Open **Minds**

Innovative Strategies for Oklahoma Literacy Instruction

The *Open Minds* training model was developed to give Oklahoma tutors the information and resources they need to be effective tutors. The manual was developed by Rebecca Barker and Leslie Gelders with input from programs throughout the state.

O • K • L • A • H • O • M • A
Literacy Resource Office

Oklahoma Department of Libraries

Institute of Museum and Library Services

Greetings,

What is Open Minds**?** *Open Minds* is a flexible tutor training model developed by Oklahoma trainers, local program directors, and staff from the Literacy Resource Office of the Oklahoma Department of Libraries. While it has been used throughout the state since 2003, it continues to evolve to meet the changing needs of adult learners, volunteer tutors, and local programs. This most recent manual was updated in March, 2017.

***Open Minds* is meant to be customized**

1. **Flexible Training Schedule**—*Open Minds* is a three part, nine hour training plus a one hour orientation that can be presented in a variety of ways. Many Oklahoma programs conduct the one hour orientation prior to the training and then present the remainder in three 3-hour sessions spaced several weeks apart. Other programs offer orientation on a one-to-one basis and present the training as a six hour session with a three-hour follow up. Trainers work with program directors to determine a schedule that works best.
2. **Flexible Presentations**—Trainers are encouraged to incorporate a wide variety of presentation methods when training new tutors. PowerPoint, video, paired learning, and demonstrations are just a few of the suggested formats. Trainers may present the training segments as recommended in the *Open Minds Trainer Resources* manual or use methods of their choice.
3. **Flexible Curriculum and Tutor Resource Content**—*Open Minds* was designed to train tutors to use a core curriculum selected by the local program. The *Open Minds Trainer Resources* manual includes a PowerPoint and script for *Voyager* as a model for a curriculum presentation. Local programs also determine which tutor resource book will be covered, *Teaching Adults* or *LitStart*.
4. **Flexible Tutor Placement**—Some local programs require new tutors to complete the full *Open Minds* training before being matched with learners. Other programs match new tutors after they attended Part 1, or Parts 1 and 2 of the training with follow up training provided after a few weeks of tutoring experience. If the second option is used, it is suggested that each new tutor

observe an experienced tutor working with an adult learner. This mentor opportunity may help build on the information presented during the tutor training and may help new tutors feel more confident when matched with a learner.

5. **Flexible Follow-Up**—Oklahoma programs are required to provide at least one hour of continuing education for tutors each year. Trainers are encouraged to work with the program director to select a topic based on the needs of local tutors and learners. The *Open Minds Trainer Resources* manual contains in-service topics. Additional topics will be added in the future.

Who can use Open Minds? The Oklahoma Literacy Resource Office welcomes any library or community based literacy program to use *Open Minds* as long as the information and resources are cited. Please call us at 800-522-8116 (option 4) if you have questions or need assistance.

Happy Training!

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About Orientation

The Oklahoma Literacy Resource Office believes orientation is an important aspect of training and has included a suggested agenda.

Program directors and trainers should **select an orientation method that works best for the local program**.

Possible methods include;

- orientation prior to the tutor training,
- one-to-one meetings between a prospective tutor and the program director,
- or orientation as part of tutor training. This last choice would require adding an additional 60 minutes to the *Open Minds* agenda.

The primary **purpose of orientation is to provide general information to individuals who have an interest in getting involved with the local literacy program**. Consider inviting board members, community organizations, service clubs, churches, potential tutors, business partners, media, staff, donors, and/or referral agencies. Knowing the need for literacy services in the community and services offered may result in a more informed community that will support and promote the program.

Becoming a tutor is just one way an individual might get involved. Encourage **other volunteer opportunities**, share financial or in-kind needs, invite individuals to plan or participate in special events, and encourage attendees 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
- Services offered by the program
- The core curriculum and other resources
- Tutor job description
- Time commitment expected of tutors
- Schedule of upcoming tutor training
- Non-tutoring opportunities (board recruitment, fund raising, marketing, office volunteers, special events, 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 online**.

Orientation

Before the Training

Director

Three weeks before orientation

- Submit press release
- Send invitations to board members, funders, community partners, etc.
- Verify there are copies of the curriculum and tutor resource book for display (*LitStart* or *Teaching Adults*)

One week before orientation

- Call potential participants or send reminder notes
- Photocopy handouts and prepare participants' folders
- Order refreshments

Day of orientation

- Pick up refreshments

Lead Trainer

Three weeks before orientation

- Confirm room reservation
- Contact co-trainer to finalize plans
- Prepare orientation agenda
- Invite adult learner or tutor to participate

Two weeks before orientation

- In preparation, run-through orientation with co-trainer

One week before orientation

- Confirm attendees with director
- Practice using the PowerPoint, computer, projector

Day of orientation

- Set up room
- Set up displays
- Set up registration table
- Put out directional signs
- Check equipment

After orientation

- On sign-in sheet highlight, names of individuals interested in attending tutor training
- Provide list of attendees with contact information to program director

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Orientation Agenda—**One Hour**

Welcome and Introductions----------5 minutes

Statistics and Reasons for Illiteracy----------15 minutes

About the Local Literacy Program----------20 minutes

Adult Learner/Tutor Speaker----------10 minutes

Follow-up Information and Questions----------10 minutes

Everything You Need for Orientation

Online resources are available at

libraries.ok.gov/literacy/literacy-publications/

Online Resources

Directional signs

Cherry Tree

Words are Your Wheels

PowerPoint—Statistics and Reasons for Illiteracy

Supplies

Sign-in sheet, p. 86

Name tags

Markers

Materials for display

Sign-up sheet for upcoming training

Celebrating Our Journey, A Collection of Life Stories written by Oklahoma Adult Learners

Laptop with speakers

Projector

Orientation Agenda

Open Minds Training Agenda, pp. 87-88

Participant Materials

Orientation Agenda

Open Minds Training Agenda

Book marks

Local brochure

Local newsletter

Facts and Statistics brochure, Oklahoma Literacy Resource Office

Local program tutor job description
see Sample Tutor Job Description, p. 141

Other local program materials

Pen or pencil

Welcome and Introductions

5 minutes

Purpose

To welcome those attending the orientation and to introduce program representatives.

Format

Create an inviting atmosphere by playing background music as participants arrive. The songs, *Words are Your Wheels* or *Cherry Tree*, would be a great way to start. Both are available online.

Have participants sign in and make a name tag. Name tags should be available for all participants as well as for trainers and program representatives.

Distribute the Orientation Agenda.

Introduce members of the training team and representatives of the local program. Because minimal time is allotted for this segment, representatives should keep comments as brief as possible.

Supplies

Laptop with speakers

Markers

Participant Materials

Name tag

Orientation Agenda

Statistics and Reasons for Illiteracy

15 minutes

Purpose

To provide literacy statistics and share reasons for illiteracy.

Format

Use the **Statistics and Reasons for Illiteracy PowerPoint presentation** available online or present the information by lecture, handouts, or format of your choice.

When using the PowerPoint, be sure to view the presentation before the training so you are familiar with the information, can check the timing, and **customize slides with local information**.

Call the Oklahoma Literacy Resource Office at 800-522-8116, option 4, if you need help customizing or changing the timing of animations.

It will be helpful for you to **print "Notes Pages"** so you can view the contents of each slide and read the corresponding notes. **You may also choose to print copies of the PowerPoint slides for the audience.**

If you choose not to use the PowerPoint presentation, consider including the following topics:

- Definitions of illiteracy and functional illiteracy
- National, state, and local statistics
- Reasons for illiteracy
- Social issues connected to illiteracy
  - poverty
  - unemployment/under employment
  - health issues
  - non-native speakers
  - illiteracy and correctional statistics
  - cycle of illiteracy
  - unrealized potential of those with limited literacy skills

Direct participants to the *Facts and Statistics* brochure for more information.

Online Resources

PowerPoint—Statistics and Reasons for Illiteracy

U.S. Census
census.gov

Highlights from the 2003 Oklahoma State Assessment of Adult Literacy
goo.gl/QkxXRC

Supplies

PowerPoint—Statistics and Reasons for Illiteracy

"Notes Pages" from Statistics and Reasons for Illiteracy PowerPoint

Laptop and projector

Participant Materials

Facts and Statistics brochure

PowerPoint handout for each participant

About the Local Literacy Program

20 minutes

Purpose

To provide the audience with general information about the local program.

Format

General program information should be presented so participants understand the mission and basic operations of the local literacy program.

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

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

General operations

- how learners are assessed
- what tutors will learn in the training
- how pairs are matched
- how progress is determined
- time and other commitments required of tutors, include reporting
- tutor support and continuing education
- curriculum and support materials used by program
- tutoring locations
- ways other than tutoring to get involved
- staffing
- program funding
- state and national literacy networks
  - Oklahoma Department of Libraries Literacy Resource Office
    libraries.ok.gov
  - Oklahoma Literacy Coalition
    okliteracycoalition.okpls.org/
  - ProLiteracy
    proliteracy.org

Participant Materials

Bookmarks

Local program materials

- Brochure
- Newsletter
- Tutor job description
- Pen or pencil

Adult Learner/Tutor Speaker

10 minutes

Purpose

To present the learning experiences of a local adult learner and/or tutor. The segment also provides an opportunity for adult learners to be involved in the local literacy program.

Format

This "from the heart" segment should illustrate how the **local literacy program changes lives.**

The story can be told by an adult learner or by a tutor. One way to do this is to interview a tutor or learner. Practice ahead of time or provide interview questions before the session to help them feel comfortable in front of an audience.

If a live presentation is not possible, you might read a story from *Celebrating Our Journey* or show a video.

Allow time for questions.

Online Resources

Celebrating Our Journey

Supplies

Celebrating Our Journey

Follow-up Information and Questions

10 minutes

Purpose

To invite participants to become involved with the local program.

Format

Prospective tutors should have a general idea of **what is expected** in time commitment, membership, training, reporting, etc.

Media attendees need to know who to contact for further information. Board members may need to know ways to become more involved. Funders should know how their donations support the program. Community partners need to know how agencies can collaborate to meet the needs of their clients as learners.

This information can be presented by the program director.

Suggested topics include, but are not limited to:

- overview of *Open Minds* Training Agenda
- dates and registration for tutor training
- upcoming events, meetings, etc.

Conclude with questions from the group.

Online Resources

ProLiteracy Education Network
goo.gl/NOlEpt

Supplies

Sign-up sheet for upcoming *Open Minds* tutor training

Participant Materials

Open Minds Training Agenda

Dates of upcoming tutor training

Program policies for tutors

Local program tutor job description

Getting Started—Part 1

Before the Training

Director

Three weeks before training

- Submit press release
- Ensure there are copies of the curriculum and tutor resource book for each participant (*LitStart* or *Teaching Adults*) in preparation for Parts 2 and 3

One week before training

- Call list of potential participants or send reminder notes
- Photocopy handouts and prepare participants' folders—see suggestions on page 18
- Order refreshments

Day of training

- Pick up refreshments

Lead Trainer

Three weeks before training

- Confirm room reservation
- Contact co-trainer to finalize plans
- Prepare Part 1 agenda

Two weeks before training

- In preparation, run-through Part 1 with co-trainer

One week before training

- Confirm number of attendees with director
- Select, view and bookmark a language experience video

Day of training

- Set up room
- Set up displays
- Set up registration table
- Put out directional signs
- Check equipment

After the training

- Debrief with co-trainer. Discuss suggestions for improvement
- Send a copy of the sign-in sheet to local program director
- Send training report to ODL

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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 (LEA)----------75 minutes
- The Learner's Story

Review----------10 minutes
- Key Points to Remember

Wrap Up----------20 minutes
- What Happens Next

Add time for breaks and lunch to your agenda.
Develop and print
a participant agenda for each attendee.

Everything You Need for Part 1–Getting Started

Online resources are available at

libraries.ok.gov/literacy/literacy-publications/

Online resources

Open Minds Trainer Resources

- Sign-in sheet, p. 86
- *Open Minds* Training Agenda, pp. 87-88
- Brain Teasers, p. 89
- Brain Teasers Answers, p. 90
- Characteristics of Adult Learners, p. 91
- Sample Learner Goals, pp. 92-95
- LEA Review, (strips), p. 96
- Using Language Experience, pp. 97-101
- Sophie's Park, p. 102
- Strategies for Beginning Readers, p. 103
- Strategies for Intermediate Readers (strips), p. 104
- Strategies for Intermediate Readers, p. 105
- Part 1 Review, p. 106
- Video and Online Links, p. 107

Words are Your Wheels

Cherry Tree

The Language Experience Approach video

Journey to Literacy video

Supplies

Sign-in Sheet

Name tags

Pencils, pens, notepads

Backwards clock

Laptop with speakers

Projector

Display of curriculum

Local brochure, newsletter

Bookmarks

LEA Review (strips)

Strategies for Intermediate Readers (strips)

Facts and Statistics brochure, Oklahoma Literacy Resource Office

Local program tutor job description

Flip chart printed with LEA story as directed on p. 26

Writeable cube with review questions

Celebrating Our Journey

Participant materials

Folder with handouts as described on p. 18

Part 1 Agenda

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 comments as brief as possible.

Format

Create an inviting atmosphere by playing background music as participants arrive. The songs, *Words are Your Wheels* or *Cherry Tree*, are good selections. Both are available online.

Distribute a folder with handouts and the Part 1 Agenda for 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.

Before the training, photocopy the Sign-in Sheet handout, p. 86 and make copies of the Brain Teasers handout, p. 89. As people arrive, give each person a Brain Teasers handout. Encourage attendees to work on solutions until time to start the training.

When it is **time to start,** welcome the group and introduce the training team.

Go over the Brain Teasers Answers.

Ask participants to find the *Open Minds* Training Agenda in their folders. Briefly **go over the content of each session** so participants will know what to expect from the complete training.

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.

Tell them that they **may have questions during the session**, and you'll be happy to answer all questions. Because there is so much material to cover in a limited time period, encourage participants to write their questions and save them for the question and answer time.

