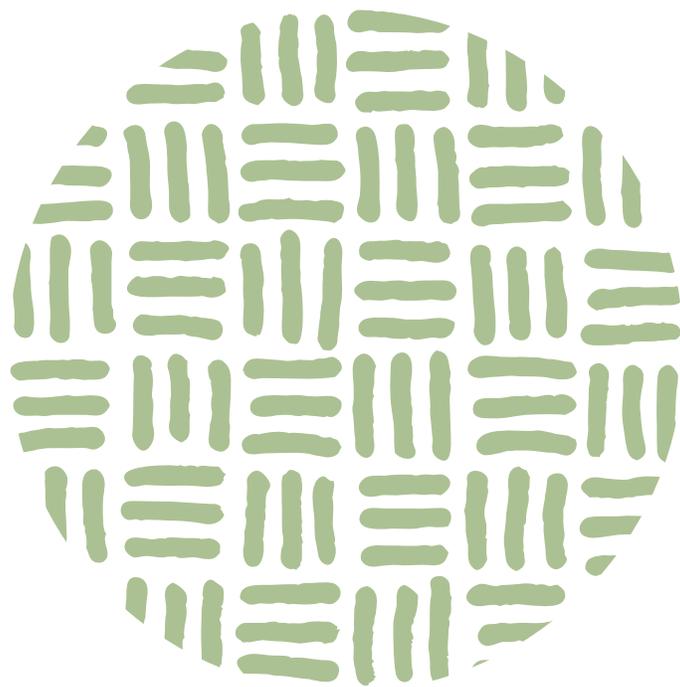


*Open*Minds

Innovative Strategies for Oklahoma Literacy Instruction



Trainer Resources

About Orientation

While the *Open Minds Trainer Resources Guide* no longer includes a suggested agenda for tutor orientation, the Oklahoma Literacy Resource Office believes orientation is an important aspect of training.

Program directors and trainers should select an orientation method that works best for the local program. Possible methods include; one-to-one meetings between the prospective tutor and the program director or volunteer, more formal orientation meetings held prior to the actual tutor training, or orientation information included in the tutor training (this choice would require adding time to the Open Minds agenda).

The primary purpose of orientation is to briefly provide information to individuals who have an interest in getting involved with the local literacy program. Becoming a tutor is just one way an individual might get involved. Don't miss the chance to express other volunteer opportunities, share financial or in-kind needs, invite individuals to plan or participate in special events (spelling bee, etc.), and encourage individuals to promote the program throughout the community.

Typical information to review during orientation includes:

- General information about the local program
- Literacy statistics for the community, state, nation
- Reasons for illiteracy
- Review of tutor job description
- Time commitment required of tutors
- Opportunity to look at the core curriculum and other resources
- Schedule of upcoming tutor training and chance to register
- Non-tutoring opportunities (board recruitment, fund raising, marketing, office volunteers, etc.)
- Opportunity to ask questions

Orientation information can be presented by PowerPoint, video, print materials, lecture, or a combination. A customizable PowerPoint, covering statistics and reasons for illiteracy, is available from the Literacy Resource Office.

Getting Started—Part 1

Before the Training

Director	Lead Trainer
<p>Three weeks before training</p> <ul style="list-style-type: none"> • Submit press release • Verify there are copies of the curriculum and tutor resource book for each participant (Teaching Adults or LitStart) <p>Two weeks before training</p> <ul style="list-style-type: none"> • Photocopy handouts and prepare participant folders • see suggestions on page 5 <p>One week before training</p> <ul style="list-style-type: none"> • Order refreshments • Call list of potential participants or send reminder notes <p>Day of training</p> <ul style="list-style-type: none"> • Pick up refreshments 	<p>Three weeks before training</p> <ul style="list-style-type: none"> • Confirm room reservation • Contact co-trainer to finalize plans, prepare participants' agenda <p>Two weeks before training</p> <ul style="list-style-type: none"> • In preparation, run-through Part I with co-trainer <p>One week before training</p> <ul style="list-style-type: none"> • Confirm attendees with director <p>Day of training</p> <ul style="list-style-type: none"> • Set up room • Set up displays • Set up registration table • Put out directional signage <p>After the training</p> <ul style="list-style-type: none"> • Debrief with co-trainer. Discuss what worked, what would make it better • Send a copy of the sign-in sheet to ODL and to local program director • Send training report to ODL

Open Minds

Innovative Strategies for Oklahoma Literacy Instruction

Tutor Training Agenda—Three Hours

Part 1—Getting Started

Welcome	5 minutes
Introductions	
Local Program Information	10 minutes
Who We Are and How We Provide Services	
Adult Learners	25 minutes
Characteristics and Challenges	
Goal Setting	35 minutes
Making Learning Relevant	
Language Experience Approach	85 minutes
The Learner’s Story	
Review	10 minutes
Key Points to Remember	
Wrap Up	10 minutes
What Happens Next	

Add time for breaks to your agenda. Develop and print participant agenda.

Everything You Need for Part 1—Getting Started

The following resources are available on the Literacy Resource Office website—
www.odl.state.ok.us/literacy/publications

Online resources

- Tutor Training Agenda
- Sign-in sheet, R-1
- Brain Teasers, R-2
- Brain Teasers Answers, R-3
- Characteristics of Adult Learners, R-4
- Sample Learner Goals, R-5–8
- Jessica Jones' Profile, R-9
- LEA Review, (story strips), R-10
- Using Language Experience, R-11–16
- My Garden#2 by Jessica Jones #2, R-17
- Strategies for Beginning Readers, R-18
- Strategies for Intermediate Readers (Strips), R-19
- Strategies for Intermediate Readers, R-21
- Part 1 Review, R-22
- Video and Online Links, R-23
- The Language Experience Approach video, goo.gl/TuClvm
- Life Without Literacy: A Daily Challenge video, goo.gl/XvKx7p

Additional resources

- Name tags
- Pencils, Pens, Notepads
- Tape/disk player
- Prizes
- Words Are Your Wheels CD is available from the Literacy Resource Office
- Backwards clock
- Display of curriculum
- Local brochure, newsletter
- Bookmarks
- Facts and Statistics Brochure (Literacy Resource Office)
- Literacy Notes (ODL newsletter)
- Local program tutor job description
- Flip chart printed with My Garden by Jessica Jones, Open Minds Trainer Manual, p. 14
- Writeable cube with review questions
- Celebrating Our Journey, adult learner writings book

For paired practice

- Small whiteboard • Spiral notebook • Markers • Highlighters • Index cards • Scissors • Dictionary

Welcome

5 minutes

Introductions

Purpose

Welcome those attending and introduce the training team. Because minimal time is allotted for this segment, program representatives should keep their comments as brief as possible.

Format

Create an inviting atmosphere by playing background music as participants arrive. The song, *Words are Your Wheels*, is a good selection.

Distribute a folder with handouts and agenda for the session to each participant.

Name tags should be available for all participants as well as for trainers and program representatives.

Greet participants as they arrive. Ask them to sign-in and make a name tag. In the *Open Minds Trainer Manual* in Resources, you can find a ***Sign-in Sheet***, R-1 and ***Brain Teasers***, R-2. Give each person a Brain Teasers handout. Participants can work on this until time to start the training.

When it is **time to start**, welcome the group and introduce the training team. Explain that this is Part 1 of Open Minds tutor training. This session is meant to provide tutors with strategies to get started with a learner. Tutors will be matched with a learner according to the local program policy. Follow-up training will be provided. Tutors must attend the entire three part training to be certified as an Open Minds tutor.

Go over the answers to *Brain Teasers* activity. If desired, give prizes.

Trainer Materials

- Sign-in sheet
- Tape/disk player
- Prizes
- Words Are Your Wheels CD is available from the Literacy Resource Office
- Backwards clock
- Markers
- Pens and pencils
- Display of curriculum
- Writeable cube with review questions

Participant Materials

For each participant

- Name tag
- Markers
- Brain Teasers handout
- Tutor Training Agenda handout
- Folder with handouts

It will be helpful to you and the attendees to organize the participants' folders as described below. Using different colors for each topic will make finding the correct handout easier. You may request folders and Journey to Success labels from the Literacy Resource Office.

Left Side of Folder	Right Side of Folder
Local brochure Local newsletter Tutor job description Bookmark Facts and Statistics brochure (ODL) Literacy Notes (ODL newsletter)	Tutor Training Agenda Characteristics of Adult Learners Sample Learner Goals Jessica Jones' Profile Using Language Experience Strategies for Beginning Readers Strategies for Intermediate Readers My Garden #2 by Jessica Jones Video and Online Links

Local Program Information

10 minutes

Who We Are and How We Provide Services

Purpose

Provide the audience with general information about the local organization and the services it provides.

Format

The session should answer questions individuals might have about the organization. Basic program information should be presented so tutor prospects understand the mission and basic operations of the local literacy program. This information may be presented by program director, board member, or trainer.

Explain unfamiliar literacy terms such as ESL, TANF, WRAT, BEST, ODL, etc.

Provide the following information by lecture, handouts, PowerPoint, or video.

During this time, cover information about the program. Suggested topics can include, but are not limited to:

Purpose and mission of the local literacy program

Brief history of the organization

Services provided by the organization: [Basic literacy, English as a Second Language, health literacy, Temporary Assistance to Needy Families (TANF), etc.]

General operations, including:

full time/part time staff

training team

volunteer board

number of active tutors/learners

partnerships with other community organizations (give examples)

Call attention to items in participant folder:

local brochure/newsletter (in participant's folder on left side)

tutor job description

Conclude by telling participants they will learn more details about tutoring and will have an opportunity to ask questions as the training continues.

It is important not to overwhelm participants with information, but to give them enough detail to make informed decisions.

Adult Learners

25 minutes

Characteristics and Challenges

Purpose

The purpose of this segment is to provide insight into the characteristics and needs of adult learners and to identify the unique aspects that must be considered when teaching adults.

Format

Provide the following information and lead the group in the activity.

By definition, “illiteracy” is a term used to describe the inability to read and write a simple message in any language. “Functional illiteracy” is a term describing the condition of adults who meet significant obstacles in their daily lives due to low reading abilities—difficulty reading things like street signs, recipes, warning labels, etc. They, therefore, may lack the skills required to be successful in the family, workplace, and community. You, as a tutor, should be aware of characteristics and needs of adult learners that may influence learning.

Video—10 minutes

We are going to view a video that depicts the daily struggles in the life of Julie as she interacts with a sick child, the doctor’s office, a utility company, and a friend. We’ll also see how she carries out her employment responsibilities while attempting to cover up her lack of literacy skills.

Play the video, *Life without Literacy: A Daily Challenge*, goo.gl/XvKx7p

Conclusion—15 minutes

Let’s take a few minutes to talk about characteristics of adult learners as depicted by Julie in the video.

- What challenges did Julie face?
- Do you think she was frustrated?
- Did she try to hide her illiteracy from her friends and family?
- Do you think her co-workers knew she had trouble reading?
- Do you think she was embarrassed when she got the wrong soup?

Draw an imaginary line to divide the participants into two groups.

I’m going to read some statements about life. I’d like those of you on this side of the room to raise your hand when you hear a statement that you think Julie would

respond to. Those of you on the other side, respond as yourselves. Observe both groups as we go through the list.

Read the following statements:

I'm a busy person.

I make many decisions.

I don't like to be embarrassed.

I sometimes have to deal with emergencies and unexpected situations.

I've learned a lot from life experiences.

I want to be successful.

I learn by building on what I already know.

I appreciate respect.

I sometimes feel unsure or even afraid.

I sometimes pretend I already know something when I'm trying to learn.

You probably noticed hands were raised on both sides of the line. You might conclude that adults may respond in the same way whether they are low level readers trying to learn or someone who reads well. We may not identify with learners' lives entirely, but in order to provide effective services, it will be helpful to respect their life experiences and be sensitive to their needs.

Look at the handout, *Characteristics of Adult Learners*. Remembering these key points may help you be a more effective tutor. Let's recall them once more as we conclude this topic.

Call for volunteers to read the characteristics.

Trainer Resources

Open Minds Trainer Manual

Characteristics of Adult Learners, R-4

Life without Literacy: A Daily Challenge video, goo.gl/XvKx7p

LitStart, p. 17

Teaching Adults, (pp. 18-21, 2003 edition), (pp. 19-21, 2013 edition)

Trainer Materials

Characteristics of Adult Learners, R-4

Life without Literacy: A Daily Challenge video, goo.gl/XvKx7p

Participant Materials

For each participant

Characteristics of Adult Learners handout

Goal Setting

35 minutes

Making Learning Relevant

Purpose

In this segment, we will discuss the importance of learner-centered goals and how a tutor can help the learner identify his goals.

Format

Provide the following information and lead the group in the activity.

Introduction—5 minutes

Goal setting is the cornerstone of a learner-centered environment. Decisions about teaching methods and materials depend on a learner’s goals. Goal setting helps both you and the learner build a framework for planning and organizing lessons and monitoring progress. Working together, you and the learner should revisit these goals periodically to decide if goals have been met or if they need to be modified.

It is important for tutors to **understand the necessity of making learners’ goals the driving force for all instruction.** This philosophy may be quite different from the way tutors or adult learners were taught in school or in other educational settings.

When a learner first comes to the literacy program, the literacy director will ask about his goals and will share this information with you. It is very likely, however that the learner will not be able to identify his goals. He may never have been asked to set goals before. Typical responses from learners are very general such as “to read better or to get a GED.”

Because it is so important for you to plan learner-centered lessons, you should spend time working with the learner to identify more specific learning goals.

Another important reason to spend time identifying goals is that an adult learner needs to understand how working in a workbook and meeting once a week is relevant to his progress. The learning process may be slow, and a learner needs to stay motivated and engaged. He needs to know that each week he is making progress toward meeting goals.

Even though a learner may have difficulty identifying specific long-term goals, you will have a great tool to help. Take a look at the *Sample Learner Goals* handout in your packet. This tool will help as you work on goal setting with the learner.

Note that goals are broken into several categories: General Skills, Transportation, Money, Jobs, Government, Health, Food, Children, Recreation, and Religion. A learner's goals will fit into these categories dealing with some area of his life.

It is important not to overwhelm the learner by trying to complete the entire form in one setting. Instead, after talking with the learner, choose one or two subheadings that seem relevant to his life for discussion. If a learner's specific goal is not on the list, don't hesitate to add it.

Activity—10 minutes

Now I'd like you to think about Julie from the video you just saw.

If you were to ask Julie about her goals, she might say she wants to read better or get her GED. These are long-term goals. Let's see if we can help Julie identify some more specific goals. Look at the General Skills section of the *Sample Learner Goals* handout. Which areas do you think Julie might want to work on, which items do you think she might do well enough, and which items do you think she will not want to work on?

