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CLASE Mentors,

Welcome, we are thrilled that you have decided to become a part of the CLASE Tutoring and Mentoring team! As a mentor, your goal is to be a positive influence, both socially and academically, on every child you work with over the coming semester; the information in this manual will help you achieve that goal. It is important that you read this manual and try to apply what you learn to your interactions with your students. **Remember to bring this manual with you to each of your tutoring and mentoring sessions so you can use it as a reference and take notes about your experiences in the Mentor Log.**

As a member of the CLASE team, we want you to know a little about what we do. CLASE stands for the Center for Latino Achievement and Success in Education. Our mission is to narrow the achievement gap of Latino students placed at risk (SPARs) due to poverty and language barriers and to improve the level of education of Latino students (PreK-16) statewide. We hope to achieve this objective using three main strategies:

1. researching and disseminating promising/best practices for Latino education;
2. developing and supporting appropriate programs by leveraging federal, private and state funding; and
3. Creating and enhancing partnerships to raise the learning and social outcomes of Latinos in Georgia and the nation.

Through your participation you are helping to maintain a program which is an important piece of our overall mission. We want to provide quality support for SPARs through the elementary years to keep them at grade level and help them to develop positive attitudes about school. As a college student, you can be a great role model showing that success in education is a worthwhile and attainable goal.

We know that you will have a great impact on your student(s), but we also know that your student(s) will have a great impact on you as well. You will be amazed at the relationship(s) you will build over the course of this semester and the amount you will learn about working with children; especially if those children happen to come from a different cultural background than you. However, like many things in life, the amount you get out of this experience will be proportional to the amount you put in. So give us your all this semester and we know you won’t be disappointed!

Sincerely,

Dr. Pedro Portes
Executive Director, Center for Latino Achievement and Success in Education (CLASE)
University of Georgia
Section I: Basic Concepts &
The CLASE Tutoring and
Mentoring Model
BACKGROUND:

AFTER-SCHOOL PROGRAMS AND ACADEMIC LEARNING TIME

Before you begin to learn about how to be the best tutor and mentor you can be, we want you to understand a little about problem you’re being asked to combat. Children living in poverty in the U.S. face difficult challenges in school based on the unequal distribution of wealth by ethnicity which has been termed group based inequality (GBI). Black and Hispanic children are more likely than non-Hispanic whites or Asians to live in poverty and, as a result, suffer from an achievement gap in K-12 education. Among the key explanations for the “gap” is academic learning time (ALT). ALT is NOT the amount of time that the student is simply engaged in instructional activities. Rather it refers to “that precise period when instructional activity is perfectly aligned with a student’s readiness and learning occurs.

One way for schools to increase ALT and reduce the achievement gap is through tutoring and mentoring programs. Due to their low student to instructor ratios, tutoring and mentoring programs have the potential to provide a large dose of ALT through targeted, personalized instruction. Research has shown that well-conceived and executed tutoring programs can be effective in producing gains in a variety of academic outcomes, especially for at-risk students. Much of the research on the effectiveness of tutoring programs has been done with regards to literacy where studies have found significant improvements in reading achievement. Nevertheless, research suggests that more general programs can also be effective.

Through the CLASE Tutoring and Mentoring program you have an opportunity to make a real difference in the lives of the children that you work with. However, in order to be the best mentor you can be, you should know some basics about how children think and develop. **The more you know about your student cognitively and developmentally, the better you will be able to target instruction and the more ALT you will be able to create.**

BASIC CONCEPTS:

WHAT INTELLIGENCE IS

Intelligence is a term humans made up to describe how well someone adapts to a given environment or how successful a person is in society. After they described the term intelligence, humans developed questions to assess "it." By taking the number correct answers to easy and hard questions and dividing by age, "it" was given a score. "It" was measured by how much people had learned about coping with the environment of a particular culture. As a mentor, you can help your student(s) develop “intelligence”.

WHAT INTELLIGENCE IS NOT!

Contrary to mainstream views, intelligence is NOT a score. It is not fixed at birth or at conception. It is not like other physical traits that are inherited. It is not just remembering a lot of facts.
It is not reading or writing at an early age. Speed in reaching milestones is often deceiving, unless the general patterns of family interaction that challenged the child in the first place are sustained. Intelligence is not just doing well on tests, that is, it is not always applied in the real world the way we know to measure it on tests. What is measured is just the tip of the iceberg. There are many skills and concepts that children already have mastered or are just about to master, that are not valued in intelligence tests.

Children's intelligence can be grossly underestimated by not asking the "right" questions. There are certain areas that intelligence is applied to, like math, science, music or art. These areas are not intelligences, as some claim, that already exist in some DNA or genes in the brain. Rather, these are areas towards which a set of information processing skills can be applied.

Notice how I just substituted intelligence for the processing of information. That is, doing something with information gathered. It is what the child does with their learning opportunities that is most important. As a mentor you are in a unique position to guide the child and influence the outcome of these learning opportunities.

To be considered superior intelligence-wise, you need not excel at everything. Einstein excelled at some things, like physics, but not others, like organic chemistry. This means that intelligence exists within given fields or areas of activities that interact vigorously with the person. An individual is considered superior according to how she uses certain tools or skills in a field that poses problems or opportunities for new solutions.

