

Literacy Volunteers of Wayne County, Inc.

Session I
Basic Literacy Tutor Training
Self-Study

Contents:

I. Introduction

- Meet the office staff and explore the materials and resources available to you.

II. Working with Adults

- Look at some theories of how adults learn and how these theories can be applied to tutoring.

III. Respect

- Will introduce the importance of respect to tutoring sessions and will discuss sensitivity to differences and investigate ways to improve your listening skills.

IV. Real Life Materials

- Helps you observe which real life materials may be useful to your student and tutoring based on everyday use.

V. Reading and Writing

- Learn some techniques of reading and writing and how they can be used to instruct your student.

VI. Modeled Reading

- Introduces Modeled Reading and its value for teaching reading.

I. Introduction

An Introduction to Literacy Volunteers of Wayne County

Visit the office and complete the following checklist:

1.) Meet the LV Wayne Staff: Boyd – Basic Literacy Coordinator, Chris - Director, Vera – ESL Coordinator, and other office personnel.

- Learn who is in each position and what the positions can help you with during the tutoring process.

2.) Tour the office

-View locations of materials that can be used to add to tutoring, and learn tools you can use in the office like the computers.

3.) Receive a copy of TUTOR

- This is the instruction manual you will be using during the training to learn about tutoring and the methods involved. If possible, we ask for a \$15 donation to help defray the cost of the manual.

4.) Review/reflect on information from Orientation

- Use your visitation time to share your thoughts and ask any questions you have about the orientation and tutoring.

5.) Complete and turn in a Tutor Information form, if you have not done so already.

- This information lets us get to know you and helps us when setting up possible tutor matches.

II. Working with Adults

Step One: Take the online course at *Verizon Thinkfinity Literacy Network* - “Working with Adult Literacy Learners” (<http://literacynetwork.verizon.org/Free-Online-Courses.21.0.html>). (45m)

- This class teaches about the adults who come to literacy programs: who they are and what they are like, how adults learn best and why, about the different kinds of adult literacy programs and how they teach their students, and the important roles that volunteers can play in those programs.

Complete the whole course, but pay special attention to the section “How Adults Learn Best”. Write down your answers to the questions in the lesson and complete the “review” section at the end.

Step Two: Explore Four Key Factors

Adult learning theorists have identified four key factors that help adult students learn:

1. **Respect**
2. **Immediacy**
3. **Relevance**
4. **20% Hear**
40% Hear and See
80% Do

What do these things mean?

Respect: The learner feels valued as an individual whose ideas and opinions are appreciated.

Immediacy: The learner can see a need for the new knowledge or skill and can experience success within a short time frame.

Relevance: The new knowledge or skill relates to and builds on the learner’s own experiences.

80% Do: People remember more when they do it themselves, rather than only hearing about it or even seeing it demonstrated.

These concepts are a vital part of this training and will be referred to often.

In your own life, perhaps there was a teacher who really believed in you. Maybe you had an urgent need for some new skill. Share an example of when one or more of these four factors contributed to helping you learn something new.

Right now, in this training, you are an adult learner. It is our intention throughout this training to apply these concepts to help you learn to tutor. First, we hope to show you respect by asking questions to draw out your thoughts and by giving you a variety of activities that fit different learning styles. Second, you will develop a ‘toolbox’ of techniques that you can apply right away to helping your student learn to read. After you begin tutoring, we will provide other opportunities to add to your skills. Third, we believe you already have many of the skills you need to be a good tutor. It is our goal to help you make the connections between your own experience and teaching someone else. Finally, because active participation is so important, we will ask you to spend some time “doing” what you have learned. Although this is a self-study package, please don’t make the mistake of short-changing yourself on this very important part of learning.

What are some ways that you could apply these ideas in a tutoring situation?

Respect:

Immediacy:

Relevance:

Doing:

Step Three: Read TUTOR - TUTOR’s Five Themes (p. 1-3)

What strikes you about the fact that four of the five themes are about the relationship between tutors and students, while only one is about language?

