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Self-Paced Tutor Training Materials to accompany Tutor 7

These questions will guide you through Tutor 7, the Literacy Volunteers' training materials which will prepare you to work with a basic reading adult learner. Keep this sheet, your answer questions, and any activities you complete in the course of this self-paced tutor training in a training portfolio. You will need to bring that portfolio with you when you have your certification meeting. You will also need to record your volunteer hours.

As always, feel free to call our office with any questions: 296-3400.

SELF PACED TUTORING ACCOMPLISHMENTS CHECK LIST

1. _____ Called Literacy Volunteers and expressed interest in becoming a tutor
2. _____ Received packet in the mail about Literacy Volunteers and read it
3. _____ Met with staff to fill out in-take form
4. _____ Met with staff to fill out Confidentiality form
5. _____ Picked up Tutor 7 Training Manual
6. _____ Picked up Volunteer hours sheet
7. _____ Read Tutor 7
8. _____ Completed Tutor 7 Workbook questions
9. _____ Toured Literacy Center at Morgantown Public Library
10. _____ Toured 2nd floor of Morgantown Public Library where Recorded books and other materials are located.
11. _____ Visited ProLiteracy Web page
12. _____ Visited MCLV or PCLV web page
13. _____ Scheduled appointment to talk with staff about answers
14. _____ Assigned adult learner—review packet
15. _____ Contacted office with questions about how to start, if necessary
16. _____ I understand that during the course of the year that I will participate in at least two activities in addition to the weekly tutoring such as an in-service training, conference, networking dinner or fund raising event.

CHAPTER ONE—WHAT IS LITERACY

1. List five skills you feel form the foundation of literacy.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. What are the 4 components to Language? Explain each one.

| | |
|--|--|
| | |
| | |
| | |
| | |

3. Tutor 7 notes that the definition of literacy has undergone changes in the last 100+ years. What has prompted that change? How do you see the definition of literacy changing in the future?

4. Tutor 7 lists three views of reading. **A.** What are the strengths of each of these views of reading? What are the weaknesses? **B.** How does each view work to integrate the language components explained on page 6?

A.

| | (+) | (-) |
|----|-----|-----|
| 1. | | |
| 2. | | |
| 3. | | |

B.

5. What does a “learner centered” approach to teaching suggest to you? What tools would you use for this approach?

6. List the things that you have done over the past 24 hours which have involved reading, writing, listening and speaking

| READING | WRITING | SPEAKING | LISTENING |
|---------|---------|----------|-----------|
| | | | |
| | | | |
| | | | |
| | | | |

☺ **Good job take a little break.**

CHAPTER TWO—LEARNING AND TUTORING

1. Tutor 7 lists four characteristics of adult learners (pp. 22-23). How might these aspects of characteristics help adult learners? How might aspects of these characteristics hinder their learning?

| | (+) | (-) |
|----|-----|-----|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

2. Review the characteristics of good tutors, and then look again at Tuckman’s model of the group process (pp. 31-34). Each of the stages requires emphasizing a different characteristic of good tutors. Which characteristic would you emphasize in each stage, and why?

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |

| | |
|----|--|
| 4. | |
| 5. | |

3. Consider your reasons for wanting to become a Literacy Volunteer Basic Reading Tutor. What strengths do you feel will best serve you and your adult learner as you work collaboratively toward his/her goal? What do you anticipate you will need to work on? What, if anything, makes you nervous about your role as a tutor?

| | | |
|-----|-----|---------|
| (+) | (-) | Nervous |
| | | |

4. Who was your most memorable instructor and of course what made them memorable?

☺ **Keep up the good work, take a little walk.**

CHAPTER THREE—READING

1. What are some reading strategies that go on . . .

| | |
|----------------|----------------------------|
| Before Reading | 1. 2. 3. 4. |
| During Reading | 1. 2. 3. 4. |
| After Reading | 1. 2. 3. 4. 5. |

2. What's the difference between LITERAL INTERPRETATION and INFERENCE?

3. Based on the information presented about reading strategies, devise a short lesson plan for an intermediate student (more will be covered on lesson planning in Chapter 8). Assume that your student recognizes some, but not all, words; and that he/she can sound out some, but not all, unknown words. Your goal is to secure literal comprehension and to practice inference skills. In your lesson plan, include the type or name of the text you would use. Write down any questions you would ask the student, and note why you chose to ask these specific questions.

LESSON PLAN

| | |
|---|-------------------------|
| Student Name: _____ | Tutor Name: _____ |
| Date of Lesson: _____ | Length of lesson: _____ |
| Lesson Goal: _____ | |
| Word List: _____ | |
| Review homework from last session : _____ | |
| This lesson: | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| Adult Learner Comments: | |
| _____ | |
| _____ | |
| Modeled Reading activity: _____ | |
| Notes: | |
| _____ | |
| _____ | |

☺ **Wow you are working hard. Better take a break and get a drink of water. WHEW!**

CHAPTER 4—Techniques Used in Collaborative Tutoring

There's a lot of material in this chapter. It is our opinion this is the meat of the manual. Be patient, and devote a good chunk of time to answering these questions. These questions will help make these

techniques familiar to you, so that you can use them with ease even in your early lessons.