TOOLS AND CONCEPTS

Intelligence depends upon having access to a variety of concepts/tools, and developing and using them in creative ways and in a variety of contexts. Tools of the mind begin with concepts (e.g. global warming) that often lead to activity inside the head. For example, when a child uses a concept like "brush," she associates it with paint. The concept "snakes" triggers the idea of poison or death. The finer the tools a child has in mind, the more intelligent and creative she can be. Your young child first learns basic things about numbers and quantities and things in the world, and in so doing, begins to see certain relations that help form tools for solving problems. How the child comes to know is the name of the game here. The tools are applied in formal and informal areas. For example, your 6 year old encounters the problem of gravity one day when he hears someone ask "why doesn't the moon fall down?" This episode may be one of the first events which the child encounters that deal with the formal area of science. Before the child can solve problems in this area, many concepts and discussions must first take place.

Science, like literature, history and all the other areas that we hold dear, may serve to develop tools for thought. We say a person is intelligent, for instance, if a person has mastered enough of a field to be proficient, as in learning several languages. But it is not the field per se that is important in considering intelligence. Such a field represents an opportunity in which formal and informal skills can be invited, learned and mastered.
EARLY SCHOOLING AND CONCRETE THOUGHT

The name of the game for children who are entering elementary school and before age 12 (middle school), is feeling validated and respected when learning. Moreover, the child's mental development is geared towards fabricating, building, and making different things. When they are blocked or diverted from doing these things, they suffer emotionally by losing self-confidence and esteem. They lose initiative and autonomy as well, and this leads to feeling inferior. A child who feels she is less good at building or drawing or composing rap songs is less likely to be creative and intelligent than one who is encouraged to be enterprising and diligent. **Give children a role or a task to do to develop initiative and autonomy. Then allow the child to do it independently.**

Around age five to seven, the mind of the child experiences a major transformation, somewhat like the one around age two when language develops. The magical, intuitive innocence of the child is transformed into a more hard-nosed, testy mode of looking at the world. The concrete minded child recognizes the order and logic of the physical world. The concrete operations lead to a model of the world that is stable, and the child looks for rules in which "always, never, all, or none" can be used to show peers how much she knows. (So there!) They now understand that one element can compensate for another. Or, that one operation balances out another, like when two twelve ounce sodas are poured into different shaped containers. A concrete operation is obvious when the child can "mentally" reverse the operation. Applying this to the previous example of the twelve ounce soda, the child mentally "pours" the liquid from the tall thin container into the twelve ounce can and does the same with the big shallow container. Then the child concludes that both containers have the same volume, thus reversing the process. Emotionally and mentally, the child wants to be competent and to do things well. A moderate amount of reinforcement is important. Give lots of it at first, then back off some, and give it more randomly. This process will help the child to become self-reliant and to have an internal sense (locus) of control. The teachers and mentors of creative geniuses like Pascal, Einstein, and Madame Curie were not constantly stroking the ego of the child. Rather, they gave them a healthy distance to do their own thing. **Avoid judging what the child makes or produces by adult standards, for the child equates judgment of product with judgment of self.** The risk is having the child feel inferior. Of course you do not mean to do that, but mentors need to be intelligent about the stages the child goes through and about how they think and feel. Once the child has a successful track record, he is resilient and can withstand put downs and laugh them off.

FOUR WAYS CHILDREN LEARN

Children learn by:
1. association,
2. consequences,
3. by observation and
4. by thinking and participating in informative conversations and experiences.

Teach the process of thinking by using yourself as an example. **Think out loud for your child. Remember your speech influences the way he thinks.** How you talk about something
determines how your child learns about a concept or skill. What you often talk about determines the areas in which he will learn and develop.

How well and how often you do these types of activities determines the rate at which your student’s development can progress. Here I am suggesting that you can do a lot to start development in various areas, to resolve conflicts, to reinforce new knowledge or to show how something works. Yet remember, it is just as important to observe the preferred zones of development in your student and to respond to them creatively. The child sets the agenda, not you. How skillful you are determines how well she does or how often she comes back for more. Remember, your student is your apprentice, and you shape what kind of apprentice your student is. A child is inquisitive when there are many sorts of "experts" to guide him. You need to establish a comfortable setting for discovery to take place frequently. Begin by asking the child about things he knows, and then move to things that he is ready to learn about.

The child eventually discriminates among different situations. He learns that when he is trying to discover or to learn, there is encouragement and "leads" or cues to follow problem solving. Mentors of bright kids sense this need. They interact intelligently when the situation involves the child's development of knowledge in key areas. Key areas are those that enable the child to go on to develop accurate representations of the world in a given field that will help the child to adapt well later on as a professional.

**ACHIEVEMENT MOTIVATION**

Let’s begin with a question. How is it that some children seem "turned on" to learning, feel smart and are really advanced compared to their peers? These children are said to be achievement oriented. How can a mentor manage this little miracle? Is it just that they get one of those special kids to start with? Or, do they interact with "smart" mentors?

Achievement motivation means that children are motivated to want to achieve in general. It matters not whether we are talking about chess, math, or baseball. Because, when children achieve or become active in something, they receive internal and external reinforcement. Mentors can usually reinforce a pattern of achievement in their sessions and convey to the child how valuable doing well in a given activity is to them. The child "picks up" on this and strives hard initially in order to get some important needs met, like receiving attention, being regarded positively, and being loved. After a while, the child begins to enjoy the "achieving pattern," even when mentors cease to reinforce regularly. This process is called establishing a set. The child enjoys achievement and begins to reinforce herself regularly and internally so that the behavior/attitude pattern becomes established or set as a preferred type of activity.

