

# Tutoring Handbook



**“There is a brilliant child locked inside every child.”**

*Marvas Collins*



A tutor can be the key to unlock this  
brilliant child inside.

*Office of Strategic Partnerships Family & Community Relations  
Pinellas County Schools*



***Welcome***

*America is in a wave of volunteerism. Academic tutorial programs are essential for improving failing institutions and struggling students.*

*Success breeds success.*

*May this journey bring success to you and your tutee!*

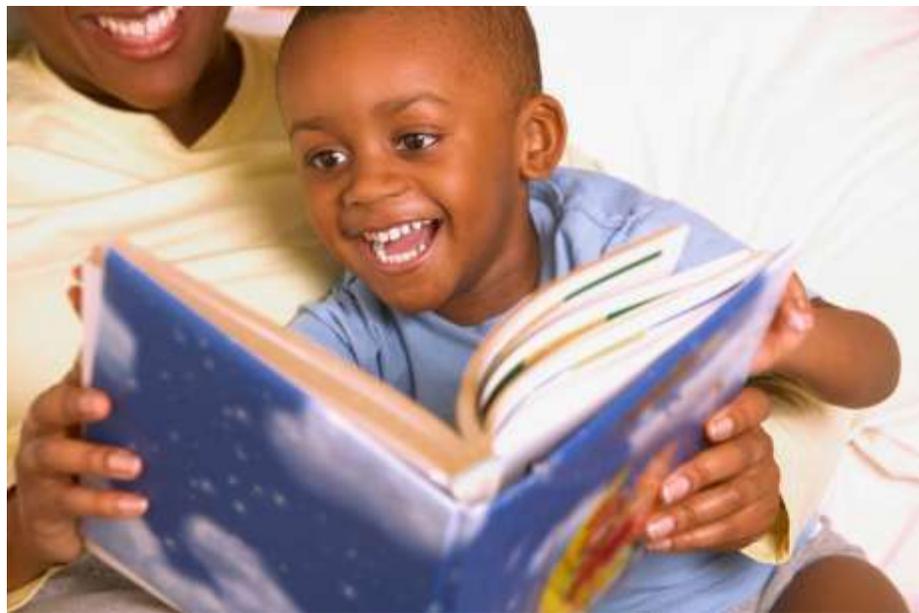


### **Message to the Tutor**

*Thank you for being willing to invest in a child's life. As a tutor you come to realize that learning enriches the whole child – mind, motivation, and self-confidence. Tutors can do what teachers and parents cannot manage:*

***You can support, challenge, encourage, inspire and applaud the child by nurturing the true and total intelligence of your tutee in a small environment that inspires learning.***

*This handbook is a tool which focuses on the internal state of tutoring as a process to assist another person. It establishes the how to tutor, shows relationship of meaningful connections with the student and helps the tutor learn how to learn. We believe it will assist you on an exciting and rewarding journey. Often the tutor may benefit more than your tutee because you have made a difference in someone's life.*



## Content



|  |          |
|--|----------|
| WHO IS QUALIFIED   | p. 5     |
| QUALITIES AND CHARACTERISTIC OF A TUTOR                      | p. 5     |
| OPPORTUNITIES FOR TUTORING                                   | p. 6     |
| THE ART OF TUTORING  | p. 6     |
| WHY TUTORING IS SUCCESSFUL WHEN CLASSROOM INSTRUCTION IS NOT | p. 7     |
| THE ART OF LEARNING  | p. 9-10  |
| BEFORE GETTING STARTED-GET TO KNOW YOUR STUDENT              | p. 11    |
| TEACHING METHODS AND LEARNING STYLES                         | p. 12-13 |
| CONFIDENTIALITY AND REPORTING ABUSE                          | p. 14    |
| BUILDING THE RELATIONSHIP                                    | p. 15    |
| LISTENING SKILLS   | p. 16-17 |
| BUILDING A TUTORING CULTURE/CLIMATE                          | p. 18    |
| GETTING STARTED  | p. 19-20 |
| TUTORING TIPS  | P. 21    |
| TUTORING READING   | p. 22-23 |
| TUTORING MATH  | p. 24-25 |
| COMMON CORE  | p. 26    |
| ENDING TUTORING RELATIONSHIP                                 | P. 27    |
| SOURCES AND REFERENCES                                       | p. 27    |

## WHO IS QUALIFIED

Any dependable volunteer who holds a high school diploma, a GED or higher degree can tutor. Although it is not necessary to have formal teaching experience, the tutors on any scale must possess certain qualities for success in tutoring.

