

Santa Fe Springs City Library Literacy Services

12-Hour Adult Tutor Training

Night 1

10 min. Allowance for starting late. As people arrive, have everyone fill out Tutor Data Sheet, City volunteer application, name tag and sign in. Hand out Night 1 Review Questions worksheet (answer throughout evening)

15 min. **Introductions:** staff, volunteers (what brought you here tonight? Why literacy?)
 Intro Library Director
 History of Literacy Services in SFS
 What our program is (literacy) What it isn't (ESL) Talk about difference
 Bigger Literacy Picture (State Library Stats)
 Where to tutor
 Making use of library resources

20 min. **Assessment, Placement and Tutoring Schedule**

- Student-Centered Tutoring
- Go over sample assessment – how to read data
- All students assessed and placed in a Step (1 – 4)

20 min. **Step Overview & Lesson Plan Samples**

Learning Words & Sight Word Spelling	Connected Reading	Word-Attack Skills	Listening/Reading Comprehension	Writing	Reading Aloud
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(approx. 20 min/section. Allow 10 min for Review at beg. of lesson)

10 min. **Equip volunteers with the essentials to begin tutoring**

- Student Data Sheet
- Student Notebook (incl. writing journal)
- Dialog Journal
- Portfolio
- “Starter” packet of tutoring materials

10 min. **BREAK**

10 min. **Group Discussion** – Causes of illiteracy, What is functional literacy, Characteristics of a good tutor

20 min. **Reading Strategies**
 Read “In the Darkness of the Night” and discuss techniques used to figure out unknown words. Show 3-legged stool diagram intersecting Meaning, Word Order & Grammar, and Phonics. Discuss diagram.

50 min. **Basic Skill Good Readers Know**
 Consonant, vowel (long and short), blend (2 letters, 2 sounds) , digraph (2 letters, 1 sound), diphthong (vowel digraph), *voiced and unvoiced sounds, continuant, stop (handout)*, tapping out sounds, scooping syllables, and clapping out groups of sounds versus tapping out individual sounds. Go over Letters, Sounds & Beats handout. Do 2 - 3 together. Assign for homework.

15 min. **Show Enrique’s Story**
 Discuss story and what questions about literacy/tutoring were raised/answered

Adult Tutor Training

Night 2

- 15 min. **Review**
- Night One Review Questions worksheet
 - Basic Skills from Night One
 - Hand out Night Two Questions
- 10 min. **Hand Out Adult Tutor Manuals**
Walk through Table of Contents and show chapter headings in manual
- 60 min. **Six Syllable Types** (Show Word Attack section in manual. Ask how many skills in manual – 16)
- Closed Syllables
 - What is the sound of the “a” in t-a-p? Why is the vowel sound short?
 - Dictate nonsense words – say only once
(gup, reb, sprad, twib, prub, gand, flosp, quaz, phom, thep, hisk, spug)
 - Discuss variations
 - Silent e Rule
 - Open Syllable
 - R-Controlled Sounds
 - Consonant –le Sounds
 - Vowel Digraphs (2 letters, 1 sound)
- 5 min. **Lesson Plan**
Hand out blank lesson plans to be filled out after each section is practiced
- 30 min. **Learning Words**
1. Sight Words boy fùßgängerunterführung
Demonstrate how to teach new sight words (group practice)
Demonstrate how to review sight words -- yellow/white/green cards (group practice)
 2. Sight Word Spelling
Demonstrate how to teach sight word spelling, student notebook entry (group practice)
Demonstrate how to review sight words spelling (group practice)
Watch *Literacy Solutions* segments on sight words for beginning and advanced students
 3. Lesson Plan entry for Learning Words
- 10 min **BREAK**
- 40 min. **Connected Reading**
Demonstrate and practice using word cards for beginning readers
READING A TEXT
Show *Literacy Solutions* segments with beginning and advanced students
Discuss interaction between tutor (Meg) and students
Variations on Connected Reading:
ECHO READING – demonstrate and group practice
DUET READING – demonstrate and group practice
- 10 min. **Reading Aloud**
Model for group, discuss section in training manual, lesson plan entry

Adult Tutor Training Night 3

- 35 min **Review**
Review Questions worksheet
Open Forum
Quick review of Word Attack
- 60 min **Comprehension**
Why do we read?
Vocabulary development, student dictionary, student journal (personal dictionary section)
Planck's Constant exercise (knowledge vs. memorization)
Adopt Puddles exercise (source, mood, and purpose of written material)
Strategic Reader's Plan (Discussion, model, group practice)
Listening Comprehension
Discuss recall, translation & order, summary, vocabulary, inference & other critical thinking questions. Have volunteers read short passages and write questions. Discuss.
Reading Comprehension
Review 6 exercises
Lesson Plan Entry
- 10 min. **BREAK**
- 60 min. **Writing**
Discuss Writing Process in Training Manual
Model Clustering as sample brainstorming activity, group practice
Language Experience Story
Story Starters (demonstrate and group practice using jars of objects)
Lesson Plan entry
- 15 min. **Tour of Library and Reading Lab**
Choose Word Attack Skill to teach Night 4

Adult Tutor Training Night 4

- 30 min. **Review**
Review Questions worksheet
Open Forum
Q & A on different comprehension questions and difference between Connected Reading and Comp.
- 90 min. **Manipulatives and Multi-sensory approach to teach Word Attack Skills**
Different colored letter and word cards, letter and word tiles
Reminder about using green cards for unknown words and recording them in manual
Rhyming
Auditory Discrimination cards
- 10 min. **BREAK**
- Continue teaching Word Attack Skills**
Volunteers to teach their word attack skill to their group (discussion at end with all volunteers)
Discuss difficulties, successes
Review any WA skill and exercise volunteers find difficult
- 15 min. **Overview Only** (See Training Manual)
Prefixes & Suffixes
Working with Syllables
Contractions
Mechanics Chapter
- 10 min. **Roles and Goals** (show form, go over in detail with student/tutor at first meeting)
What's Next?
3 hours independent study in Reading Lab
Hand out tutor bags, certificates