Children do not depend on external rewards to be smart! Children are naturally curious. They are already motivated to learn when they encounter a RESPONSIVE environment. They want to achieve anyway. What mentors need to do is to be aware! They need to look at the activities which the children are "into" and to connect this motivation with a zone or field of intelligence. For example, Jonathan, a 6 year old, is looking at his parent’s computer trying to use a new program. You can say:
a) Jon, someday you will be a great software engineer!
b) Hey, don’t mess with your parent’s computer!
c) Hey, kid do you want me to teach you about using a computer?
d) Observe, and then say: "It isn't easy to figure out the problem. Huh? But to be good at anything, you've got to try and to go at it just like you're doing." Pat him, and go on your way.

The problem with a) is that it is connected but…. not in the right way. You do not want to emphasize becoming a mechanic later in life because that may limit the child's career options. The next two are also inappropriate since they do not target the key aspect of the situation, which is the initiative of the child.

**HOW CHILDREN LEARN TO BE MOTIVATED**

1. The mind works, quite simply, like a computer. But the mind is also tied to feelings, such as self-esteem. Whatever boosts self-esteem tends to be learned. That is a feeling just like others which makes the child belong and to feel safe and secure. Children learn when there is trust and confidence around them. This comfortable environment leads to exploration and discovery on the part of the child, which is, of course tied to learning and development.

2. The computer in the child's mind collects information, forms concepts and develops skills. It continues on in this manner until it detects an inconsistency, until an expectation is not met or not confirmed. Your child thinks a tomato is a vegetable, and then someone tells him it is a fruit. What happens inside the computer? It tells the mind "Hey, something isn't right in what I'm picking up. You want to do something about it kid?" Now the child's system is alert. It is energized or activated in order to try to find a balance or an explanation.

The next step is to connect some circuits so that relevant information can be examined on the "mental screen." Strategies are then selected and action taken to establish order in the system. Establishing a new order in the mind often requires learning, which in turn, produces mental development.

**Children learn most when motivated. A motivation is a drive which usually has a goal or expectancy.** Your student is naturally inclined to be able to do something, to stick with it, and to move towards a goal. Following this sequence leads to a sense of control or mastery in a particular area or skill. Mentors can set up these sequences by paying attention and planning from time to time. Ask yourself what is most appealing to the child, and then connect it with activities that can pay off.

3. To be competent, a child needs at least two things. One is self-confidence, and the other is performance skill. A child can be highly confident but have low performance skills, because these have not been developed. Such children set high goals for themselves, change them often and then blame outside factors when the feedback for their performance is negative. They externalize the blame and really do not see their part in the process, unless the outcome is positive. They are likely to say: "It ain't my fault the stupid thing won't work." Over time, an attitude becomes "set" which is not good and leads to conflicts.
ATTRIBUTION OF SUCCESS & FAILURE: PROMOTING POSITIVE SELF-EFFICACY

Children learn lots of things, yet some are more important than others. Some of those things influence motivation a lot. How a child learns to handle outcomes in life is critical. Some children attribute success to luck or to external factors, and have a hard time accepting responsibility. When these children fail, they tend to blame external factors as well. **High achievers and intelligent children, in general, attribute their success to internal factors.** They attribute success or failure to effort or ability. If they fail, they try harder or try to get help in developing a skill. They may even decide to try something else in which they do have control. Mentors need to pay attention to children's attributions. **Ask your student from time to time why something went well or badly. Listen, and do not judge.** Chances are that you will detect a pattern that sounds awfully familiar. A lot depends upon the control patterns you have set up in the learning environment.

So the first thing to do is to try to develop a pattern of attribution in your student that helps to connect outcomes to mostly internal factors. Show the child that by manipulating certain factors, different degrees of success can be achieved. This process is difficult for mentors who do not share control. Such mentors impose control on their children, and as a result, they tend to have externally oriented children. These mentors impose tasks and make demands on their students without negotiation. The environment becomes rigid and uncompromising. These are the children who end up saying "Oh what is the point! Hang it up!" They quit trying and want immediate gratification, which is unlikely in most cases. So what we are saying here is that how a child mentally interprets a situation and plans makes a big difference! You want your student to be confident and assertive.

**TYCD (Things You Can Do)***

- Give children readings or experiments to complete and to report on later, particularly those that come in graded forms. Educational PC software of this type can be found in increasing abundance. If you don't have a computer, get access to one. However, you don't need one to advance reading and creative problem solving skills.
- When you discuss history, use a time line and graphs. Use three dimensions in modeling ABSTRACT concepts with which your child may have difficulty. Limit your discussion of unnecessarily complex concepts until your child is ready to find these useful or interesting.
- Use tree diagrams to show how various concepts are related horizontally and vertically.
- Have your child "trade places" with a character in a book, human or animal.
- Take cartoon strips, cut them apart, and give them to the child to put in an order that makes most sense. Have him verbalize why and discuss various possibilities.
- Cut a paragraph from a story into sentences, and mix the sentences on a 3 X 5 card so that the child can put the paragraph together. Take turns doing this, so that it becomes a game. With younger children, let them read the story first. Then try a paragraph from a story you just read out loud. With older children, have them create the paragraph in a logical order that will make the game "fair." (Like Scrabble!)  
- Have children recite a poem or song in melodramatic and exaggerated ways.
- Have children "download" or outline what they know about a topic or concept (like evolution, WWII, chemistry, music types). Compare and discuss. Show how using resources around the house can help your child to be ingenious and enterprising in these learning games. This is why encyclopedias are of little use unless there are established activity patterns or routines.