## QUALITIES AND CHARACTERISTICS OF A SUCCESSFUL TUTOR

- Be fond of children
- Have enormous patience
- Be affectionate
- Understand the young mind



A tutor will need to understand the new generation and their cultural differences. Their young minds desire success and have big egos. To truly understand their thinking, the tutor must accept

- Their eagerness
- Their strong ego
- Their curiosity
- Their tendency to wonder
- Their resistance to exert mental effort

In their eagerness and strong egos, students will be resistant to effort (hard work). Yet, they are willing to work hard to succeed in sports or peer relationships. It will be necessary for the tutor to show them how such determination to succeed in other areas can be channeled into the effort of learning.

The three most important characteristic for this is:

- Patience - never show impatience if the child is slow to catch on
- Knowledge - of the subject know you curriculum or study materials
- Sensitivity – be empathic

## OPPORTUNITIES FOR TUTORING

America Reads

America Counts

**“There is a brilliant child locked inside every child.”**

***Marvas Collins***

### THE ART OF TUTORING....

**A One hour investment. A lifetime of returns.**



A tutor can be the key to unlock this brilliant child inside. A valuable one-on-one relationship can bring the tutor into direct personal contact with the student. Close proximity may create some anxiety and tension. Fear, anxiety and insecurity are intrinsic to tutoring. The way to relieve this tension is to make the child feel significant.

Tutor will need to

- ✓ Make the child feel accepted or liked
- ✓ Treat the child as though you are glad to see him even on days you don't feel it
- ✓ Make tutoring fun and productive
- ✓ Put the student at ease
- ✓ Be flexible
- ✓ Adapt to their personality or culture
- ✓ Be aware of any tension or anxiety
- ✓ Be sensitive to physical space



## WHY TUTORING IS SUCCESSFUL WHEN CLASSROOM INSTRUCTION IS NOT

- ❖ A tutor can notice things that the teacher cannot because of close proximity.
- ❖ There is less distractions and the tutor can better guide the attention span of the student by helping him to stay on task.
- ❖ A child's eagerness and strong ego create much pressure to look good in the eyes of their peers. In a small group or in one-on-one tutoring session there is less competition. The smaller environment reduces the feeling of inadequacies and fear of failure in front of peers.
- ❖ When there is classroom competition with peers, the child may pretend to know the answer when he does not. Then they try to move on to higher learning when he is not able. Tutoring prevents them from hiding their shortcomings or inadequacies.
- ❖ Teachers assume the child learned the concept in prior grades and the student's weakness goes unnoticed.
- ❖ In the classroom a week or month may pass before an assessment tool is given with feedback. Whereas, the tutor is there to provide immediate feedback on learning.
- ❖ Many students struggle because of poor learning experience that has left them feeling stupid or inadequate. These children may have a fear of failure and may be reluctant to try. This fear is real to the student even though he may be very capable of learning.
- ❖ Success in learning is mainly developed through dialogue, talking and eliciting responses. A child who feels inadequate or behind may be reluctant to talk or provide answers in a classroom setting. In tutoring the child has a better opportunity to give responses. The student needs to talk more than the tutor as long as the conversation is on the subject matter.
- ❖ Classroom failure is mainly due to the student being afraid, bored or confused. Tutors can help the child overcome these.



## THE ART OF LEARNING

### ***Success in learning is important to self-esteem and self-confidence.***

There are a variety of reasons why children do not catch-on in the classroom. One common reason why a child may not grasp a skill is because of classroom distractions which produce lack of attention span. This is an external factor. Focusing involves self-control, which the student may not have. A tutor has the ability to be right next to the student and help develop self-control. The student's self-control will improve with constant positive feedback and positive reinforcers. Students can be trained to focus with fun activities during tutoring. This acquired skill of focusing during tutoring can transition to the classroom.