Allow time for participants to give their ideas.

There are **no right or wrong answers**. Encourage discussion about responses. Example, "Why do you think Julie might want or need to learn to write other people's names, addresses, and telephone numbers?"

For the next few minutes, I'd like you to work with the person next to you to determine possible goals for Julie from the Health section.

After a few minutes, ask for participants to share their ideas.

In conclusion, if you were Julie's tutor you should not sit down with her the first day and go over three pages of goals. Instead, cover the goals checklist a little at a time over the course of several weeks. Always involve Julie in the process. These are Julie's goals and she should feel free to add, delete, and change them as fit her needs.

Periodically review progress with Julie. Compliment her on her success and ask if she would like to make any revisions. Reviewing and revising should be an ongoing process throughout the time you work with Julie.

Trainer Resources

Open Minds Trainer Manual

LitStart, pp. 32-34

Teaching Adults, (pp. 38-39, 2003 edition), (pp. 38-39, 2013 edition)

Trainer Materials

Sample Learner Goals, R-5-8

Participant Materials

For each participant

Sample Learner Goals handout

Language Experience Approach (LEA)

85 minutes

The Learner's Story

Purpose

This segment is designed to provide teaching strategies that can be used with learners at both beginning and intermediate reading levels.

Format

Provide the following information and lead the group in the activity.

Introduction—5 minutes

The Language Experience Approach (LEA) is a teaching technique that is particularly effective with an adult learner. Instead of using a workbook or published curriculum, the lesson revolves around a story told by the learner. Think for a minute what it would be like to be someone who has never been able to read or write his own thoughts. Now, imagine the thrill of seeing those words written and being able to read them. Language Experience is a motivating and exciting technique because the learner's story becomes the source of lesson activities.

Why do you think an adult learner would benefit from using the LEA?

Answers from the group might include:

- Familiar words
- Familiar language
- Familiar storyline
- Content important to the learner
- Learner feels his thoughts are important or valued enough to be written

These are just some of the benefits of using LEA, but there are even more. Once you have a story, you can use it to teach numerous reading, writing, and word-attack skills.

We're going to view a video of a tutor and learner demonstrating how LEA can work in the tutoring session.

Video—10 minutes

Play the video, "The Language Experience Approach," goo.gl/TuClvm

Video recap—15 minutes

As you recap the video, allow time for audience input. In the video, you saw that Mary and Ken were relaxed and simply talking about a topic (his children) familiar to Ken. Mary then told Ken that she'd like to get the story on paper. She gave Ken reassurance that she would write while he told the story. Did you notice that she didn't correct him as she listened? She simply wrote exactly what he told her. When Ken completed the story, Mary read it back to him and offered to make any corrections he felt were necessary. This offer reinforces the fact that it is Ken's story. Did you notice that as Mary read the story she modeled good reading techniques using a normal speed and some inflection? What did you notice about the way Mary wrote the story? **She left space between lines to make it easy to read and to allow Ken to work on the story.** One thing I'd like to encourage you to do when reading with the learner is to use your finger to track the words or he reads. Did you notice that when Ken stumbled over a word, Mary gave him time to correct himself rather than correcting him? Did you observe that as Mary used the story to help Ken recognize words, she asked Ken to identify the words he would like to learn rather than choosing words she thought he should learn? She did ask him to consider adding "bored" to his list. Perhaps she thought he was capable of a longer list than he identified. Did you also notice that Ken underlined words and made the flash-cards? This was another way Mary demonstrated that this is Ken's story. As she led Ken through the activities, Mary's role was to be generous with praise and give support when necessary. Have you begun to see the value of using the learner's story to teach?

Distribute LEA Review strips.

Now, let's review the steps to follow when you're collecting a story. I've distributed strips of paper with one step on each strip. Who has strategy #1? Please read it aloud.

Continue until all strips are read. If the group is small, give participants more than one strip.

Steps

1. To get the story on paper, encourage the learner to share some part of his life such as a **hobby, a funny incident, family story**, etc. It is important to respect the learner's private life when using this approach. You may also collect a story by talking about a picture from a magazine, newspaper, book, or by discussing a story from the curriculum.
2. As the learner dictates, **write the exact words** even if not grammatically correct. Use correct spelling and punctuation.

3. Ask the learner to **choose a title** for the story.
4. Read the story to the learner. Ask if there is anything he would like to change.
5. **Read each sentence aloud**, tracking the words with your finger.
6. Ask the **learner to read each sentence** after you read aloud (**echo reading**).
7. Read the story in **unison (duet reading)** with the learner. A higher level learner may choose to read it alone.
8. Use the story in future lessons to **teach reading and writing strategies**. Type and date the story. **Keep copies** of the writing: one in the learner's portfolio and one in your folder for use in subsequent lessons and to review progress in writing.

Activity—15 minutes Demonstrate strategies for beginning learners.

Before the training, print the following story on a flip chart.

My Garden by Jessica Jones

I love to dig in my garden.

Kate helps me water and pull the weeds.

I planted beans, peas, and strawberries.

We've seen the Language Experience Approach video and we've reviewed the steps for collecting a story. Now let's identify some strategies that a tutor might use when teaching a reader with beginning skills.

On the flip chart is a typical story that might have been collected when Jessica Jones first came to the literacy program as a beginning reader. There are twelve strategies on the handout, *Strategies for Beginning Readers*, which a tutor might use with Jessica. It's important to choose one or two strategies for each meeting. Move at a pace that is comfortable for the learner.

I'm going to demonstrate strategy number one, **echo reading**. In echo reading, the tutor reads a sentence and asks the learner to read the same sentence. This technique gives the learner confidence and helps develop fluency. Please, as a group, play the role of Jessica while I play the role of tutor.

Jessica, I'm going to read your story aloud. Listen while I read.

Use the flip chart and read one sentence at a time while running your finger under the sentence as you read.

My Garden by Jessica Jones

I love to dig in my garden.

Kate helps me water and pull the weeds.

I planted beans, peas, and strawberries.

Now, I'd like you to read each sentence after I read aloud. I'll start with the title. "My Garden by Jessica Jones" Jessica, please read the title.

Continue reading one sentence at a time while running your finger under the words as you read. Track each sentence with your finger as you read and again while the group reads.

Spend the remaining time for this activity demonstrating other *Strategies for Beginning Readers* until most have been covered or until time for this segment runs out.

Strategies for Beginning Readers

1. **Echo reading**—Have the learner read each sentence after you read aloud.
2. **Duet reading**—Ask the learner to read a sentence or entire story along with you as you track with your finger.
3. **Identify letters**—Choose one letter and have the learner circle the letter each time it appears in the story.
4. **Identify upper case or capital letters**—Have the learner underline or highlight each capital letter. Talk about when to use capital letters.
5. **Identify punctuation**—Ask the learner to highlight the punctuation mark at the end of each sentence. Ask the learner if he knows the name of the mark.
6. **Recognize sentences**—Ask the learner to count the sentences in the story. Ask what each sentence starts with (capital letter) and ends with (punctuation mark).
7. **Identify short vowel sounds**—Have the learner identify short vowels by name and, if possible, by sound (*a, e, i, o, u, and sometimes y*). Introduce one vowel per lesson unless this is a review.
8. **Identify sight words**—Have the learner draw a box around sight words in the story. These are words that readers should learn to recognize without having to sound out such as— *the, of, and, a, of, in, is, you, that, it, he*. Suggest making flashcards of sight words.
9. **Make flashcards**—Ask the learner to identify words in the story that he would like to remember or work on in class. Have him copy the words onto flashcards. Go over words each session and suggest that he review flashcards at home.
10. **Review flashcards**—Ask the learner to read the words on the flashcards. Have him shuffle the flashcards and read each card. If he has difficulty remembering a word, have him draw a picture on the back of the card.
11. **Write sentences**—Have the learner write sentences using words on the flashcards.
12. **Make a personal dictionary**—Have the learner copy words from his flashcards into his personal dictionary (*spiral notebook or 3-ring binder*). Ask him to leave space between words so he can add definitions later.

Activity—20 minutes Paired practice

Cut the *Strategies for Intermediate Readers, R-20* into strips. Divide the group into pairs. Provide a strategy strip for each participant along with *My Garden #2, R-17* handout which has been cut apart for distribution. Be sure to have paired practice materials mentioned on page 19 of this manual available for participants to use.

Some learners will be ready for more advanced strategies. After being in the program for a while, Jessica Jones has expanded the story of her garden and is ready for more advanced word study strategies. During the next 15 minutes, use *My Garden #2* handout and teach the strategy on your strip to your partner. When you've taught your strategy, reverse roles and role play the second strategy.

Strategies for Intermediate Readers

1. **Sequence**—Make sentence strips from the story. Cut the sentence into individual words. Ask the learner to arrange the words in the correct order.
2. **Consonant blends**—Ask the learner to identify consonant blends (two or three consonants that occur together with each sound voiced, e.g. **planted**). Have him name words that begin with the same blend. Write the words. Ask the learner to read the words.
3. **Contractions**—Ask the learner to identify contractions in the story. Write the contraction. Expand to two words (e.g., I'm = I + am). This might also be done in reverse (e.g., I am = I'm).
4. **Duet reading**—Read the story in unison with the learner. Read at your normal pace to encourage fluency. The tutor should run his finger under the words as reading takes place.
5. **Independent reading**—Have the learner read the story independently.
6. **Word families**—Find a word that can be used in a word family (rhyming words) exercise. Write the word and ask the learner to change the beginning letter to make new words (e.g. **red**, bed, fed, led, Ned, Ted, wed).
7. **Verb tense**—Ask the learner if he knows what a verb is. Explain that verbs are action words. Ask him to circle verbs in the story. For more advanced readers, suggest re-writing the story in a different tense (e.g., change past tense to present tense—"I **planted** beans" change to "I **plant** beans").
8. **Personal dictionary**—Have the learner choose words from the story to add to his personal dictionary (usually a spiral notebook kept by the learner).
9. **Dictionary**—Have the learner use a published dictionary to find words in his personal dictionary. Ask him to write the definition. (The literacy program will have a low level dictionary).

10. Syllables—Tell the learner that words are divided into sounds that can be heard when we speak. These sounds are called syllables. Ask the learner to listen for word sounds as you say the word “cat” and tap your finger one time. Say “garden” as you tap your finger two times. Ask the learner if he heard one sound when you said “cat.” Have him say “cat” and tap as he hears the sound. Ask if he heard two sounds when you said “garden.” Have him say “garden” and tap when he hears the sounds. Repeat as necessary. Ask the learner to find two syllable words (words that have two sounds) in the story. Have him make a list of the words, putting a dot between the syllables (e.g., gar-den).

Conclusion—10 minutes

We’ve now covered many strategies that can be used with a story written by a learner. You can use one story and any combination of these strategies in multiple lessons with a learner. In the follow-up trainings, you will receive a curriculum and a tutor resource manual which will give you even more ideas to use when tutoring. Remember, we don’t want to overwhelm or confuse the learner. Choose no more than one writing strategy and one reading strategy for each session.

As a reminder, in your folder, there is a *Language Experience Approach* handout which lists the steps for collecting a story. You also have two handouts with strategies for beginning and intermediate learners which you may find helpful when planning to meet the learner.

We’ll end this segment by emphasizing the importance of using learner written stories. The publication *Celebrating Our Journey* is a compilation of writings by adult learners. I’d like to read a story written by an Oklahoma adult learner.

If there is a story written by a learner from the local program, you may choose to read his story. If there are no stories from the program, choose any story.

Questions and comments—10 minutes

Does anyone have questions or comments about using LEA?

If you’d like to see more examples of the strategy, you may find additional presentations at [youtube.com](https://www.youtube.com) Search for “language experience approach” to find a clip suitable for your purpose. You will also find useful sites on the *Video and Online Links* handout in your folder.

Trainer Resources

Open Minds Trainer Manual
LitStart, pp. 110–111, 140-167, 151
Teaching Adults, (pp. 45–50, 72-92, 2003 edition), (pp. 46-51, 58-79, 2013 edition)
The Language Experience Approach video at goo.gl/TuClvm%20

Trainer Materials

The Language Experience Approach video at goo.gl/TuClvm%20
“My Garden by Jessica Jones” printed on flip chart, Open Minds Trainer Manual, p. 14
Jessica Jones’ Profile, R-9
LEA Review (strips), R-10 (cut apart for distribution)
Using Language Experience, R-11-16
My Garden #2 by Jessica Jones, R-17 (cut apart for distribution)
Strategies for Beginning Readers, R-18
Strategies for Intermediate Readers (strips), R-19-20 (cut apart for distribution)
Strategies for Intermediate Readers, R-21
Celebrating Our Journey adult learner writings book

Participant Materials

For each participant

Jessica Jones’ Profile handout
Using Language Experience handout
My Garden #2 by Jessica Jones handout
Strategies for Beginning Readers handout
Strategies for Intermediate Readers handout

For paired practice

markers
highlighters
whiteboard
index cards
spiral notebook
scissors
dictionary

Review

10 minutes

Key Points to Remember

Purpose

Re-emphasize and review key points of the training.

Format

Write the *Part 1 Review, R-22* questions on the writeable cube. Tell participants they have the option of answering or calling on someone to answer. Have each participant roll the cube and answer the question.

As an alternative activity, you may print the ***Part 1 Review, R-22*** for each participant and distribute it at the beginning of the training to be filled in as the information is presented during the training.

1. Name one characteristic of adult learners.
(are used to making decisions, are busy people, have to deal with emergencies and unexpected situations, have learned a lot from experience, need respect, sometimes feel unsure and afraid, may be reluctant to ask questions, may pretend they already know something.)
2. What is a goal learners might have?
(to read to a child, get a job, get a GED, get a job promotion, read for pleasure.)
3. Name one reason the Language Experience Approach is an effective teaching tool.
(uses familiar words, language and storyline. Content is familiar and important to the learner. Learners feel their thoughts are valued.)
4. Describe one step in the Language Experience Approach.
(share a story, write exact words, choose a title, read the story aloud, read each sentence and have the learner read after, use the story to teach reading and writing strategies, keep copies for future use.)
5. Name one teaching strategy you can use with the Language Experience Approach.
(echo reading; duet reading; highlighting letters, vowels, verbs, etc; making flash-cards; word families; sight words; consonant blends; syllables.)

Trainer Materials

Part 1 Review, R-22

Writeable cube with review questions

Participant Materials

For each participant

Part 1 Review handout, if using alternative technique

Wrap-up

10 minutes

What Happens Next

Purpose

To give participants information about what happens next and allow opportunity for questions.