How to access information is part of the literacy skill you need to foster at this stage. Show the child how to use the Spell or Thesaurus function in your PC or the subject catalog and ERIC system in the library. Learning by doing is the KEY. Doing by imitation of parents and older siblings works painlessly. Don't force. Rather, INVITE! Say, "I need to find this or that out, will you come and help me?" or "When can you do this research for me?" or “What is the cost per yard of X?"

REVIEW QUESTIONS

1. What is intelligence? What is it not?

2. How does a child’s mind change around the ages of 5 to 7?

3. How do children become motivated to succeed? What is one way you could help foster achievement motivation with your student?

4. Describe high-achievers’ attributions of success or failure. How can you help your student develop a positive pattern of attribution?

5. Taking everything you’ve learned here into account, brainstorm 1 strategy or activity you’d like to use with your student. Be sure to explain which “Basic Concepts” your strategy or activity addresses.
The CLASE Tutoring and Mentoring Model

The following describes the CLASE approach to tutoring and mentoring. In order to be the best tutor you can be, it is very important that you learn this information.

Cultural-historical theory: The culture part

The CLASE Tutoring and Mentoring model is theoretically rooted in Vygotsky’s cultural-historical theory which states that knowledge is constructed through the interaction, and interdependence, of individual and social processes. From this perspective, learning is co-constructed between an individual and a more knowledgeable other, mediated by cultural tools like language or games, and eventually internalized. In other words the goal is not a one-way passage of knowledge, but rather the use discourse and play to co-create fun and intellectually stimulating learning opportunities.

But how can we be sure that we continue to challenge our students?

Zone of proximal development

As a mentor, you should always strive to work at a difficulty level that is inside of the child’s zone of proximal development (ZPD); the conceptual sweet spot where a child can accomplish a task but only with your help.

Working within a child’s ZPD means that they remain challenged but avoid the frustration that comes with working on an impossible task. It also facilitates the co-construction of knowledge because
it relies on the interaction between you and your student. To stay in the ZPD, avoid giving answers and instead provide intellectual scaffolding. Guide your tutee through tasks by providing clues or suggesting strategies. Remember, the ZPD is a moving target! As time goes by your student’s abilities will grow and you will need to either choose more challenging stimuli or move on to something new. However, in order to choose the right activities you’ll need your student’s help.

**Cultural-historical theory: The historical part**

No matter how good you are at scaffolding, you won’t truly be attacking your student’s ZPD unless you’re starting in a conceptual space that is beyond what the child can do by themselves, but is still possible for them with your help. Your supervisors will start you off in the right ballpark, but the only way to hone in on the ZPD is by knowing your student. Talk to them, get to know their strengths and their weaknesses, learn about their history and about how they see their future. The great part about the CLASE model is that it relies on a partnership! The more you know about your child developmentally, the more you’ll be able to help them develop.

**Four C’s: Overview**

Critical thinking, communication, collaboration, and creativity. The four C’s will provide you a general roadmap for overarching instructional goals, regardless of the particular subject matter. Before every tutoring session, have a tentative plan for how you might advance at least one of the four C’s. During the session, evaluate if what you’re doing is effectively targeting at least one of the four C’s. After the session, reflect on the extent to which you were successful in developing at least one of the four C’s; take note of which activities lend themselves to developing them and which do not (the Mentor Log is great for jotting down quick notes!)

Read the following carefully to familiarize yourself with each of these important concepts, you will be using these every week so it’s very important that you have a good understanding of what you’re aiming for!
Defining the four C’s

Critical thinking

Reason effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use systems thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make judgments and decisions

- Effectively analyze and evaluate evidence, arguments, claims, and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve problems

- Solve different kinds of unfamiliar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Communication

Communicate clearly
• Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
• Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
• Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade)
• Use multiple media and technologies, and know how to assess impact and their effectiveness a priori
• Communicate effectively in diverse environments (including multilingual and multicultural)

Collaboration

Collaborate with Others

• Demonstrate ability to work effectively and respectfully with diverse teams
• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Creativity

Think Creatively

• Use a wide range of idea creation techniques (such as brainstorming)
• Create new and worthwhile ideas (both incremental and radical concepts)
• Elaborate, refine, analyze, and evaluate original ideas to improve and maximize creative efforts

Work Creatively with Others
• Develop, implement, and communicate new ideas to others effectively

• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

• Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

• View failure as an opportunity to learn; understand that creativity and innovation are part of a long-term, cyclical process of small successes and frequent mistakes

Implement Innovation

• Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Four C’s information adapted from National Education Association, Preparing 21st century students for a global society: An educators guide to the “Four C’s.”
Section II: Mentoring Information
CRITERIA FOR BEING A CLASE MENTOR

1. Attend a training session

2. Pass the required background check.

3. Participate in scheduled activities (i.e. Parent Night, tutor meetings, etc).

4. Be dedicated: commit to serve 1.5 hours a week for one semester with the option of continuing for additional time if desired. Be on time and reliable!

5. Be a role model: show honesty and integrity when working with your students! Follow guidelines and policies of the school district.