Tutors must attend the entire nine hour training to be certified as an *Open Minds* tutor.

Work with the director to find a solution for anyone who cannot attend the entire training.

Note: Throughout this manual the green type is used for instructions to the trainer. Black type indicates a basic script.

Online Resources

Open Minds Trainer Resources

- Sign-in sheet
- Brain Teasers
- Brain Teasers Answers

Words are Your Wheels

Cherry Tree

Supplies

Name tag

Pencils, pens, notepads

Backwards clock

Display of curriculum

Brain Teasers handout

Brain Teasers Answers

Participant Materials

Folder with handouts as described below

Part 1 Agenda

It will be helpful to you and the attendees to organize participants' folders as described below. Using different colored paper for each topic will make finding the correct handout easier.

You may request folders and *Journey to Success* labels from the Oklahoma Literacy Resource Office.

Left Side of Folder	Right Side of Folder
Local brochure	*Open Minds* Training Agenda
Local newsletter	Characteristics of Adult Learners
Tutor job description	Sample Learner Goals
Bookmark	Using Language Experience
Facts and Statistics brochure	Strategies for Beginning Readers
	Strategies for Intermediate Readers
	Sophie's Park
	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.

Be sure to explain any acronyms you use 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 may 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 (ESL), 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
- examples of partnerships with other community organizations

Direct attention to items on left side of participant folder such as:

- local brochure/newsletter
- 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

Provide insight into the characteristics and needs of adult learners and 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 medicine labels, job applications, recipes, or even a book to a child.** You, as a tutor, should be aware of characteristics and needs of adult learners that may impact learning.

Video—7 minutes

The following video shows the second meeting between **Jessica and her tutor as they meet to determine what will benefit her most** during their time together. Watch for challenges Jessica faces due to her low reading ability.

Play the video, ***Journey to Literacy,***
tinyurl.com/JourneyToLiteracy

Conclusion

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

- What challenges did Jessica face?
- Do you think she was frustrated?
- Did she try to hide her illiteracy from her friends and family?
- Describe your impression of the interaction between Jessica and the tutor.

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 Jessica would respond to. Those of you on the other side, respond as yourselves. Observe the raised hands in 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 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.**

In your folder, find 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.

Online Resources

Open Minds Trainer Resources

- Characteristics of Adult Learners, p. 91

Journey to Literacy video

Trainer Resources

LitStart, p. 17

Teaching Adults, pp. 19-21, 2013 edition

Participant Materials

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

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

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

Introduction—10 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.

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 may not be able to identify his goals. **He may never have been asked to set goals before**. Typical responses from learners may be 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 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 have a great tool to help. Find 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 likely fit into one or more of these categories.

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—25 minutes

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

Based on the conversation between Jessica and her tutor, if you were to ask about her goals, she might say she wants to read better or get a job. These are long-term goals. Let's see if we can help Jessica **identify some specific short term goals** she needs to accomplish to reach her long term goals. Look at the topics covered in the Sample Learner Goals handout. The columns give Jessica opportunity to identify things she does well enough, wants to work on, or doesn't need to work on now. This reinforces the idea that the learner should make the decision about establishing goals. Which categories do you think Jessica might want to work on?

Allow time for participants to give their ideas.

For the next few minutes, I'd like you to work with the person next to you to determine possible goals for Jessica from either the Health or Job categories.

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

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

Cover the goals checklist a little at a time over the course of several weeks. As Jessica's tutor, focus on subheadings most likely to be relevant to her life. Always involve Jessica in the process. These are Jessica's goals and she should feel free to add, delete, and change them as fit her needs.

Periodically review progress with Jessica. 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 she is attending tutoring sessions.

Online Resources

Open Minds Trainer Resources

- Sample Learner Goals, pp. 92-95

Trainer Resources

LitStart, pp. 32-34

Teaching Adults, pp. 38-39, 2013 edition

Participant Materials

Sample Learner Goals handout

Language Experience Approach (LEA) 75 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 saying that **she would write while he told the story**. Did you notice that she didn't correct him as she listened? She 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 necessary. This reinforced the fact that it was Ken's story.

Mary read the story **modeling good reading techniques**. What did you observe?

Possible answers include:

- Mary read using a natural speed.
- Mary used inflection as she read.
- Mary left space between lines to make it easy to read and to allow Ken to work on the story.

Did you also notice 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 suggested 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 was 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 to collect a story

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

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

(Omit the title until you demonstrate the story. Then add the title.)

Sophie loves to go to the park.

She likes to play.

She likes to swing.

She loves to feed the ducks.

We've seen the *Language Experience Approach* video and we've reviewed the steps for collecting a story.

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.

In your folder, find Strategies for Beginning Readers handout.

These are some of the many strategies which a tutor might use. You might choose one or two strategies for each meeting. Remember to 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.

After reading the story, ask:

- Is that what you wanted to say?
- Is there **anything you'd like to change**?

Stories usually have a title. **What would you like to call your story**?

Suggestions for a title from the audience may vary. For example, The Park.

Add the title to the story.

<u>The Park</u>

Sophie loves to go to the park.

She likes to play.

She likes to swing.

She loves to feed the ducks.

Now, I'd like you to read each sentence after I read aloud. I'll start with the title, "The Park."

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 the remaining Strategies for Beginning Readers until most have been covered or until time for this segment runs out.

Ask for questions.

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 flash cards.

12. **Make a personal dictionary**—Have the learner copy words from his flashcards into his personal dictionary. Ask him to leave space between words so he can add definitions later.

Activity–20 minutes

Paired Practice

Cut the Strategies for Intermediate Readers, p. 104 into strips. Divide the group into pairs. Provide a strategy strip for each participant. Be sure to have paired practice materials mentioned on page 30 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 her story and is ready for more advanced word study strategies. Find the Sophie's Park handout in your folder. During the next 15 minutes, use the new story 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. **pl**ay). 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., didn't = did + not). This might also be done in reverse (e.g., will not = won'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. **feed,** weed**,** seed, reed, deed, etc).

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 present tense to past tense—"She **loves** to play." change to "She **loved** to play.").

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 should have a low level dictionary.)

10. **New ending**—Choose an ending the learner has already studied. Ask him to find words in the story that can be changed by adding a new ending (e.g., *play* to *play**s*** or *swing* to s*wing**ing**).*

Conclusion and Questions—10 minutes

We've **covered a number of 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. Later in the **training, you will be introduced to 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 **Using Language Experience 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.

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 Search for "language experience approach." You will also **find useful sites on the Video and Online Links handout** in your folder.

Online Resources

Open Minds Trainer Resources

- LEA story printed on flip chart, p. 26
- LEA Review (strips), p. 96
- Using Language Experience, pp. 97-101
- Sophie's Park, p. 102
- Strategies for Beginning Readers, p. 103
- Strategies for Intermediate Readers (strips), p. 104
- Strategies for Intermediate Readers, p. 105
- Video and Online Links, p. 107

The Language Experience Approach video

Supplies

Flip chart

Markers

LEA Review strips, cut apart for distribution

Strategies for Intermediate Readers strips, cut apart for distribution

Trainer Resources

LitStart, pp. 110–111, 140-167, 151

Teaching Adults, pp. 46-51, 58-79, 2013 edition

Participant Materials

Using Language Experience handout

Sophie's Park handout

Strategies for Beginning Readers handout

Strategies for Intermediate Readers handout

Video and Online Links handout

For Paired Practice

Markers

Highlighters

Whiteboard

Index cards

Spiral notebook

Scissors

Dictionary

Blank paper

Review

10 minutes

Key Points to Remember

Purpose

Re-emphasize and review key points of the training.

Format

Write the Part 1 Review, p. 106 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, p. 106 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 adult 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 flashcards; word families; sight words; consonant blends; syllables

Online Resources

Open Minds Trainer Resources

- Part 1 Review, p. 106

Supplies

Writeable cube with review questions

Participant Materials

Part 1 Review handout, if using alternative technique

Wrap-up

20 minutes

What Happens Next

Purpose

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

Format

Use this opportunity to give participants details about being a tutor with the program. **Go over 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 opportunity if provided by the program

Preview the next training. Tell participants what will be covered in Part 2.

Allow time for questions.

Conclusion

Encourage participants to learn more about tutoring adult learners by taking online courses and viewing videos. The Video and Online Links handout, p. 107 includes links to these courses as well as other continuing education opportunities.

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.

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

Read story.

We hope that one day a story from the learner you work with will be included in *Celebrating our Journey*.

Supplies

Form to pre-register for next training

Celebrating Our Journey

Participant Materials

Local tutor job description

Video and Online Links handout

Learning a Curriculum—Part 2

Before the Training

Director

Three weeks before training

- Submit press release
- Verify there are copies of the curriculum for each participant

One week before training

- Call list of potential participants or send reminder notes
- Photocopy handouts and prepare participants' folders—see suggestions on page 37
- Order refreshments

Day of training

- Pick up refreshments

Lead Trainer

Three weeks before training

- Confirm room reservation
- Contact co-trainer to finalize plans
- Prepare Part 2 agenda

Two weeks before training

- In preparation, run-through Part 2 with co-trainer

One week before training

- Confirm attendees with director
- Bookmark *Voyager* PowerPoint and *Sensitivity: The Other Half of Communication* video

Day of training

- Set up room
- Set up displays
- Set up registration table
- Put out directional signs
- Check equipment

After the training

- Debrief with co-trainer. Discuss suggestions for improvement
- Send a copy of the sign-in sheet to local 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----------55 minutes
- Welcome the Learner

More about the Local Literacy Program ----------10 minutes
- Support · Assessment · Materials · Learners

Review/Questions----------15 minutes
- What We've Learned

Wrap Up----------5 minutes
- What Happens Next

Add time for breaks and lunch to your agenda.

Develop and print

a participant agenda for each attendee.

Everything You Need for Part 2–Learning a Curriculum

Online resources are available at

libraries.ok.gov/literacy/literacy-publications/

Online resources

Open Minds Trainer Resources

- Sign-in sheet, p. 86
- Horse and Rider Icebreaker, p. 108
- Welcome to *Voyager* PowerPoint Script, pp. 40-58
- Trainer Script for Teaching Lesson 1, pp. 109-110
- *Voyager* Cards, p. 111
- Tutor Script for Teaching Lesson 2, pp. 112-114
- *Voyager* Scope and Sequence, p. 115
- Sample First Meeting, pp. 116-117
- Tutor Script for *Welcome Handbook*, p. 118
- Part 2 Review, p. 119

Words are Your Wheels

Cherry Tree

Welcome to *Voyager* PowerPoint

Sensitivity: The Other Half of Communication video

Supplies

Sign-in Sheet

Name tags

Pencils, pens, notepads

Backwards clock

Laptop with speakers

Projector

Display of curriculum

Horse and Rider, cut apart

Voyager Cards, p. 111, cut apart

Voyager Introduction Student Book

Voyager Introduction Teacher's Resource Guide

Voyager Student Book 1

Voyager Teacher's Resource Guide 1

Welcome Handbook

Part 2 Review

Participant materials

Folder with handouts as described on page 37

Part 2 Agenda

Voyager Introduction Student Book

Voyager Introduction Teacher's Resource Guide

Voyager Student Book 1

Voyager Teacher's Resource Guide 1

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

Prior to the session, print the Horse and Rider icebreaker, p. 108, for each attendee and cut on the lines indicated.

Create an inviting atmosphere by playing background music as participants arrive. The songs, *Words are Your Wheels* or *Cherry Tree*, are good selections. Both are available online.

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

Distribute a folder with handouts and the Part 2 Agenda for each participant.

Greet participants as they arrive. Ask them to sign in and make a name tag.

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. Follow-up training will be provided. Tutors must attend all nine hours of the training to be certified as an *Open Minds* tutor.

Distribute the Horse and Rider Icebreaker strips.

Instruct participants that, without bending, folding, or tearing, they should seat the cowboys on the horses.

Allow a few minutes for the group to solve the problem. Acknowledge those who see the solution quickly and encourage others to keep trying.

When most have finished, ask a neighbor to help those who need assistance.

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 any participants were able to observe a mentor after attending Part 1, have them share comments and observations.

Note: Throughout this manual the green type is used for instructions to the trainer. Black type indicates a basic script.

Online Resources

Open Minds Trainer Resources

Sign-in sheet, p. 86

- Horse and Rider Icebreaker handout, p. 108

Words are Your Wheels

Cherry Tree

Supplies

Name tag

Pencils, pens, notepads

Backwards clock

Display of curriculum

Horse and Rider Icebreaker handout, cut apart

Participant materials

Folder with handouts as described below

Part 2 Agenda

Left Side of Folder	Right Side of Folder
Voyager Scope and Sequence	*Welcome Handbook*
Tutor Script for Teaching Lesson 2	Tutor Script for *Welcome Handbook*
	Sample First Meeting
	Part 2 Review

Curriculum—*Voyager*

90 minutes

Published Materials

Purpose

Learn to use the *Voyager* curriculum series.

Format

Prior to the session, print the Horse and Rider icebreaker, p. 108 for each attendee and cut on the lines indicated.

Present information using the Welcome to *Voyager* PowerPoint and script.

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, p. 112

Voyager Scope and Sequence handout, p. 115

Use the notes in the Welcome to *Voyager* Presentation Script to present the Welcome to *Voyager* PowerPoint available online.

Close with questions/comments.