Format

Use this opportunity to give participants details about being a tutor with the program. Review the following information.

- Tutor job description
- Time commitment
- When they will be matched with a learner
- Tutor resources/assistance
- Training requirements—discuss the three part training and annual requirements for continuing education
- Give training dates and ask them to sign-up
- Provide contact information for the literacy director
- Discuss the mentor/tutor “shadowing” opportunity if available

Give a quick preview of Part 2 of the OM training. Tell participants that during the next training they will be learning about the curriculum used by the program. Call attention to the display of curriculum that will be covered.

Part 3 will be offered on (provide the date). You can sign up for the training today or call the literacy office at your convenience.

Allow time for questions.

Encourage participants to learn more about tutoring adult learners by taking online courses and viewing videos. “Principles of Adult Learners” online course and “The Language Experience Approach” video are good sources of more information. The *Video and Online Links* handout, R-23 includes links to these courses as well as other continuing education opportunities.

Conclude with a story written by an adult learner. Dismiss the group by saying, “We hope that one day a story from the learner you work with will be included in *Celebrating our Journey*.”

Trainer Materials

Video and Online Links, R-23

Tutor Job Description (from local program)

Celebrating Our Journey, adult learner writings book

Date of Part 2 training

Form to pre-register for Part 2

Participant Materials

Video and Online Links handout

Tutor Job Description (from local program)

Learning a Curriculum—Part 2

Before the Training

Director	Lead Trainer
<p>Three weeks before training</p> <ul style="list-style-type: none"> • Submit press release • Verify there are copies of the curriculum for each participant <p>Two weeks before training</p> <ul style="list-style-type: none"> • Photocopy handouts and prepare folder with handouts <p>One week before training</p> <ul style="list-style-type: none"> • Order refreshments • Call list of potential participants or send reminder notes <p>Day of training</p> <ul style="list-style-type: none"> • Pick up refreshments 	<p>Three weeks before training</p> <ul style="list-style-type: none"> • Confirm room reservation • Contact co-trainer to finalize plans, prepare participants' agenda <p>Two weeks before training</p> <ul style="list-style-type: none"> • In preparation, run-through Part 2 with co-trainer <p>One week before training</p> <ul style="list-style-type: none"> • Confirm attendees with director <p>Day of training</p> <ul style="list-style-type: none"> • Set up room • Set up displays • Set up registration table • Put out directional signage <p>After the training</p> <ul style="list-style-type: none"> • Debrief with co-trainer. Discuss what worked, what would make it better • Send a copy of the sign-in sheet to ODL and to program director • Send training report to ODL

Open Minds

Innovative Strategies for Oklahoma Literacy Instruction

Tutor Training Agenda—Three Hours

Part 2—Learning a Curriculum

Welcome	5 minutes
Introductions	
Curriculum—Voyager	90 minutes
Published Materials	
The First Meeting	60 minutes
Welcome the Learner	
More about the Local Literacy Program	5 minutes
Learner/tutor support • assessment • materials • getting a learner	
Review/ Questions	15 minutes
What We've Learned	
About Part Three	
What's Next	5 minutes

Add time for breaks to your agenda. Develop and print participant agenda.

Everything You Need for Part 2—Learning a Curriculum

The following resources are available on the Literacy Resource Office website—
www.odl.state.ok.us/literacy/publications

Online resources

- Sign-in sheet, R-1
- Tutor Training Agenda
- Welcome to Voyager PowerPoint
- Welcome to Voyager PowerPoint Script, R-25 (packet)
- Trainer Script for Teaching Lesson 1, R-26–27
- Voyager Cards, R-28
- Tutor Script for Teaching Lesson 2, R-29–30
- Voyager Scope and Sequence, R-31
- Sample First Meeting, R-32–33
- Tutor Script for Oklahoma Adult Learner Book, R-34
- Part 2 Review, R-35

Additional resources

- Voyager Introduction Student Book
- Voyager Introduction Teacher’s Resource Guide
- Voyager Student Book 1
- Voyager Teacher’s Resource Guide 1
- “Sensitivity: The Other Half of Communication,” video <http://goo.gl/rg2Kph>
- Oklahoma Adult Learner Book, from the Literacy Resource Office and available online
- Name tags
- Pencils, Notepads
- Tape/disk player
- Prizes
- Words Are Your Wheels, CD is available from the Literacy Resource Office
- Backwards clock
- Display of curriculum

For each participant

- Voyager Introduction Student Book
- Voyager Introduction Teacher’s Resource Guide
- Voyager Student Book 1
- Voyager Teacher’s Resource Guide 1

Participant handouts

- Trainer Script for Teaching Lesson 1, R-26–27
- Voyager Cards, R-28
- Tutor Script for Teaching Lesson 2, R-29–30
- Voyager Scope and Sequence, R-31
- Sample First Meeting, R-32–33
- Tutor Script for Oklahoma Adult Learner Book, R-34

Welcome

5 minutes

Introductions

Purpose

Welcome those attending and introduce the training team. Because minimal time is allotted for this segment, program representatives should keep their comments as brief as possible.

Format

Create an inviting atmosphere by playing background music as participants arrive. The song, *Words are Your Wheels*, is a good selection.

Name tags should be available for all participants as well as for trainers and program representatives.

Distribute a folder with handouts described on page 3 of this manual and agenda for Part 2 for each participant.

Prior to the session, prepare the Horse and Rider Icebreaker, R-24 by cutting on the lines indicated.

Greet participants as they arrive. Ask them to sign-in and make a name tag. A sign-in sheet can be found at R-1 in the Resources section of the *Open Minds Trainer Manual*. Hand each person the *Horse and Rider Icebreaker, R-24*. Instruct participants that, without bending, folding or tearing, they should seat the cowboys on the horses. They can work on this until time to start the training.

When it is time to start, welcome the group and introduce the training team. Explain that this is **Part 2 of Open Minds** tutor training. In this session, tutors will learn to teach using the curriculum of the local program. Tutors will be matched with a learner according to the local program policy. Follow-up training will be provided. Tutors must attend the all three sessions of the training to be certified as an Open Minds tutor.

Ask participants to describe their experience with the icebreaker. Tell them that frustration with a new or unfamiliar task is common for all of us. Remind them that what may seem an easy task to us may cause feelings of frustration for learners.

If the program policy allows for new tutors to observe an experienced tutor following Part 1, ask for comments from both the mentor and new tutor.

Trainer Materials

- Sign-in sheet, R-1
- Horse and Rider Icebreaker handout, R-24 (cut apart for distribution)
- Tape/disk player
- Words Are Your Wheels CD is available from the Literacy Resource Office
- Backwards clock
- Prizes
- Display of curriculum

Participant Materials

For each participant

- Name tag
- Markers
- Horse and Rider Icebreaker handout (cut apart)
- Tutor Training agenda
- Folders with handouts

Curriculum—Voyager

Published Material

90 minutes

Purpose

Learn to use the Voyager curriculum series.

Format

Present information using the Welcome to Voyager PowerPoint and script.

For more information about the features of Voyager, read page 4 of the Teacher's Resource Guide Introduction level or visit <http://goo.gl/8ecrkv>

Provide a copy of the following for each participant:

Voyager Introduction Student Book

Voyager Introduction Teacher's Resource Guide

Voyager Student Book 1

Voyager Teacher's Resource Guide 1

Tutor Script for Teaching Lesson 2 handout, R-29

Voyager Scope and Sequence handout, R-31

Use the notes in the ***Welcome to Voyager Presentation Script, R-25*** packet to present the ***Welcome to Voyager PowerPoint*** available on the Literacy Resource Office website—www.odl.state.ok.us/literacy/publications

Close with questions/comments.

Trainer Resources

Online resources

- Open Minds Trainer Manual
- Welcome to Voyager PowerPoint
- Welcome to Voyager Presentation Script, R-25
- Trainer Script for Teaching Lesson 1, R-26–27
- Voyager Cards, R-28—Cut apart for distribution
- Tutor Script for Teaching Lesson 2 handout, R-29–30
- Voyager Scope and Sequence handout, R-31

Additional Resources

- Flipchart
- Markers

Trainer Materials

- Display of curriculum

Participant Materials

For each participant

- Voyager Introduction Student Book
- Voyager Introduction Teacher's Resource Guide
- Voyager Student Book 1
- Voyager Teacher's Resource Guide 1
- Tutor Script for Teaching Lesson 2 handout
- Voyager Scope and Sequence handout
- Paper
- Pencils

The First Meeting

60 minutes

Welcome the Learner

Purpose

Emphasize the importance of the initial impression when meeting with a learner for the first time and provide an opportunity to plan for the first meeting.

Format

Provide the following information by video and discussion.

New tutors may have concerns about what will happen the first time they meet with a learner. This segment is designed to relieve some of those concerns.

Video and Discussion—30 minutes

As we view this video, we'll see the importance of initial impressions when meeting with a learner for the first time. This video is produced in 3 segments. The first 6 minute clip depicts adult learner Derek meeting tutor Nancy for the first time. Watch for problems to develop. Show **"Sensitivity: The Other Half of Communication,"** video <http://goo.gl/rg2Kph>

Stop the video, discuss areas of discomfort for the learner, and briefly describe the second segment. After viewing part one, let's talk about situations you observed where Derek might have been uncomfortable. **Give opportunity for sharing ideas.**

The second segment is a repeat of the first meeting. Watch as Derek and Nancy share their feelings about the red flag situations. **Start video.**

Stop the video. Let's talk about red flags that indicate the need of tutor sensitivity to a new learner. **Give opportunity for sharing ideas.**

In this third and final segment we'll see a successful first meeting between Nancy and Derek. **Start video.**

Stop the video. Meeting with an adult learner for the first time is not all about the curriculum. It's also important to plan ways to make the learner feel comfortable. Listen carefully, be encouraging and reassuring, and communicate well as the two of you begin this experience together.

Program policies—5 minutes

Spend 5 minutes explaining the policies of the local program. You should discuss the policies of your program with your director. Provide information about the tutor/learner match including: how the pairs are matched; if there is a three way visit between coordinator, tutor, and learner to introduce the pair and to provide guidance for getting started; how tutors will learn the goals of the learner; the learner’s reading level and materials that might be used in the tutoring sessions. Describe how the first meeting between tutor and learner is scheduled. **Be sure to confirm the policies of your program before the training.**

Sample First Meeting—20 minutes

Distribute *Sample First Meeting* handout, R-32-33 and the *Oklahoma Adult Learner Book*.

Up to this point, we’ve covered the Language Experience Approach strategy and how to use the Voyager curriculum to prepare you to meet the learner. Establishing rapport, easing fears, and encouraging success are important responsibilities of tutors.

We want you to be comfortable when you meet the learner for the first time. The *Sample First Meeting handout* was developed to give you a plan for that experience. Remember this is a suggestion only and can be changed as you feel necessary or appropriate.

Look at the *Sample First Meeting handout* and find the **Lesson Objective**. **Ask someone to read it aloud.** “To meet, get acquainted, determine time and place for future tutoring, and discuss short-term and long-term goals.”

The first meeting should be a time to get acquainted in a relaxed setting. **Have someone read number one under Suggested Activities.** “Meet and exchange telephone numbers and addresses. You may read the *Oklahoma Adult Learner Book* with the learner and enter contact information for the learner to have at home. A script is available in your handouts.” You have a copy of the *Oklahoma Adult Learner Book*. The learners in the pictures in this book have all been enrolled in Oklahoma literacy programs. Tell the learner that the people in the pictures are just like them. They all needed help with reading and writing.

Open to page one. Read the information to the learner as you draw your finger under each line. Write the literacy office phone number, your name, and telephone number. If you prefer not to give your personal number at this time, you may re-write the program number.

Continue reading through the remainder of the book. Remember to draw your finger under the sentences as you read. Discuss and answer questions as necessary. You have a script in your handouts to assist you in practicing for the first meeting.

In the time remaining, I'd like you to work in pairs using the *Oklahoma Adult Learner Book* and the script. Go through the entire book with your partner to be familiar with its contents. Be prepared to discuss any questions that might arise during the practice.

Questions—5 minutes

Trainer Resources

Open Minds Trainer Manual
Sample First Meeting, R-32–33
Tutor Script for Oklahoma Adult Learner Book, R-34
“Sensitivity: The Other Half of Communication,” video <http://goo.gl/rg2Kph>
Lit Start, p. 29-31
Teaching Adults, pp. 29–37 (2003 edition), pp. 29-37 (2013 edition)

Trainer Materials

Oklahoma Adult Learner Book, from the Oklahoma Literacy Resource Office and available online
Sample First Meeting, R-32–33
Tutor Script for Oklahoma Adult Learner Book, R-34

Participant Materials

For each participant

Oklahoma Adult Learner Book
Sample First Meeting handout
Tutor Script for Oklahoma Adult Learner Book handout

More About the Local Literacy Program

5 minutes

learner/tutor support • assessment • materials

Purpose

Provide the audience with additional information about the local organization and the commitment required to participate as a tutor.

Format

The session should answer questions individuals might have in deciding if tutoring is something they can and should do.

Provide the following information by lecture, handouts, PowerPoint, or video.

Suggested topics can include, but are not limited to:

- adult learner assessment
- reassessment (how progress is determined)
- three way meeting between director, tutor, learner, if applicable
- tutor training (must attend all three parts to be certified)
- other ways (non-tutoring) to get involved with the local program
- tutoring locations
- materials provided by program
- supplies learners should provide
- services available from program such as other materials, use of copier, etc

It is important not to overwhelm participants with information, but to give them enough detail to make informed decisions.

Review/Questions

15 minutes

What We've Learned

Purpose

Re-emphasize and review key points of the curriculum training.

Format

Participants will review key points from the training using one of the following techniques, or an alternate technique of your choice.

Technique 1

Photocopy **Part 2 Review, R-35**. Be sure the questions asked were covered during the training.

Cut the review questions into strips and place in a bowl. Each participant will draw a question, read the question aloud, and share the answer. This can be done in small groups or with the entire group.

As an alternate procedure, have the participant read the question and ask the group to provide the answer. Answers appear on page 13 of this manual.

Technique 2

Photocopy **Part 2 Review, R-35** and have participants work in pairs to answer all the questions. After a few minutes, the trainer will ask the questions aloud and solicit the correct answers. Answers appear on page 13 of this manual.