6. Be smart: know when to come to CLASE supervisors for help! This goes for anything that you feel uncomfortable handling like behavioral issues, educational issues, and especially any sensitive issues that may arise.

7. Be creative: when working with your student(s) don’t just give them the answers, instead encourage them to think for themselves! Use homework as a learning tool and help them to extend the scope of the lesson!

8. Be a leader: work with teachers, CLASE supervisors, and students to plan activities, lessons, etc. that are appropriate in addressing the strengths and weaknesses of your students.

9. Be introspective: reflect on your experiences with tutoring. Think not just about how you are affecting your student but also about how they are affecting you. Use the space provided in the Mentor Log to take notes during and/or after your sessions!
DAILY SCHEDULE

2:30

The Oglethorpe school day ends and CLASE students are dismissed to the cafeteria. They take a snack to be finished before tutoring begins.

2:45

Mentors arrive, sign-in, and talk with their students. Mentors ensure that tutees have cleaned their area and are ready to work by 3:00.

3:00-3:20

If students have homework, work on it during this time. If not, move into educational play.

3:20-4:00

Educational play focused on attacking the student’s ZPD and developing at least one of the four C’s.

4:00-4:20

Free time, mentors and students will jointly decide how to use this time. Complete unfinished homework, read (out loud), continue educational play, free play (on playground or inside), etc.

4:20-4:30

Clean up, get your student to the foyer next to the main office to be picked up at 4:30.
MENTOR LOG

Tutoring and mentoring is most effective when there is continuity between sessions! Use the log below to take notes about your experiences each week. Document events, issues you are having, successes with your student, or anything you think can help you in the weeks to come!

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Section III: Guidelines & Helpful Tips
THINGS TO REMEMBER WHEN WORKING WITH YOUR MENTEE

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<tr>
<th>Model Appropriate Behavior</th>
<th>Be conscious of your own behavior and what you are projecting. Each DO on this list is a behavior you should model for your student.</th>
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<tr>
<td>Listen</td>
<td>In your eagerness to relate to your mentee, resist the impulse to interrupt with a similar story of your own.</td>
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<td>Be Consistent</td>
<td>The best way to build trust between you and your student is to consistently do what you say you will.</td>
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<td>Be Flexible</td>
<td>Do it their way once, and your way the next.</td>
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<td>Give Reasons</td>
<td>You can increase your credibility if you can say why something is or isn’t appropriate. Explain why you’re both there and what the program is for.</td>
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<td>Show Affection</td>
<td>There is a natural tendency for children to want and need affection. You should model appropriate behavior. You can show affection by letting your tutee know you’ve been thinking about them during the time you’re not together.</td>
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<tr>
<td>Have Fun</td>
<td>Find opportunities to be silly; find nicknames and private jokes. Play educational games, organize group activities.</td>
</tr>
<tr>
<td>Acknowledge Accomplishments</td>
<td>In day to day activities, note when your tutee tries and succeeds!</td>
</tr>
<tr>
<td>Give Encouragement</td>
<td>Remind them of previous successes when something seems difficult. Tell them, “I know you can do this”.</td>
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<tr>
<td>Respect Boundaries</td>
<td>If you see that a question you’ve asked is “touchy”, back away. Children who have been “burned” need to protect their vulnerability.</td>
</tr>
<tr>
<td>Practice Anticipatory Empathy</td>
<td>Remember how you felt about disappointments you had at their age.</td>
</tr>
<tr>
<td>Keep Your Promises</td>
<td>Follow through with any promises or plans you made with your tutee.</td>
</tr>
<tr>
<td>Remember Details</td>
<td>Nothing is more flattering to any of us than to know we are truly being listened to and what we say is worth remembering.</td>
</tr>
<tr>
<td>Don’t Criticize the Past</td>
<td>Avoid bringing up past mistakes. Be an ally and an advocate.</td>
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<tr>
<td>Don’t Generalize Negative Behaviors</td>
<td>Avoid words like “you always” or “you never”.</td>
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<tr>
<td>Don’t Share Your Personal Problems</td>
<td>You are there for your mentee. Only when there is a lesson to be learned is it appropriate to share personal problems.</td>
</tr>
<tr>
<td>Don’t Pry</td>
<td>Be sensitive to verbal and nonverbal cues that indicate you are asking too many or threatening questions.</td>
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<tr>
<td>Don’t Constantly Teach</td>
<td>Recognize teachable moments using approaches such as “how could we have done that differently”.</td>
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<tr>
<td>Don’t Interrupt</td>
<td>Let your student finish telling you a story or giving you information without interrupting. Teach them to engage in thoughtful discussion by bouncing ideas off of you, and others.</td>
</tr>
<tr>
<td>Don’t Criticize Family</td>
<td>It is inappropriate to criticize your student’s family. Even if you disapprove, do not voice your opinion. Help your student problem solve family issues if asked and go to a supervisor with serious problems.</td>
</tr>
<tr>
<td>Don’t Use a Lot of “Should’s”</td>
<td>“Should’s” provoke resistance. Find ways to say “how about if…” and other positive phrases.</td>
</tr>
<tr>
<td>Don’t Discourage Differences</td>
<td>Allow your tutee the freedom to explore various ways of thinking and behaving even if they are different from yours.</td>
</tr>
<tr>
<td>Don’t Punish Honesty</td>
<td>Even if you don’t like or approve of reported behavior or ways of perceiving, don’t let your disapproval become punishment to your tutee for telling you about what is happening or how they feel.</td>
</tr>
</tbody>
</table>
WORKING WITH ELEMENTARY STUDENTS

Developmental Considerations:

• Concrete thinking is very common.
• Egocentrism (they are the center of their universe).
• Need for approval is shifting from adults to peers.

