



**ONE TO ONE Literacy Coffee Chats**  
**November 27 – December 8, 2014**  
**Notes & Suggestions from Attendees**

The discussion at our 4 Coffee Chats varied from session to session, so here is a recap of some of the points that arose:

**For Volunteer Tutors:**

- Use a Jenga game to build a tower out of words a student knows – one block per word
- If a student is particularly interested in a subject (eg dinosaurs), print out a picture of a dinosaur, add one sentence to the page; compile a series of these into a book that you staple together; they love a customized book!
- Book suggestions:
  - *Tuesday* is an almost wordless picture book for children, written and illustrated by American author David Wiesner.
  - The Book With No Pictures by BJ Novak  
(<https://www.youtube.com/watch?v=cREyQJO9EPs>)
  - Exclamation Mark by Amy Krouse Rosenthal & Tom Lichtenheld about an exclamation mark who tried to fit in with the other punctuation. Great for turning lessons on punctuation into humour.
  - Alligator Pie and Bubblegum Delicious by Dennis Lee are humorous books of poetry
  - Neil Gaiman books for children
- Use humour to break the ice as you get to know a student
- Bring newspaper or magazine articles with topics of interest to your students age appropriate magazines, especially for older students
- Turn reading into a song; one tutor found her student loved to sing, but didn't like to read, so they sang the story instead of just reading it
- To check comprehension
  - Use comprehension spinning wheel in ONE TO ONE space – student spins the wheel to determine which question the tutor will ask about the story
  - Use the handout on lively conversations for questions to ask about the story (posted on website under Resources from Coffee Chat)
  - If the tutor was away, or if the student read with another volunteer in between sessions, ask the student what s/he read during that time and what it was about
- Some libraries have access to TumbleBookLibrary, which is a collection of online talking animated picture books; for example, Robert Munsch reads his own books; it must be accessed electronically, so this could be a treat to watch on your iPad with your student if they need a break from reading themselves.  
([http://www.tumblebooks.com/library/asp/home\\_tumblebooks.asp](http://www.tumblebooks.com/library/asp/home_tumblebooks.asp)) VPL does not appear to offer it, but the New West Library does.
- Dealing with English Language Learners, especially older students without much vocabulary:
  - Choose dual language books to give them confidence in reading; most school libraries should have these; otherwise, try the public libraries
  - Check with school librarian for suggestions – they know the students well

- Choose situational books to help them build vocabulary, such as a school or classroom setting
- Choose high interest low vocabulary books, usually found in the school library (check with the librarian); Eric Walters writes these books for Grades 5 – 7; another author, last name Wilson, also produces these books
- Explain to the student that first they will read an easy picture book to you to help them with vocabulary, then you will read a harder book to them -- use that as an opportunity to check comprehension and get them used to hearing books read in English. It is possible that they do not have someone at home who reads to them in English.
- Poetry is another good way to help interest children in reading; Dennis Lee writes funny poems that help engage the students
- I Read to You/You Read to Me books should be found in the ONE TO ONE space – we have provided two copies to each school
- Play games around learning punctuation – tap twice on the table when the student sees a period to force them to pause, use Linda O’Reilly’s “full stop” and other actions when encountering a punctuation mark; check in the library for the book “Exclamation Mark” about an exclamation mark who is trying to fit in with the other punctuation until he realizes his own unique role – humorous way to learn the differences in punctuation marks.
- Remember the power of the word “Yet”- the reader doesn’t know that word...yet, or cannot read the book...yet.

#### **For Coordinators:**

- Ensure each school has a book bag, which the teacher should send with appropriate books with the students
- Ensure students are always sent with appropriate level of book
- Ensure the classroom teachers complete the student profile, so the tutors know at what level the student is reading and a bit about what they should be working on
- Make sure emergency procedures are covered at Orientation
- If space in the school is an issue, consider using the nurse’s room
- Pick up the student logs 3 x per year and forward to the classroom teachers, so they can see the notes the tutors made (unless the teacher already do this on a regular basis)
- If the students are housed in more than one school building, schedule one less student than usual to allow for extra “travel” time

#### **For ONE TO ONE Office:**

- Provide volunteers with DRA level explanations (available on website under Resources for Tutors)
- Provide Dolch word list on flashcards (these are gradually being added to the website, but are there in list form now)
- Consider adding a video clip to the website of Linda O’Reilly’s punctuation mark actions
- Clarify for volunteers that they will be seeing 5 students if they work a morning shift and 4 if they work an afternoon shift
- Provide a conversion chart for the different reading levels (eg. colour coding to DRA levels, etc.)
- Provide ideas for word games, ways for students to feel empowered by their successes
- Hold more regular Coffee Chats to continue exchanging ideas and information
- Order books at lower and higher levels