Activity: Place a large dot, letter or number on the board. Give the students one minute to stare at the object and think of everything he can about that object. They cannot talk, move or remove their eyes off the object. Reward the hard effort to maintain focus. Then extend the time for focusing by a few seconds daily. Show the student he can focus and can focus for longer intervals. When he returns to the classroom, with the teacher's permission, allow him to put the dot, letter or number on his desk as a reminder to focus.

Lack of focusing or attention span may be linked to slowness in learning, auditory processing, Dyslexia, or a Learning Disability. It is no one's fault if the child has been identified with a learning disability. This is a uniqueness of this child. The strength and determination to overcome these obstacles may be the driving force that brings them to success.

Often student will have gaps in learning because they move from school to school. Children who move frequently will miss key concepts. They move to a school where the key concept has already been taught, but not taught at the former school. Then they are never taught that lost concept.

One of the major handicaps to learning is *fear*. Fear of failure. A tutor can be a key person to assist in removing the 'fear factor'. The student may have a fear of being thought of as stupid. This is VERY REAL for some children. Some students will blame themselves for their inadequacy. Some parents will blame themselves. It is important to remember, it is no one's fault. Show the child this is part of his strengths. How to help them:

The tutor can help the child get rid of this fear by showing him that he can learn by helping the student develop his process of mental effort. Samuel L Blumenfeld states that Mental effort is the ability of the brain's capacity and ability to expand (brain capacity). (*How to Tutor* by Samuel L Blumenfeld)

**“The sooner the child becomes accustomed to the process of mental work, the sooner he will understand, appreciate and enjoy the whole process of intellectual mastery.”**

*Samuel Blumenfeld*

*A tutor needs to:*

- Challenge the student to exert mental effort through dialogue and questioning . Then allow time for the student to retrieve information then respond either orally or written.
- Stretch or challenge the child, give a little more instruction than what you think the student can learn. This will provide a challenge to keep the student from being bored. If they start to shut down, scale back on the challenge.
- Modify your schedule so that student engages in important and effortful activities during learning that requires sufficient mental energy. Vary the length of student work periods. Schedule frequent, brief periods of activity, especially after difficult or effortful tasks.
- Help students become aware of when they are exerting low mental effort. Then use visual or verbal cues or touch a student lightly. This is referred to as touch- and- withdraw. A gentle touch on the shoulder and withdraw quickly will bring them back to a higher level of mental effort.



Reading, writing and arithmetic requires master of symbolic abstraction – this takes much mental effort like our muscles grow larger when we exercise. Children do not like mental exertion any more than they like physical exertion. The same characteristic applies to learning that are used to master sports, art, fashion, computers, or any self-interest; such as determination, positive attitude, fortitude, and dependability. When positive praise is given for these characters, mental effort will improve.

### **Tutor will observe good and bad habits of learning.**

Praise the good habits. Then reinforce the good habits with constant reminders of how the good habits are improving their learning.

Observe any bad habits. It is important to help the student understand why he uses these habits and how to over-come them. Bad habits could be an avoidance mechanisms or defensive mechanisms:

Avoidance mechanisms are actions the child will use to avoid performing a difficult task or avoid fear of failure. If the student appears restless, give short breaks. You may want to use a logbook to chart the student's restlessness to determine if they are using avoidance mechanisms. It could be an avoidance mechanism such as dropping pencils, getting out of seat often, letting the book close, going to the restroom often or being the class clown.

Defensive Mechanisms is when a student acts as if they know the material when they don't or they will cheat or blaming others for their mistakes.

**“Any bad habit learned in the first and second grade are very hard to displace with good habits.”  
Some children cannot unlearn bad habits.**

*Samuel Blumenfeld*



Help student learn from their disasters as well as their success, especially, poor learning experience due to

- **Lack of positive feedback**
- **Lack of practice (learning by doing)**
- **Lack of motivation**
- **Lack of time to make sense of it all**

## BEFORE GETTING STARTED: Get to know your student...

Attempt to find out the following

What methods of teaching and learning styles the child has been exposed in the classroom? (visit the classroom if possible)

How much he has learned? (review prior assessments)

Be sure there is no seeing or hearing loss.

Ask background questions of the parent or teacher:

Age/Grade of child

Schools attended

What textbooks is the student presently using in the classroom?

