

Have you met me yet?

Portraits of Readers who Struggle with Reading

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A Conversation...

- 'Why' children struggle with reading
- 'What' to do as a ONE TO ONE volunteer tutor
- Add tools to your tutor tool box



Meet
Stephan

Stephan

- Stephan is a shy boy in grade one. He has some knowledge of the letters in his name. However, he is struggling with letter recognition and how they represent sounds in our alphabet. He is not retaining basic sight words.

Shyness in Young Children

- Shyness is one form of **temperament** or the way a child interacts with the world.
- In a tutor session, shyness or withdrawal (*child turns away, looks down or doesn't say anything*) may appear as part of the student's overall personality or as a response to a particular **stress** factor.

Shyness in Young Children

- Give the child something to do that will make him/her feel important.
- Notice and name strengths.
- Talk first - Begin the session by talking about something the child is interested in.
- Give the child time to respond.
- Help the child understand that mistakes are okay.

Foundation of Reading

- There are **26 alphabet letters**.
- Each letter has an uppercase and a lowercase version, which means there are **52 shapes** to remember.

Letters and Sounds

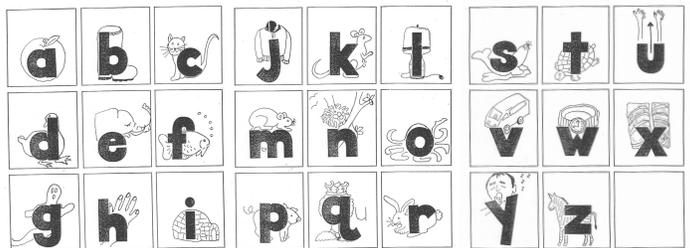
- Along with 52 shapes, the English language contains **44 sounds**, created from 26 letters.
- Students must learn the sound(s) associated with each letter and letter combinations.
- Some of the sounds are similar and this presents a new struggle.

Strategies for Getting Kids into Books

- Integrated alphabet
- Automaticity for sight words
- *Set aside 8-10 minutes to begin practicing the integrated alphabet and sight words.*

Integrated Alphabet

- Integrates letters with a **visual** key word



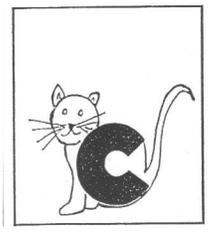
ABC...The Sequence of Introduction

- . c o a
- . d e j
- . b f
- . u r
- . i s
- . p g q u
- . k t
- . m n
- . h l
- . w v x
- . y z

Association 1: **Visual**

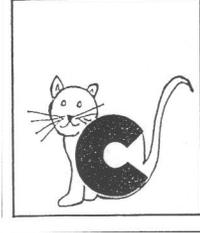
- Tutor: Points to the letter "**C**" and says, the name of the letter is "**C**".

Work with a partner.
Let's try it together.



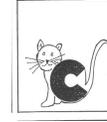
Association 2: **Auditory**

- Tutor: The name of the letter is "**c**" and the sound of "**c**" is "**k**" as in **cat**.
- Student: Points to the letter and says the sound for the letter.



Association 3: **Integration**

- Tutor: Show me the letter "**c**".
- What sound does the letter "**c**" make?
- Student responds and then, practices with the 'arm walk'.



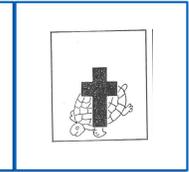
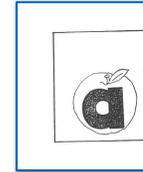
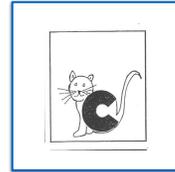
Arm Walk

- Model the 'arm walk' and have the student repeat.



Making Words

Say it slowly.

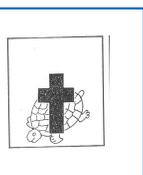
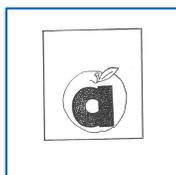
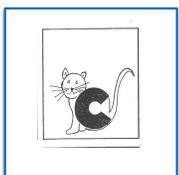


Tutor points to "c"

and groups "at"

Making Words

Say it quickly.



Tutor quickly runs a finger under the word.

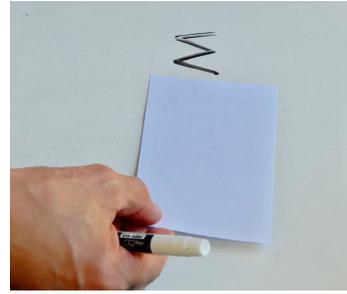


Sight Words

- The set of basic words that reappear on almost any page of text.
- E.g., the, he, were, does, me, be
- <http://www.one-to-one.ca/>
- Click on resources, Dolch Word Flash Cards



Write the word in full view of the student.
Say the word.



Use an index card to cover up the word. Then
reveal the word one letter at a time.
Have the student name each letter as it is
uncovered.



Give the student the letters to make the
word. Have the student unscramble the
letters to make the word.



After the student forms the word, have the
student name each letter, pushing them up
one at a time.



Have the student write the word. Then, have
the student trace the word with different
coloured felt pens.



Meet
Linda

Linda

- Linda is a Grade 3 student and is one of those children that you can't quite figure out. She does not take much notice of her tutor's advice. She rushes through her reading and guesses at most of the words. Her comprehension is poor as the words she tries to guess are those that contribute the most information to the sentence.

What exactly is comprehension?