Part 2 Review

1. How many student books are included in the Voyager series?
Four books
2. What two skills does a student need to start in Voyager?
Recognize the alphabet and be able to copy letters, words, and sentences
3. Where can you find the answers to Voyager student exercises?
In the back of the student book
4. Where can you find easy to make flashcard words?
In the “Words” in Photo Copy Masters located in the back of the Teacher’s Resource Guide
5. What is the purpose of the Student Progress Tracking Sheet?
The student has opportunity to give feedback and the tutor can check progress
6. What is one way a tutor can check the student’s progress?
Unit reviews, looking at the student’s journal, checking on the progress made toward the student’s goals
7. Name two varieties of reading selections featured in *Voyager*.
Poetry, newspaper articles, journals, fiction, non-fiction, student writings
8. Why are word families good teaching tools?
They help build the student’s sight word vocabulary and help with spelling
9. Who do you contact if you need help or have questions after you begin tutoring?
The literacy director

Trainer Resources

Open Minds Trainer Manual
Part 2 Review, R-35 (Cut apart for distribution if using Technique 1 on page 12)

Trainer Materials

Part 2 Review, R-35 (Cut apart for distribution if using Technique 2 on page 12)

Participant Materials

For each participant

Part 2 Review handout (if using Technique 2 on page 12)

About Part 3

5 minutes

What's Next

Purpose

Provide participants with a preview of Part 3 of Open Minds training.

Format

Provide the following information by lecture, handout, or a combination.

Part 3 of Open Minds training will share how to customize lessons to meet a learner's individual needs. During the training, we will take a look at learning styles and discover how your style of learning may be quite different from the learner's style. We will also provide tips on how to address different learning styles when tutoring.

During Part 3 you will have the opportunity to try some of the teaching strategies included in our tutor resource book, LitStart. This book outlines more than 60 helpful techniques to help learners practice reading, speaking, writing, and word study skills. You will learn how to use the strategies while using real world materials such as menus, advertisements, and job applications as lesson text. Once you are comfortable using real world materials you will be able to make “teachable moments” with things the learner brings to class.

Those of you who complete all three parts of the Open Minds training will be certified tutors with our program.

Part 3 will be offered on (provide the date). You can sign up for the training today or call the literacy office at your convenience.

Trainer Resources

LitStart

Date of Part 3 training

Sign-up sheet for Part 3

Customizing Lessons to Meet Student Needs—Part 3

Before the Training

Director	Lead Trainer
<p>Three weeks before training</p> <ul style="list-style-type: none"> • Submit press release • Verify there are copies of the tutor resource book (Teaching Adults or LitStart) for each participant • Provide trainer with copies of tutor job description for participants <p>Two weeks before training</p> <ul style="list-style-type: none"> • Photocopy handouts and prepare folder with handouts <p>One week before training</p> <ul style="list-style-type: none"> • Order refreshments • Call list of potential participants or send reminder notes <p>Day of training</p> <ul style="list-style-type: none"> • Pick up refreshments 	<p>Three weeks before training</p> <ul style="list-style-type: none"> • Confirm room reservation • Contact co-trainer to finalize plans, prepare participants' agenda <p>Two weeks before training</p> <ul style="list-style-type: none"> • In preparation, run through Part 3 with co-trainer <p>One week before training</p> <ul style="list-style-type: none"> • Confirm attendees with director <p>Day of training</p> <ul style="list-style-type: none"> • Set up room • Set up displays • Set up registration table • Put out directional signage <p>After the training</p> <ul style="list-style-type: none"> • Debrief with co-trainer. Discuss what worked, what would make it better • Send a copy of the sign-in sheet to ODL and to program director • Send training report to ODL

Open Minds

Innovative Strategies for Oklahoma Literacy Instruction

Tutor Training Agenda—Three Hours

Part 3—Customizing Lessons to Meet Learner Needs

Welcome	5 minutes
Introductions	
Learning Styles	40 minutes
Target Learning	
Tutor Resource Guide—LitStart	35 minutes
More Learning Strategies	
Real World Materials	40 minutes
Customizing	
Lesson Planning	40 minutes
Plan for Success	
Review	10 minutes
What Have We Learned	
About the Program	10 minutes
Local Program Procedures	

Add time for breaks to your agenda. Develop and print participant agenda.

Everything You Need for Part 3—Customizing Lessons to Meet Student Needs

The following resources are available on the Literacy Resource Office website—
www.odl.state.ok.us/literacy/publications

Online resources

- Tutor Training Agenda
- Learning Styles Inventory, R-36
- Characteristics/Study Tips for Learners, R-37–39
- Learning-Styles-Online.Com, <http://goo.gl/BpT2PR>
- Certificates

Additional resources

- Name tags
- Sign-in sheet, R-1
- Tape/disk player
- Prizes
- Words Are Your Wheels CD is available from the Literacy Resource Office
- Backwards clock
- Tutor Resource Book (LitStart or Teaching Adults)
- Real world materials (recipes, children's books, job applications, articles on gardening, etc.)
- Pencils
- Notepads
- Paper
- Cards
- Markers

Welcome

5 minutes

Introductions

Purpose

Welcome those attending and briefly review previous topics covered in the training.

Format

Ask participants to sign-in and make a nametag.

Welcome participants and ask for feedback from anyone who has tutored since the previous training. Because minimal time is allotted for this segment, comments should be brief.

Following the welcome, briefly review topics covered in previous trainings. Tell participants that after attending all three parts, they will be certified Open Minds tutors.

Trainer Materials

- Sign-in Sheet, R-1

- Words Are Your Wheels CD is available from the Literacy Resource Office

- Backwards clock

- Prizes

Participant Materials

For each participant

- Name tag

- Markers

- Tutor Training Agenda

Learning Styles

40 minutes

Target Learning

Purpose

Help participants identify learning styles and understand the impact they have on the learning process.

Format

The education field recognizes several distinct learning styles. Some individuals learn more effectively using the visual mode, others are stronger in the auditory mode, while others may learn best using the tactile/kinesthetic mode.

Brainstorm learning styles and how learners learn best by asking the following questions and allowing participants to respond.

What does it mean to be a visual learner? Learn best by reading written directions, observing

Describe an auditory learner. Prefer listening to instructions, can recall what they've heard, can follow oral directions

How does a tactile/kinesthetic learn best? Learn from touching, by demonstration, by teaching others what they know

In your folder, you'll find a *Learning Styles Inventory*. Take about ten minutes to complete the survey questions. When you've finished, add your scores and write the total in each of the modes. Complete the statement at the end of the survey. **Allow 10 minutes to complete survey.**

To get an idea of the learning styles in the room, raise your hand if you scored highest in the auditory mode. How many scored highest in tactile/kinesthetic? Those with visual styles? How many scored close to the same number in two styles? How many scored close to the same in three styles? Many people have a dominant style, while others have a mix.

According to *Learning-Styles-Online.Com*, using multiple styles for learning is a fairly new idea. Traditional educational practices may use a limited range of learning and teaching strategies with classrooms relying on book-based teaching, much repetition, and pressured exams for reinforcement and review. "A result is that we often label those who use **these** learning styles and techniques as 'bright'. Those who

use less favored learning styles often find themselves in lower (special) classes, with various not-so-complimentary labels and sometimes lower quality teaching. This can create positive and negative spirals that reinforce the belief that one is ‘smart’ or ‘dumb.’”

By recognizing and understanding the learner’s styles, you can use techniques better suited to him. This may improve the speed and quality of his learning.

Just as we saw different styles in those of us in this room, adult learners may also have different learning styles and will need different techniques. Learners are usually very interested in understanding how they learn along with ways to enhance their learning. I encourage you to use the *Learning Styles Inventory* handout to help learners identify their most efficient method of information intake.

It’s likely that learners will need assistance with the inventory. It may be necessary for you to ask the questions aloud and enter the numbers.

Work together to total the figures and enter the scores at the end of each mode.

Experience tells us that learners may have styles different from their tutor. Yet tutors are prone to teach using their mode. It is important to identify learners’ modes early in the tutoring experience. Tutors can then teach using the style that ensures success for learners.

Activity–10 minutes

Ask the group to work in pairs. Using the three page *Characteristics/Study Tips for Learners* handout, R-37–39, have them choose a style that is different from their style.

As you work in pairs, use the three page *Characteristics/Study Tips for Learners* handout and choose a style that is different from your style.

Discuss the characteristics you might observe in learners with that style. Go over the study tips that are beneficial for learners with that style and come up with 2-3 teaching techniques to address that style. Be prepared to share with the large group.

Allow 5 minutes for pairs to share their ideas.

It is important to include learners in the process. Assure them that their success is your goal and encourage them to communicate with you when things are working well for them or when things need to be changed.

Trainer resources

LitStart, pp. 18-19
Teaching Adults, pp. 25–26
Learning-Styles-Online.Com, <http://goo.gl/BpT2PR>
Open Minds Trainer Manual
Learning Styles Inventory, R-36
Characteristics/Study Tips for Learners, R–37–39

Trainer materials

Learning Styles Inventory, R-36
Characteristics/Study Tips for Learners, R–37–39

Participant materials

For each participant

Learning Styles Inventory handout
Characteristics/Study Tips for Learners handout

Tutor Resource Guide—LitStart

35 minutes

More Learning Strategies

Purpose

Introduce tutors to the information and strategies available in the tutor resource guide, *LitStart*.

Format

Lead the group in the following activities.

The pages referenced in this segment are from the 1999 edition of *LitStart*.

Introduction to *LitStart*—5 minutes

Today we will take a look at a tutor resource and reference book that you can use in addition to the teacher’s manual that accompanies the curriculum. The resource is called **LitStart**.

There are tutors in programs outside Oklahoma who use this book in place of a curriculum, but our program gives you the best of both worlds; an effective curriculum **name the curriculum and LitStart**.

You might wonder why you would need **LitStart**.

1. There are times when tutors may want to slow down lessons while working in the curriculum. This might happen when learners need more time or another way to understand or practice a concept.
2. Other times, tutors may find it helpful to clarify a teaching strategy that was briefly explained in the teacher’s manual of the curriculum.
3. Also, we encourage learners to bring things they want to read to class. When learners bring a flyer, job application, or other item to class, tutors need strategies to teach those materials. These are all reasons to take time to become familiar with *LitStart*.

The first part of *LitStart* provides some **good general information** about tutoring. Take a look at **page 11** to see ways to give **positive feedback to learners**. The middle of the page suggests **different ways to respond when a learner gives an incorrect**

answer. The bottom of the page gives you **10 things you should never say to learners**. These suggestions may seem obvious, but they are very important.

Pages 22-23 provide some very helpful information about **how to deal with special needs** adult learners may have. These include such things as hearing and vision problems or sensitivity to light. Adult learners may have one or more of these issues, so it is a good idea to know ways you can try to make the lessons less frustrating.

Teaching Strategies

I've mentioned that LitStart contains a wealth of helpful information, but today, we are going to **focus on some of the 60 easy-to-follow teaching strategies** that cover Speaking, Reading, Word Study, and Writing.

The **first 13 strategies** are geared to helping **English Language Learners speak English**. We are not going to cover Speaking Strategies today, but I want you to know they are included in the book.

The next section covers Reading Strategies. Turn to **page 94** and notice that there are several pages with general information. Following the general information, there are 12 strategies that focus on teaching reading. On **page 105**, you will find a list of the strategies.

Strategy #14, is the Pre Reading Survey. What does the manual say this strategy addresses? **fluency and comprehension** Notice the very simple instructions on how to use this technique.

Strategy #15, Hint, Hint, Hint is on **page 107**. Look at the information.

What are the **Uses** for this strategy?

- to help learners read difficult material—up to 5 levels higher
- to help learners focus on comprehension rather than on individual words

What level of text should be used? **frustration level—a level challenging to learners**

Ask for volunteers to read steps 1-4 of the procedure.

Hint, Hint, Hint may be a new teaching idea, but you will find that you already know some of the strategies included in LitStart. Look at **page 110** and see if you recognize the strategy. **Language Experience Approach**.

If you need ways to reinforce or strengthen a learner's reading skills, look through the reading strategies in this book. You and the learner can select a technique you think will work.

Word Study Strategies—10 minutes

There are 24 strategies for teaching **Word Study Skills**.

Turn to **page 153** to see **Strategy #39** called **Copy Cat**. This is best used with a learner who has low reading skills but urgent spelling needs.

I need a volunteer to join me at the front to play the role of a learner. You could also have your co-trainer role-play the learner.

Ask for another participant to read step 1 aloud. Demonstrate the task while you play the role of the tutor, and the volunteer who has joined you at the front plays the role of the learner.

Be familiar with the information on page 153.

Demonstration:

1. **Participant from the audience reads**—“Write the word the learner wants to learn in large letters with a marker to make a dark, thick line.”

Trainer—“What word from today’s lesson do you want to learn?”

The learner responds, “does.”

Trainer models—Writes the word “does” on the paper using a marker.

2. **Participant from the audience reads**—“Invite the learner to say the word and trace your word once or several times with a pen or pencil saying the letters aloud as they are traced.”

Trainer—“Say the word.”

The learner responds, “does.”

Trainer models—Traces each letter with a marker saying each letter aloud, “does, d/o/e/s”

Trainer models—Repeats above step. “does, d/o/e/s”

3. **Participant from the audience reads**—“Ask the learner to copy the word under your word once or several times, saying the letters aloud.”

Trainer—“Copy the word just below my word. Say each letter as you write it.”

Learner—Copies the word as he says each letter

4. **Participant from the audience reads**—“Have the learner cover all copies of the word, write it from memory once or several times, and check it.”

Trainer—“Fold the paper to cover the words, and write the word.”

Learner—Folds paper and writes the word from memory

Trainer—“Unfold the paper to check your work.”

Ask a participant to read the Note on page 153. (*It is the student who should decide how many repetitions of each step are needed.*)

This is a good technique for teaching words learners want to study, for teaching unfamiliar words from a story, or working on sight words. You can find a list of sight words beginning on page 264.

Writing—10 minutes

LitStart has eleven strategies for writing.

Be familiar with the information on page 180.

Ask a volunteer to come to the front and play the role of a learner.

Demonstration

1. Draw a circle on the flip chart and write the words I wish I could buy.... in the middle of the circle.
2. “Last time we met, we talked about buying things. This says, *I wish I could buy...*”
3. “I want you to supply a word that will complete the sentence. For example, *I wish I could buy a car.*”
4. Write “a car” on a ray extending out from the circle.
5. “Now, you tell me something you wish you could buy.”
6. Repeat the question until the learner has given you 3-4 words, writing each item on a ray extending out from the circle.
7. “This is a story map. You can write a story using these words.”
8. Model the first sentence by writing it on the flip chart. Write—I wish I could buy a car.

Read—“I wish I could buy a car.”

continued next page

9. **“Use the map to write the rest of the story.”**

10. **Learner writes sentences on the paper.**

11. **“Read your story.”**

This strategy is called Guided Writing. You will find it on page 180 of LitStart.