Online Resources

Open Minds Trainer Resources

- Welcome to *Voyager* Presentation Script, pp. 40-58
- Trainer Script for Teaching Lesson 1, pp. 109-110
- *Voyager* Cards, p. 111
- Tutor Script for Teaching Lesson 2 handout, pp. 112-114
- V*oyager* Scope and Sequence hand-out, p. 115

Welcome to *Voyager* PowerPoint

Supplies

Voyager cards, cut apart for distribution

Display of curriculum

Flip Chart

Markers

Participant Materials

Voyager Introduction Student Book

Voyager Introduction Teacher's Resource Guide

Voyager Student Book 1

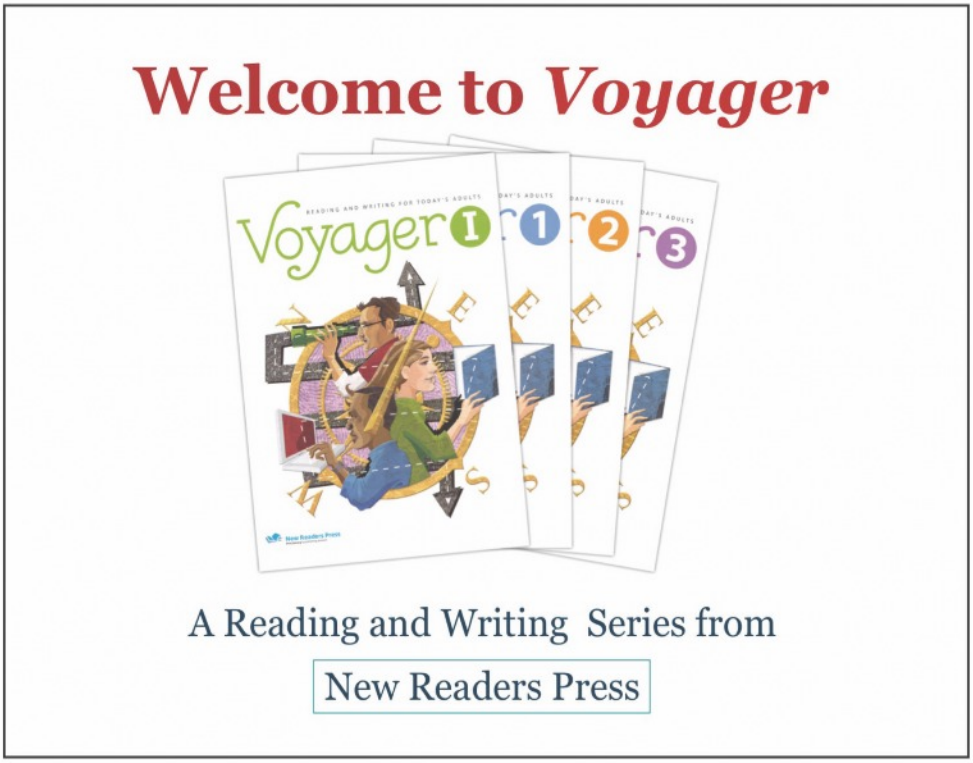
Voyager Teacher's Resource Guide 1

Tutor Script for Teaching Lesson 2 hand-out

Voyager Scope and Sequence handout

Paper

Pencils



Slide 1

Note to Trainer—Each participant should have a copy of both the *Teacher's Resource Guide* and the student book for *Voyager Introduction* and *Book I*. You should also have a display of the entire series. The notes for this PowerPoint refer to pages in the newest edition (2011) of *Voyager*. You will need to make adjustments if you are using the older version.

Presentation—Today's goal is for you to become familiar with a literacy curriculum. As tutors, our job is to teach adult learners strategies that will help them develop the reading, writing, and critical thinking skills they can use in their daily lives. It is important we do what we can to help them be successful and motivated to learn.

[Insert your literacy program here] has some great resources for our tutors. Today, we are going to take a look at a curriculum called *Voyager*.

Voyager is a wonderful curriculum because it was specifically designed to help adult learners improve their literacy skills. You will not need to worry about creating lessons because the lessons have already been developed and will provide a structure and sequence that work.

This curriculum

- is published by New Readers Press, a company that specializes in adult literacy materials
- works well for one-to-one instruction or with small groups
- consists of 4 student books and 4 teacher's guides (Introduction, 1, 2, and 3)
- is student centered, meaning the learner's goals, experiences, knowledge, and input are central to the learning process

Key Features of *Voyager*

- **Integrates** reading, writing, listening, speaking, and thinking skills in all lessons
- Features a **variety** of reading selections
- Uses **direct** and **indirect instruction**
- **Teacher's Resource Guide** leads you through the lessons

Slide 2

Every lesson includes an opportunity for the learner to read, write, speak, listen, and apply new information.

The series exposes learners to a variety of reading selections including poetry, news articles, journal entries, historical accounts, fiction and nonfiction stories.

The learner will not only work with you during tutoring sessions, he will also work on his own so he can practice new skills.

Throughout the lessons, you will use a variety of teaching strategies to help the learner improve word recognition, sight vocabulary, fluency, comprehension, and writing. This variety is helpful because everyone learns differently. The more ways we present information to the learner, the more opportunity he has to understand and master the concepts.

As tutors, you will use *Voyager*'s *Teacher's Resource Guide* to provide you with all the information you need to be successful.

Preparing for Success

Before You Start

- Learner is assessed
- Tutor and learner meet with literacy director

Supplies

- Dry erase board or extra paper
- Marker, pencil
- Folder or notebook
- Spiral notebook

Slide 3

Each learner will be given a reading assessment before he is matched with a tutor. Before you start tutoring the program director, the learner, and you will meet to talk about the assessment, discuss curriculum, and determine where to start in the curriculum.

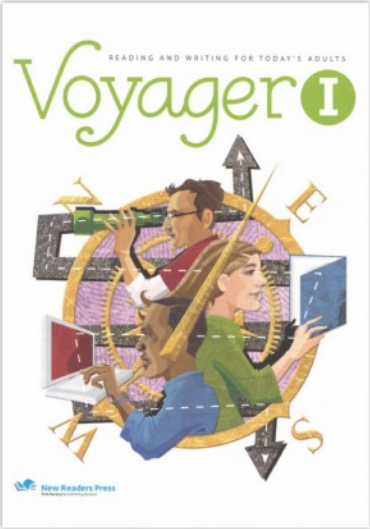
Note to Trainer—If this is not the way your program operates, describe the local procedure.

If the assessment indicates the learner needs minor assistance in letter recognition, you can do some preliminary work before starting Lesson 1. (For example, use Photo Copy Master 1 in the *Teacher's Resource Guide* or flash cards, etc.) The learner must be able to recognize and copy letters.

When you start tutoring, make sure to have a few things on hand. Obviously, you will need a copy of the *Teacher's Resource Guide* and the learner will need a student book. You will need some blank paper, a pencil, and an eraser. It is also recommended that the learner has a folder to keep his work and a spiral notebook or 3–ring binder.

Note to Trainer—Check with the literacy director to see what materials are available through the literacy program.

Introduction Book



Slide 4

Now we are going to become familiar with *Voyager's Introduction Book*. This book is useful for learners who test at .5 through 1.5 grade level.

Turn to page 12 in the *Teacher's Resource Guide* to see the *Introduction Book Scope and Sequence*.

If you look at the Lesson Objectives for Unit 1, you can see what is covered in the first five lessons. The learner will:

- learn names and sounds of six consonants
- identify, dictate, and copy words with target letters
- dictate, copy, and read sentences
- learn sight words
- read and complete a cloze story (a fill in the blank story)
- dictate, read, and copy language experience stories

Notice that *Voyager* involves the learner in reading and writing activities from the very beginning.

Starting with the Learner

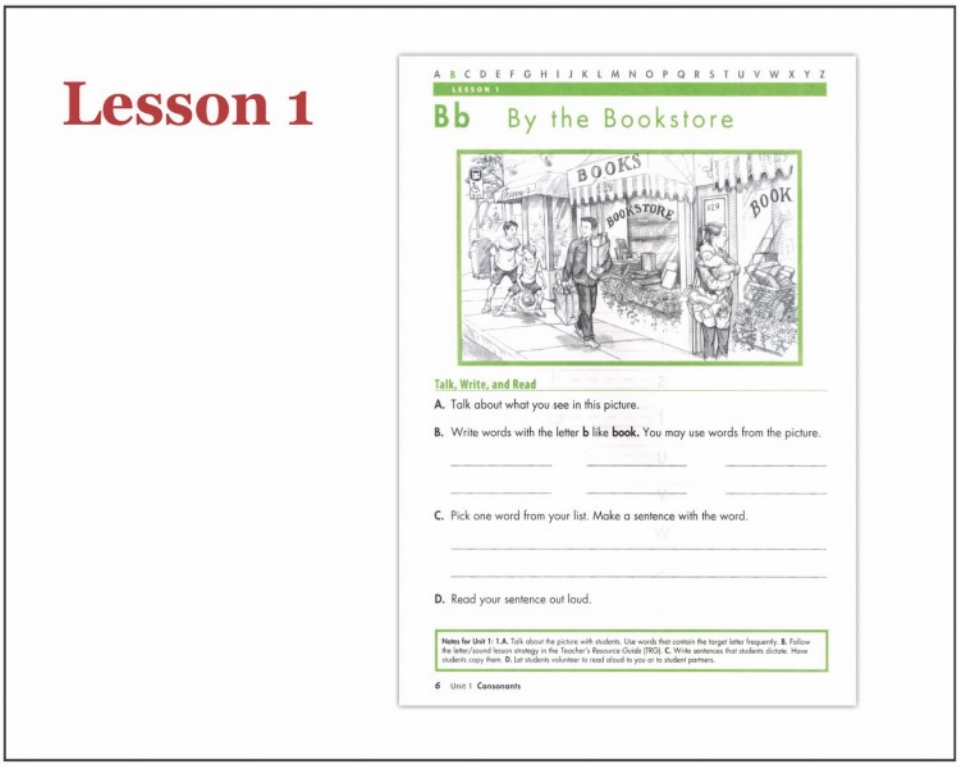
- Look at *Introduction Book*, Lesson 1, pages 6–7.
- Look for things that help make the lesson non-threatening.

Slide 5

Turn to pages 6–7 in the student book and identify things you think may help make the lesson non-threatening to an adult learner.

Note to Trainer—You may need to help the participants by pointing out the following points.

- large font (size of letters), plenty of white space, few words
- letters across the top of page
- picture is an everyday street scene that may be familiar to the learner
- the first activity is simply talking about a picture
- lesson focuses on one consonant
- pictures help the learner figure out the words in the Words to Know section
- first answer is provided in the Read and Write activity (as an example)



Slide 6

Look at page 6 in the *Introduction Book* as we demonstrate how to teach Lesson 1.

Note to Trainer—Demonstrate the first part of Lesson 1. Do this exactly as outlined in the *Teacher's Resource Guide* on pages 15–16. Use Trainer Script for Teaching Lesson One, pages 109–110 as a guide. Ask the participants to respond as the learner or have the co-presenter give learner responses.

Demonstrate Lesson 1

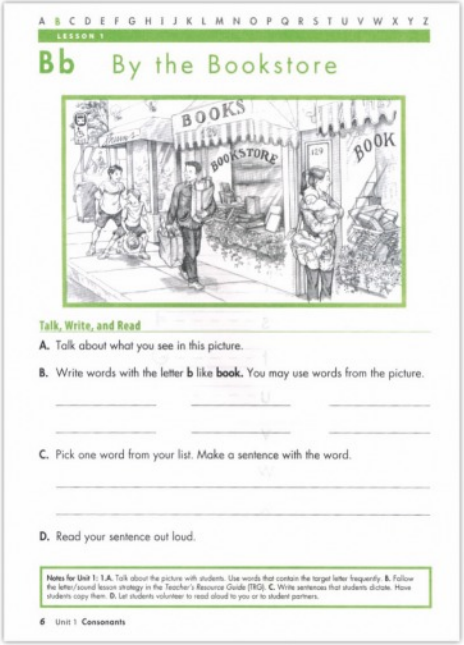
After the Demonstration—There was a lot going on during this lesson. What were some ways the learner was actively involved in the learning process? How did the tutor encourage success? (Spend 10 minutes [at most] discussing observations.)

Possible responses include:

- learner discussed picture using his own words
- if the learner had trouble talking about the picture, the tutor helped by asking questions
- learner selected words from the picture for part B
- tutor modeled writing the words on a blank sheet of paper
- learner decided if there were unfamiliar words he wanted to add to his personal dictionary
- tutor modeled how to do part C so the learner understood the task
- learner selected words for his sentence in part C
- tutor copied the learner's sentence on the first line of part C
- first sentence the learner read is one he dictated

—more on next page—

Lesson 1
continued



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

LESSON 1

Bb By the Bookstore

Talk, Write, and Read

A. Talk about what you see in this picture.

B. Write words with the letter **b** like **book.** You may use words from the picture.

C. Pick one word from your list. Make a sentence with the word.

D. Read your sentence out loud.

Notes for Unit 1: 1.A. Talk about the picture with students. Use words that contain the target letter frequently. **B.** Follow the letter/sound lesson strategy in the *Teacher's Resource Guide* (TRG). **C.** Write sentences that students dictate. Have students copy them. **D.** Let students volunteer to read aloud to you or to student partners.

6 Unit 1 **Consonants**

—continued from previous page—

Voyager helps build the learner's confidence because:

- lessons move at the learner's pace
- tutor models activities to help the learner understand what is expected
- learner's thoughts and opinions are included in every lesson
- format establishes a "team approach" between the tutor and the learner (This may be quite different from the way the learner was taught before.)

Refer to pages 15–16 in the *Teacher's Resource Guide* to find notes for teaching Lesson 1.

The Rest of Lesson 1

- Divide into small groups
- Find the directions for your topic in the *Teacher's Resource Guide*, pages 16–17
- Read and discuss with your partner
- Summarize and share

Slide 7

Note to Trainer—Distribute *Voyager* cards.

Divide the audience into pairs and give each pair a *Voyager* card, page 111.

