize materials, keep current and accurate records, communicate effectively with classroom teacher and reading coordinator, follow tutorial model, act as a learning partner committed to the social and academic growth of students, demonstrate professionalism.
3. Page 11 - Classroom teacher and/or reading coordinator.
4. Page 13 - Answers vary.
5. Page 11 -

Level I -
Early Emergent Reader

This reader understands how reading and writing relate. The reader shows some ability to use visual, meaning, and structural cues to figure out words in context.

Level II - Emergent Reader

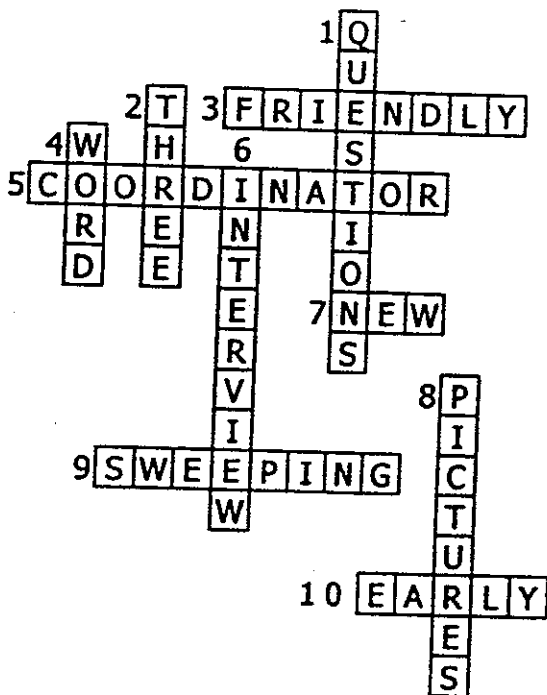
This reader is just learning that pictures make up a story and a story makes up a book. This child knows very few letters and sounds (less than 20 letters).

Level III - Early Reader

This reader begins using pictures to support meaning and relies upon oral language to gain clues and to construct meaning from print. The child performing at this level knows approximately 21-26 letters.

1. Page 14 - (1) Complete interview, (2) Develop a personal word bank, and (3) Read a new book from selected materials.

First Meeting: Crossword Puzzle (Pages 3-4)



30 Minute Session: Follow the Lesson Plan (Pages 5-6)

1. A Zoo
2. Read together/She felt more confident at the end of the story. One new word for WB.
3. Word Bank/Sound Sort
4. M and S
5. 10 minutes.
6. A giraffe.
7. Two lines, one line for each word.
8. No
9. Miss Popple's Pets
10. Started reading with support by taking turns, and ended reading by herself.
11. (1) Rereading Familiar Materials, (2) Exploring Words & Sounds, (3) Writing to Read, (4) Reading New Material.

Exploring Additional Activities: Part I (Page 7)

- C Arrange the Letters in Order
- A Concentration
- G Concept Sort
- K Creating Little Books
- L Greeting Cards
- F Name
- E Personal Alphabet Poster
- J Personal Sentence
- I Pick-Up
- B Picture Sort
- D Recite the Alphabet
- H Sound Sort

Exploring Additional Activities: Part II (Pages 8-9)

1. Arrange the Letters in Order - Page 30; 5-8
2. Concentration - Page 29; name, match
3. Concept Sort - Page 24; sorts
4. Creating Story Books - Page 37; writing, illustrating
5. Greeting Cards - Page 38; motivate
6. Name - Page 27; to work on the letters of their name
7. Personal Alphabet Poster - Page 30; upper, lower
8. Personal Sentence - Page 36 - Temporary, invented
9. Pick-Up - Page 23; pattern
10. Picture Sort - Page 32; group
11. Recite the Alphabet - Page 28; touch
12. Sound Sort - Page 25; Word Family Rhymes

America Reads IQ Test (Pages 10-11)

1. True
2. False
3. False
4. False
5. False
6. False
7. True
8. True
9. False
10. False
11. False
12. False
13. True
14. False
15. False

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Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

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