

Tutor Book

Where to Start

A Guide for Your First Tutoring Sessions

Student Name: _____

Tutor Name: _____

Month, Year: _____



Updated 1/05



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Welcome to tutoring!

What is the purpose of the *Where to Start* book?

The *Where to Start* book is designed to help you and your student discover his or her learning strengths. It will also help you establish goals and plan lessons to accomplish those goals.

This booklet is also helpful if your student has learning differences/disabilities. You can compare your student's responses in the *Where to Start* booklet to his/her answers on the Learning Needs Inventory. You can then put those pieces together with the suggestions you received in tutor training about working with learning differences. Contact the office for more information and suggestions.

When do I administer the *Where to Start*?

This booklet is meant to be completed during your first several sessions. Do not try to complete it all in one tutoring session.

How do I administer the *Where to Start*?

Step-by-step instructions are listed above each section. Also, beginning on page 14 are more detailed explanations of each section for your reference.

You can help make the *Where to Start* less intimidating by:

- introducing the booklet as a "discovery project" to work on together rather than a test
- folding the student's book so s/he is only looking at one page at a time
- being honest about the student's work. It's okay to say, "It looks like we need to work on long vowels." The student knows s/he has difficulties. That's why the student wants a tutor!

Remember to take notes in your copy of the *Where to Start* book so you can use that information when filling out Section 6 – Summary, in the student book.

What am I to do with the completed *Where to Start*?

When you have completed the *Where to Start* booklet, please return the Student's Copy to the Indy Reads-Literacy Services Office. You may send it via inter-office mail at any IMCPL branch library or mail it to Indy Reads-Literacy Services, 2450 N. Meridian Street, Indianapolis, IN 46208.

The Office will keep the original in your student's file and will send you a copy to keep for reference as you plan your lessons. If you have any questions about the *Where to Start* booklet, please contact the Office at 275-4040.

Most importantly, THANK YOU for serving as an Indy Reads tutor and for making a difference in someone's life!

Section 1 - HEARING

1. Ask the student to look at the letters in the "Hearing #1" section on page 2 of his or her booklet.
2. Say, "I am going to pronounce two words."
3. Say, "Listen to the **beginning** sound of each word, find the letter that makes that sound, and circle it."
4. Say, "For example, in row 1, the words are **wagon** and **window**, so you would circle the letter **w**."
5. Read the words from the list below.

Initial Consonant (Hearing #1 – p. 2 of student book)

- | | | | |
|----------|--------|-------------|----------|
| 1. wagon | window | 10. feather | fan |
| 2. girl | gate | 11. nail | needle |
| 3. lion | leaf | 12. seeds | soap |
| 4. tail | tent | 13. house | hand |
| 5. carts | car | 14. key | kitchen |
| 6. met | map | 15. pie | pears |
| 7. door | dog | 16. jump | jack |
| 8. rope | ring | 17. van | vacation |
| 9. boy | bat | 18. zoo | zebra |

Consonant Blends and Digraphs (Hearing #2 – p. 2 of student book)

Follow the same procedure as above for this section. ("What is the beginning sound in these words?")

- | | | | |
|-----------|---------|-------------|-------|
| 1. cherry | chicken | 8. quick | queen |
| 2. steps | stairs | 9. scout | scare |
| 3. flag | floor | 10. through | throw |
| 4. fresh | fruit | 11. then | there |
| 5. prize | proud | 12. sleep | slide |
| 6. spell | speak | 13. thick | third |
| 7. black | blue | 14. drop | drink |

Long and Short Vowel Sounds (Hearing #3 – p. 3 of student book)

Follow the same procedure, except ask the student to identify the vowel sound in each word.