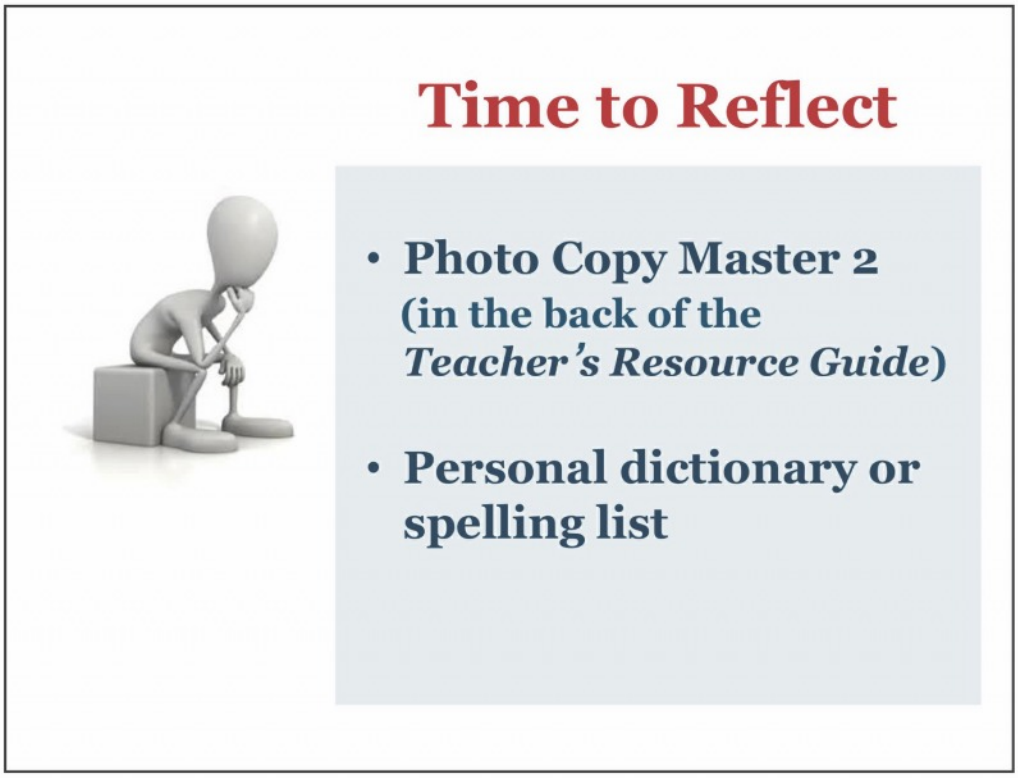
Ask pairs to read, discuss, and prepare for five minutes. Then allow 10 minutes for the sharing activity. Use the same order as the sections appear in Lesson 1.

I'd like each pair to read about the topic on their card and then discuss the details with their partner. In a few minutes, I will ask you to share how to teach that section.

After the Activity—Did Lesson 1 contain activities that gave the learner a chance to read, write, listen, speak? (Yes, every lesson gives the learner an opportunity to read, write, listen, and speak.)

We moved through Lesson 1 fairly quickly, so I need to tell you that you should adjust the pace to accommodate the learner. This lesson could very well take two or more meetings to complete. Some lessons will take even longer. You must give the learner time to listen, process the information, ask questions, and do the activities. Move at the learner's pace, not your pace.

It is appropriate for you to have the *Teacher's Resource Guide* open during the lessons. You are not expected to memorize the lessons, however you should review the lesson before you meet with the learner.



Slide 8

We also need to give the learner time to reflect after each lesson. Look at the very last note for Lesson 1 in your *Teacher's Resource Guide* (top left side of page 17). It says, "Help students fill out copies of PCM 2 to include in their working folders."

Find Photocopy Master 2 (PCM 2), the Student Progress Tracking Sheet in the back of the *Teacher's Resource Guide*.

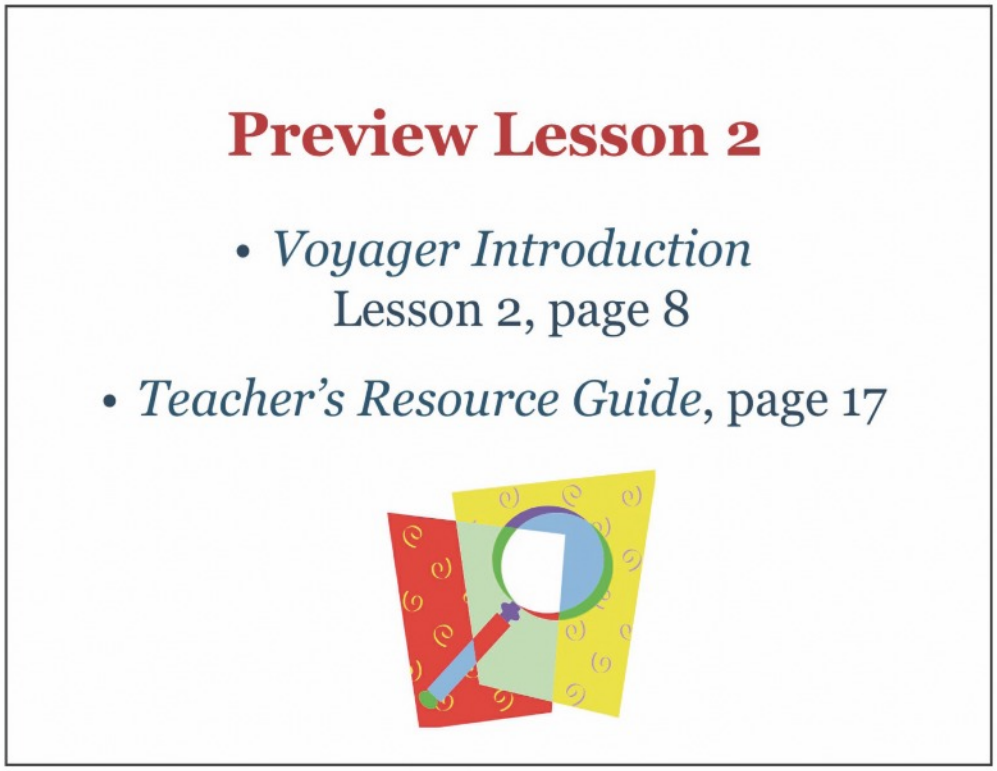
Why is it important to spend time completing the progress sheet after every lesson?

- gives the learner time to reflect
- helps the tutor gauge the learner's understanding
- provides the tutor with ideas of what the learner may need to review
- keeps the learner engaged and involved with their learning

You can also use the end of the lesson to ask the learner if there were any unfamiliar words he would like to add to his personal dictionary or spelling list. These can be noted on the progress sheet and later added to the learner's spiral notebook. The *Teacher's Resource Guide* gives you information on how to include these words in future lessons.

What will you do if the learner is not able to fill out the sheet or write the words he wants to study? (Let the learner fill out what he can and then you write what he dictates.)

The learner should put the PCM in his folder and add a new one after each lesson.



Slide 9

Look at page 8 in the student book. Notice the letter *D* is highlighted at the top of the page.

Lesson 2 is presented in the same way as Lesson 1. Remember that the general outline for teaching the lesson can be found in the *Teacher's Resource Guide*. Notes for each subsequent lesson can be also be found in the guide.

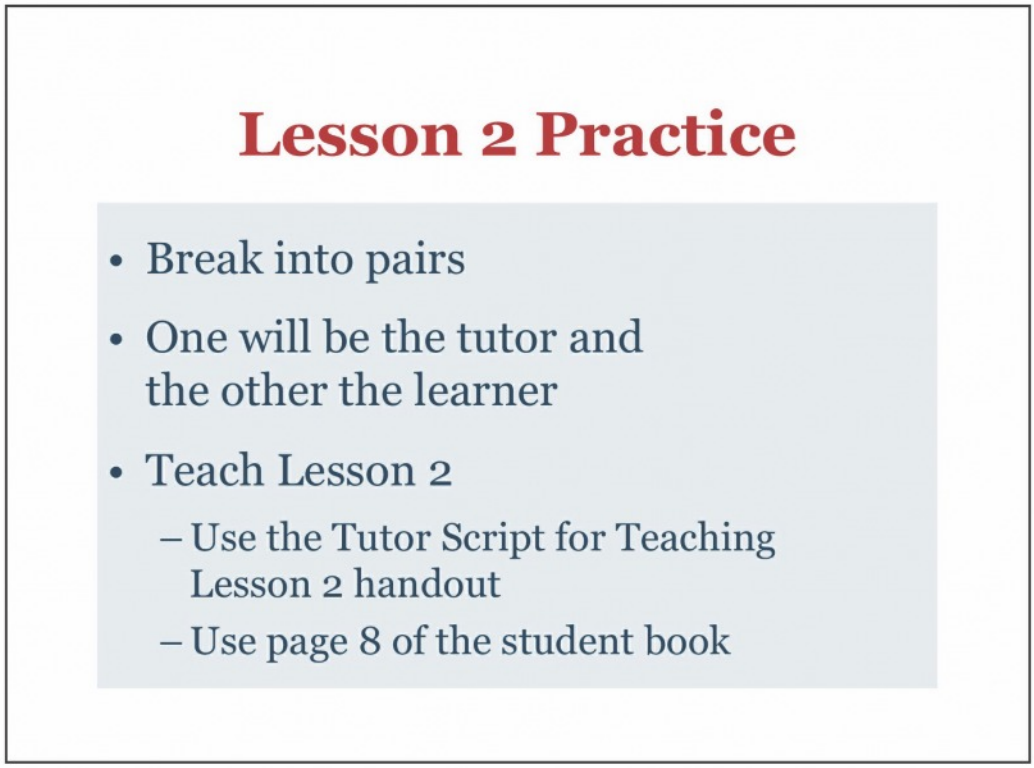
Turn to page 17 in the *Teacher's Resource Guide* to find the notes for Lesson 2. This is where you can find suggestions and special tutor notes.

Ask a participant to read the Special Notes under Key Words.

Notice that the tutor does not give a lengthy explanation of when to use the word *an*. At this point there is only a brief mention.

The Read and Write section gives a similar brief mention about possessive endings because the picture caption says, Don's Office.

The tutor will remind the learner that names begin with capital letters and that each sentence begins with a capital letter. Also mention that each of the sentences will end with a period.



Slide 10

I'd like you to work with your neighbor and practice section for Lesson 2. The person who is the learner should turn to page 8 of the student book. The person who is the tutor should use the Tutor Script for Teaching Lesson 2 handout in your folder.

Allow about 10 minutes for practice.

Debrief by asking participants the following questions.

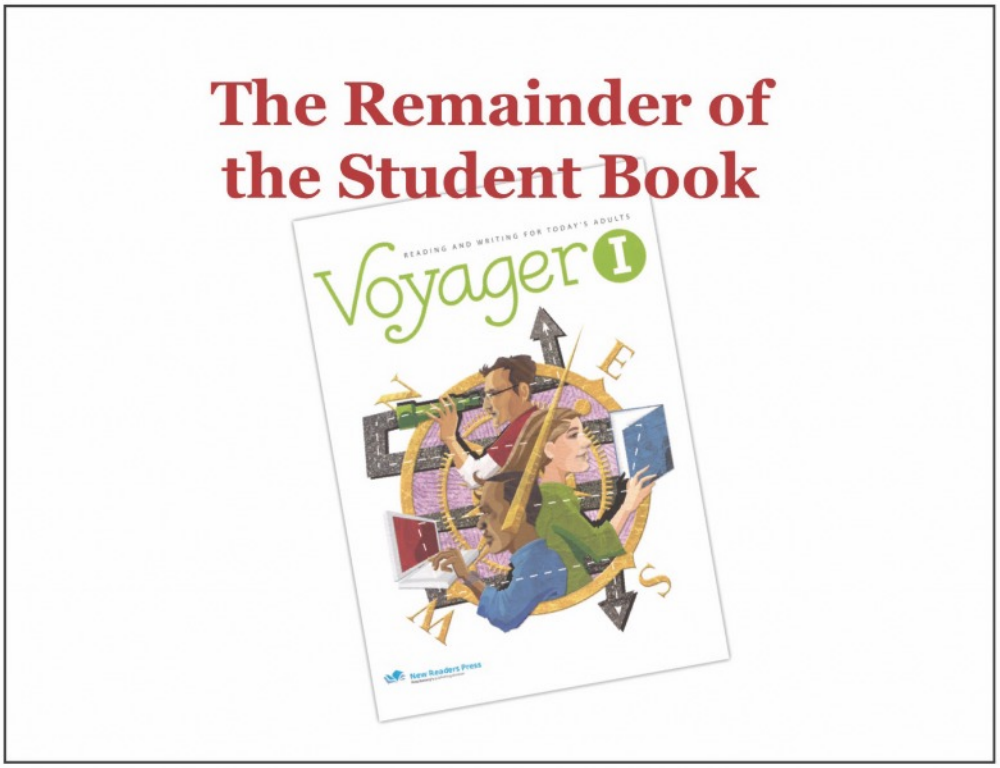
What observations did you have about this lesson?

Do you think a learner will be successful doing the activities?

Do you think you will be comfortable teaching this section to an adult learner?

The rest of the lesson follows the same pattern as Lesson 1. It has: Words to Know, Key Words, Read and Write, and In Your Own Words sections.

Don't forget that you will move through the lessons at the learner's pace to give him time and opportunity to succeed.



Slide 11

Now we are going to look at another lesson to see how things progress in the student book. Please turn to page 60. What is the lesson about? (the short i)

What do you notice about the story? (words rhyme)

Word families are groups of words that end with the same sounds and spellings. All words in a word family rhyme. For example, *kick*, *pick*, and *quick* are all are members of the *–ick* word family.

What is the advantage of using a rhyme? (rhythm and rhyme help with fluency, and rhymes provide word families)

When learners have a basic sight vocabulary, you can use word families to help them build on that vocabulary.

Notice that the learner practices using rhyming words in the Word Families section on page 60.

Another progression is found in the Writing Sentences section on page 61. See that the learner is asked to write sentences incorporating the two words in the green box.

In the Back of the Student Book

- **Answer Key, pages 84-87**
- **Reference Handbook**
  - Numbers
  - Months
  - Days of the week
  - Word list

Slide 12

Turn to pages 84–87 and look at the Answer Key. Why do you think the Answer Key is in the student book?