Step Four: Read TUTOR - Learning and Tutoring (p.18 -35) and complete the exercises in the book.

Step Five: Answer the following thought questions:

After completing this section, how has your understanding of adult learners' sensitivities and complications increased?

What new information have you discovered about how adults learn?

In your own words, how do you see your role as a tutor?

Optional: For more information on how adults learn, take the *Verizon Thinkfinity* – “Principles of Adult Learning” course and complete the review section at the end (90m)

-Combining videos and text, this interactive course reflects on how the literacy or ESL student's life experiences and challenges affect their learning process. It helps tutors recognize how students' challenges can result in other strengths and skills, and understand some of the physical, sociological, and physiological issues that adult literacy students face.

III. Respect

A. Sensitivity

Watch “Sensitivity: The Other Half of Communication”, Part One of the “*Training by Design – Adults as Learners*” video (19 m)

-The video discusses sensitivity to adult learners who may be apprehensive about beginning tutoring.

What could be some of the consequences of a lack of sensitivity?

What are some other ways you could communicate sensitivity to your student?

B. Listening

Step One:

Read the role play below:

Speaker 1: What are your views on capital punishment?

Speaker 2: I believe it is a suitable punishment under some circumstances such as mass murder.

Speaker 1: So you believe that the state has the right to commit murder when the individual doesn't have that right?

What is wrong with the conversation in the role play?

How could this affect the tutoring session?

Step Two: Conduct your own research using the Internet or your local library to find 2-3 articles on listening strategies, listening skills, and/or active listening. List the articles' references or print the articles. After reading the articles, summarize the main points below:

Why would listening skills be important for tutoring sessions?

C. Social and Cultural Differences:

Pick **one** of the following:

- 1.) Obtain a copy of the Nacirema exercise and fill in your answers. When you are done, discuss with one of the trainers the significance of this exercise
- 2.) Complete the *Verizon Thinkfinity* course – “Culture and English Language Learners”. Focus on the sections “Learner Diversity” and “Instructional Implications”.
- 3.) Conduct your own library or Internet research and review 2-3 articles on dealing with cultural and/or social differences.

Why is it important for tutors to be able to understand and react appropriately to differences in their students’ customs?

D. What other ways can we show respect in tutoring situations?

IV. Real-Life Materials

Think of all reading and writing you have done in last 24 hours. List the different activities you have done which involve reading and writing:

Look through your house and make a list of items you use every day that involve literacy skills: (An example list is: telephone bill, recipe, letter from school, checkbook. What would you add to it?)

Describe one of your items:

What information can you get from it?

What skills do you need to use it effectively?

Describe how you might use some of your real-life materials in a tutoring session:

List three or four reasons why real life materials can be important in tutoring:

How do real life materials relate to the four factors of “How Adults Learn” (ie: Respect; Immediacy; Relevance; Doing).

Optional: For more information on Real-Life Materials visit the *National Center for the Study of Adult Learning and Literacy* (NCSALL) website (www.ncsall.net/?id=591) and complete one of its courses on “Authentic Contexts”.

V. Techniques of Reading and Writing

A. Sight Words and Context Clues

Watch the LVA Training Video #3, Sight Words/Context (30 m)

- The video discusses and explains in depth the use of sight words and context clues as ways to instruct a student and provides many examples to follow.

Sight Words

1.) Read TUTOR p. 53-56

- This segment introduces sight words, defines them, and instructs on how to teach them to a student.

2.) Using the Greek Word cards on the next page, practice teaching sight words with a partner using the process on page 56.

3.) Answer the following questions:

What are sight words?

Why are they important?

In what situations do you think teaching sight words might be useful?

During your practice with Greek sight words, what strategies did you use that might also be helpful to your student?

What else did you learn from your practice that might be insightful when trying to teach sight words?