Wrap up—10 minutes

Earlier today, we talked about learning styles so you know that some strategies work better for visual learners, some better for auditory learners, and some better for tactile learners. LitStart gives suggestions on what strategies work best with the different learning styles on **page 19**. Remember that while we want to use what works best for the learners, we also want to vary the teaching approach to include some of the other learning styles.

Turn to **pages 194-195**. Look at the information on setting up **portfolios**. Portfolios are a great way to keep learners’ work for additional teaching opportunities at a later date. They help learners see evidence of progress.

Programs using *Voyager* as the curriculum should point out that *Voyager* tutors are advised to use portfolios. This information will be useful in helping them visualize what a portfolio might look like.

Turn to **page 196** to see some **ways tutors can motivate learners**. This information suggests easy things to do to help prevent learners from getting frustrated or discouraged.

The **Appendices** in LitStart also provide some very helpful tools.

Page 200 lists resources found in the back of the book.

If you need ideas for **words that emphasize consonant sounds**, look no further than **pages 201-203**. Notice that the bottom of page **201** even directs you to specific strategies you might use.

On **page 204** there are lists of words that can be used to **practice blends and digraphs**. See **page 207** for a note referring the tutor to **page 131** for a definition of a digraph, along with some examples. Notice the shaded box at the bottom suggests strategies for using these words.

Pages 208-209 provide lists to **review short and long vowels**.

Check out **page 212** to find **helpful notes about teaching vowels**.

Then, for something you are sure to use, turn to **page 218** and look at all the **word families**. LitStart even breaks them down into beginning and intermediate level words.

As you can see, this book provides tutors with a wide variety of ideas, strategies, and information. LitStart, along with the teacher’s guide of the curriculum, will give you everything you need to start tutoring.

Remember, if you ever get stuck or need clarification, call the literacy director. You will have a chance to do a little more work in LitStart in a few minutes, but now we are going to talk about real world materials.

Trainer resources

LitStart

Trainer materials

Flip chart
markers

Participant materials

For each participant

LitStart

Real World Materials

40 minutes

Customizing

Purpose

To make tutors aware of the benefits of real world materials and how to use them.

Format

One way to help learners meet some of their specific goals is to use real world or real life materials. Real world materials are great teaching tools for many reasons.

- First, they can be selected to meet learners' specific needs and interests.
- Real world materials are also an effective way to help learners transfer skills from the curriculum (for example Voyager) to things they want and need to read in their everyday lives.
- They can also be used to slow down a lesson in the curriculum in order to reinforce skills, or to provide a change of pace.

What are some real world materials learners might want to use? Think of everyday items.

Responses might include: newspaper, job application, child's book, mail, recipe, magazine, flyer, want ads, bills, job manual, greeting card, menus etc.

What could you use for learners interested in the Oklahoma City Thunder?

What could you use when learners are planning their vacation?

Turn to **pages 50-51** of LitStart for other ideas.

These are all good examples of real world materials. Where do you think you could find teaching strategies to use when learners bring real world materials to class?

LitStart

When you use real world materials you will need to identify a variety of teaching strategies so learners can practice and review skills.

We are going to work in pairs to practice finding a strategy that can be used with real world materials.

Activity—30 minutes

Allow 15 minutes for participants to prepare and 15 minutes for pairs to share information.

Select an example of real world material to use for this activity. Make sure the strategies you choose will work with the real world material. For your convenience, the *Catfish Cove* article is included in the Open Minds notebook as an example.

Distribute the article/item to participants. Write each of the following strategies on a card. Assign one strategy to each pair.

Pair 1–Strategy 16, Let’s Find Out on page 108

Pair 2–Strategy 17, Tutor Rewrite on page 109

Pair 3–Strategy 30, Word Family Patterns on page 144

Pair 4–Strategy 33, Applied Sight Words on page 147

Pair 5–Strategy 44, Compound Words on page 159

Pair 6–Strategy 45, The Two-Consonant Rule on page 160

Each pair needs to read the strategy, discuss how the strategy can be used with the real world item, try the activity, and be prepared to share information about the activity. You have 15 minutes for this activity. **15 minutes to share.**

Wrap up and questions—10 minutes

You have done a great job demonstrating how different strategies can be used with the same real world item. Remember that you don’t want to overwhelm learners with too many tasks during each lesson. You want to keep it interesting and allow time for learners to proceed at their own pace.

Also, remember that whether you use only the curriculum, only real world materials, or a combination of teaching strategies, lessons should always provide opportunities for learners to read, write, listen, and speak.

Trainer resources

LitStart

Trainer materials

Real World Article, ex: Catfish Cove, R-40 (or other real world material)

Participant materials

For each participant

Real World Article, ex: Catfish Cove, R-40 (or other real world material)

LitStart

Supplies for Strategies Activity

Lesson Planning

40 minutes

Plan for Success

Purpose

To give participants the opportunity to practice creating a lesson plan while considering learning styles, real world materials, and teaching strategies.

Format

When you use real world materials you will need to do some preliminary work to prepare for tutoring. This preparation should result in a lesson plan that will guide you through the lesson.

Activity

This part of the training will give you a chance to practice lesson planning with our favorite learner, Jessica Jones.

Work with your partner to create a lesson for Jessica using real world materials. You will need to determine what materials Jessica would like to use, how to address Jessica's learning styles, what teaching strategies you will use to teach new skills and how to review the skills Jessica may find challenging.

Remember, when you work with an actual learner you will be able to ask questions and find out some of the details. Today, you will just have to make some assumptions.

Provide a table with items Jessica Jones might want to read, including recipes, gardening articles, children's books, job applications, etc.

Once you determine the real world material you want to use, see if you can find something on the table to use for this practice.

Use LitStart to find at least one strategy you will use in your lesson. Be sure to list any special materials that will be needed to teach your lesson, for example flashcards, tape recorder, colored paper, etc.

Each lesson should include opportunity for the learner to read, write, listen, and speak.

Fill out the *Real World Lesson Plan* handout with Jessica Jones' information. You will have 15 minutes to prepare and then we will share our ideas.

Allow 20 minutes for pairs to share.

Praise participants for their work and ideas.

Remember that you will have much more time to prepare for your real lessons with learners. The goal of today's activity was to make you aware of tools, information, and resources that will help you in your tutoring. See page 44 in LitStart for more information on lesson planning.

Trainer resources

LitStart
Real World Lesson Plan, R-41
Jessica Jones' Profile, R-9

Trainer materials

Collection of real world materials, (recipes, children's books, job applications, articles on gardening, etc.)

Participant materials

For each participant

LitStart
Jessica Jones' Profile handout
Real World Lesson Plan handout
Real world materials, (recipes, children's books, job applications, articles on gardening, etc.)

Review

10 minutes

What Have We Learned

Purpose

To give participants a quick review of key points made during Part 3.

Format

Cut *Review Strips, R-43* as indicated and distribute a strip to each participant. The participant will read the question aloud and audience members will provide the answer. The person asking the question will determine if the answer is correct. Ask questions in the order presented below.

1. What is the title of the tutor resource book?

LitStart or Teaching Adults (publication covered in the training)

2. What is one reason a tutor would use the tutor resource book?

To slow down a lesson, to take a break from the curriculum, to provide extra review/practice, to teach using real world materials

3. What is an example of real world material?

Menus, recipes, articles, child's book, job related material, maps, signs, etc.

4. How often is a learner allowed to bring real world material to class?

Learners should be encouraged to bring materials whenever they need or want to read something.

Why? Because lessons should be learner centered. The learner determines what he wants to learn.

5. Name three learning styles.

Visual, auditory, tactile/kinesthetic

6. What is one way to help a visual learner?

Flashcards, written instructions, colored markers/highlighters, illustrations, graphics

7. What is one way to help an auditory learner?

Have learner repeat instructions, review using tape recorder, have background music playing during the lesson, use rhythm and rhymes, etc.

8. What is one way to help a tactile learner?

Hold book in hand while reading, trace words in sand, use a computer key board, role play, stand when giving explanation, make flashcards, etc.

9. What four things should be included in every lesson?

Opportunity for the learner to read, write, listen, and speak

10. Who should you contact if you have questions or concerns?

The program director

Trainer resources

Review Strips, R-43

Trainer materials

Review Strips, R-43 (cut apart for distribution)

About the Program

10 minutes

Local Program Procedures

Purpose

To provide the audience with information about tutor commitment and support.

Format

The session should answer questions individuals might have in deciding if tutoring is something they can and should do. Information should be customized to represent policies of the local program.

Provide the following information by lecture, handouts, PowerPoint, or video.

Suggested topics can include, but are not limited to:

- tutor/learner match
- time and other commitments required of tutors
- reporting
- tutor support and continuing education
- tutoring locations
- other ways (non-tutoring) to get involved with the local program

It is important not to overwhelm participants with information, but to give them enough detail to make informed decisions.

Resources

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Brain
TEASERS

MAN
BOARD

*Stand
Eye*

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road
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d

Wear
LONG

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|R|E|A|D|I|N|G|

cycle
cycle
cycle

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M.D.
B.A.
PH.D.

I E V E I
LEVEL

Mind
MATTER

HE'S
HIMSELF

**KN&&
LIGHT**

equal

Brain
TEASERS
Answers

Man Overboard

I Understand

Crossroads

Long
Underwear

Touchdown

Downtown

Reading
Between
the Lines

Tricycle

Three Degrees
Below Zero

Split Level

Mind Over Matter

He's Beside
Himself

Neon Light

Backward Glance

Characteristics of Adult Learners

Adult learners

- are used to making decisions
- are busy people
- have to deal with emergencies and unexpected situations
- have learned a lot from experience
- learn by building on what they already know
- need respect
- sometimes feel unsure and afraid
- may be reluctant to ask questions
- might pretend they already know something
- have different values and beliefs

Sample Learner Goals

The checklist on pages 153–155 includes some of the goals of new readers in adult literacy programs. Tutors and learners can use the checklist to help them establish their own goals. There are 10 general categories:

1. General skills
2. Transportation
3. Money
4. Jobs
5. Government/law
6. Health
7. Food
8. Children
9. Recreation
10. Religion

A good place to begin is by asking learners which categories they would like to review. Tutors can assist learners in reading these sections if necessary and then ask the learners to indicate how each column should be checked. Tutors should encourage learners to add other goals that are important to the learners.

If the learner identifies a specific goal, take some time to find out more about the learner's interest or needs. For example, if the learner wants to read a newspaper, what parts are of greatest interest? If the learner wants to be able to write letters, what is the purpose, and who is the audience?

	I do it well enough	I want to work on it	I don't need to work on this now
General Skills			
Write my name, address, and telephone number			
Write other people's names, addresses, and telephone numbers			
Tell time			
Read a calendar			
Write down appointments			
Use a telephone book			
Read street signs			
Read store names and signs			
Read or write a letter or note			
Read a newspaper			
Read a magazine			
Read a book			
Use a dictionary			
Other:			
Transportation			
Read bus or train schedules			
Read traffic signs			
Read a driver's manual			
Read maps			
Read a car maintenance/repair manual			
Other:			
Money			
Read pricing labels in stores			
Write checks or money orders			
Read a bank statement			
Read and pay bills			
Fill out an application for a credit card			
Fill out public assistance forms			

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	I do it well enough	I want to work on it	I don't need to work on this now
Fill out unemployment forms			
Fill out tax forms			
Other:			
Jobs			
Read job ads			
Fill out a job application			
Read job-related manuals/forms			
Write a résumé			
Read information on paychecks			
Read charts, graphs, or diagrams			
Read contracts			
Fill out order forms			
Make lists			
Write reports			
Other:			
Government/Law			
Read an election ballot			
Read leases			
Read legal documents/forms			
Read about government or history			
Other:			
Health			
Read a thermometer			
Read labels/directions on medicine bottles			
Read warning/poison labels			
Read about what to do for injuries or sicknesses			
Fill out medical or dental insurance forms			
Read about staying healthy			
Read about pregnancy and childbirth			
Read about AIDS or other diseases/health problems			
Other:			

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	I do it well enough	I want to work on it	I don't need to work on this now
Food			
Write a shopping list			
Read grocery ads			
Read coupons			
Read food labels			
Read recipes			
Read menus			
Other:			
Children			
Read books to children			
Read school notices and reports			
Fill out school forms			
Write notes to the school			
Write a medical history/record of shots			
Read about child care			
Other:			
Recreation			
Read a TV or radio program schedule			
Read a movie schedule/movie reviews			
Read words to songs			
Read notices or newsletters about community activities			
Read directions or rules for playing games			
Fill out an application for a library card			
Other:			
Religion			
Read church bulletins			
Read the Bible or other religious materials			
Read aloud during religious services			
Other			

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Jessica Jones' Profile

Jessica

- 21 year old woman
- single parent with 4 year old daughter, Kate
- employed part time at the school cafeteria
- lives paycheck to paycheck

Education

- dropped out of school at age 17 when Kate was born

Assessment

- Reading 1.5
- Spelling 1
- difficulty with phonics
- reads at a slow and broken rate
- runs her finger under text when reading
- easily frustrated when reading or writing

Skills/Strengths

- good mother
- enjoys interacting with people if she doesn't have to read
- holds a job and runs the household despite reading problems

Personal

- learns best by watching and then doing it herself
- likes to cook
- likes to work in her garden

Goals

- Get her GED
- Get a better job
- Teach Kate the alphabet before she starts school



Step 1

To get the story on paper, encourage the learner to share some part of his life such as a hobby, funny incident, or family story.

You may also talk about a picture from a magazine or a story from the curriculum.



Step 2

As the learner dictates, write the exact words even if not grammatically correct. Use correct spelling and punctuation.



Step 3

Ask the learner to choose a title for the story.



Step 4

Read the story to the learner. Ask if there is anything he would like to change.



Step 5

Read each sentence aloud, tracking the words with your finger.



Step 6

Ask the learner to read each sentence after you read aloud (echo reading).



Step 7

Read the story in unison (duet reading) with the learner. A higher level learner may choose to read it alone.



Step 8

Use the story in future lessons to teach reading and writing strategies. Type and date the story. Keep copies of the writing: one in the learner's portfolio and one in your folder for use in subsequent lessons and to review progress in writing.



6

Using Language Experience

Whenever possible, the learner should be involved in selecting or creating his or her own teaching materials, even if the involvement is only copying sentences, making flashcards, or creating a personal dictionary. The Language Experience Approach (LEA) described in Activities 7–13 involves using the learner's own words to create passages to help teach reading and writing. It can be adapted for use with learners at different levels. It can also be used with small groups and in one-to-one tutoring. LEA builds on the learner's life experiences and treats the learner as a person with ideas, feelings, and stories that are worth communicating. It incorporates the learner's own language. It is especially effective because it encourages the learner to use all four language acquisition and communication skills: listening, speaking, reading, and writing.