What Works:

• Positive attention and genuine interest.
• Interactive play and games with structure, i.e., taking turns, sharing thoughts and feelings, non-judgmental listening, drawing, mutual story-telling, story books.
• Joint problem solving: identifying rules, appropriate and inappropriate behaviors; consequences, emphasize their power to make choices.
• Appropriate role modeling and self-disclosure.
• Charts and graphs if teaching skills or monitoring behavior change.

What Doesn’t Work:

• No plans or structure.
• Allowing the child to dictate, take power.
• Not knowing school rules or procedures.
• Inconsistency: Changing demeanor and rules frequently, missing days.

Understanding Behavior:

• Behavior is motivated meaning or a purpose. Try to think about what a child is hoping to gain by behaving the way they do.
• Behaviors will be reinforced by your actions. Use positive reinforcement to support positive behavior.
• Consistent positive reinforcement gives you the best chance to influence behaviors.
ACTIVITIES FOR ELEMENTARY STUDENTS

- Explore the school media center together early on
- Read a book together—find out what your tutee’s interests are and check out books on that subject. This will help to assess strengths and weaknesses!
- Write letters to each other (if asking him/her to mail, provide stamps). This helps to assess their writing!
- Ask about getting a pen-pal in some other place
- Read appropriate newspapers and magazines together; discuss them
- Attend special school functions with your tutees (i.e. CLASE Parent Night, award assemblies, field trips, field day, etc.)
- Help organize school work; have neat materials, check on school supplies
- Discuss plans for the future—“What do you want to be when you grow up?”
- Work on school projects; help with research
- Talk about family; yours and theirs
- Remember special occasions
- Develop good manners
- Have your tutee show you their favorite places in school
- Learn how to do something your tutee wants to learn (e.g. draw, do origami)
- Teach your tutee games
- Learn interesting things about Clarke County
DEVELOPING EARLY MATH SKILLS

Proficiency in the basic arithmetic of whole numbers and fractions is expected throughout a child’s academic career and early experiences can make all the difference. Take the time to learn about the common core Georgia performance standards for Mathematics so you know what your student is expected to know.

This url below lists the common core Georgia standards for Mathematics grades K-5. They are available in pull down menus on the top right-hand side of the page. These menus include grade level overviews as well as breakdowns of specific units.

https://www.georgiastandards.org/Common-Core/Pages/Math-K-5.aspx

Unfortunately just knowing what your student needs to know doesn’t ensure that you can teach it effectively. How do you engage a child’s natural curiosity and apply it to the study of math? Standard drills using pencil and paper have their place, providing repetition that is necessary to master a skill, but they are not likely to spark a child’s interest. Much more effective in this regard are hands on activities that require mathematical thinking. Below are three easy activities:

Change:

First make sure the child understands the value of each of the coins. After giving the child an adequate number of each type of coin, state the amount that he/she must come up with using the coins they have (40 cents could use 4 dimes, or 4 nickels and two dimes, or 8 nickels, etc.). As the student’s skills increase, add new challenges (e.g. can you come up with 38 cents using only nickels dimes and quarters? Why or why not?).

Quotient and Remainder:

(You’ll need a handful of M&M’s or some other small objects). First the tutor should take some M&M’s and place them into groups with an equal number in each group and some remainder left over. You will use these to simulate a division problem. The total number of M&M’s is the dividend, the number of M&M’s in each group is called the divisor, the number of groups is called the quotient, and the number left over is the remainder. Terminology is important so make sure you use these words as you work.

Numerator and Denominator:

Cut 3 circles about the size of a pizza. Have your tutor cut the 1st circle into two equal parts, the 2nd circle into 3 equal parts, and the 3rd circle into 4 equal parts. Explain that even though each of them has been divided into a different number of pieces, each is still one whole circle (i.e., 2 out of 2 pieces is 2/2=1; similarly 3 out of 3 pieces is 3/3=1, etc.). This demonstrates that whenever the numerator and the denominator of a fraction are the same, the fraction is equal to 1. Again, it is important that the students learn the correct terminology.
FOSTERING A LOVE FOR READING

1. LISTEN:
   Ask what kinds of reading your tutee does for science, social studies, etc. Does your tutee like reading? Why or why not? When is reading easy? Difficult? What does he/she like to read about?

2. READ TO SHARE EMOTION:
   Ask if they read outside of school. What types of things do they like to read? Have them bring and share a paragraph from a text that they are reading or that they really like.

3. LEARN TO LIKE LANGUAGE:
   Ask your tutee to choose a page that they like and to read it through together with you. Then ask them to write down six words that seem most interesting.

4. CREATE WEEKEND READERS:
   Suggest that your tutee read something they like for an extra 20 min a day on weekends and tell you about it when you meet again.

5. CREATE CAREFUL READERS:
   Suggest that they keep a reading journal (you might give them a small notebook to do this in). Ask them to write down what they read and when. They can also write down comments, questions and new vocabulary words.