1. List the five techniques used in collaborative learning. How does each work? How might you blend one or two of these techniques together?

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

2. What are the 7 steps involved in the Language Experience technique.

| Steps | Example or my thoughts on how to use |
|-------|--------------------------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |

3. Practice the **language experience** technique with a friend, roommate, relative, or co-worker. Follow all of the steps laid out in Tutor 7 on pp. 48-53. After you have completed this exercise with a partner, review the procedure and the story you've produced. What are the strengths of this approach? What are the weaknesses? Is there anything you would like to try differently next time? Add the story to your training portfolio.

| | |
|---------------|----------------|
| Strengths (+) | Weaknesses (-) |
| | |

4. What are the 4 types of **SIGHT** words? How would you include those in a lesson?

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |

5. What is the **CLOZE** procedure?

6. Write two sample **CLOZE** procedure sentences. How do you think this technique will be helpful? What are its limitations, and what activities or techniques would you use to complement and address those limitations?

7. Prepare a **phonics** lesson using the steps listed in Tutor 7 (pp. 58-66). Choose a single sound like “s” or “k”, not a blend like “th” or “sh.” Practice this lesson with a partner. What are the benefits of the phonics approach? What are the limitations? Be prepared to deliver this lesson in your training session and to discuss with your trainer what you altered in your approach after the practice session with your partner.

| |
|------------------|
| Describe Lesson: |
|------------------|

8. What aspects of a learning style might the **VAKT** approach address that these other techniques do not? What are the limitations of the VAKT approach? List two for each.

| TYPES | +/- |
|-------|-----|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

CHAPTER 5—WRITING

1. Review the steps to the **writing process**, and be comfortable enough to discuss them at your certification meeting.

| Step | How it works |
|------|--------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

| | |
|----|--|
| 5. | |
| 6. | |

2. How would you use the **writing process** in a lesson with a beginning student? What would you adjust in preparing a similar lesson with an intermediate student?

3. How can you help students **pinpoint** their goal?

4. How would you help a student with **spelling** during a lesson? What would you suggest to the student who wants to improve spelling while at home?

CHAPTER 6—INTERVIEWING THE POTENTIAL LEARNER

1. What is your most important qualification as a new tutor?

2. What do you think is the single best personal characteristic you will bring to tutoring? Why?

3. What apprehensions do you have about meeting your student?

4. Name five things you want to accomplish in your first interview with your student.

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

5. Prepare to interview your tutor trainer as a potential student during your meeting. Keep any notes or materials you make for this in your Training Portfolio.

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CHAPTER 7—RESOURCES AND ACTIVITIES

1. List the 8 **resources** and prepare a short summary of how you might use each of them.

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |

2. Name three resources, activities, or materials *not* in this chapter which you think you might use. These can be specific books or articles, new games or discussion ideas—anything you think of!

| |
|--|
| |
| |
| |

3. Why use a variety of materials? Within that variety, what one thing should all materials selected have in common?

CHAPTER 8—ASSESSMENT AND LESSON PLANNING

1. How would you define formal assessment? What are its limitations?

2. How would you define informal assessment? What are its limitations?

3. What do you feel are the most important aspects of lesson planning described in this chapter?

4. How will you check to insure that the information you present has been *really* learned?

CHAPTER 9—TUTOR READINESS EVALUATION

1. Review the 8 lesson planning tips (p. 133). Choose any student from the Case Histories (pp. 134-135) and prepare a plan that addresses the 8 tips. Assume that this will be your second meeting.

2. How does your attitude effect your tutoring session and the life of the person that you are volunteering to tutor?

CHAPTER 10—THE TUTOR LEARNER MATCH p. 137

1. When you meet with your student, how will you decide on each person's responsibilities?

2. How will you make sure that each person fulfills his/her responsibilities?

3. How will you handle a situation in which one party slacks a bit on his/her responsibilities?

4. Take ten minutes and consider your impending match. What excites you about volunteering as a tutor? What do you hope to accomplish for yourself? What do you hope to help someone else accomplish?

| EXCITES ME | MY ACCOMPLISHMENT | STUDENTS ACCOMPLISHMENTS |
|------------|-------------------|--------------------------|
| | | |

Your almost done! Just one more page!

CHAPTER 11—THE UNWRITTEN CHAPTER

You will need to use your thinking skills to find these answers.....

1. What year did our local program start? (between 1980-1990) _____

2. What is the office address? Where is it located? Phone? Web site?

3. How many volunteer board members are there (note list is on office door) _____

4. Who is this year's Board President? _____

5. How often do you turn in your volunteer hours? Please circle

Hourly Daily Monthly Quarterly Yearly Don't tell it's a secret

6. How does your quarterly volunteer hours sheet arrive to you?

Carrier pigeon Kite Quarterly newsletter Federal Express Morse Code

7. Are we funded by United Way? YES no

8. Do we need help fundraising? YES no

9. We have a computer lab at?

Pisgah Morgantown Public Library Kingwood Public Library Bretz

10. Our annual membership meeting/picnic is held in

A wheelbarrow Car Exhaust Bicycle JUNE Sabraton Office

*Thank you for volunteering with Monongalia County Literacy Volunteers.
Our students appreciate your dedication of time and talent!
Your efforts **will** change a life.*