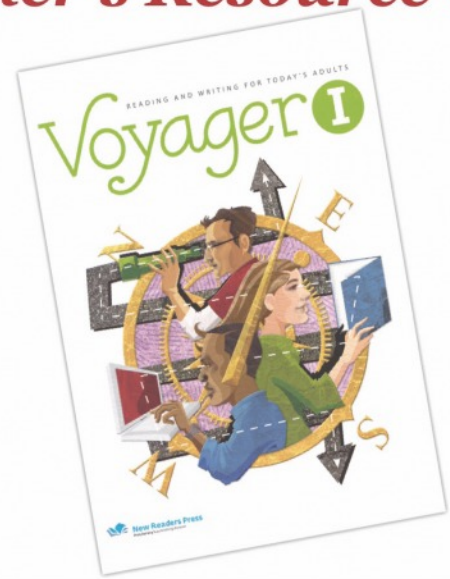
- learner is learning how to self-check, a skill he can use in real life situations
- no red marks from the tutor, the learner makes his own corrections in his book

Turn to the Reference Handbook on pages 88–89. This section provides information commonly desired by adult learners. You and/or the learner can refer to these pages at any time. Page 14 in the *Teacher's Resource Guide* provides ideas for using the Reference Handbook.

Look on pages 90–94 to find the Word List for the *Introduction Book*. What are some ways you might use these words?

- learners can pick words they want to learn and include them in their personal dictionary
- words can be printed on flashcards
- words can be used in other review and reinforcement activities

The Remainder of the *Teacher's Resource Guide*



Slide 13

Before you begin tutoring, spend time getting more familiar with the *Teacher's Resource Guide*. You do not need to memorize the lessons, but you should take the time to prepare for each lesson before you meet with the learner.

Remember that the *Teacher's Resource Guide* provides you with a variety of tips, ideas, and resources.

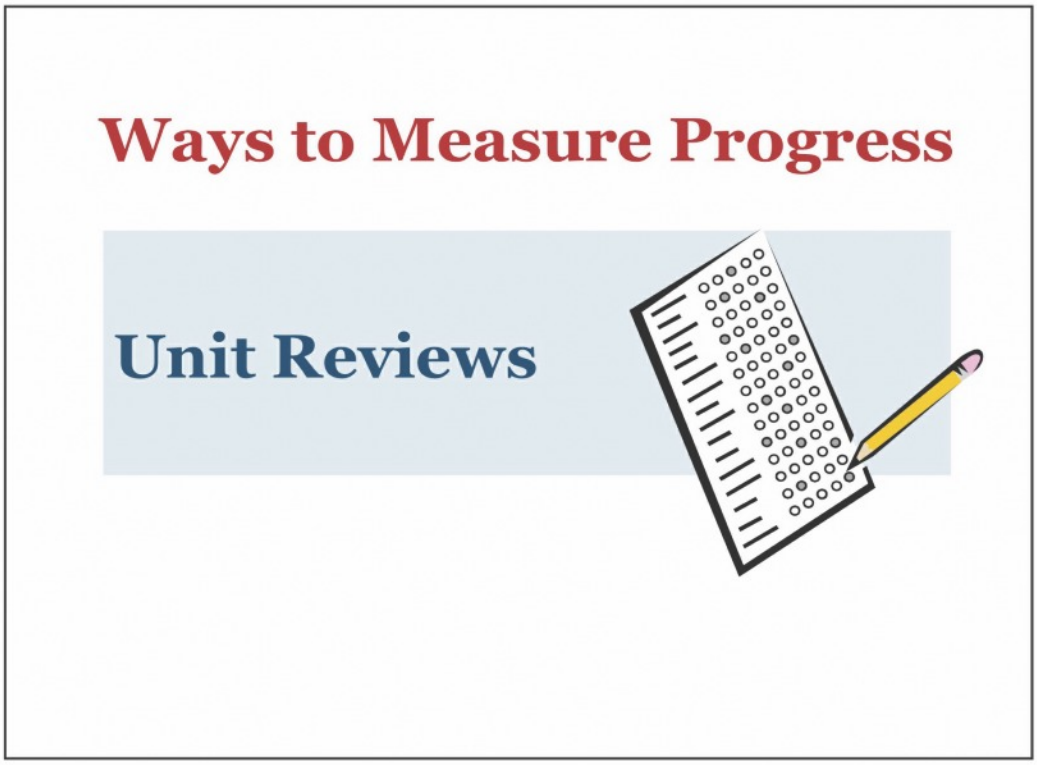
Pages 8–9 give tips/strategies for improving word recognition, sight vocabulary, fluency, and comprehension.

> Ask for a volunteer to read the information on the bottom of page 8 about personal dictionaries as a way to help the learner increase sight vocabulary.
>
> Ask a volunteer to read information on Echo Reading on page 9 as a way to help the learner increase fluency.

Pages 10–11 give strategies for teaching writing. Notice the Language Experience Approach information on page 10. This is the teaching strategy we covered in Part 1 of this workshop where the learner shared a story that was used for the lesson.

The back of the book includes Photocopy Masters (PCM)

- PCM 1 is a guide to help the learner review letter formation (used only if extra practice is needed)
- PCM 2 is the Progress Tracking Sheet (done after each lesson)
- PCMs 3 through 7 list words used in each unit of the book (look at the top of the page for use ideas)
- PCM 8 is the word family and consonant blend sheet



Slide 14

Note to Trainer—Before discussing Ways to Measure Progress, become familiar with page 6 in the *Teacher's Resource Guide*.

Before we leave the *Introduction Book*, there is one more topic we need to discuss. It is important that the learner have the opportunity to periodically review his new skills and see how he is progressing.

At the end of each unit or about every 5 lessons there is a Unit Review. Turn to page 18 in the student book to find the first Unit Review.

Where do you think you will find the instructions for the Unit Review? *(Teacher's Resource Guide)*

Let's look on page 19 of the *Teacher's Resource Guide*.

Ask a volunteer to read Words to Review.

Notice that the learner is working with the tutor during the review. The tutor can assist the learner if necessary but should allow the learner the time he needs to answer independently.

Remember that we want the learner to succeed. There are no trick questions and we always model things that might be confusing.

Where do you think you will find the answers to the Unit Reviews? (in the back of the student book—see page 84)

More Ways to Check Progress

- Student Progress Tracking Sheet-PCM 2
- Review learner's notebook to look at LEA stories, personal dictionary, and other work
- Revisit and update learner's goals

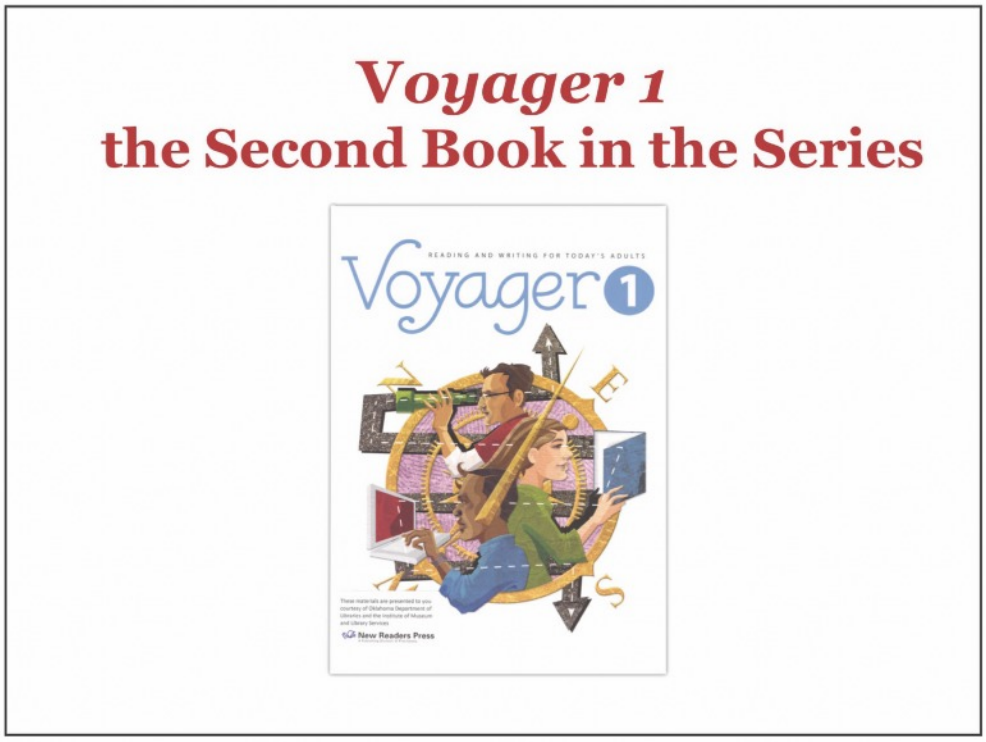
Slide 15

There are several other ways you and the learner will be able to check progress.

- periodically review the Student Progress Tracking Sheets (PCM 2) that have been completed after each lesson and put in the learner's folder
- periodically review learner's notebook/folder that contains all the Language Experience Approach stories, personal dictionary, and other work
- work with the learner to review goals accomplished and use the opportunity to add new goals

Most learners are very interested in their progress. Don't forget to make time for review and feedback.

Are there any questions about the book *Voyager Introduction*?



Slide 16

We have spent a lot of time getting familiar with the book *Voyager Introduction*, but I want to give you a few minutes to look at *Voyager 1*. This book should be used for learners who are reading at level 1.0–2.5.

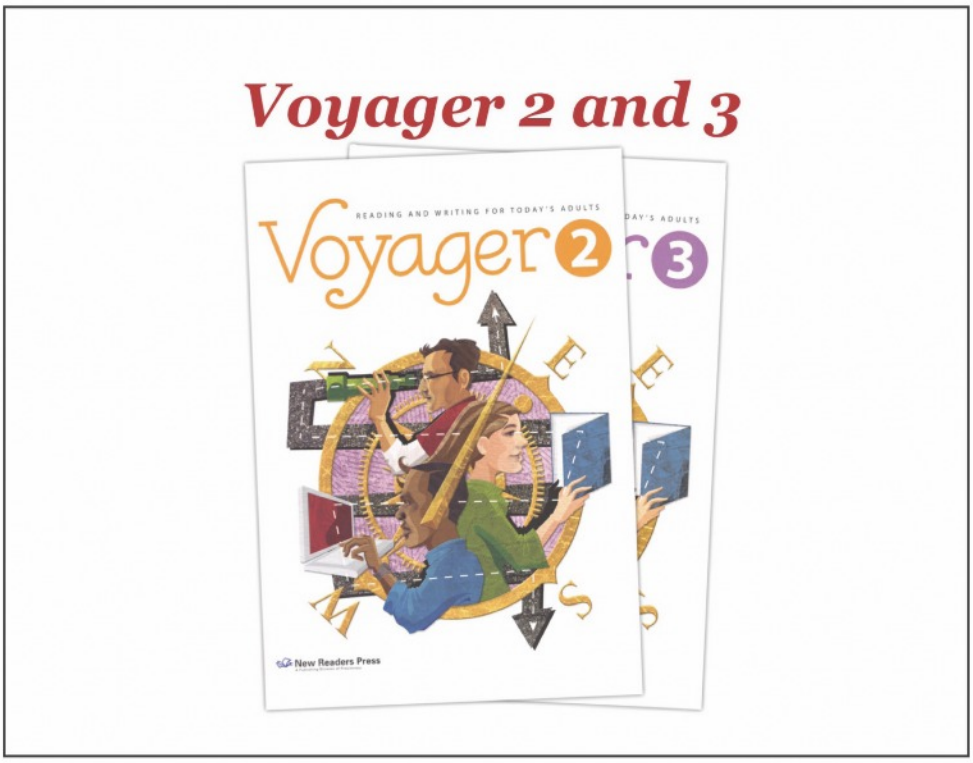
Assign one lesson from *Voyager 1* to each person. Ask participants to review the lesson and find a new higher order thinking, reading, or writing skill. After a few minutes, ask each to share the skill.

More About *Voyager 1*

- Longer stories
- Higher order thinking skills
- Harder word family work
- More writing activities

Slide 17

As these lessons get more complex, be sensitive to the learner and make sure you are moving at a pace that does not overwhelm or frustrate him. Add activities if the learner needs review, slow down lessons if needed, or work outside of the book if the learner needs a break. Do not add extra reviews for skills the learner has already mastered. Remember to give praise and celebrate successes.



Slide 18

There are two more books in the *Voyager* series. You have a *Scope and Sequence* handout that shows how these books continue to build and reinforce the learner's reading, writing, and critical thinking skills.

Don't forget that the *Teacher's Resource Guide* gives you what you need to teach the lessons. Each book builds on the previous book. New skills are introduced, explained, practiced, and mastered.

Working in *Voyager* will be fun, challenging, and fulfilling. One question that is frequently asked is, "How long will it take a learner to complete the series?" The answer is, it depends on the learner. Some individuals will learn quickly while others will take more time. Some will meet their personal goals and leave the program before they complete the series. Remember, each learner determines how far he will go.

As we conclude this part of the training, I invite you to look through the books on the display so you can see how things progress by the time the learner is using *Voyager 3*.

The First Meeting

55 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

Prepare to view the video, *Sensitivity: The Other Half of Communication*, goo.gl/8ceuP4

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 the first 6 minute segment.

Stop the video.

After viewing part one, let's talk about situations you observed where Derek might have been uncomfortable.

Give opportunity for participant ideas.

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

Show the second 6 minute segment.

Stop the video.

Let's talk about red flags that indicate the need of tutor sensitivity to a learner.

Give opportunity for sharing ideas.

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

Show the final 6 minute segment.

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.

Sample First Meeting—20 minutes

In your folder, find the Sample First Meeting handout, pp. 116-117.

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."

Have someone read number one under Suggested Activities.

"Meet and exchange telephone numbers and addresses. You may read the W*elcome Handbook* with the learner and enter contact information for the learner to have at home. A script is available in your handouts."