6. DIVE INTO DICTIONARIES:
   Help your tutee look up vocabulary words from their journals or from social studies, science and language arts classes.

7. CREATE CRITICAL THINKERS:
   Have your tutee read a short story. Ask them to pretend that they are a teacher and make up reading/ vocabulary questions to ask a student that will read the story later.

8. ENCOURAGE ENRICHMENT:
   Have your tutee work easy, age appropriate crossword puzzles. They may need help in doing this, but it is a great way to learn new words and emphasizes the need to know how to spell correctly. Maybe take some vocabulary words and create their own crossword puzzle.
DEVELOPING READING & LANGUAGE ARTS

BACKGROUND KNOWLEDGE

Before you attempt to work with your student in developing reading and language arts, it will help to identify the expected competencies for a child their age.

The URL below lists the common core standards for English Language Arts grades K-5. They are available in pull down menus on the top right-hand side of the page. These menus also include resources for teachers such as “Teacher Guidance” which are very helpful resources for tutors as well!

https://www.georgiastandards.org/Common-Core/Pages/ELA-K-5.aspx

The next url is a wiki with a great deal of information on English Language Arts. On the left-hand side there are links to specific grade level information featuring helpful teaching materials.

http://georgiaelaccgpsk-5.wikispaces.com/

These links should provide you with valuable information and resources concerning language arts. However, when it comes to reading with your student, here are some things to keep in mind.

1. Sustained silent reading does not help readers who are not yet fluent. When reading with your tutee, **have him/her read out loud to you**
2. Immediately correct any errors. We don’t want them practicing the wrong way to read words (another reason why silent reading can be detrimental).
3. Focus on promoting comprehension by engaging in conversation about what you read
4. Before beginning to read, have the student read the title of the book, look at the cover and some of the pictures in the first few pages and predict what the book is about.
5. Promote comprehension by having the student predict what they think is going to happen next in the story and then see if their prediction came true. If not, discuss what was different, why was it different, and again predict what will happen next.
6. Focus on phonics, which means teaching letter sound correspondences. Encourage your tutee to sound out words and use phonics to figure out words they may not know.
7. If your student struggles with a word, make sure he/she knows what the word means. Stop and focus on vocabulary when necessary.

ACTIVITIES

Once you begin reading with your student, use the following activities to maximize your effectiveness. The activities with an * next to the name are evidence-based interventions and highly recommended for struggling readers.

1. **Word Attach Hierarchy***

The word attack hierarchy technique can help promote self-monitoring error correction. In this approach, you provide tutees with a series of prompts to inform them that they have missed a word and
have them figure out what the word is. While the tutees read aloud, you should use the following cues when a word is misread.

1. “Try it another way”: This prompt should be given immediately after an error occurs, as it informs the tutee that he/she has missed the word.
2. “Finish the sentence and then guess the word”: This encourages the tutee to use context clues to figure out the correct pronunciation of the word.
3. “Break the word up into parts and pronounce each one”: The tutee is encouraged to use his/her knowledge of phonics to sound out the word, one small section at a time.
4. Using a small piece of paper, cover up parts of the word and teach the tutee how to sound out the part of the word that is visible using step 5. This will teach the tutee how to reduce the amount of visual information in each word.
5. “What sound does ‘___’ make?”: While parts of the word are still covered by index cards, encourage the tutee to use phonics to sound out each small section and then blend those sounds together to get the whole word.
6. “The word is ___”: If the tutee cannot decode the word after steps 1-5, provide him/her with the word. Have him/her repeat the word and continue reading.

2. Repeated Readings*
   Focus: Fluency
   Materials:
   ✓ Book
   ✓ Timer
   ✓ Paper
   ✓ Writing Utensil

This reading intervention is easy to implement with students’ classroom reading materials. Pick a starting point that is easily recognizable. You can write down the page number you started on to remind you. Have the student read for five minutes. If the student makes an error, say the correct word, have them repeat the word, then read the phrase or sentence over again with the correct word. At the end of 5 minutes make a note of where the student stopped. Have the student read that same section again following the same error correction procedures. This time, keep track of how long it took the student to read the section using a timer. When the student is done reading, inform him/her of how long it took him/her to read the section. Provide praise for a time shorter than 5 minutes. If it took the student longer, encourage them to try and beat their time. Follow the same procedures two more times so that the student reads the section 4 times in total. Hopefully the students’ time will decrease across readings.

3. Folding In*
   Focus: Sight word vocabulary
   Materials:
   ✓ Flash Cards
   ✓ Writing Utensil

With the “Folding In” technique students review flash cards at a ratio of 80% known to 20% unknown. This means that 80% of the cards in the set are words they know how to read, and 20% are words they
do not know how to read. First you’ll have to review all flash cards, separating cards into two piles—known words and unknown words. Select 8 known cards and 2 unknown cards to create your working pile. Go through the cards with the students and praise for correct answers. Provide correct pronunciation when a word is misread or unknown (e.g. no answer after 3 seconds) and have the tutees repeat the word 3 times. Once they read an unknown word correctly on three occasions, that word card becomes a known card. You can keep track of known and unknown words by keeping a separate list of each. Once an unknown card becomes a known card, a previously known card is removed from the working pile and a new unknown card is added. This keeps the 8:2 ratio constant. Continue working through the unknown pile until all flash cards are easily read.