- *Comprehension is an active process that requires intentional and thoughtful interactions between the reader and the text.*
- The ability to focus on text is vital to comprehension.
- Many students do not recognize when comprehension is not taking place.

Strategies for Getting Kids into Books

- Teach the student how to click and clunk.
- Have the student hold up one finger when the reading is making sense (click) and two fingers when meaning breaks down (clunk).



Strategies for Getting Kids into Books

Before Reading: 2 Focus Questions

- What do you already know about the topic?
- What can you expect to learn?

Strategies for Getting Kids into Books

During Reading: Say Something

- Give the student 2 sticky notes (before reading) and have the student place the sticky notes at two places in the text where the student will pause during reading and say something about what was read.
- Choose one of the Read/Say questions.

Let's try it out.



Read

Say

Make a Prediction

I predict that...
I wonder if...

Ask a Question

Why did...?
What is this part about?

Make a Connection

This reminds me of...
The character makes me think of...
This part is like...

Clarify Something

Now, I understand...

Make a Comment

This is confusing because...

Strategies for Getting Kids into Books

After Reading

- **Fiction:** Somebody-wanted-but-so.
- ***Cinderella wanted to go to the ball but her stepsisters wouldn't let her go, so her fairy godmother helped her.***
- **Nonfiction:** What did you learn that you didn't know before?
- *I learned that pandas often give birth to twins.*



Meet
Mavis

Mavis

- Mavis is an active child Grade 4 child. She is easily distracted during tutoring time. She would do anything she can to get out of having to read and lets you know about her feelings.

Average Attention Spans of Elementary-Aged Children

4 yrs	8-20 minutes
5 yrs	10-25 minutes
6 yrs	12-30 minutes
7 yrs	14-35 minutes
8 yrs	16-40 minutes
9 yrs	18-45 minutes
10 yrs	20-50 minutes
11 yrs	22-55 minutes
12 yrs	24-60 minutes



Ways to Increase Attention Span

- Try a refocus technique - Use one consistent word/phrase to refocus the student: "**focus**", "**eyes on the text**" or a **signal** such as a light tap on the page.
- Break up the tutor session to include breaks - "Let's read pages and then, take a break."
- Provide fun activities - Stop for a reading game.

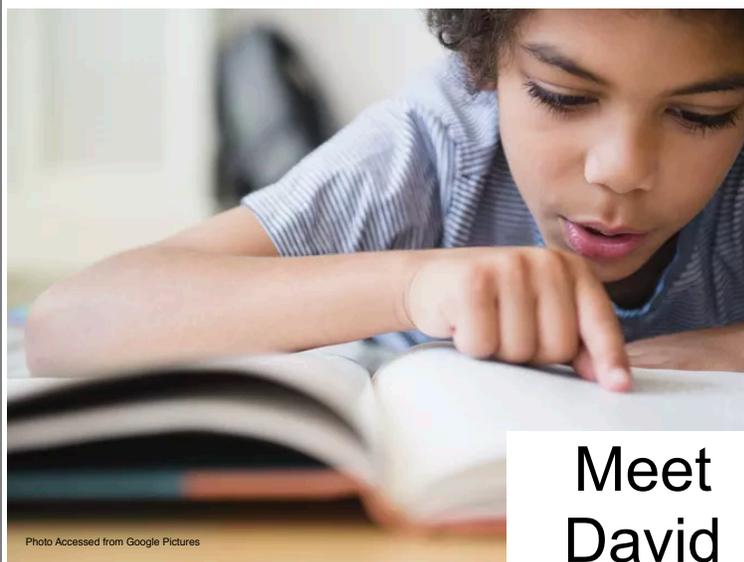
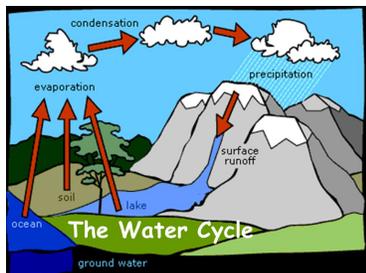
Strategies for Getting Kids into Books

- Have students set a goal at the beginning of the tutor session and work to achieve them.
- *I will read 4 pages and stay focussed while I am reading.*

Strategies for Getting Kids into Books

Image Brainstorm

- Choose an image from the book and ask students to tell you everything they can about the picture.



Meet David

David

- David is a talkative Grade 6 student. Every week he has lots to talk about – sharing stories about soccer, or his favourite video game. But, whenever it comes time to talk about the story he just read, David clams up.

Motivational Aspects of Reading

- When it comes to reading, kids as young as first grade know when they are unsuccessful—and often **'avoid'** reading like the plague.
- The longer a student struggles, the greater are the motivational challenges.
- **#1 Rule**-Ask open-ended questions and avoid closed-questions.

Strategies for Getting Kids into Books

Fiction Open-ended questions

- Do you think this story will be funny, sad or ___? Why?
- What was your favourite part of the story?
- Do you think this story COULD happen in real life? Why or why not?
- What will you remember about this story?

Strategies for Getting Kids into Books

Nonfiction open ended -questions:

- What new information did you learn?
- Were there any illustrations or diagrams that you found helpful?
- What did you learn that you did not know before?

Strategies for Getting Kids into Books

Reader's Theatre

- Children love nothing more than acting and trying out different roles.
- If your student is a reluctant reader then encouraging them to play a character from a fictional tale, complete with dialogue, may help to motivate them to read a text.

What's good for all kids.

- Give students time to reflect at the end of a tutoring session by asking them to share what went **well**.