Continue through the remainder of the handout.

Emphasize that the first meeting should be a time to get acquainted. A relaxed and welcoming environment will go far in ensuring that the learner will return and be ready for the next tutor session.

Ask the group to find the W*elcome Handbook* and the Tutor Script for W*elcome Handbook* in their folder.

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 the book 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. Discuss and answer questions as necessary.

In the time remaining, I'd like you to work in pairs using the *Welcome Handbook* 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

Online Resources

Open Minds Trainer Resources

- Sample First Meeting, pp. 116-117
- Tutor Script for *Welcome Handbook* , p. 118

Sensitivity: The Other Half of Communication video

Trainer Resources

Lit Start, pp. 29-31

Teaching Adults, pp. 29–37, pp. 29-37, 2013 edition

Participant Materials

Welcome Handbook

Tutor Script for *Welcome Handbook* handout

Sample First Meeting handout

More About the Local Literacy Program

10 minutes

Support • Assessment • Materials • Learners

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 about tutoring at the local program.

Discuss the information with the director to be sure you understand the procedures of the program.

Provide the following information.

- how pairs are matched
- the three way visit between coordinator, tutor, and learner
- how tutors will learn the goals of the learner
- adult learner assessment
- reassessment (how progress is determined)
- how to get the curriculum
- services and materials available from program such as other tutoring resources, use of copier, etc
- supplies learners should provide
- tutoring locations

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 review key points of Part 2.

Format

Participants will review key points from the training.

Photocopy Part 2 Review, p. 119 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.

Part 2 Review Questions and Answers

1. How many student books are included in the *Voyager* series?

Four books

2. Where can you find the answers to *Voyager* student exercises?

In the back of the student book

3. Where can you find Photo Copy Masters for extra practice?

In the back of the Teacher's Resource Guide

4. What is one way a tutor can check the learner's progress?

Unit reviews, looking at the learner's journal, checking on the progress made toward goals

5. Why are word families good teaching tools?

They help build the learner's sight word vocabulary and help with spelling

6. What is the purpose of the first meeting?

To get acquainted

7. What is one activity that could take place in the first meeting?

Read and discuss the *Welcome Handbook,* talk about goals and things the learner would like to work on

8. Where does tutoring take place?

Library, churches, other public places, not in homes

9. Who do you contact if you need help or have questions after you begin tutoring?

The literacy director

Online Resources

Open Minds Trainer Resources

- Part 2 Review, p. 119

Supplies

Part 2 Review, p. 119

Participant Materials

Part 2 Review handout

Wrap Up

5 minutes

What Happens 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 show 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 become familiar with this tutor resource book.

Hold up the book the program uses. *LitStart* or *Teaching Adults*.

More than 60 helpful techniques are outlined to help learners in 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 nine hours 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.

Supplies

LitStart or *Teaching Adults*

Sign-up sheet for Part 3

Customizing Lessons to Meet Learner Needs—Part 3

Before the Training

Director

Three weeks before training

- Submit press release
- Verify there are copies of the tutor resource book for each participant (*LitStart* or *Teaching Adults*)

One week before training

- Call list of potential participants or send reminder notes
- Photocopy handouts and prepare participant folders, see suggestions on page 70
- Print certificates for participants completing the full training
- Order refreshments

Day of training

- Pick up refreshments

Lead Trainer

Three weeks before training

- Confirm room reservation
- Contact co-trainer to finalize plans
- Prepare Part 3 agenda

Two weeks before training

- In preparation, run-through Part 3 with co-trainer

One week before training

- Confirm attendees with director

Day of training

- Set up room
- Set up displays
- Set up registration table
- Put out directional signs
- Check equipment

After the training

- Debrief with co-trainer. Discuss suggestions for improvement
- Send a copy of the sign-in sheet to local 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 Book—*LitStart* or *Teaching Adults*----------35 minutes
- More Teaching Strategies

Real World Materials----------40 minutes
- Customizing Learning

Lesson Planning----------40 minutes
- Plan for Success

Review----------10 minutes
- What We've Learned

About the Program----------10 minutes
- Local Program Procedures

Add time for breaks and lunch to your agenda.

Develop and print

a participant agenda for each attendee.

Everything You Need for Part 3– Customizing Lessons to Meet Learner Needs

Online resources are available at

libraries.ok.gov/literacy/literacy-publications/

Online resources

Open Minds Trainer Resources

- Sign-in Sheet, p. 86
- Learning Styles Inventory, p. 120
- Learning Styles—Characteristics and Hints, pp. 121-123
- Real World Material—Catfish Cove, p. 124
- Real World Material Strategy Cards, p. 125
- Jessica Jones' Profile, p. 126
- Real World Lesson Plan, p. 127
- Part 3 Review, p. 128
- Part 3 Review Strips, p. 129

Certificates

Words are Your Wheels

Cherry Tree

Supplies

Sign-in Sheet

Name tags

Pencils, pens, notepads

Backwards clock

Laptop with speakers

Flip Chart

Markers

Real World Material Strategy Cards, cut apart

Part 3 Review Strips, cut apart

Participant materials

Folder with handouts as described on page 70

Part 3 Agenda

Tutor resource book (*LitStart* or *Teaching Adults*)

For Paired Practice

Real world materials (recipes, children's books, job applications, medicine labels, etc.)

Pencils

Notepads

Paper

Cards

Markers

Welcome

5 minutes

Introductions

Purpose

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

Format

Create an inviting atmosphere by playing background music as participants arrive. The songs, *Words are Your Wheels* or *Cherry Tree*, are good selections. Both are available online.

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

Distribute a folder with handouts and the Part 3 Agenda to each participant.

Greet participants as they arrive. Ask them to sign in and make a name tag.

When it is time to start, welcome the group and introduce the training team. Explain that this is Part 3 of *Open Minds* tutor training.

Note: Throughout this manual the green type is used for instructions to the trainer. Black type indicates a basic script.

In this session, tutors will learn how to identify learning styles, to incorporate real world materials into the tutor session, and how to use the tutor resource book (*LitStart* or *Teaching Adults*).

Online Materials

Open Minds Trainer Resources

- Sign-in Sheet

Words are Your Wheels

Cherry Tree

Supplies

Backwards clock

Name tags

Pencils, pens, notepads

Participant Materials

Folder with handouts as described below

Part 3 Agenda

Left side of folder	Right side of folder
Learning Styles Inventory	Real World Material—Catfish Cove
Learning Styles—Characteristics and Hints	Jessica Jones Profile
	Real World Lesson Plan
	Part 3 Review

Learning Styles

40 minutes

Target Learning

Purpose

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

Format

Introduction—10 minutes

You have probably realized that when you are learning something new you have a preferred way of processing the information. Some of you may like to read about the topic, others may prefer to have someone tell you the information, while others may do better when someone shows them. A person's learning style is the way he prefers to process, understand, and retain information.

Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. Because we all learn differently, the combination of styles is unique to the individual. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

Experts have defined and classified learning styles in a variety of ways, but most agree on a minimum of three distinct styles: visual, auditory, and tactile/kinesthetic.

Brainstorm these three learning styles by asking participants to share their thoughts.

What do you think it means to be a visual learner?

Learns best when one can see and read the information—reading, watching videos, handouts, and diagrams

Describe an auditory learner.

Learns best when one can hear the information—lectures, recordings, and discussions.

What does it mean to be a tactile/kinesthetic learner?

Learns best by information presented in "hands-on" setting or by doing lab work, using manipulatives, models, etc.

Activity—10 minutes

There are many online resources that can help you identify your learning style. Find the Learning Styles Inventory handout in your folder and take about 10 minutes to complete the survey and total your score. Don't overthink your responses, just record you first thoughts.

Allow 10 minutes to complete survey.

Discussion—5 minutes

Let's 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? Who scored highest in the visual mode? 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 combination**.

Just as we saw the different styles identified in this room, adult learners also have preferred learning styles. Experience tells us that learners are likely to have a style different from their tutor.

Consider this question. If you are a visual learner, how do you think you would tend to teach others?

Now consider, if you learn best using the visual mode and you know your learner is auditory, how do you think you should teach?

Activity–15 minutes

Ask the group to work in pairs. Using the three page Learning Styles—Characteristics and Hints handout, p. 121-123, have them choose a style that is different from their style.

It might be helpful for you to know some strategies that address each of the learning styles.

Find the three page handout, Learning Styles—Characteristics and Hints in your folder. **Choose a style that is different from yours and work with a partner to read** and discuss the characteristics you might observe in learners with that style. Go over the study tips and select three characteristics of learners with that style. Select three hints and be prepared to share with the large group.

Allow 5 minutes for pairs to share some of their observations from the activity.

Learners are usually very interested in understanding how they learn best. You might spend one or more of your tutoring sessions helping the learner complete a learning styles inventory. Use the one in your handouts or find one online. Some of the online questionnaires even provide the scoring automatically. Once you know the learner's preferred style, you can incorporate useful teaching strategies.

We've talked about learning styles, done an activity to identify styles, and reviewed and shared characteristics and hints for each style. Next we'll look at a resource to help you find teaching strategies.

Online resources

Open Minds Trainer Resources

- Learning Styles Inventory, p. 120
- Learning Styles—Characteristics and Hints, pp. 121-123

Trainer Resources

LitStart, pp. 18-19

Teaching Adults, pp. 25–26, 2013 edition

Participant materials

Learning Styles Inventory handout

Learning Styles—Characteristics and Hints handout

Tutor Resource Book–*LitStart*

35 minutes

More Teaching Strategies

Purpose

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

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

Format

Lead the group in the following activities.

Introduction to *LitStart*—5 minutes

Today we will take a look at a tutor resource 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 **take a slower pace** 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 flyers, job applications, or other items 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 learners give incorrect answers. The bottom of the page gives you **10 things you should never say**. These suggestions may seem obvious, but they are very important.

Pages 22-23 provide some 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—5 minutes

LitStart contains a wealth of helpful information. 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 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—5 minutes

Be familiar with the information on page 153, *LitStart*.

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.

Ask a volunteer to join you 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.

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?"

Learner— responds, "does."

Trainer—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."

Learner—responds, "does."

Trainer —traces each letter with a marker saying each letter aloud, "does, d/o/e/s"

Trainer —repeats above step. Says "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 Strategies—10 minutes

Be familiar with the information on page 180, *LitStart*.

***LitStart* has eleven strategies for writing.**

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

Demonstration

Draw a circle on the flip chart and write the words I wish I could buy.... in the middle of the circle.

Last time we met, we talked about buying things. This says, I wish I could buy...

I want you to supply a word that will complete the sentence. For example, I wish I could buy a car.

Write "a car" on a ray extending out from the circle.

Now, you tell me something you wish you could buy.

Repeat the question until the learner has given you 3-4 words. Write each item on a ray extending out from the circle.

This is a story map. You can write a story using these words.

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.

Use the map to write the rest of the story.

Learner writes sentences on the paper.

Read your story.

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

Wrap up—10 minutes

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.

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 each of the 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.

Turn to **page 196** to see some **ways tutors can motivate learners**. This information suggests easy things to do to 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 at **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**.

Look at **page 212** to find **helpful notes about teaching vowels.**

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 an opportunity to do a little more work in *LitStart* in a few minutes, but now we are going to talk about real world materials.

Note: The program should have a procedure for *LitStart* distribution. Books may be given to tutors now or when tutors are matched with a learner.

Trainer resources

LitStart

Supplies

Flip chart
markers

Participant materials

LitStart

Real World Materials

40 minutes

Customizing Learning

Purpose

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

Format

Introduction–10 minutes

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

- First, they meet learners' specific needs and interests.
- Real world materials are also an effective way to help learners transfer skills from the curriculum to things they want and need to read in their everyday lives.
- They can also be used to slow the pace of lessons to reinforce skills.

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?

Answers might include newspaper, game programs, ticket information.

What could you use when learners are planning their vacation?

Map, brochures, airline schedules, etc.

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.

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 article, Catfish Cove, p. 124 is included in the *Open Minds Trainer Resources* as an

Activity–25 minutes

Distribute a Real World Material Strategy Card, p. 125 to each pair. Ask the group to find Catfish Cove in their folder.

Read the strategy, discuss with your partner how it can be used with the real world material (**Catfish Cove, or other**), try the activity, and be prepared to share information about the activity. You have 10 minutes.

Allow 10 minutes for participants to prepare and 15 minutes for pairs to share information.

Pair 1–Strategy 16,
Let's Find Out, p. 108

Pair 2–Strategy 17,
Tutor Rewrite, p. 109

Pair 3–Strategy 30,
Word Family Patterns, p. 144

Pair 4–Strategy 33,
Applied Sight Words, p. 147

Pair 5–Strategy 44,
Compound Words, p. 159

Pair 6–Strategy 45,
The Two-Consonant Rule, p. 160

Allow 15 minutes to share.

Wrap up and questions—5 minutes

You've 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 the learner with too many tasks during each lesson. You want to keep it interesting and allow time for the learner to proceed at his pace.

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

Online Resources

- Real World Material–Catfish Cove, p. 124 (or other real world material)
- Real World Material Strategy Cards, p. 125

Trainer Resources

LitStart

Supplies

Real World Material–Catfish Cove, or other

Real World Material
Strategy Cards cut apart

Participant Materials

Real World Material–Catfish Cove, or other

LitStart

Paper

Card Stock

Markers

Scissors

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.

Introduction—5 minutes

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, classified ads, children's books, job applications, medicine labels, etc.

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

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

Activity—35 minutes

Fill out the Real World Lesson Plan handout using Jessica Jones' Profile handout.

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

You will have 20 minutes to prepare and then we will share our ideas.

Allow 15 minutes for pairs to share with the group.

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.

Online Resources

- Jessica Jones' Profile, p. 126
- Real World Lesson Plan, p. 127

Supplies

Collection of real world materials, (recipes, classified ads, children's books, job applications, medicine labels, etc.)

