



Coffee Chats
November 20 & 28, 2013
Notes & Suggestions From Attendees

Dealing with a restless student

- limit the time s/he has to focus – section into smaller chunks
- break up session – at end of each smaller chunk of time:
 - Let him get up every 5 – 10 minutes and walk around; allow to look out window
 - Run around table twice
 - Play hand clapping game
 - Use different activities, not just reading
 - Include physical activity
 - Deep breathing and stretching
 - Decrease time from 30 minutes if the problem is extreme
 - Allow them to stand and read
- if possible, use less distracting area to eliminate visual distractions

Ask concepts as you read – where is under the table or behind the table?

Ask the student if they want you to read to them for a change.

Change chairs – student can sit in the adult chair when he is read to or reads to tutor.

Use egg timer or another timer – 3 minutes – and have them focus on good reading behavior for those 3 minutes

If have limited vocabulary in French, use comics at their vocab level, then read much higher level book with them at the end.

Punctuation

- make it fun and use hand signals when come to a punctuation mark (eg. Full stop!)
- talk about the job of a period and comma
- write a sentence 3 times and have different punctuation marks at the end of each (period, question mark, exclamation mark) and ask them to read the sentence using the different punctuation marks.
- Ask them to count the commas and periods in the paragraph before they start reading so they know ahead of time how many times they should stop or pause in the paragraph.

Older students need books with good Canadian content and more sophisticated vocabulary – some of them can read fluently, but have limited vocabulary so choose library books appropriately.

ESL students with limited vocabulary

- choose situational books to help them build vocabulary, such as a school or classroom setting
- choose dual language books from school or public library to give them confidence in reading
- use a photo book to build vocabulary, such as It's Raining Meatballs
- check with school librarian for suggestions

To encourage reading over the summer, ask who has a library card and encourage them to ask their parent to take them to the library over the summer and get a library card.

Consider a “visitor day” where each student can bring a friend to the tutoring session.

Dealing with a student who talks too much:

- suggest that the last 5 minutes will be reserved for talking
- put on timer for 10 minutes and tell them to focus on reading only for that time, then play a game at the end of the time.
- have the student wear a headset or earbuds while reading, then plug them into music at the end of a set period of time as a reward.

Handling a reluctant reader:

- offer to read to them and take the pressure off them for awhile.
- make a mistake when you are reading and show them how you correct yourself and that it's okay to make mistakes.
- Ask them what they like and help them choose a book that meets their interests.
- Encourage them to pick their own story
- Offer to let them write a story
- Take turns reading; use the series of 3 books that include "You Read to Me and I'll Read to You".
- Be silly; more receptive if you ham it up with lots of expression while you read.

Use fingers to break up difficult words into pieces to sound it out; stretch out words.

Use magnetic letters and board to pull words apart and push them back together.

Identify the sound at the beginning of the word and that at the end to help sound them out.

Issue with mixing up b/d (or other letters); work with the student but let classroom teacher know if the problem persists.

Use Dolch word list (225 most common words); most schools should have a copy and there is a copy on the ONE TO ONE website; make a copy for each student and include in their folder and mark off the words they already know so you can keep track.

Let the students colour in the Dolch words that they get right with a highlighter pen; they love colouring.

Play hangman at the end of the reading session, using a word from the book (or from the title if not a very advanced reader); switch roles and have the tutor guess, talking out their reasoning as you go (eg. "there must be a vowel here – what are the vowels again?")

Use poetry to change up reading prose.

Use spinner game to allow student to control what question will be asked about the story (ONE TO ONE will provide a cardboard spinner to each school, which has a different question about the story in each quadrant; the student spins it and whichever question the spinner points to is the one asked).