- | | | | |
|---------|------|----------|------|
| 1. bad | cat | 7. toe | go |
| 2. hot | top | 8. in | sit |
| 3. cake | tail | 9. pond | long |
| 4. tie | kite | 10. tell | men |
| 5. up | just | 11. huge | fuse |
| 6. let | bed | 12. be | he |

Auditory Discrimination

Letters (Hearing #4 – p. 3 of student book)

1. Say, "On page 3, under "Hearing #4" (Point to the section if the student is unsure), listen for and match the letter to one of two letters I will say."
(Don't let your student see which letter you are going to say.)
2. Say, "For example, I'll say 'Listen for the letter *F*.' Then I'll say the letters *F* and *S*. You would circle the number 1 on your answer sheet because *F* was the first letter I said."
3. Try not to overemphasize either letter.

- | | | | | |
|----------------|---|------|---|---|
| 1. Listen for: | F | Say: | F | S |
| 2. Listen for: | P | Say: | P | B |
| 3. Listen for: | Z | Say: | C | Z |
| 4. Listen for: | D | Say: | D | E |
| 5. Listen for: | G | Say: | J | G |
| 6. Listen for: | M | Say: | M | N |
| 7. Listen for: | S | Say: | X | S |

Words

(Hearing #5 – p. 4 of student book)

1. Say, "Listen for and match a specific word to one of two words I will say."
(Don't let your student see which word you are going to say.)
2. Say, "For example, I'll say 'Listen for the word *lame*'. Then I'll say the words *lame* and *tame*. You would circle the number 1 since *lame* was the first word I said."
3. Try not to overemphasize either word.

1.	Listen for:	lame	Say:	lame	tame
2.	Listen for:	lamp	Say:	lamp	lap
3.	Listen for:	line	Say:	lime	line
4.	Listen for:	tin pans	Say:	tan pins	tin pans
5.	Listen for:	pig	Say:	pig	big
6.	Listen for:	bind	Say:	find	bind
7.	Listen for:	oats	Say:	coats	oats
8.	Listen for:	head	Say:	head	bed
9.	Listen for:	father	Say:	father	farther



Go through and record the scores in each section of the Student Booklet. Review with your student his/her areas of strength and areas needing improvement. Also note any observations or comments in your copy of the book. Wait to conduct the next section until your next tutoring session.

TUTOR NOTES:

Section 2 – SEEING

Letter Identification

This section is conducted on students reading **at or below Level 2** or if your student has vision problems. If your student is above level 2, skip to page 8, Section 3 (Spelling – page 8 in student book).

1. Say, “Under the ‘Seeing #1’ section of your book (point to it if your student is unsure), please read each letter by pointing to it and saying the name.”
2. Keep track of letters missed and score them later in the “number correct/total” sections of the Student Book.

Letter Identification: Alphabetical Order (Seeing #1 – p. 5 in student book)

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

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

Letter Identification: Random Order (Seeing #2 – p. 5 in student book)

Follow the same procedure as above.

M K F U W R P Y I D A H Q

V N Z S E C B G O X J L T

y w d o h m z g e s a r j

b k c l f v u t q p i n x

Visual Perception (Seeing #3 – p. 6 in student book)

1. Say, "I am going to read some words."
2. Say, "Please circle on your answer sheet which word I read."
3. Read the underlined words below.

1. <u>was</u>	saw	6. who	<u>how</u>	11. for	<u>from</u>
2. on	<u>no</u>	7. <u>stop</u>	spot	12. <u>home</u>	house
3. broad	<u>board</u>	8. <u>look</u>	took	13. <u>nail</u>	mail
4. pot	<u>top</u>	9. and	<u>said</u>	14. dab	<u>bad</u>
5. <u>not</u>	ton	10. <u>bark</u>	park	15. <u>split</u>	spilt

Visual Discrimination I (Seeing #4 – p. 6 in student book)

Visual Discrimination I is used with nonreaders and beginning readers on levels pre-primer and 1. **If your student has visual difficulties evidenced by the Learning Needs Inventory, you should do both I and II.**

1. Say, "I'm going to name some letters. In your book, please circle the letter that I say. I will be doing this with both upper and lower case letters."
2. Read the underlined letters below:

1. a	<u>o</u>	6. <u>f</u>	t	11. <u>V</u>	Y
2. <u>e</u>	c	7. <u>h</u>	n	12. S	<u>Z</u>
3. d	<u>b</u>	8. b	<u>g</u>	13. U	<u>V</u>
4. p	<u>q</u>	9. F	<u>E</u>	14. N	<u>M</u>
5. <u>b</u>	p	10. <u>C</u>	G	15. <u>W</u>	M

Visual Discrimination II (Seeing #5 – p. 7 in student book)

Visual Discrimination II may be used with students reading on level 2 and above.