Has the student had any instruction at home on the subject being tutored?

Can the parent offer assistance in this subject being tutored?

If possible have the parent observe once the child is comforted in the session.

What instructional methods has the child been exposed to?

What are the child's present skills?

Are there any learning disabilities?

Inquire about their successes, interest, and achievements. Also, ask out about something they do that makes them feel good about themselves.

*(How to Tutor* by Samuel L Blumenfeld



## Determine the Student's Learning Styles

- Auditory Learner
- Visual Learner
- Kinesthetic Learner
- Active Experiential

Here is a quick and easy way to determine your student's learning style.

Ask them how they like to study or learn something new.

Ask only the questions. Do not explain the type of learning style or give the names of the learning styles prior to the questions.

1. Read a big pile of books?



2. Listen to a lecture?



3. Listen and write notes?



4. Watch someone perform the task and then do it with them involving movement?



Students learn in many different ways, known as their learning style. Some will learn through more than one modality, but usually learn better by one modality than another. Instruction will need to be adjusted to fit with an individual student's learning style, and not the preference of the tutor.

**VISUAL LEARNER** - These students are visual learners who comprehend concepts easiest by seeing the material. Their success in learning will be mostly with the use of texts (large pile of books), by seeing pictures, diagrams, graphs, power points, Ipads, or computers.

**AUDITORY LEARNERS** – Students who are auditory learners want to hear the material being introduced or reviewed. They are analytical thinkers and researchers. The use of lectures, recordings, computers with speakers, Ipads, CDs, turn and talk, or group discussions will assist in their learning.

**KINESTHETIC LEARNERS/TACTILE** – These students learn through touch and need to write with task oriented activities. Their learning will be through a combination of visual, auditory and kinesthetic activities like lab experiments, drills, or learning centers with hands on activities using fine motor skills.



**ACTIVE EXPERIENTIAL** – These learners need movement and they need to vocalize information. Learning through activities with large motor skills will assist the student in retaining information. When learning takes place through large motor skills, knowledge transfers directly to long term memory. Students who have difficulties with short term memory recall will need large motor skill activities to retain new learning. This student needs activities like writing in large print with a finger on a wall, memory tactile writing boards, writing in sand or rice, using smart boards or swaying or moving while reciting information.

## **\*CONFIDENTIALLY AND REPORTING ABUSE**

### **Confidentiality**

Please remember to talk with your student early on about the boundaries and expectations of your tutoring relationship. Assuring them that your conversations will be kept confidential unless the student is going to injure themselves, injure someone else or someone is injuring them. We ask that you inform a school official immediately if you discuss any of these issues or see signs that a student has been subject to abuse or neglect.



### **Reporting Abuse**

Anyone who suspects child abuse or abuse of a disabled adult or elderly person ethically obligated to report that abuse. Under Florida Statutes 39.201 and 415.1034, persons who are legally obligated to report include physicians, nurses, local hospital personnel, medical examiners, mental-health professionals, school teachers and other school personnel, social workers, day-care workers, foster care workers, residential and institutional workers and law enforcement officers. Those persons are required by law to give names when reporting suspected abuse. Any professional failing to report or knowingly preventing another from doing so is guilty of a first-degree misdemeanor and may be prosecuted.

### **FLORIDA ABUSE HOTLINE**

**1-800-96ABUSE**

**(1-800-962-2873)**

**FAX 1-800-914-0004**



## BUILDING THE RELATIONSHIP

**Praise and words of affirmation will empower you to build a good relationship.**

**Words for Positive Reinforcement – Positive Feedback needs to speak value into the child’s life. The voice tone will also speak positive reinforcement. Use a pleasant tone, with sincerity and no baby talk. Children can tell the difference.**

Wow, you completed your work  
 Way to go that looks neatly done  
 Super effort  
 You’re special  
 Outstanding  
 Excellent  
 Great...  
 Good....  
 You mean a lot to me  
 You make me happy  
 Remarkable  
 I knew you could do it  
 I’m proud of you  
 Fantastic  
 Nice work  
 You’re catching on  
 Now you’ve got it  
 Dynamite  
 How smart of you are  
 You figured it out yourself

What a good imagination  
 I like being around you  
 That is very responsible  
 Super job  
 You tried hard  
 Outstanding performance  
 You are important  
 Neat....  
 Well done  
 That is very creative  
 You’ve got a friend  
 You brighten my day  
 Incredible  
 Looking good  
 Bravo  
 Fantastic  
 Hurray for you  
 You’re on target  
 I like the way you are trying your best



***Remember: A smile is worth a thousand words!***

**Positive reinforcement needs to be specific and related to what the task is at the time.  
 Acknowledging the specific action or characteristic will reinforce the skill or character.**

### Too Vague

Nice job!