Activity

7

Creating a Language Experience Story

PURPOSE

To show the learner how his or her experience and speaking ability link to the written word even when the learner has little or no writing ability.

METHOD

Discuss

1. Ask the learner to tell a story about an experience.

Dictate

2. Print exactly what the learner says.

Use correct spelling and punctuation, but do not change any words. Leave a blank line between each printed line in case you must make changes. For beginning readers, you don't need to write the whole story—three to five sentences is long enough.

3. Ask the learner to suggest a title for the story.

Verify

4. Read the story back to the learner, and ask for any corrections or changes.

Read

5. Read each sentence aloud, tracking the words with your finger, while the learner watches and listens.
6. Ask the learner to read each sentence after you.
7. Ask the learner to read the entire story.

File the story

8. Review the story at the next session. Type it, if possible, and print one copy for you and one for the learner. Place your copy in a binder or folder as part of a permanent collection of the learner's writing.

**Generating Story Ideas****PURPOSE**

To generate conversations that can be used as the basis of a language experience activity.

METHOD

1. Select one of the following ideas, or ask a question of your own.

What is your favorite hobby? Describe it.
 If you could have three wishes, what would they be?
 What type of work do you do? What do you like and dislike about your work?
 What is the strangest thing that ever happened to you?
 Tell me a story about someone in your family.
 If you had as much time and money as you needed, how would you spend your vacation?
 What is something you do well? How would you tell someone else how to do it?
 What was the best choice you made in the last five years?
 What do you most like to do on your day off?
 Do you have a favorite song? Can you tell me the words?
 Tell me about your favorite television show.
 What would you say to the president if you met him or her?
 Think about someone you know. Describe what he or she looks like.

2. Use the question to start a conversation with the learner.
3. When the learner is comfortable, ask the learner to repeat an interesting piece of information so you can write it down.

SUGGESTION

You can also work with the learner to create a map of ideas about a particular topic. (See Activity 75.) The learner can then choose one idea to use as the basis of an LEA story or can use one map for several different stories. Maps can also help generate new ideas and topics.

Activity 9

Videos, Pictures, and Photos as Story Starters

PURPOSE

To use videos, pictures, or photos to generate conversations that can be used as the basis of a language experience activity.

METHOD

1. Use a short video clip related to the learner's interests to start a conversation.



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2. Bring a picture to the lesson, and ask the learner to describe it or ask how the learner feels about it.
3. Ask the learner to bring a personal photo to the lesson and tell you what is happening in the photo.

Activity
10

Newspaper and Magazine Articles as Story Starters

PURPOSE

To use timely or topical articles to generate conversations that can be used as the basis of a language experience activity.

METHOD

1. Read an article from a newspaper, magazine, or website to the learner. Then ask the learner to tell you about it in his or her own words.
2. Read a letter from a personal advice column, and ask the learner how he or she would answer it.

Activity
11

Using LEA with Beginning Readers

PURPOSE

To involve beginning readers in LEA activities without overwhelming them with the length or difficulty of the pieces.

METHOD

1. Follow the steps for obtaining an LEA story in Activity 7.
2. Keep the selection short—only one or two sentences.
3. Read the selection aloud together (see Activity 15) before the learner tries to read it alone.

SUGGESTIONS

- Write one of the following sentence starters, and ask the learner to complete it. Write as the learner dictates.

I want _____

I can _____

My children are _____

I wish _____

I like to go to _____

My best friend is _____

When I think of my mother, I _____

- Ask the learner to dictate a short list (e.g., names of family members, favorite foods, or places he or she would like to visit).

Activity 12

Using LEA with Groups

PURPOSE

To create a group language experience activity for a small group or class.

METHOD

1. Ask the group to select and discuss a topic. Then create a story on the board by asking each learner to contribute one sentence.
2. Write a sentence starter on the board. Then ask each learner how he or she would complete it. Write each learner's sentence on the board.

Activity 13

Building Skills with LEA Stories

PURPOSE

To use LEA to build a variety of skills.

METHOD

You can use LEA stories to teach many different skills. The learner is more likely to learn a skill that is connected to his or her own words. Work with the learner to

choose what skill to work on. This encourages the learner to take responsibility for directing the learning. The learner can, for example:

- circle every *e* (or some other letter) in the story
- underline every capital letter
- count the number of sentences
- make flashcards for words he or she would like to learn (Ask the learner to practice until he or she can read the words by sight.)
- reconstruct one of the sentences using flashcards on which you have written each word
- make as many words as possible by changing the initial consonant sound in one of the words in the story (e.g., *went*: *bent*, *dent*, *lent*) (see Activity 27.)
- select words to have as sight words (You can help the learner with these words using the steps in Activity 19.)
- practice reading any direct quotes in the story—read them with appropriate emotion, such as excitement, anger, sadness, boredom, etc.
- name words that begin with the same consonant blend as a word in the story (e.g., *start*: *stop*, *stuck*) (You can write them down as the learner says them and then ask the learner to practice reading them.)
- select a word ending that the learner has already studied (such as *-s* or *-ing*), practice adding it to different words from the story, and then use each new word in a sentence (The learner can do a similar exercise by deleting endings from words in the story.)
- select a word with a long vowel sound and tell you what the word would be if the sound were changed to a short vowel (e.g., *made/mad*) (You could also reverse the process, e.g., *not/note*.)
- write contractions from the story and tell you what words they stand for (e.g., *wasn't/was not*)
- circle all the adjectives
- give a word or phrase that means the opposite of words you underlined in the story (e.g., *tall/short*, *got married/got divorced*)
- locate on a map the places mentioned in the story
- develop a list of words to learn to spell
- identify cause-and-effect relationships (“Why did this happen?”)
- reread the story for fluency

Note: Many of the ideas in the other activities in this book can also be used with LEA stories.

My Garden by Jessica Jones #2

I love to dig in my garden. Kate helps me water and pull the weeds. This year I planted beans, peas, and strawberries.

I've planted two kinds of cannas, a red one and a pink one. Every morning I go outside to see if there is anything new. I never have to worry when I'm in my garden.

My Garden by Jessica Jones #2

I love to dig in my garden. Kate helps me water and pull the weeds. This year I planted beans, peas, and strawberries.

I've planted two kinds of cannas, a red one and a pink one. Every morning I go outside to see if there is anything new. I never have to worry when I'm in my garden.

Strategies for Beginning Readers

1. **Echo reading**—Have the learner read each sentence after you read aloud.
2. **Duet reading**—Ask the learner to read a sentence or entire story along with you as you track with your finger.
3. **Identify letters**—Choose one letter and have the learner circle the letter each time it appears in the story.
4. **Identify upper case or capital letters**—Have the learner underline or highlight each capital letter. Talk about when to use capital letters.
5. **Identify punctuation**—Ask the learner to highlight the punctuation mark at the end of each sentence. Ask the learner if he knows the name of the mark.
6. **Recognize sentences**—Ask the learner to count the sentences in the story. Ask what each sentence starts with (capital letter) and ends with (punctuation mark).
7. **Identify short vowel sounds**—Have the learner identify short vowels by name and, if possible, by sound (*a, e, i, o, u, and sometimes y*). Introduce one vowel per lesson unless this is a review.
8. **Identify sight words**—Have the learner draw a box around sight words in the story. These are words that readers should learn to recognize without having to sound out such as— *the, of, and, a, of, in, is, you, that, it, he*. Suggest making flash-cards of sight words.
9. **Make flashcards**—Ask the learner to identify words in the story that he would like to remember or work on in class. Have him copy the words onto flashcards. Go over words each session and suggest that he review flashcards at home.
10. **Review flashcards**—Ask the learner to read the words on the flashcards. Have him shuffle the flashcards and read each card. If he has difficulty remembering a word, have him draw a picture on the back of the card.
11. **Write sentences**—Have the learner write sentences using words on the flashcards.
12. **Make a personal dictionary**—Have the learner copy words from his/her flash-cards into his/her personal dictionary (*spiral notebook or 3-ring binder*). Ask him to leave space between words so he can add definitions later.

Strategies for Intermediate Readers (strips)

✂ -----
Sequence—Make sentence strips from the story. Cut the sentence into individual words. Ask the learner to arrange the words in the correct order.

✂ -----
Consonant blends—Ask the learner to identify consonant blends (two or three consonants that occur together with each sound voiced, e.g. **planted**)—Have him name words that begin with the same blend. Write the words. Ask the learner to read the words.

✂ -----
Contractions—Ask the learner to identify contractions in the story. Write the contraction. Expand to two words (e.g., isn't = is + not).

✂ -----
Duet reading—Read the story in unison with the learner. Read at a normal pace to encourage fluency.

✂ -----
Independent reading—Have the learner read the story independently.

✂ -----
Word families—Find a word that can be used in a word family exercise (rhyming words). Write the word and ask the learner to change the beginning letter to make new words (e.g. **red**, bed, fed, led, Ned, Ted, wed).

✂ -----
Verb tense—Ask the learner if he knows what a verb is. Explain that verbs are action words. Ask him to circle verbs in the story. For more advanced readers, suggest re-writing the story in a different tense (e.g., change past tense to present tense—“**I planted** beans” change to “**I plant** beans”).

✂ -----
Personal dictionary—Have the learner choose words from the story to add to his personal dictionary (usually a spiral notebook kept by the learner).

✂ -----
Dictionary—Have the learner use a published dictionary to find words in his personal dictionary. Ask him to write the definition.

✂ -----

✂ -----
Syllables—Tell the learner that words are divided into sounds that can be heard when we speak. These sounds are called syllables. Ask the learner to listen for word sounds as you say the word “cat” and tap your finger one time. Say “garden” as you tap your finger two times. Ask the learner if he heard one sound when you said “cat.” Have him say “cat” and tap as he hears the sound. Ask if he heard two sounds when you said “garden.” Have him say “garden” and tap when he hears the sounds. Repeat as necessary. Ask the learner to find two syllable words (or words that have two sounds) in the story. Have him make a list of the words, putting a dot between the syllables (e.g., gar·den).

✂ -----

Strategies for Intermediate Readers

1. **Sequence**—Make sentence strips from the story. Cut the sentence into individual words. Ask the learner to arrange the words in the correct order.
2. **Consonant blends**—Ask the learner to identify consonant blends (two or three consonants that occur together with each sound voiced, e.g. **planted**). Have him name words that begin with the same blend. Write the words. Ask the learner to read the words.
3. **Contractions**—Ask the learner to identify contractions in the story. Write the contraction. Expand to two words (e.g., isn't = is + not). This might also be done in reverse (e.g., is not = isn't).
4. **Duet reading**—Read the story in unison with the learner. Read at your normal pace to encourage fluency. The tutor should run his finger under the words as reading takes place.
5. **Independent reading**—Have the learner read the story independently.
6. **Word families**—Find a word that can be used in a word family (rhyming words) exercise. Write the word and ask the learner to change the beginning letter to make new words (e.g. **red**, bed, fed, led, Ned, Ted, wed).
7. **Verb tense**—Ask the learner if he knows what a verb is. Explain that verbs are action words. Ask him to circle verbs in the story. For more advanced readers, suggest re-writing the story in a different tense (e.g., change past tense to present tense—"I **planted** beans" change to "I **plant** beans").
8. **Personal dictionary**—Have the learner choose words from the story to add to his personal dictionary (usually a spiral notebook kept by the learner).
9. **Dictionary**—Have the learner use a published dictionary to find words in his personal dictionary. Ask him to write the definition. (The literacy program will have a low level dictionary).
10. **Syllables**—Tell the learner that words are divided into sounds that can be heard when we speak. These parts are called syllables. Ask the learner to listen for word sounds as you say the word "cat" and tap your finger one time. Say "garden" as you tap your finger two times. Ask the learner if he heard one sound when you said "cat." Have him say "cat" and tap as he hears the sound. Ask if he heard two sounds when you said "garden." Have him say "garden" and tap when he hears the sounds. Repeat as necessary. Ask the learner to find two syllable words (words that have two sounds) in the story. Have him make a list of the words, putting a dot between the syllables (e.g., gar·den).

Part 1 Review

1. Name one characteristic of an adult learner.
2. What is a goal a learner might have?
3. Name one reason the Language Experience Approach is an effective teaching tool.
4. Describe one step in the Language Experience Approach.
5. Name one teaching strategy you can use with the Language Experience Approach.

Video and Online Links

Online courses at

ProLiteracy Education Network Online courses

<http://goo.gl/b3y3gB>

ProLiteracy Education Network Videos

<http://goo.gl/KBQybf>

Series of 8 short videos by Vic Sanborn on Youtube

Video 1 LEA: Creating a Language Experience Story

The importance of selecting a high interest topic

<http://goo.gl/Q7y9HR>

Video 2 LEA: Activating Prior Knowledge and Using the K-W-L Chart

How to use the K-W-L chart. "What I **K**now," "What I **W**ant to Know," "What I **L**earned."