Context Clues

Good readers make predictions as they read to help make sense out of print. Context clues use the students' background knowledge to predict the meaning of new words. Remember the importance of relevance to how adults learn? Titles, the meanings of other words, and the first sound of a word all give clues to a possible meaning of the word. It might help your student to think of context as the "neighborhood" in which the word lives.

What other kinds of context can give clues to a reader...

- on a sign?
- in a magazine article?
- in a book?

Many new readers will freeze when they come to a new word and stop reading. However, the meaning of the word often becomes clearer in the rest of the sentence. Students may need to develop the skill of finishing a sentence and then going back to an unfamiliar word. They need to be able to see how the whole passage and the individual word fit together. When using context clues, help your student focus on meaning. Don't worry so much about finding the exact word, as much as finding a word that makes sense in that instance. As your students develop other skills (sight words, phonics, etc.) they will become better at finding the "right" word.

Cloze Activities

Cloze activities are a way for tutors to provide students with practice in developing their use of context clues.

- 1.) Read TUTOR p.57-58 and review the cloze examples on pg. 57

- This segment introduces and explains the process of using cloze sentences

2.) On a separate sheet or below, design three different types of Cloze activities using passages of your own choosing.

B. Phonics and Word Patterns

Watch the LVA Training Video #4, Phonics/Word Patterns (30 m)

- The video discusses and explains in depth the use of phonics and word patterns as ways to instruct a student and provides many examples to follow.

Consonants

- 1.) Read TUTOR p. 58-65
 - explains and introduces consonant sounds, including blends and digraphs, and instruction methods
- 2.) Practice teaching consonant sounds with a partner following the procedure on pg. 60-63
- 3.) Answer the following questions:

What is the difference between a blend and a digraph?

What are three important things to consider when choosing a key word to represent a consonant sound?

In what situations do you think it would be useful to teaching consonant sounds using this technique?

What insight have you gained from your own practice that could help you when teaching consonant sounds.

Vowels and Word Patterns

- 1.) Read TUTOR p.65-71
 - discusses vowels and explains word patterns, their rules and how to teach them
- 2.) Practice teaching word patterns using the process on page 68 with a partner.
- 3.) Answer the following questions:

What are some reasons why vowels are difficult to teach?

What are some of the benefits of teaching word patterns?

In what situations do you think teaching word patterns would be useful?

Based on your own practice, what insights do you have that could help you when teaching word patterns.

2.) Take the *Verizon Thinkfinity* course – “Phonemic Awareness” (60 m)

C. Complete the following thought questions to conclude this section:

How do these techniques (sight words, context clues, consonant sounds, word patterns, and multi-syllabic words) help you better understand the process of reading and writing?

What are some ways these techniques can be integrated with the four key factors of how adults learn (respect, immediacy, relevance, doing)?

What questions do you have about these techniques?

Optional: Review these techniques and see demonstrations using a slightly different approach by watching the video “*Training by Design – Word Recognition*” (31m)

VI. Modeled Reading

Take some time to read to someone such as a child, a friend, or a nursing home resident.

Describe your experience:

Research indicates that reading stories out loud to children is one of the best ways to help them learn to read. Such reading gives the child a model to follow. Even a very young child benefits from seeing the relationship between the written and spoken word. Children quickly pick up the basics, such as which part of the book is the front and that reading is done from left to right. Expressive reading creates interest and sparks imagination. The child's relationship with the reader creates positive feelings about reading.

What benefits might there be for an adult learner to hear something read out loud?

We encourage you to take some time at the end of each session to read out loud to, or with, your student. This allows you to show your pleasure of reading and to end your lessons on a relaxing note. Finally, by sharing something of personal interest you help to build your relationship with your student.

Checkpoint:

At this point, please make an appointment to come in to the office to review your progress and to demonstrate the specific techniques from this session.

Consider the following questions as you review what you learned in Session I.

- What did you learn that was new?
- What more do you feel you need to learn?
- What part of this session did you like? dislike?
- What thoughts and ideas came to you during this session?