That is very responsible

You are nice

### Better

I like the way you labeled each  
 continent clearly – Nice job!

That is very responsible when you...

You treat your friend with kindness

## LISTENING SKILLS

### **Listen! (This is what the student would want to tell you.)**

When I ask you to listen to me and you start giving advice, you have not done what I asked.



When I ask you to **listen** to me and you begin to tell me why I shouldn't feel that way, you are trampling on my feelings.

When I ask you to **listen** to me and you have to do something to solve my problem, you have failed me, strange as that may seem.

**Listen!** All I asked was that you not talk. Advice is cheap. A quarter will get you both Dear Abby and Billy Graham in the same newspaper. And I am not helpless-maybe discouraged and faltering, but not helpless.

When you do something for me that I can do and need to do for myself, you contribute to my fear and weakness.

But when you accept as a simple fact that I do feel what I feel no matter how irrational, then I can quit trying to convince you and get about the business of understanding what's behind this irrational feeling.

And when that's clear, the answers are obvious and I don't need advice.

Irrational feelings make sense when we understand what's behind them.

So, please **listen** and just hear me; and if you want to talk, wait a minute for your turn and I'll **listen** to you.

### **Active Listening**

- Stop talking...LISTEN!
- Don't label or judges!
- Empathize.
- Don't become emotionally involved.
- Avoid premature conclusions, answers or interpretations.
- Be aware of non-verbal behavior and what it means.

### Types of Non-Listening:

**1) Listening with “half and ear”**

Example: You’re preoccupied with another activity while you’re attempting to listen to someone who is talking to you.

**2) The “scene stealer”**

Example: Taking the attention away from the person who is talking and centering the attention on yourself.

**3) The “guru” or “know-it-all”**

Example: Giving quick, easy advice to a person with a difficult problem instead of helping the person make his own decision.

Note: the “guru” response is used in more than 75 percent of responses



### Things That Hinder Effective Listening

- Few people listen objectively to others. They tend to anticipate the message and begin thinking of an answer instead of listening to what is being said.
- The views expressed by the student are different from yours.
- The environment around you is noisy or frequent interruptions occur.
- The dress and appearance of the student is distracting.
- The student is telling you something you don’t want to hear.
- The thoughts or feelings being expressed shock you or cause you anxiety.
- You are preoccupied with problems of your own and find it difficult to pay attention to what the student is saying.
- You do not have enough time to spend with the student and “hurry through” what the student is saying to you.

**Effective listening shows respect. Showing respect and building trust are most important in the tutoring relationship. Tutors can build trust by showing up for all sessions. Call ahead to cancel a session or reschedule. Keep your promise. If you say you are going to bring in a new book or supplies, be sure to do so.**

## BUILDING A TUTORING CULTURE

Culture is a predominant force in people's lives. Simplest way to explain this is, "we are a culture". Our culture shapes our values, our perceptions, our beliefs and our attitudes. It saturates everything we do and say. It is difficult to define or describe one's culture. Often it is when we are exposed to the culture of others that we are able to define our own culture.

Understanding the tutee's culture will assist in building the relationship. However, knowing a student's cultural habits and customs will assist in the development of your lesson plan and teaching method. Seek to learn common phrases, appropriate slang, and methods of praise in your tutee's culture. Some cultures, a child looking face to face with an adult is a sign of disrespect. Get to know your student's culture.



## GETTING STARTED:

For tutoring to work, it must be thoughtfully and thoroughly conceived and planned, well implemented and supported by the school and family.