4. Make an Illustrated Vocabulary Book

Memorizing vocabulary can be tough, but getting creative with the process can be a big help. Here's a great activity to get your student using imagination and artistic skills to create a handmade vocabulary book complete with illustrations.

What You Need:

- Paper
- Crayons, colored pencils or markers
- Pencil or pen
- Ruler
- Stapler
- Your student's vocabulary list

What You Do:
1. Set aside one sheet of paper for each word that is to be introduced or practiced.
2. Place the pages in a stack and fold them all in half to form a booklet. Staple the folded edge so that the pages hold together.
3. Open your booklet to the first two page spread. At the top of the left-hand page, have your child write the first vocabulary word on his or her list.
4. Next, your student should use his or her drawing supplies to illustrate the word. His or her interpretation can be straightforward or abstract, just as long as he/she is applying his/her knowledge of what the word means.
5. When he/she has finished his/her first drawing, have him/her write a sentence that correctly uses a new vocabulary word on the top of the right-hand page.
6. He/she should then use the rest of the right-hand page to illustrate the sentence. For instance, if the sentence is something like "Lighthouses help ships know where land is so that they don't run into things," he/she might draw a lighthouse with a ship, a ship run aground, or a sailor looking through a telescope. Here he/she can let his/her imagination and creativity free!
7. Write and illustrate the rest of his/her vocabulary words on the remaining page spreads of the booklet. This does not have to happen all in one day: in fact, you can use a blank notebook or simply keep adding to his or her handmade booklet to make an illustrated vocabulary book containing all of his/her vocabulary!

5. Prefix-Suffix Flipbook
By fourth-grade, when kids start being more sophisticated literature, chances are, they are also encountering unfamiliar words that are longer and harder to decode. While words like "transportation" and "predetermination" can be daunting on paper, but don't let that discourage or student.

What you need:

- Construction paper
- Stapler
- Markers
- Copy paper cut into fourths

What to do:

1. Fold a piece of construction paper in half vertically. Turn it so that the fold is at the top, like a tent. This will be the flip book cover.
2. Choose a prefix or suffix to focus on, and write it on the front cover. See the lists below for some ideas.
3. Open the flipbook. Stick several pieces of the cut paper into a neat pile. Staple them inside the flipbook on the bottom half of the page. If you are working on a prefix, staple them on the right side. If you are working on a suffix, staple them on the left side.
4. Use a marker to write the chosen prefix or suffix on the construction paper in the space next to the stapled papers.
5. Now that you have created the flipbook, it's time to feel the pain! Encourage your child to look for words that have a prefix or suffix. He can listen for these words and conversations or movies, or look for them in books, newspapers and magazines. You can even help him by making it a family event and giving a point each family member who correctly identifies the word with the featured prefix or suffix.
6. Repeat these steps to create new flipbooks for other prefixes and suffixes.

Notes on prefixed and suffixes:

- Some common prefixes: pre-, un-, re-, dis-, trans-, pro-, tele-, inter-, semi-, bi-, tri-, super-
- Some common suffixes: -ed, -ing, -tion, -ment, -able, -ible, -ful, -or

Prefixes are word parts placed at the beginning of a word to change its meaning. For example, at the prefix "pre-" (meaning 'before") to the word "wash", and you get "prewash", a word meaning "to be washed in advance".

A suffix goes at the end of the word it to change its meaning or part of speech. If you are the suffix "tion" to the adjective "determined" for instance, it becomes the noun "determination".

Prefixes and suffixes are good for breaking down big words and making the reading process easier.

6. Enjoying Poetry
Shel Silverstein writes fun poems for children. With your student, choose some poems from *Where the Sidewalk Ends* to read together and discuss. After reading a few poems, use the rhyming dictionary provided in the reading center materials to help your student write their own poem or song.

7. **Start a Book Club**

Check out a book that you and your student can be together. If you can find two copies of the book, you can read the book as "homework" then discuss the book during tutoring, like a book club. If you can only find one copy of the book, then read the book together and discuss the plot after reading a section of it together. Have the student read out loud to you sometimes, and other times you can reach a student, modeling proper reading expression. While you were reading together, keep in mind the tips provided at the beginning of this binder. Stop at difficult words and make sure your student knows what they mean. If he/she does not, you can have him/her look up the word in dictionary. You can combine this activity with the vocabulary book activity and have them add the word to their vocabulary book.
LIST OF RESOURCES

This is a list of the physical resources we have on-site to help you plan for your tutoring sessions. If there is something you think you need to work more effectively with your tutee, please let a supervisor know and we will do our best to provide it.

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<th>School Supplies</th>
<th>Math Manipulatives</th>
<th>Games</th>
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<td>Counting Cubes</td>
<td>Brainquest</td>
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<tr>
<td>Pens</td>
<td>Fraction Tiles</td>
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<tr>
<td>Tape</td>
<td>Fraction Bars</td>
<td>Boggle</td>
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<tr>
<td>Glue Stick</td>
<td>Fake Money</td>
<td>Scrabble</td>
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<tr>
<td>Ruler</td>
<td>Flash Cards (Multiplication, Division, Addition, Subtraction)</td>
<td>Chess/Checkers</td>
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<td>Markers</td>
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<td>Bingo</td>
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<td>Colored Pencils</td>
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<td>Crayons</td>
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<td>Paper (Lined/Colored)</td>
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<tr>
<td>Notecards</td>
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<td>Connect 4</td>
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<tr>
<td>Dictionary</td>
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