1. Say, “On this page you are to look at the letter, word, or phrase in the first column and circle the items that are the same in the right column. On some parts there will be more than one item that is the same. Circle them all. First do the practice line.”
2. Give help as needed.
3. When the student understands the task, say “Begin.” Discreetly time the student. Permit her or him to take as much time as necessary to complete the task.

Time taken by student:



Go through and record the scores in each section of the Student Booklet. Review with your student his/her areas of strength and areas needing improvement. Also note any observations or comments in your copy of the book. Wait to conduct the next section until your next tutoring session.

TUTOR NOTES:

Section 3 – SPELLING (pp. 8-9 in student book)

1. Say, “I want you to write (or print) some words for me, please. If there are some words you don’t know, try to spell them as best you can. I’ll say each word, use it in a sentence, and say it again. Remember to wait until I say the word the last time before you begin to write it.”
2. You may repeat a word and encourage the student to “try it even though you’re not sure,” but don’t do any other prompting.
3. Don’t ask the student to spell aloud, and if s/he does, ask that s/he spell in writing only. This must be a **written** sample of the student’s spelling ability.

NOTE: DO NOT DO ALL 6 LISTS IN ONE SESSION. ONE OR TWO LISTS PER SESSION IS RECOMMENDED.

List I:

1. pad The chair pad is torn.
2. rib He has a broken rib.
3. mud The little girl had mud on her pants.
4. stub You will need your ticket stub.
5. list My name was not on the list.
6. sped The car sped away.
7. clamp The clamp was not tight enough.
8. beg My dog can beg for food.
9. mob The mob became angry.
10. plot The movie had a good plot.

IF YOUR STUDENT CANNOT SPELL WORDS ON LISTS 1 AND 2, SKIP TO PAGE 10, SECTION 4.

List II:

1. drink I need a drink of water.
2. twist There was no twist tie on the bread bag.
3. wind The wind blew hard.
4. glad He was glad to see his brother come home.
5. strong She made a strong effort to finish the race.
6. drop Be careful not to drop the glass.
7. slit Someone slit his tires!
8. prom She said she would always remember her prom.
9. grand The grand piano is in the hotel lounge.
10. front We tried to get a seat in front.

List III:

1. been Where have you been?
2. where Where did I put my glasses?
3. does He always does his work quickly.
4. because The game was cancelled because of rain.
5. too The doctor told him he was drinking too much coffee.
6. many There are many people looking for work.
7. were The workers were on strike last week.
8. goes She goes to work nearly every day.
9. their They did not want their subscription renewed.
10. friend His best friend was coming to visit.

List IV:

1. dropped I dropped the vase yesterday.
2. glasses Wearing glasses has helped me see better.
3. coming The jogger didn't see the car coming.
4. cries Whenever the baby cries he gets fed.
5. hoped He had hoped for a better job offer.
6. hobbies My neighbor has many hobbies.
7. happiness I saw smiles of happiness on the children's faces.
8. using We are using less electricity to save money.
9. waking I hate those birds waking me up every morning.
10. usefulness My poor old car has outlived its usefulness.

List V:

1. fade The bright color began to fade.
2. heat The heat from the stove made the room warm.
3. tray The waiter dropped the tray.
4. sigh He breathed a sigh of relief.
5. raid The children planned to raid the refrigerator.
6. thumb I used to suck my thumb.
7. know Do you know who won the tournament?
8. believe I don't believe that story.
9. ready The food is ready.
10. float The first float in the parade was the best one.