- Know your materials/curriculum. Be prepared look over your lesson before student arrives, preferably the night before.
- Have a Lesson Plan or a plan of order
- Get started promptly – This will show you are interested in the student and helps the student stay focused. Get the student engaged with a hands-on-activity that will draw the student into the lesson.

### Sample Lesson Plan:

- **Rehearse/Review Prior Learning** – Start with a topic, activity or skill in which the student will be successful. Success breeds success. This will pull the child into the session. The activity can be a review or game or hands on activity.
- **Teach** - Demonstrate new material using the child's learning style. Then have the student demonstrate or re-tell the skill. Do a practice activity to reinforce the new skill. Challenge his or her mental effort.
- **Assess** – Give a short assessment of the subject or skill just taught to be sure the student understand and mastered the material. This can be 3-5 questions. Be sure to record the assessment for documentation of success.
- **Closure** – What did you learn? Can you apply it? Encourage the student to do his or her own evaluations. Let them be the teacher. If they can teach it, they have mastered it. Ask questions that will indicate mastery. End with a fun activity so they will want to return.



### During a Session:

Move to the pace of the student – Not too fast; nor too slow. Be sensitive to the child's rate of learning. It will take time to evaluate their rate of learning, but this will be the key to success with this individual.

## EXAMPLE OF LESSON PLAN OR ORDER OF PLAN

When the teacher gives you the tutoring assignment, for example, work on multiplication

Two digit multiply i.e.  $25 \times 42 =$

### Rehearse/Review Prior Learning

Ask the student which timetable is his favorite or which one he knows best. Do a review by allowing him to show you what he knows. Have him recite these tables or write them on a wipe off board.

### Teach

If he does well with the four (4) tables then use the four table to teach the new material – double digits.

$$41 \times 44 =$$

This will remove his fear factor of trying something new since he has confidence with the four tables. This is using the student's strengths or successes to practice a new concept.

### Assess

After teaching and practicing this concept, give the student 4 or 5 double digit problems and allow him to work them out on his own. Then record the results 4 out of 5 correct which equals 80%. Keep a long of the assessment as there will be a need for this at the end of the tutoring.

### Closure

End the session with a fun activity. Use a math game like multiplication bingo or use a number cube (dice) to practice multiplication facts. Roll two number cubes. Then write the equation and multiply these two numbers.



**This plan strategy can be used with any subject.**

## TUTORING TIPS

**Use any method that will enable the child to learn the concept or skill being taught. Keep in mind the student's learning style. Remember to teach using all learning styles; but use the student's dominate learning style as the central method of teaching.**

**Keep a journal of all tutoring work and have the journal at each tutoring session. Refer back to prior learning when needed. At the end of the tutoring, use their journal as a walk through journey of success.**

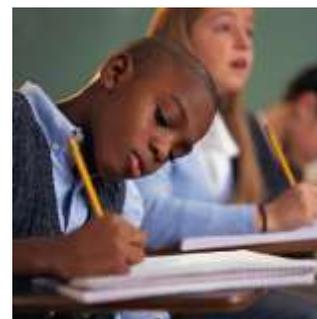
### REMEMBER...

- Learning is doing!!!! Have the student practice what is taught and keep the student active and engaged.
- Build on prior knowledge.
- Teach complex information by breaking it down into smaller, simpler parts, bite-size pieces.
- Relate new knowledge to similar knowledge, especially, focus on topics that are the child's interest. Such as, if the child is interested in football, use the football field to measure, count by ten, or use sports stats to compare numbers.
- Focus more on the child's understanding and retaining of the concept; not just giving correct answers. Be very careful not to spoon feed the answers. Allow time for the child to respond, give hints but not answers.
- Demonstrate how this newly acquired knowledge can be used in the future.
- Tie learning to current events.

### DECODING DIRECTIONS:

Encourage the student to read directions on his own, and then ask him to explain his interpretation of the directions. If the student has difficulty explaining the directions or has misunderstood them, have the student re-read them aloud to you.

Listen for words mispronounced or omitted as these may be indicators as to why the student doesn't understand what to do. Help the student with their organizational skills.