<http://goo.gl/SGgyG1>

Video 3 LEA: Further Discussion

Completing the KWL Chart

<http://goo.gl/4UveQ4>

Video 4 LEA: Creating the Language Experience Story Using a Graphic Organizer

Organizing thoughts in the story

<http://goo.gl/wQ5w9K>

Video 5 LEA: The student dictates the Language Experience Story

The tutor transcribes the story

<http://goo.gl/Vhmivo>

Video 6 LEA: Reading the Language Experience Story

Echo reading

<http://goo.gl/GiPJHb>

Video 7 LEA: Word Skills Activities with the Language Experience Story

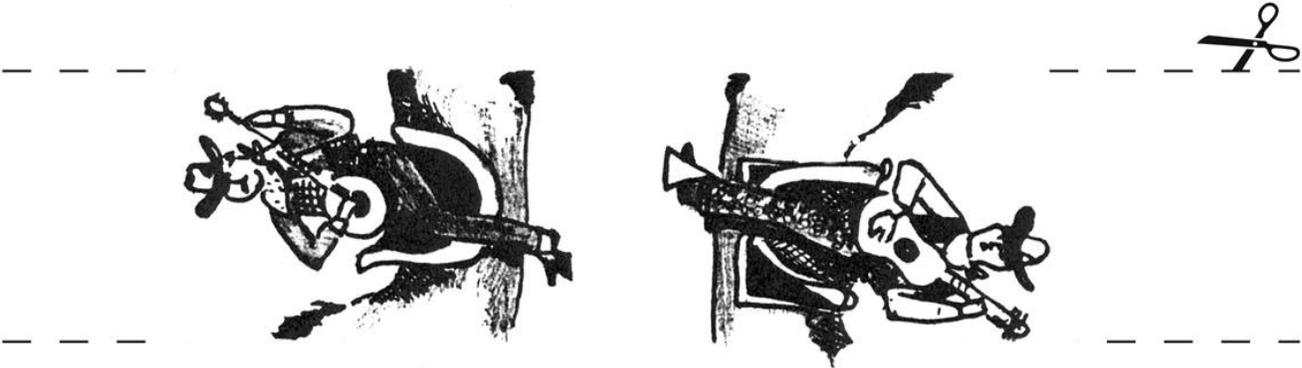
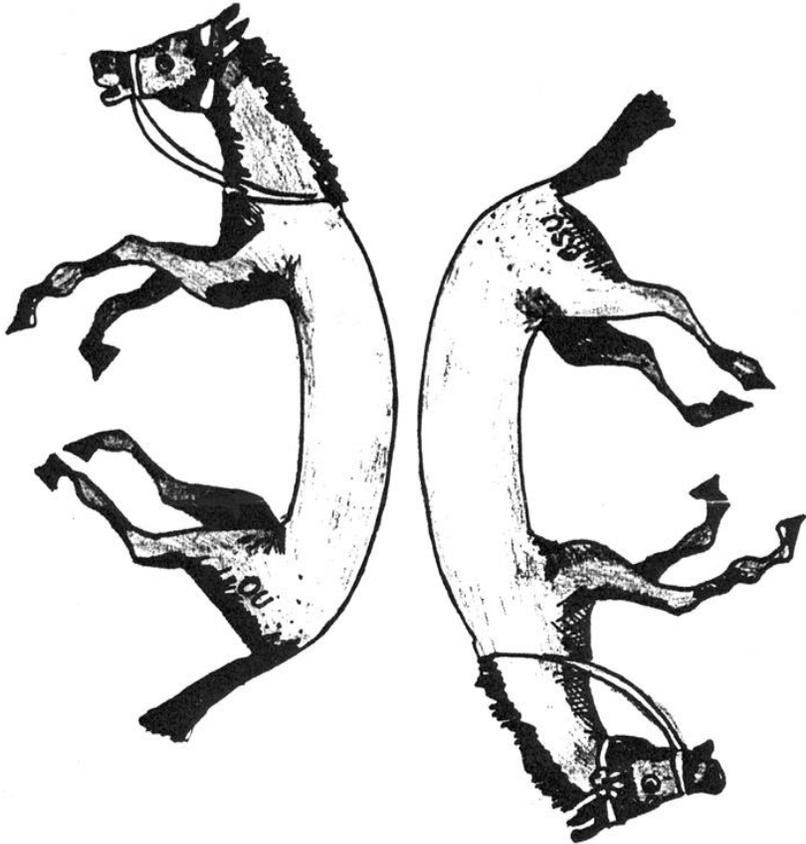
Review and word skills activities

<http://goo.gl/ZQXFZ3>

Video 8 LEA: Transferring Reading Strategies Using the Language Experience Approach

Improving comprehension

<http://goo.gl/es6fjk>



Insert Welcome to Voyager Presentation Script Packet

Trainer Script for Teaching Lesson One–*Voyager Introduction*

As interpreted from page 16 of the Teacher’s Resource Guide-Introduction Level
(Script is in blue type, directions are in black type.)

Lesson 1: Bb

Read the lesson title.

“The title of this lesson is Bb”

Point out capital and lower case (Bb) at the top of the lesson pages.

“This is a capital B. This is a lower case b.”

Have learners say the name of the letter as you point to the upper case and lower case Bb.

“What’s the name of this letter?” (capital B) “What’s the name of this letter?” (lower case b)

1. Talk, Write and Read

Point to and read the photo caption.

“The caption of this picture is By the Bookstore.”

A. Talk about what you see in this picture.

Ask learner to describe the scene as a whole. (You may need to ask leading questions.)

“Tell me about this scene. Where do you think these people are?”

“Today we will be focusing on words that start with the letter Bb and the sound of /Bb/. The sound for the letter B is /b/.”

“What’s this letter? What’s the sound?”

“What objects in the picture start with B?”

Give one or two examples, pointing as you name them.

“Here is a (bus, bottle, etc.)”

“Now, you name some other objects that start with B.” Repeat words with the learner.

Give examples of objects that have /b/ sound at the end or the middle of a word.

“Listen for the sound of B in subway. Where do you hear the /b/sound? Say subway with me.”

“Where do you hear the /b/ sound in cab? Say cab with me.”

Repeat the words with the learner.

B. Write words with the letter Bb

“I’m going to write some words that have the letter Bb in the word like book. What are some other words that contain B?”

Write the words on a sheet of paper or whiteboard. Underline the letter Bb.

“Listen as I read the words.” Read each word aloud.

“Read the words with me.”

“Now, read the words to me.”

“I’d like you to copy the words on the lines in your book. Are there any words that you don’t know?”

If learner says yes, have them write the word in his personal dictionary. (See page 8 of *Teacher’s Resource Guide*.)

C. Make a sentence

“I’m going to pick a word from the list and make a sentence.”

Model the task. Write the sentence on the sheet of paper.

“You pick a word from the list and make a sentence using the word.”

Write the sentence on the 1st line in the learner book.

“Now, copy your sentence onto the next line.”

D. Read the sentence aloud.

Model the task. Read the sentence aloud.

“Read your sentence aloud.”

It’s important to encourage tutors to be aware of fatigue in learners. It is not necessary to cover the entire lesson in one setting. In fact, it may be beneficial to stop here and move to another task (conversation, read to the learner, play a game, computer task, etc.) The next session should start with a review of the previous lesson and continue the lesson.

<p>Words to Know page 16</p>	<p>Key Words page 16</p>
<p>Read and Write page 16</p>	<p>In Your Own Words page 16 and the bottom right side of page 10</p>
<p>Extension #1 page 17 (top left) and Photo Copy Master 1 in the back of the book</p>	<p>Extension #2 page 17 (top left) and bottom right side of page 8</p>

Tutor Script for Teaching Lesson Two–Voyager Introduction

As interpreted from pages 16-17 of the Teacher’s Resource Guide-Introduction Level
(Script is in blue type, directions are in black type.)

Lesson 2: Dd

Read the lesson title.

“This is Lesson 2.”

Point to the capital and lowercase Dd at the top of the lesson pages.

“This is a capital D and this is a lower case d.”

Have learner say the name of the letter as you point to the upper case and lower case Dd.

“What is the name of the letter?” (capital D) **“What is the name of this letter?”**
(lower case d)

“Remember that the capital (or upper case) letters are at the top of the page and the lowercase letters are at the top of the next page.”

1. Talk, Write and Read

Point to and read the photo caption.

“The caption for this picture is Don’s Office.” Point to the caption.
“Please read.”

“This says Talk, Write, and Read. Please read.” Point to the title.

“Let’s spend a few minutes talking about the picture. What do you see, what’s going on?”

Note: this should be a general discussion. The learner does not need to focus on Dd words at this point

“Today’s lesson will focus on words with the letter d and the sound /d/.”

Model the sound.

“The sound of this letter is /d/. Please repeat the sound /d/”

“What objects in the picture begin with the sound /d/?”

Model examples by pointing to one or two objects and saying the words.

eg.–dog–desk

“dog–desk. What other things in the picture begin with the sound /d/?”

Responses could include door, drawer, December, Don, drink, diploma, doorknob

Note: Learners tend to identify picture words that represent objects. Ask questions to help them identify other words with the target sound. Is the door open or closed? Is the desk neat or cluttered?

“Sometimes you can hear the sound /d/ at the end of the word. Listen for the sound /d/ in the words bad and shade.” Repeat the words.

“Say the words with me. Where did you hear the /d/ sound?” (at the end)

“Sometimes you can hear the sound /d/ in the middle of a word. Listen for the sound /d/ in window.”

Repeat the word “window” and have the learner say it with you.

“Did you hear the /d/ sound in the middle of the word?”

B. Write words with the letter Dd

“We are going to write some words with the letter Dd like the word dog. Tell me some words that start with Dd. They can be from the picture or you can use other words.”

Write at least six words on a blank piece of paper underlining each Dd.

Read each word aloud.

“Now I will read the words again and I want you to read them with me.”

“Read the words by yourself.”

“Please write the words with the letter Dd, like in the word dog, on page 8 of your workbook.”

C. Make a sentence

Pick a word from the list and make a sentence with the word (model the task). Write the sentence on a piece of paper.

“Pick a word from your list and tell me a sentence using the word.”

Write the sentence on the first line of the learner’s book.

“Now copy your sentence on the second line.”

D. Read the Sentence

“Please read your sentence aloud.”

This is the end of this exercise.

Voyager: Reading and Writing for Today's Adults

Scope and Sequence

Reading Level	Stage 1: Learning to Read		Stage 2: The Emerging Reader	
	Introduction 0.5–1.5	Book 1 1.0–2.5	Book 2 2.0–3.5	Book 3 3.0–4.5
Word Work	Consonants and short vowels Initial consonant blends Sight words Word families Form words Form sentences ^{PCM} Phonics chart ^{PCM}	Short and long vowels Consonant blends Digraphs Vowel combinations R-controlled vowels Form words ^{PCM} Phonics chart ^{PCM}	Vowel combinations Use context clues Compound words Prefixes, roots, and suffixes Use a dictionary ^{PCM}	Word recognition strategies: • Use context clues • Divide compound words • Divide prefixes, roots, and suffixes • Syllabication Use a dictionary ^{PCM}
Types of Reading/Genres	Sentences and paragraphs Cloze stories Language experience stories Poems and limericks	Stories and poetry Adult student writing Historical accounts News articles Journal entries	Stories and other prose Adult student writing Letters and journal entries Poetry and songs Biographical sketches	Stories and other prose Adult student writing Letters and journal entries Poetry and a song Biographical sketches
Reading Strategies		Use prior experience and knowledge Visualize what you read	Use prior experience and knowledge Imagine Retell	Use prior experience and knowledge Predict Empathize
Reading and Thinking Skills	Read, complete, and discuss cloze stories Add endings to stories Dictate, read, and copy stories Answer comprehension questions about stories Read and discuss limericks	Sequence events ^{PCM} Identify cause and effect ^{PCM} Understand main idea and details ^{PCM} Make predictions and inferences	Understand: • Plot and character • Main idea and details ^{PCM} • Poetic devices (rhythm, rhyme, and repetition) • Make inferences • Plot map ^{PCM} • Character web ^{PCM}	Understand character, setting, and plot: • Main idea and details ^{PCM} • Find the theme • Draw conclusions • Identify viewpoint • Make inferences • Plot map ^{PCM} • Character web ^{PCM}
Writing	Copy and write letters and words Copy sentences and stories Form letters ^{PCM} Form sentences ^{PCM}	Write: • Poems and stories • Paragraphs • Journal entry • About a reading or person Make lists Complete a diagram	Use the writing process Write: • Poems and letters • Sequence of events • Note • Journal entry • Short autobiography • Paragraphs about a song, an interview, and a description Cursive handwriting ^{PCM}	Use the writing process Write: • A song and a poem • Stories • Descriptions • Paragraphs • Journal entry • Letter Story frame ^{PCM} Character web ^{PCM} Writing starters ^{PCM}
Writing Skills Mini-Lessons		Complete sentences Capitalization rules Contractions Add <i>-s</i> , <i>-es</i> , <i>-ed</i> , and <i>-ing</i>	Add endings Capitalization rules Complete sentences Compound sentences	Compound sentences Complex sentences Fix sentence fragments
Speaking and Listening	Dictate words Dictate stories Discuss stories	Discuss Retell Read aloud Interview	Discuss Retell Read aloud Interview	Discuss Retell Read aloud Interview
Life Skills				Read U.S. map ^{PCM}

^{PCM} indicates a photocopy master in the Teacher's Resource Guide

Sample First Meeting

Learner's Name _____

Tutor's Name _____

Date of Lesson _____ Time _____

Lesson Objective

To meet, get acquainted, determine time and place for future tutoring, and discuss short-term and long-term goals

Suggested Activities

1. Meet and exchange telephone numbers and addresses. You may **read the *Oklahoma Adult Learner Book*** (available from the Literacy Resource Office) with the learner and enter contact information for the learner to have at home. The *Oklahoma Adult Learner Book* script is included in your handouts from the training.
2. Decide on a time and place to meet. It is helpful to bring a calendar for the learner, jotting down the time and date of the next meeting. Decide what you prefer to call each other—first names, nicknames, or Mr./Mrs./Miss/Ms.
3. Explain tutoring process
 - **Explain what types of exercises might be included in a lesson**, e.g., “I want to use materials that you are interested in as part of your lessons. We’ll do a variety of exercises, such as learn words you need to know, read together or to each other, and do some writing.”
 - **Encourage the learner to bring any reading material he/she finds difficult** and would like to be able to read (school notices, doctor bills, newspapers, etc.) to your sessions.
 - **Ask the learner to get a 3-hole punched notebook** and 3-ring binder, or a folder to keep class materials in.
4. Goal setting discussion
 - You may **ask the learner general questions** from the Sample Learner Goals checklist which was distributed during Part 1 of the training and other questions such as “What do you want to be able to read?”
 - **Write a long-term goal and some short-term goals** that you both agree on. Give a copy of goals to the learner and keep one for your file.

- **Use Language Experience Approach (LEA)** to develop a few sentences centered on the learner's goals. Introduce two sight words from LEA. Give the learner a copy of his story and flashcards for home practice.
 - Continue discussion, asking questions such as "Is there anything you might be concerned about as we start lessons?" Respond with empathy and information.
5. At the end of your session, say
- "I'll look forward to seeing you at **(insert time)** at the **(insert location)**. If you can't make it, please call me. I will call you if I ever have a problem and can't make a meeting."

Note to trainer: The tutor now has an idea of the learner's attitude, vocabulary, and goals as well as an LEA story. Remind participants to copy the story, include in the learner's portfolio and use in the next meeting with additional teaching strategies.

Tutor Script for Oklahoma Adult Learner Book

Use the following script as a guide for exchanging information and giving the learner an overview of literacy services in the state.

(Script is in blue type, directions are in black type.)

Show the learner the front cover of the book. Read the title as you draw your finger under the words.

“The title of this book is Oklahoma Adult Learner Book. The people in the pictures are just like you. They all needed help with reading and writing.”

Open to page one. Read the information to the learner as you draw your finger under each line.

“Literacy office phone number”

“I’m going to write the number of the literacy office on this line. If you need to contact the director, you’ll have the number.”

“Tutor’s name”

“My name is (say your first and last name).”