List VI:

1. listen He would not listen to reason.
2. stare I began to stare out the window.
3. half He only ate half the pizza.
4. could She could not finish her work.
5. laugh They had to laugh at the joke.
6. rough The road was too rough to drive on.
7. bright The sun was so bright that I closed the blinds.
8. write He likes to write letters.
9. tired I am tired of the same excuses.
10. knee She hurt her knee playing softball.



Record the scores in each section of the Student Booklet. Review with your student his/her areas of strength and areas needing improvement. Also note any observations or comments in your copy of the book. Wait to conduct the next section until your next tutoring session.

Section 4 – WRITING

Copying the Alphabet

(Writing #1 - p. 10 in the student book)

1. Say, "Please copy the alphabet in your best writing." (Student will copy both the upper and lower case letters.)
2. "If you use cursive, write the lowercase alphabet as if it was one long word like below."
3. Show them the example below.

abcdefghijklmnopqrstuvwxyz

Writing Letters from Dictation

(Writing #2 – p. 10 in student book)

1. Say, "I'm going to say some letters. Please write them in your book."
2. Try to pronounce the letters clearly, but do not exaggerate.

- | | | |
|------|-------|-------|
| 1. p | 6. b | 11. g |
| 2. d | 7. a | 12. n |
| 3. t | 8. l | 13. e |
| 4. g | 9. m | 14. w |
| 5. r | 10. i | 15. z |

Copying Sentences
(Writing #3 – p. 11 in student book)

1. Use the Reading Card one or two levels below your student's Approximate Instructional Reading Level from the *Bader Reading Assessment* found in your training binder under the *Bader* tab.
 2. Give your student the reading card and say, "Please copy one (or two, depending upon your student's difficulty) sentences."
-

Writing Sentences from Dictation
(Writing #4 – p. 11 in student book)

1. Use the Reading Card one or two levels below your student's Approximate Instructional Reading Level from the *Bader Reading Assessment*.
2. Say, "I'm going to read a couple of sentences to you. Please write them in your book."
3. As you dictate the passage, observe your student's accuracy. Dictate one or two sentences, depending on how easy or difficult it is for your student to write.

Expressing Ideas in Writing
(Writing #5 – p. 12 in student book)

1. Say, “I’d like you to write about one of the topics listed: Write about your dream vacation, What is your favorite holiday? or Tell about your favorite TV show.”
2. Say, “You don’t need to fill the entire sheet, or worry about spelling, grammar or punctuation. Just write until you’re satisfied the question has been answered.”
3. Look for how well your student organizes his or her thoughts in writing.
4. Give your student unlimited time to write, but note the time taken.

Time taken by student:



Go through and record the scores in each section of the Student Booklet. Review with your student his/her areas of strength and areas needing improvement. Also note any observations or comments in your copy of the book. Wait to conduct the next section until your next tutoring session.

TUTOR NOTES:

Section 5 – STUDENT SKILLS CHECKLIST

1. Say, “Now we’re going to work together to set some goals.”
 2. Review each section with your student and work on the Skills page together.
 3. Be sure to find something positive for each section of the inventory!
 4. Both of you will sign the page when complete.
 5. See below for examples.
-
1. One thing I did well on the hearing page is:
(Ex. Good job telling the difference between letters)
 2. One thing I want to work on is:
(Ex. Short vowels -- Charles will correctly distinguish between short e and short i 9 out of 10 times by July)
 3. One thing I did well on the seeing page is:
(Ex. Got everything right!!!)
 4. One thing I want to work on is:
 5. One thing I did well on the spelling page is:
(Ex. Listened to directions, neat writing)
 6. One thing I want to work on is:
(Ex. Everything! -- Charles will learn 50 new spelling words in one year.)
 7. One thing I did well on the writing page is:
(Ex. Neat writing, good job copying)
 8. One thing I want to work on is:
(Ex. Writing from dictation -- Charles will correctly write four sentences at his reading level from dictation by December. Other writing -- Charles will write three postcards by September.)