## TUTORING READING

The best way to increase reading achievement consists of two basic principles. First, increase the amount of authentic contextual reading. Secondly, increase the amount of reading instruction. Tutoring avails both of these principles, especially the amount of reading instruction. According to NEA research, “Students who are behind in reading can catch up to grade level with additional reading instruction and tutoring (in school), after school and in the summer.” (*Bringing Education to After-School Programs, 1999, n.p.*)

In order to provide authentic contextual reading, the student needs to be held accountable for his reading with feedback from the passage. Feedback methods can be peer-to-peer talking about the reading (called turn-and-talk), re-telling what he has read, or dialoging in writing what the passage was about. The tutor will need to have the student connect events in the book to other books they have read or to their personal experiences. Making connections will assist in memory recall of the passage for testing or assessment.

### **Guided Reading:**

Guided Reading is a structured, practical way to instruct diverse readers by recognizing all children can learn to read at varying rates of development. Instruction can be directed to each student’s specific needs.

Below is a sequence for guided reading that can be used during the tutoring session:

First, the tutor introduces the book through a discussion with the individual. The tutor may do one of the following:

- Talk about the cover or title
- Talk about the illustrations
- Call attention to text features
- Give a sense of the story or basic plot
- Have students make predictions
- Discuss reading strategies and anticipate challenging words or language structure
- Review parts in the text with tricky words



**Reading Strategies** are various ways a reader decodes information or searches for clues in the passage to construct meaning and understanding of the story or written information.

- **Making Predictions** – What happens next? What is going to happen when...?
- **Wonder/Questioning** – Ask question that will go deeper into the text.  
(i.e. What, when, where, who and how)
- **Inferences** – What does the statement or paragraph infer or imply?
- **Characters and Feelings** – Describe or relate to personal experiences.
- **Make Connections** – Connect to personal experiences, other stories, history, today's events.
- **Cause and Effect** – What happened and what caused it to happen?
- **Compare and Contrast** – The beliefs and values and cultural differences.
- **Fiction or Nonfiction** – Fiction is not real; (i.e. imaginative narratives). Nonfiction is real information based on facts.
- **Opinion or Fact** – Opinion is what someone thinks is true. It may not be true or another person may not agree with them; but everyone is entitled to their opinion. Fact is a true statement and can be proven.

#### **During the session of Reading:**

Frist, the student reads the text independently and softly to themself. The tutor will observe and coach individual as needed and make a record of the observations with anecdotal notes while the student is reading. It is a must to keep a journal. After the student softly reads, the tutor will direct a discussion about the book to clarify comprehension by using reading strategies. If needed, the student may need to do some phonics or word work. Reviews can include activities like turn and talk, drawing a picture of the story, and/or re-tell the story in his/her own words. Reading can be connected to other language arts activities (i.e. writing, prior books, or speech).

**Reading with Expression:** A period at the end of a sentence is a statement and should be just read as saying a statement. When using the question mark, the voice goes up at the end of the sentence. An explanation point at the end of the sentence is said with excitement. Practice the following:

ABC? DE! FGH, I? JKL.MN? OPQ! RST! UV? WX. YZ!

Cows moo. Cows moo? Cows moo!

#### **Read italicized words with emphasis.**

The *cow* jumped over the moon?

The cow *jumped* over the moon?

The cow jumped *over the moon?*



## TUTORING MATH

### Aiming Toward Success:

1. Help the student have a good attitude toward math. Show them how it applies in the real world.
2. Practice the basic skills before moving on to higher levels of math (i.e. addition, subtraction, multiply, divide, fractions, and decimals.)
3. Assist in understanding the steps involved in solving a math equation.
4. List the common mistakes the student is making.
5. Use the same math vocabulary from week to week and be consistent with the processes shown in the text.

### Problem Solving Strategies:

- Sort out information in the problem that is not needed, especially in word problems.
- Determine if there is enough information to solve the problem.
- Make a picture or diagram.
- Use or make a table or chart.
- Guess the answer, check to see if guess if correct, revise your answer if incorrect.
- Look for patterns – even odd numbers.
- Work backward.
- Solve a simpler easier problem.
- Act it out or use manipulative.
- Use logical reasoning.



## Math Games for all ages:

Number Cube – Individually, roll two cubes add or multiply the two numbers. Write the numbers and then calculate the answer. See how many facts you can roll, compute and write in one minute.