Participant Materials

LitStart

Jessica Jones' Profile handout

Real World Lesson Plan handout

Review

10 minutes

What We've Learned

Purpose

To review key points made during Part 3.

Format

Technique 1

Photocopy Part 3 Review Strips, p. 129. 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 alternative procedure, have the participant read the question and ask the group to provide the answer.

Technique 2

Photocopy Part 3 Review, p. 128 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.

Part 3 Questions and Answers

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 take a slower pace with lessons, 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? Why?

Learners should be encouraged to bring materials to any lesson. To reinforce that his goals are being met.

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, record 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

Online Resources

- Part 3 Review, p. 128
- Part 3 Review Strips, p. 129

Supplies

Part 3 Review Strips, p. 129 (Cut apart for distribution if using Technique 1 on page 82)

About the Program

10 minutes

Local Program Procedures

Purpose

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

Format

This session should answer questions individuals might have about tutoring at the local program.

Discuss the information with the director to be sure you understand the procedures of the program.

Provide the following information.

- 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
- how to get the tutor resource book

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

Tell participants that this is the conclusion of Part 3 of *Open Minds* training. They are now certified tutors. Wish them an exciting and fulfilling experience as they begin their work with a learner. Remind them that the director is always available to help them or to answer questions.

Conclude by handing out certificates and celebrating the completion of the training.

Online Resources

- Certificates

Resources

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Open Minds Tutor Training Orientation Part 1 Part 2 Part 3 name, street, city, zip, phone, email Circle One																		

Open Minds Training Agenda

Open Minds Orientation

Innovative Strategies for Oklahoma Literacy Instruction

Tutor Training Agenda—**One Hour**

Welcome and Introductions----------5 minutes

Statistics, Reasons for Illiteracy----------15 minutes

About the Local Literacy Program----------20 minutes

Adult Learner/Tutor Speaker----------10 minutes

Follow-up Information and Questions----------10 minutes

Open Minds Part 1—Getting Started

Innovative Strategies for Oklahoma Literacy Instruction

Tutor Training Agenda—**Three Hours**

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 (LEA)----------75 minutes
- The Learner's Story

Review----------10 minutes
- Key Points to Remember

Wrap Up----------20 minutes
- What Happens Next

Open Minds Part 2–Learning a Curriculum

Innovative Strategies for Oklahoma Literacy Instruction

Tutor Training Agenda–**Three Hours**

Welcome----------5 minutes
Introductions

Curriculum—*Voyager*----------90 minutes
Published Materials

The First Meeting----------55 minutes
Welcome the Learner

More About the Local Literacy Program ----------10 minutes
Support · Assessment · Materials · Learners

Review/ Questions----------15 minutes
What We've Learned

Wrap Up----------5 minutes
What Happens Next

Open Minds Part 3–Customizing Lessons to Meet Learner Needs

Innovative Strategies for Oklahoma Literacy Instruction

Tutor Training Agenda–**Three Hours**

Welcome----------5 minutes
Introductions

Learning Styles----------40 minutes
Target Learning

Tutor Resource Guide—*LitStart* or *Teaching Adults*----------35 minutes
More Teaching Strategies

Real World Materials----------40 minutes
Customizing Learning

Lesson Planning----------40 minutes
Plan for Success

Review----------10 minutes
What We've Learned

About the Program----------10 minutes
Local Program Procedures

Brain TEASERS

MAN
BOARD

Stand
Eye

r
road
a
d

Wear
LONG

T
O
U
C
H

T
O
W
N

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

cycle
cycle
cycle

0
M.D.
B.A.
PH.D.

LEVEL
LEVEL

Mind
MATTER

HE'S HIMSELF

KNEE
LIGHT

echa L g

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?

Permission to Print

	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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LEA Review (strips)

✂----------

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.

✂----------

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) 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.

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.

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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.

Permission to Print

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.

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SUGGESTION

You can also work with the learner to create a map of ideas about a particular topic. (See Activity 75, *Teaching Adults*) 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.

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.
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.

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.

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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, *Teaching Adults.*
2. Keep the selection short—only one or two sentences.
3. Read the selection aloud together (see Activity 15, *Teaching Adults*) before the learner tries to read it alone.

Permission to Print

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).

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.

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

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- 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, *Teaching Adults*).
- select words to have as sight words (You can help the learner with these words using the steps in Activity 19,*Teaching Adults*).
- 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 *Teaching Adults* can also be used with LEA stories.

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Permission to Print

Sophie's Park

Sophie likes to go to the park. She calls it Sophie's Park.

She loves to play and swing, but her favorite thing is to feed the ducks.

Last week, we didn't take bread and the ducks followed us to the car.

We won't forget bread next time.

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 flashcards into his 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. play). 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., didn't = did + not). This might also be done in reverse (e.g., will not = won't).

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.

Independent reading—Have the learner read the story independently.

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. feed, weed, seed, reed, deed, etc).

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 present tense to past tense—"She loves to play." change to "She loved to play.").

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. (The literacy program should have a low level dictionary.)

New ending—Choose an ending the learner has already studied. Ask him to find words in the story that can be changed by adding a new ending (e.g., *play* to *play**s*** or *swing* to s*wing**ing**).*

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. **pl**ay). 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., didn't = did + not). This might also be done in reverse (e.g., will not = won'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.
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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 present tense to past tense—"She **loves** to play." change to "She **loved** to play.").
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 should have a low level dictionary).
10. **New ending**—Choose an ending the learner has already studied. Ask him to find words in the story that can be changed by adding a new ending (e.g., *play* to *play**s*** or *swing* to s*wing**ing**).*

Part 1 Review

1. Name one characteristic of an adult learner.

2. What is a goal an adult 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

ProLiteracy Education Network

goo.gl/33W7Uz

Journey to Literacy

goo.gl/EzOQFa

Video features the first meeting between tutor and learner

Series of 8 short videos by Vic Sanborn

Sanborn, Vic. "Youtube". January 2009

Video 1 LEA: Creating a Language Experience Story

The importance of selecting a high interest topic

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."

goo.gl/SGgyG1

Video 3 LEA: Further Discussion

Completing the KWL Chart

goo.gl/4UveQ4

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

Organizing thoughts in the story

goo.gl/wQ5w9K

Video 5 LEA: The student dictates the Language Experience Story

The tutor transcribes the story

goo.gl/Vhmivo

Video 6 LEA: Reading the Language Experience Story

Echo reading

goo.gl/GiPJHb

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

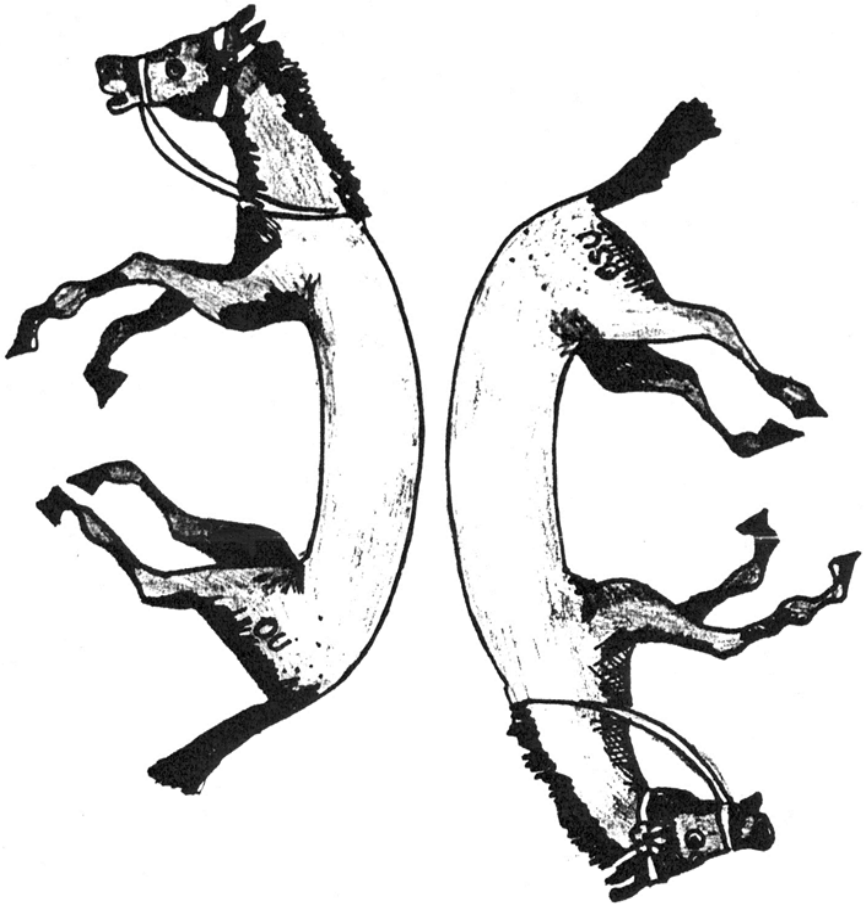
Review and word skills activities

goo.gl/ZQXFZ3

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

Improving comprehension

goo.gl/es6fjk



Trainer Script for Teaching Lesson 1

Voyager Introduction

As interpreted from Page 16 of the Teacher's Resource Guide-Introduction Level

(Script is in black type, directions are in green 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 learner 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 /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.

Voyager Cards

Words to Know Teacher's Resource Guide page 16	**Key Words** Teacher's Resource Guide page 16
Read and Write Teacher's Resource Guide page 16	**In Your Own Words** Teacher's Resource Guide page 16
Extension #1 Teacher's Resource Guide page 17 (top left) and Photo Copy Master 1 in the back of the book	**Extension #2** Teacher's Resource Guide page 17 (top left) See p. 8—personal dictionary and flashcards

Tutor Script for Teaching Lesson 2

Voyager Introduction

As interpreted from Pages 16-17 of the *Teacher's Resource Guide-Introduction Level*

(Script is in black type, directions are in green 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 learner 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."

Congratulate the learner for a job well done. Explain that you will start here at the next lesson. Take a break and move to another activity.

Scope and Sequence

	Stage 1: Learning to Read		Stage 2: The Emerging Reader	
Reading Level	**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 *-s, -es, -ed,* and *-ing*	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 *Welcome Handbook*** (available from the Literacy Resource Office) with the learner and enter contact information for the learner to have at home. The *Welcome Handbook* 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 bring a 3-ring** binder and spiral notebook to class.

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 *Welcome Handbook*

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 black type, directions are in green 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 *Welcome Handbook*. 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.

Give the book to the learner and encourage him to use the contact numbers if he needs to call you or the program.

Part 2 Review

1. How many student books are included in the *Voyager* series?

2. Where can you find the answers to *Voyager* student exercises?

3. Where can you find Photo Copy Masters for extra practice?

4. What is one way a tutor can check the learner's progress?

5. Why are word families good teaching tools?

6. What is the purpose of the first meeting?

7. What is one activity that could take place in the first meeting?

8. Where does tutoring take place?

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 _____

Adapted from a learning styles document originally posted on the website of Three Rivers Community College, Norwich, CT

Learning Styles—Characteristics and Hints

Characteristics of an Auditory Learner

Talks aloud to self

Enjoys talking

Easily distracted

Has difficulty with written directions

Likes to be read to

Memorizes sequentially

Enjoys music

Whispers to self while reading

Distracted by noise

Hums or sings

Outgoing by nature

Enjoys listening activities

Hints for Auditory Learners

General

Say aloud the information to be learned.

Have someone read the information to you.

Read into a recording device and replay it.

Say words inside your head silently.

Brainstorm ideas with others. Form study groups.

Learn information through recorded material.

Make up rhymes and songs.

Use a ruler to keep your place while reading.

Record class lectures (Ask instructor for permission).

Discuss material after reading.

Writing

Plan each sentence by saying it out loud or silently.

Say each sentence several times.

Write each sentence as you say it.

Record sentence or paragraph. Play recording, one sentence at a time, and write it.

Spelling

Listen to the spelling of the word.

Say the word, then say each letter out loud.

Close your eyes and spell the word out loud—check your spelling.

Close your eyes and spell the word out loud again—check your spelling.

Now write the word, trying to hear it in your mind.

Review spelling words and lectures with a friend.

Mathematics

Saying each concept, fact, theorem, etc., aloud.

Explain problems to yourself—out loud.

Record and replay the information.

Adapted from a learning styles document originally posted on the website of Three Rivers Community College, Norwich, CT

Characteristics of a Tactile/Kinesthetic Learner

Likes physical rewards

In motion most of the time

Likes to touch people when talking

Taps pencil or foot when studying

Enjoys doing activities

Reading not a priority

Poor speller

Likes to solve problems by physically working through them

Will try new things

Outgoing by nature; expresses emotions by physical means

Uses hands while talking

Dresses for comfort

Hints for Tactile/Kinesthetic Learners

Keep your desk clear of distracting objects.

Cover the page you're not reading.

If you are distracted by noise, wear earplugs or headset to block out noise. If you want sound, listen to soft music.

Divide your work into short study sessions. Use a timer. After 20 minutes or when a task is completed, give yourself a reward (a cookie, a walk around the block, listen to one song, etc.)

When studying, use a multi-sensory approach (hearing, seeing, touching and doing) as much as possible.

Get plenty of sleep.

Eat a nutritious breakfast and lunch. Snack on fruit or nutritional food if you need extra energy.

Study in a space where there is a desk or table for your work.

Use models, real objects, and materials that can be touched and moved. For example, learn geography through handling and studying a globe.

When possible draw what you are learning.

Trace spelling words as you practice them.

Record in writing information learned. Keep a supply of paper on hand.

When possible, role play, type, take notes, or construct models to learn the information.

Take frequent breaks.

Move around to learn new things.

Use modeling clay or a kush ball while learning to release energy.

Read on an exercise bike.

Characteristics of a Visual Learner

Mind sometimes strays during verbal activities

Observes rather than acts or talks

Likes to read

Usually a good speller

Memorizes by seeing graphics or pictures

Not too distractible

Finds verbal instruction difficult

Has good handwriting

Remembers faces

Makes lists

Doodles

Quiet by nature

Meticulous, neat in appearance

Notices details

Hints for Visual Learners

General

Take notes, make pictures, graphs, and charts. Use flashcards and highlight key details.