“I’m going to write my name on this line to help you remember.”

“I’d like for you to call me (first name or preferred name for learner to use).”

“What would you like to be called?”

(Write the learner’s name in your notebook.)

“Tutor’s phone number”

(If you prefer not to give your personal number at this time, you may re-write the program number.)

“If you need to get in touch with me, you can call me at this number. Please call me if you can’t meet for class.”

“What is your phone number?” (Write the number in your notebook.)

“If I can’t meet for class, I’ll call you.”

Continue reading through the remainder of the book. Remember to draw your finger under the sentences as you read. Discuss and answer questions as necessary.

Part 2 Review

1. How many student books are included in the Voyager series?
2. What two skills does a student need to start in Voyager?
3. Where can you find the answers to Voyager student exercises?
4. Where can you find easy to make flashcard words?
5. What is the purpose of the Student Progress Tracking Sheet?
6. What is one way a tutor can check the student's progress?
7. Name two varieties of reading selections featured in Voyager.
8. Why are word families good teaching tools?
9. Who do you contact if you need help or have questions after you begin tutoring?

Learning Styles Inventory

This activity will help you understand how you learn. There are no *right* or *wrong* answers. Put a number from 1-3 beside each statement.

Often is (3) Sometimes is (2) Seldom/Never is (1)

Visual Mode

- _____ I remember information better if I write it down.
- _____ Looking at the person talking helps keep me focused.
- _____ I need a quiet place to get my work done.
- _____ When I take a rest, I can see a book page in my head.
- _____ I need to write down directions, not just take them verbally.
- _____ Music or background noise distracts my attention from the task at hand.
- _____ I don't always get the meaning of a joke.
- _____ I doodle and draw pictures when taking notes.
- _____ I have trouble following lectures.
- _____ I react very strongly to colors.

_____ **Total Score**

Auditory Mode

- _____ My papers and notebooks always seem messy.
- _____ When I read, I need to use my index finger to track my place on the line.
- _____ I do not follow written directions well.
- _____ If I hear something I will remember it.
- _____ Writing has always been difficult for me.
- _____ I often misread words. (i.e. them for then)
- _____ I would rather listen and learn than read and learn.
- _____ I'm not very good at interpreting an individual's body language.
- _____ Pages with small print or poor quality are difficult for me to read.

_____ **Total Score**

Tactile Kinesthetic Mode

- _____ I start a project before reading the directions.
- _____ I hate to sit at a desk for long periods of time.
- _____ I prefer to see something done and then do it myself.
- _____ I use the trial and error approach to problem solving.
- _____ I like to read a book while pacing.
- _____ I take frequent study breaks.
- _____ I have a difficult time giving step-by-step instructions.
- _____ I enjoy sports and do well at several different types of sports.
- _____ I use my hands to describe things.
- _____ I have to rewrite or type my notes to reinforce the material.

_____ **Total Score**

The highest of the 3 scores indicates the most efficient method of information intake. The second highest score indicates the mode which boosts the primary strength.

Based on the score your most efficient method of intake is _____

Characteristics of Auditory Learners

(hearing) 30% of learners	
<p>Remember what they hear.</p> <p>Talk while they write.</p> <p>Need phonics.</p> <p>May be a sophisticated speaker.</p> <p>Eyes move down and to the right when they are listening to others.</p> <p>May seem to be listening to something inside themselves, rather than to the person they are communicating with.</p>	<p>Remember by listening, especially music.</p> <p>Distracted by noise.</p> <p>Write lightly and not always legibly.</p> <p>Remember names, but forgets faces.</p> <p>Games and pictures are annoying and distracting.</p> <p>Often, information written down will have little meaning until it has also been heard.</p>

Study Tips for Auditory Learners

<p>Explain the material you are trying to learn to a study partner.</p> <p>Read explanations out loud. Be sure to go over all important facts out loud.</p> <p>Make up songs to go along with subject matter. The crazier the better.</p> <p>Say words in syllables.</p> <p>Record lectures and review these tapes while you drive.</p>	<p>Make up and repeat rhymes to remember facts, dates, names, etc.</p> <p>Find audio tapes that review the information you are trying to learn.</p> <p>Join or create a study group, or get a study partner.</p> <p>Use mnemonics and word links.</p> <p>When learning new information, state the problem out loud. Reason through solutions out loud.</p>
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Characteristics of Tactile/Kinesthetic Learners

(actively doing) 30% of learners	
Remember what was done, not what was seen or talked about.	May have had or are having difficulty learning to read.
Don't hear things well.	Love games.
Touch and movement are important.	Impulsive.
Not avid readers.	Likes to dress comfortably.
Attack things physically (fight, hit, pound).	May unconsciously touch people a lot.
Learn by imitation and practice.	May appear slow if information is not presented in their style.
Touches things to get a sense of them.	May be athletic, likes swimming, cooking, running, eating, sailing, dancing, working out, massages.
Likes to talk about feelings.	

Study Tips for Tactile/Kinesthetic Learners

Hold the book in your hand while reading. (As opposed to laying it on a table).	Use rhythm (beats) to memorize or explain information.
Write while you are reading or talking.	Stand up when giving explanations.
Sit near the front of the classroom and take notes. This will help keep you focused.	Record class lectures. Listen to them while walking or exercising.
Spend extra time in any labs offered.	Use gestures when giving explanations.
Practice breathing slowly.	Use role playing with a study partner.
Write with fingers in sand.	Associate feelings with information.
Write lists repeatedly.	Participate in any field trips offered.
Exaggerate lip movements in front of a mirror.	Use hands on experience when possible.
Use a computer to reinforce learning by using the sense of touch.	Make flashcards for each step in the procedure. Put the cards in order until the sequence becomes automatic.

Characteristics of Visual Learners

(seeing or writing) 40% of learners	
<p>Remember what was read or seen.</p> <p>Don't retain what they hear for very long.</p> <p>Facial expressions show their emotions.</p> <p>May think in pictures or may think in words.</p> <p>Information may not exist for them if it is not seen or written down.</p> <p>Like written reports better than verbal ones.</p> <p>Remember faces, but not names.</p>	<p>Vivid imaginations.</p> <p>Use color.</p> <p>May be avid readers.</p> <p>Will be unhappy with a presentation if they are unable to take detailed notes.</p> <p>Sensitive to the ways things look or appear.</p> <p>In the habit of making lists for everything.</p>

Study Tips for Visual Learners

<p>Take notes while listening to lectures.</p> <p>Use color-coded highlighting.</p> <p>Use graph paper to create charts and diagrams that demonstrate key points.</p> <p>Actively review any photographs or diagrams in your textbook.</p> <p>Use visual metaphors to associate information.</p> <p>Write out explanations.</p> <p>Make and use flashcards for studying. The act of writing the cards and viewing them will increase comprehension.</p>	<p>Use illustrations to remember content.</p> <p>Use guided imagery.</p> <p>Use visual analogies to associate information</p> <p>Organize material and create graphs, tables, charts, and spreadsheets.</p> <p>Review videotapes specific to the content you are studying.</p> <p>Organize your material. The more you organize your notes and study material, the easier it will be for you to remember content.</p>
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From http://www.trctc.comnet.edu/ed_resources/tasc/Training/Resources_Learning_Styles.htm



Catfish Cove

925 SW 25th St., Moore

catfishcoveok.com

799-3474

For a daily buffet, Catfish Cove isn't the typical Golden Corral-style assembly line of processed food presented to the hungry masses without thought or care. Every item on its endless seafood buffet is made from scratch. The dinner buffet (\$12.99) is a treasure chest of edible bootie, with fried and baked catfish, shrimp and clam strips, as well as Okie faves like fried okra, fried zucchini and fried green tomatoes. Fridays, frog legs are added to the line. Saturdays are the all-you-can-eat crab legs special.

Real World Lesson Plan

Lesson Date:

Learner's Long Term Goal _____ Short Term Goal _____

Learning Style:

Lesson Objectives: Things to review, new skills introduced, opportunity to practice

Real Life Material: _____

Tasks and Strategies:

Reading

Writing

Speaking

Listening

Supplies/materials needed for lesson:

New words the learner would like to study:

What the learner would like to practice during the next lesson

Homework

Part 3 Review

1. What is the title of the tutor resource book?
2. What is one reason a tutor would use the tutor resource book?
3. What is an example of real world material?
4. How often is a learner allowed to bring real world material to class? Why?
5. Name three learning styles.
6. What is one way to help a visual learner?
7. What is one way to help an auditory learner?
8. What is one way to help a tactile learner?
9. What four things should be included in every lesson?
10. Who should you contact if you have questions or concerns?

1. What is the title of the tutor resource book?

2. What is one reason a tutor would use the tutor resource book?

3. What is an example of real world material?

4. How often is a learner allowed to bring real world material to class?
Why?

5. Name three learning styles.

6. What is one way to help a visual learner?

7. What is one way to help an auditory learner?

8. What is one way to help a tactile learner?

9. What four things should be included in every lesson?

10. Who should you contact if you have questions or concerns?

What Literacy Directors Should Know About *Voyager*

1. In order to start in *Voyager*, a learner should be able to copy letters, and should have very basic knowledge of the alphabet and of letter/sound correspondences.
2. One way (other than the WRAT test) to determine if a learner has the above skills is to use pages 4-5 in *Student Book Introduction*.
3. If a learner already has some literacy skills, you may determine to start him in a more advanced level of *Voyager*.

The ***Voyager Placement Tool*** and the ***Teacher Scoring Guide*** can be found at

Teacher Scoring Guide <http://goo.gl/eAhfK4>

Voyager Placement Tool <http://goo.gl/u56Kkh>

***Note:** It is up to you if you want to use the tool and/or if you decide to place a learner in other than *Voyager Introduction*.

4. ***Skills Previews*** and ***Skills Reviews*** are mentioned in the *Teacher's Resource Guide* but are not covered in the training.

If you need to further assess the learner you have the option of using the ***Skills Preview*** available on the New Readers Press website.

For ***Voyager Introduction*** <http://goo.gl/tb85B7>

Find directions on page 13 of the *Voyager Introduction Teacher's Resource Guide*

For ***Voyager 1*** <http://goo.gl/SVuGMI>

For ***Voyager 2*** <http://goo.gl/FeT4OR>

Note:** These same links also contain end of book reviews. It is up to you and the tutor to determine if you will use the ***Previews and the ***Reviews***.

5. You may use the *Voyager Student Interest Inventory* to help the learner check progress at <http://goo.gl/6EP9ft>

Voyager tutors will need:

- *Teacher's Resource Guides*
- blank paper, index cards, markers
- photo copy of materials located in the back of the *Teachers Resource Guide* for each lesson

Voyager learners will need:

- *Student Book*
- spiral notebook or 3-ring binder
- folder
- pencil and eraser

▶ Student Interest Inventory

What is my educational goal?

Check this side **BEFORE** you do this book.

Check this side **AFTER** you do this book.

a lot	a little	never	When do I read?	a lot	a little	never
			• by myself			
			• at my job			
			• at school			
			• with my children			
			• other:			

I can read these now.	I need help to read these.	I don't care to read these.	What do I read?	I can read these now.	I need help to read these.	I don't care to read these.
			• signs and labels			
			• instructions			
			• letters			
			• stories and poems			
			• newspapers			
			• magazines			
			• material for my job			
			• the Bible			
			• books to my children			
			• other books			
			• other:			

I am good at this.	I am improving at this.	I need to work on this.	When I read, I can	I am good at this.	I am improving at this.	I need to work on this.
			• figure out new words			
			• understand the main idea of what I read			
			• tell another person about what I read			

▶ 6 Student Interest Inventory

Check this side **BEFORE** you do this book.

Check this side **AFTER** you do this book.

a lot	a little	never	When do I write?	a lot	a little	never
			• by myself			
			• at my job			
			• at school			
			• for my children			
			• other:			

I can do this now.	I need help to do this.	I don't care to do this.	What do I write or fill out?	I can do this now.	I need help to do this.	I don't care to do this.
			• lists			
			• notes and messages			
			• letters			
			• journal entries			
			• poems			
			• stories			
			• forms			
			• applications			
			• other:			

I am good at this.	I am improving at this.	I need help with this.	When I write, I can	I am good at this.	I am improving at this.	I need help with this.
			• think of good ideas			
			• organize my ideas			
			• express myself clearly so others understand what I mean			
			• write complete sentences			
			• capitalize words correctly			
			• use correct punctuation			

Student Interest Inventory 7 ◀

Training Debriefing Report

1. Training Details:

Circle the session presented

Part 1-Getting Started

Part 2-Learning a Curriculum

Part 3-Customizing

Date:

Trainers:

Host program:

2. Identify at least one training success.

3. Name one thing that will improve the training next time?

4. Describe the level of participant engagement during the training.

(involved in activities, asking questions, participating, etc.)

Will you change or add training activities in the future?

Explain:

5. What suggestion/idea do you have for ODL or for the other trainers?

FY-14 Open Minds Training Report Form

The lead trainer should complete one report for each training. Use as much space as needed to provide detailed feedback.

Lead Trainer:

Host Program:

Name of second trainer

Date of training:

Number of attendees:

1. Type of Training:

- ___ Part 1 **Getting Started**
- ___ Part 2 **Learning a Curriculum**
- ___ Part 3 **Customizing**
- ___ In-service/Continuing Education (topic) _____

2. Orientation

How was orientation provided to the tutors prior to Part 1?

3. Part 1

- a. Describe at least one success you had with Part 1.
- b. Describe any problems with the training (format, timing, etc.).
- c. Provide suggestions for improvement.

4. Part 2

- a. What core curriculum was covered?
- b. Did you use PowerPoint?
- c. Describe at least one success with Part 2.

- d. Describe any problems with the training (format, timing, etc.).
- e. Provide suggestions for improvement.

5. Part 3

- a. What tutor guide was covered (*LitStart, Teaching Adults*)?
- b. Describe at least one success with Part 3.
- c. Describe any problems with the training (format, timing, etc.).
- d. Provide suggestions for improvement.

6. In-service/Continuing Education

- a. How was the in-service topic selected?
- b. Are local tutors required to participate in annual continuing education?
- c. How many in-service attendees indicated that they learned new tutoring skills, techniques, and/or teaching strategies that would be useful in their tutoring sessions?

7. Share your ideas

List any techniques, materials, resources, etc. that you incorporated into your training that you would like to share with the other *Open Minds* trainers.

8. Additional Comments:

9. Send us tutor information

Please email us a list of your new tutors so they can be added to the literacy newsletter database. Include names, addresses, and email addresses.

Return this form to Leslie Gelders by email to leslie.gelders@libraries.ok.gov