On Line:

[Free Online Math Games - hoodamath](#)



## MATH-PLAY.COM

**Website for Math: (OSP in house website)** [www.wix.com/jacobske/osp](http://www.wix.com/jacobske/osp)

Supplementary Math Activities

Go to this website (by holding control and click on it).

THEN FOLLOW THE DIRECTIONS BELOW:

It will open to the Office of Strategic Partnerships Family & Community Relations web page.

Then...

Click on **Programs** when it goes to the program list

Click on **iClassLearning Center** It will take you to a new page

Click on **program model** A bar will come up just above this **MathTools**

Click on **Math Tools** Above this will show **Math tru Reading**

On the right side a bar will appear **Math Resources** Select Grade Level

You will see a list of wonderful activities.

Have Fun....



## \*COMMON CORE

Common core will prepare students for college and career opportunities. It will give students more accountability for their learning and teachers will have more flexibility to teach to the child's interest. The curriculum will aim toward reading, understanding and writing. The new Common Core test will consist of more thinking and writing.

The new tests are being created by the state of Florida and 22 other states in a cooperative arrangement called "Partnership for Assessment of Readiness for College and Careers", also known by its acronym PARCC.

For Florida students, the most obvious change will be more language arts and the math exams that will be given in late winter or very close to the school year's end, according to Vince Verges, Florida's PARCC director.

Students in all grades are to write more than they do on the FCAT, as they will be asked to read texts and then write responses. Currently only students in grades 4, 8 and 10 take FCAT writing, an essay-writing exam. Students will also be asked to write on the math exam, and explain how they reached their answers.

The mathematics standards require that learners build skills in analytical reasoning and problem solving by making sense of problems, reasoning abstractly and quantitatively, constructing viable arguments, and using models. The standards also require that learners be precise, use tools appropriately, and seek out structure and patterns in problems.

"We hope it's a bit more authentic and in keeping with the college and career ready expectations," Verges said.

The Common Core Standards:

- Provide clear, consistent and evidence-based expectations of what students need to learn.
- Prepare all students, no matter where they live, for success in college and the workforce.
- Ensure that students are receiving a high-quality education that is consistent from school to school and state to state.



## ENDING TUTORING RELATIONSHIP

Ending the relationship can be more difficult than building the relationship. The student has come to trust their tutor because they have found a safe environment to grow and learn. The tutor has provided encouragement by showing the student he can learn and go beyond his potential. Ending the relationship marks the time for the student to transition into independence. This can be a scary moment for the student. Ending carelessly, may leave the student hurt. It is very harmful to end tutoring without saying good bye and just by disappearing out of their life. There needs to be enough time for the student to detach from the tutor without detachment disorder occurring.

### How To Say Good-bye:

- ❖ Give a week or two warning.
- ❖ Leave them with specific encouragement.
- ❖ Share praises and goals with the parents and teachers.
- ❖ Let the tutee know how much he has meant to the tutor and how he has touched your life.
- ❖ Give them some token, a card, or note.
- ❖ Feel free to give some assignments to continue with.

**Let them know you have enjoyed the journey.**



## SOURCES/REFERENCES

**How To Tutor** Samuel L. Blumenfeld

**Tutoring Matters: Everything You Always Wanted to Know About Tutoring** (Paperback)

Jerome Rabow, Tiffani Chin, Nina Fahimian

**Be a Great Tutor: The Inspiring Guide to Tutoring** (Paperback)

by Erin Quinn O'Briant

**Students Helping Students: A Guide for Peer Educators**

**On College Campus** (Paperback)

by Fred B. Newton, Steven C. Ender

**500 Tips for Tutors**

by Sally Brown, Phil Race

**Literacy Tutoring That Works: A Look at Successful in school, after school and summer programs**

by Janet C. Richards, Cynthia A. Lassonde

**Common Core Lesson Book K-5**

(for reading, literacy and writing)

By Gretchen Owicki

**Bring Words to Life**

Isabel L. Beck, Margaret G. McKeown and Linda Kucan

**Guided Reading Making It Work**

Mary Browning Schulman and Carleen DaCruz Payne

**Reading for Life – The Learner as a Reader**

Learning Media