Carefully check written instructions.

Imagine pictures of the information you are to remember.

Color code cues to important information.

When possible, read assignments silently.

Maintain class notes and outlines of important information to study.

Try to read and study in well lit, quiet place.

Record homework assignments in a date book, on a note pad, or a specially designed assignment sheet.

Keep a note pad with you at all times. Write out everything for frequent and quick review.

Reading

Use sight words, flashcards, note cards and experience stories.

Try to determine if a new word has words you already know. For example, "systematic" has the word "system," "stem" and "mat" within it.

You are a "look-and-say" learner. Look at a word carefully; then say it.

Writing

Jot down ideas as they form in your mind.

Outline your ideas.

Make a rough draft, skipping lines. Correct/revise your work. Re-copy.

Spelling

See the word – close your eyes.

Make a picture – then read from your picture.

Write the word – match the picture.

Check your work immediately.

Mathematics

Visualize the problem.

Make pictures or tallies of the problem on scratch paper.

Write the problem.

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 Material Strategy Cards

Strategy 16 **Let's Find Out** *LitStart,* page 108	Strategy 17 **Tutor Rewrite** *LitStart,* page 109
Strategy 30 **Word Family Patterns** *LitStart,* page 144	Strategy 33 **Applied Sight Words** *LitStart,* page 147
Strategy 44 **Compound Words** *LitStart,* page 159	Strategy 45 **The Two-Consonant Rule** *LitStart,* page 160

Jessica Jones' Profile

Jessica
- 22 year old woman
- single parent with 5 year old daughter, Sophie
- laid off recently

Education
- dropped out of school at age 17 when Sophie was born

Assessment
- reading 2.5
- spelling 2
- difficulty with phonics
- runs her finger under text when reading

Skills/Strengths
- good mother
- enjoys interacting with people if she doesn't have to read
- motivated and eager to learn

Personal
- learns best by watching and then doing it herself
- is a good cook
- child care must be arranged for Sophie

Goals
- computer skills
- read to Sophie
- read directions to make birthday cake
- complete a job application

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:

Things 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?

Part 3 Review Strips

What is the title of the tutor resource book?

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

What is an example of real world material?

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

Name three learning styles.

What is one way to help a visual learner?

What is one way to help an auditory learner?

What is one way to help a tactile learner?

What four things should be included in every lesson?

Who should you contact if you have questions or concerns?

Accommodations—Continuing Education

Before the Training

Director

Three weeks before training

- Submit press release

One week before training

- Call list of potential participants or send reminder notes
- Photocopy handouts and prepare participants' folders
- Order refreshments

Day of training

- Pick up refreshments

Lead Trainer

Three weeks before training

- Confirm room reservation
- Prepare Accommodations agenda
- Locate accommodations tool kit
- Ensure contents are complete

One week before training

- Confirm number of attendees with director

Day of training

- Set up room
- Set up displays
- Set up registration table
- Put out directional signs

After the training

- Send a copy of the sign-in sheet to local program director
- Send training report to ODL

Open Minds

Innovative Strategies for Oklahoma Literacy Instruction

Tutor Training Agenda–**One Hour**

Accommodations—Overcoming Obstacles

Welcome---------- 5 minutes

What Are Accommodations?----------10 minutes

Why Use Accommodations?----------10 minutes

Program Accommodations Tool Kit Demonstration--------20 minutes

How to Use Accommodations----------15 minutes

Everything You Need for Accommodations

Online resources

Open Minds Trainer Resources

- Sign-in Sheet, p. 86
- Jessica Jones' Profile, p. 126
- Building on Learners Strengths, p. 139 of this module

Words are Your Wheels

Cherry Tree

Supplies

Sign-in Sheet

Name tags

Pencils, pens, notepads

Backwards clock

Flip Chart

Markers

Accommodations Tool Kit

For Paired Practice

Accommodations Tool Kit

Welcome

5 minutes

Purpose

Welcome those attending

Format

Create an inviting atmosphere by playing background music as participants arrive. The songs, *Words are Your Wheels* or *Cherry Tree*, are good selections. Both are available online.

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

Distribute a folder with handouts and Accommodations agenda to each participant.

Greet participants as they arrive. Ask them to sign in and make a name tag.

When it is time to start, welcome the group and introduce the training team. Explain that this is a continuing education presentation for tutors. In this session, tutors will learn what accommodations are, what is available in the local program, and how to recognize learners who might benefit from the use of accommodations as aids to learning.

Online Materials

Open Minds Trainer Resources

- Sign-in Sheet

Words are Your Wheels

Cherry Tree

Supplies

Backwards clock

Name tags

Pencils, pens, notepads

Program accommodations tool kit

Participant Materials

Building On Learners' Strengths Handout

Trainer Resources

Open Minds Trainer Resources—Continuing Education—Accommodations

- Building on Learner's Strengths, p. 139 of this module
- Jessica Jones Learner Profile, p. 126

LitStart, pp. 24-25, 104, 113

Teaching Adults, pp. 23-25, 2013 edition

Learning Disability Intervention Manual, Stephen McCarney, and Angela Bauer, available for check-out from the Literacy Resource Office

Teaching Adults Who Learn Differently, Louise Skinner, Phyllis Gillespie, Lynda Balkam

Teaching Adults with Learning Disabilities, Dr. Dale Jordan

What are Accommodations?

10 minutes

Purpose

To define accommodations

As tutors, we want to give the learner every advantage to learn as easily and quickly as possible. For many learners, learning is difficult using conventional techniques and methods.

Accommodations are modifications or adaptations to the teaching process that **help the learner compensate** for learning difficulties. Said another way, accommodations assist the learner with the process of learning.

For example, an **auditory learner** or one who learns best by hearing information may find it helpful to hear instructions spoken more than one time.

A learner who learns best by movement or is a **tactile/kinesthetic learner** may find it helpful to learn with hands-on activities and by having frequent breaks during the tutoring session.

Learners very often have learning styles different from their tutor. Tutors need to be aware that instruction should be presented in a way that best benefits the learner. Although experts may disagree on the benefit of teaching using learning styles, the do agree the best way to teach is to use a multi-sensory approach which includes visual, auditory, and tactile methods.

For **visual learners** (individuals whose brain responds best to visual input) the following may be helpful

- Flash cards
- Written directions and assignments
- Picture/word association
- Colored overlays
- Colored materials (paper, markers, highlighters, index cards)

Auditory learners (individuals whose brain responds best when hearing information) may find the following useful

- Rhythm sticks
- Use of tape recorder
- Being given both oral and written directions
- Talking software
- Music and rhythm to reinforce learning

Tactile/Kinesthetic learners (individuals whose brain responds best when they can move, touch, feel, etc.) may find the following beneficial

- Carpet squares/sandpaper
- Board games to reinforce concepts
- Rhythm sticks
- Koosh balls
- Letter tiles

Why Use Accommodations

10 minutes

Purpose

To demonstrate why learners benefit from using accommodations.

Distribute the handout, *Building on Learners' Strengths*, found on page 139 of this module for participants to refer to when working with a learner they suspect may need accommodations.

Tutors should also be aware that **light** (natural and/or fluorescent), **distracting sounds**/voices, **lack of a private setting** may also affect a learner's success.

Accommodations may be adapted, added, or eliminated as needed.

It is the tutor's role to know what accommodations are available and how to use accommodation tools. Work with the learner and let him determine if accommodations might be helpful.

Program Tool Kit

20 minutes

Purpose

To make participants aware of accommodations tools available at the literacy program

Program Accommodations Tool Kit Demonstration

The trainer should spend 30 minutes demonstrating some of the accommodation tools available in the program's Tool Kit. During the explanation, encourage participants to predict what learning style each accommodation addresses. Explain that many of the accommodation tools address more than one learning style. Allow time for participants to explore and handle the tool kit contents.

Note: A list of useful accommodations is included on page 140 of this module.

How to Use Accommodations

15 minutes

Purpose

To practice choosing and using accommodations

Activity—15 minutes

Distribute profile for Jessica Jones, p. 126 and ask participants to work in pairs to determine what accommodations might be appropriate for the learner. Spend about 15 minutes in the activity and 5 minutes debriefing.

Building On Learners' Strengths

For Visual Learners

- Use color coding
- Write directions/assignments
- Use a highlighter to call attention to key words or phrases
- Teach the use of alternative note taking systems (outlining, charting, diagramming)
- Ask student to form a mental picture of words or assignments
- Use graphics to reinforce learning

For Auditory Learner

- Encourage students to read along with taped texts
- Use books on tape or talking books
- Use oral as well as written directions
- Ask students to read aloud or subvocalize
- Ask students to repeat directions orally
- Use music and rhythms to reinforce learning

For Tactile/Kinesthetic Learners

- Use hands-on activities
- Use board games to reinforce concepts
- Allow frequent breaks
- Touch students on the arm or shoulder to re-focus attention
- Trace letters and word to learn spelling
- Memorize or drill for rote learning while walking or exercising
- Use manipulatives

General Techniques

- Present information in small, manageable steps
- Provide frequent feedback
- Give examples
- Relate new materials to the learners' everyday lives
- Experiment with the use of large print
- Use graph paper to help with letter spacing in writing
- Provide a distraction-free environment
- Use a sheet of colored transparency material to change the contrast between ink and paper
- Teach and encourage the use of mnemonics (devices for memorizing information)

Adapted from the Texas Association for Children and Adults with Learning Disabilities

Accommodations Tool Kit

- *Learning Disability Intervention Manual,* Hawthorne Educational Services
- Scented markers
- Magnetic letters
- Pencil grips
- Magnifier
- Dry erase markers
- Dry erase board
- Rhythm sticks
- Groan sticks
- Ear plugs
- Small tape recorder and tapes
- Squish/Koosh balls
- Tub of words
- Roll and Write Word Game
- Highlighter markers
- Pipe cleaners
- Large number calculators
- Sand trays
- Carpet squares
- Flash cards
- Reading light
- Colored index cards

Sample Tutor Job Description

(customize or use local program document)

Tutor Job Description

The XYZ Literacy Program tutors provide basic literacy instruction to adult learners seeking to improve their reading and writing skills. Instruction takes place at the library or at other sites recommended by the literacy director. Tutors must be at least 18 years old and have a high school diploma or equivalent.

Training

Tutors are required to attend an orientation and a 9 hour *Open Minds* tutor workshop. Following the workshop, tutors must participate in at least one continuing education training annually.

Requirements

XYZ Literacy Program tutors:

- must be patient, sensitive, dependable, and flexible;
- must be able to make a one year commitment as a tutor;
- should meet with a learner for a minimum of one and a half hours each week at a regularly scheduled time and place;
- assist the learner in identifying specific learning goals;
- work with the learner and the program director to select appropriate curriculum and teaching materials;
- set aside time each week to plan reading and writing lessons that will help the learner achieve his/her goals;
- assist the learner to develop a portfolio of his/her writings;
- attend bi-annual meetings with the learner and program director to discuss progress and to review the learner's recent assessment;
- periodically acknowledge the learner's progress and success;
- submit monthly tutoring reports to the program director to report tutoring hours, resources needed, and any problems or concerns;
- treat learners with respect and maintain a learner-centered team approach to learning;
- maintain learner confidentiality;
- notify the literacy director of changes in your address and/or changes in your learner's address.
- attend annual in-service

Resources and Support

In addition to regular communication with the program director, tutors benefit from:

- visiting the literacy office to review and check out support materials for tutoring, including curriculum, accommodations, and learning games;
- attending special learner events, fund raising events, annual meeting, and state literacy conference;
- sharing success stories for possible inclusion in the program newsletter, website, and brochure;
- making use of the literacy computer lab to enhance the learner's skills.

I understand and accept the responsibilities of being an adult literacy tutor.

_____

Signature Date

Thanks to the Ruth G. Hardman Adult Literacy Service (Tulsa), the Great Plains Literacy Council (Altus), and the San Francisco Public Library Literacy Program for inspiring this sample job description.

What Literacy Directors Should Know About *Voyager*

About the series

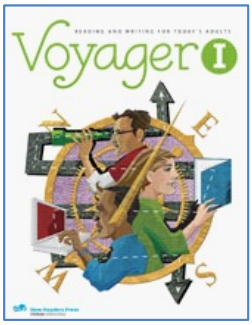
1. Four books take learners from the beginning stages of reading through the fourth-grade reading level.
2. Each lesson integrates reading, writing, listening and speaking.
3. Is theme-based and uses a variety of authentic and practical reading and writing exercises.
4. Can be used with one-to-one tutors or in small group settings.
5. In order to start in *Voyager*, a learner should be able to copy letters and have a very basic knowledge of the alphabet and of letter/sound correspondences.
6. If a learner already has some literacy skills, you may determine to start him in a more advanced level of *Voyager*.
7. New Readers Press offers free resources for *Voyager*. Just Google *Voyager*, New Readers Press
   - Series Scope and Sequence Chart
   - Skills Preview and Review for each level
   - Student Interest Inventory for each level
   - Placement Tool for *Voyager* (and Endeavor)
   - Student Diploma
   - Series Correlations for CASAS,TABE, and Common Core State Standards

Voyager tutors will need:

- Teacher's Resource Guide
- blank paper, index cards, markers
- photo copy materials located in the back of the Teacher's 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 words			
			• understand the main idea of what I read			
			• tell another person about what I read			

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			
			• with my children			
			• other: _____			

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

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

Adapted from form by

New Readers Press
Division of ProLiteracy™ Worldwide

Open Minds Training Report Form

The lead trainer should complete one report for each session.

Provide detailed feedback.

A writeable pdf is available at libraries.ok.gov/literacy/open-minds-report-form/

Lead Trainer

Host Program

Name of second trainer

Date of training

Number of attendees

1. Type of Training

Orientation

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 resource book 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

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