You will complete the Summary Checklist section without your student.

Section 6 – SUMMARY (pp. 14-15 in student book)

This summary helps you pull together everything you and your student completed on the previous pages. Refer back to each section and make notes on the summary in the space provided. Use these notes as building blocks for your lessons. Remember -- you'll want to include other things in your lessons as well!

Explanations for each section of the *Where to Start* book

Section 1 – Hearing

Auditory Perception (pp. 2-3 in both books)

One method of word attack is to listen to the sound of the letters in the word. In order to use this method effectively, the student must be able to HEAR the sounds correctly and ASSOCIATE the sound with the appropriate letter. This section assesses the student's ability to hear and associate sound-letter correspondence.

Auditory Discrimination (pp. 3-4 in both books)

The Auditory Discrimination section checks if your student can tell the difference between similar sounding letters and words. You'll notice that your student doesn't have to read anything, just listen.

Section 2 – Seeing

Letter Identification (p. 5 in both books)

The Letter Identification section checks the ability of the student to recognize or identify the alphabet in both sequential and non-sequential order. It is important that the student be able to recognize the letters of the alphabet in any context. Doing so will usually indicate that the student is able to make the transfer of letters to words.

Visual Perception (p. 6 in both books)

The visual perception section is designed to check the ability of students who confuse words and transpose letters in look-alike words. Sometimes students look only at the beginning or end of the word while others look at the entire word but see letters in an alternate position.

Visual Discrimination 1 and 2 (pp. 6-7 in both books)

Letters that are very similar are often confused by students, resulting in word recognition errors. Sometimes this may be an oversight; however, some students actually see one letter as another, for instance *d* as *b* or *c* as *e*. Attention should be given to students who commonly make such errors.

Problems may be indicated by one of the following behaviors: head close to page, matching letter by letter, using fingers to hold place, constant rechecking, erasing. A general guide is that Level 2 and above readers should take no more than 3 minutes to complete Visual Discrimination II.

Section 3 – Spelling

Spelling (pp. 8-9 in both books)

List I and II: Phonetic Spellings. These lists can be used to determine whether the student can discriminate sounds, associate sounds with letters, and write sounds in sequence.

List III: High Frequency Words Commonly Misspelled. This list contains words adults with spelling difficulties often misspell. In addition to this list, you may want to check the student's writing samples for other high frequency misspelled words.

List IV: Spelling Rules and Conventions. This list samples the student's knowledge of spelling rules and usage and his/her visual memory ability. Words missed with parts reflecting a common spelling pattern ("i before e ..." or "change the y to i ...") may be rechecked with words with similar patterns.

Lists V and VI: Non-phonetic Spellings. These lists contain words with silent letters, which require visual memory and writing letters in correct sequence.

Looking closely at the mistakes your student makes on the Spelling section may point out some language problems. Be especially alert for the following patterns when reviewing their answers:

- word, letter or order reversal tendencies
- frequent sound substitutions (particularly in those sounds which are similar)
- consistent omissions or additions (consonants or vowels)
- frequent problems using consonants
- frequent vowel errors

Some students will spell the word as they think it sounds, for example *egucate* for *educate* or *sirkel* for *circle*.

Section 4 – Writing

Writing (pp. 10-12 in both books)

This section is designed to check your student's ability to take information in by hearing and return it by writing.

This task may be used to evaluate the student's ability to remember spoken words and phrases in a meaningful context. Students with problems in this area may be able to write only one or two words at a time.

You can use this section to find out how well your student transfers materials s/he reads to writing. Students with problems in this area will need to check the source material every one or two words.

Section 5 – Skills Checklist (p. 13 in both books)

Using the information from the previous pages, you and your student will work together to set some goals. Refer to the examples given if you need ideas.

Section 6 – Summary (p. 13 in both books)

The summary helps you pull together everything you and your student completed on the previous pages.

Tutor Tips

- ❖ Sit beside your student(s) or around the corner of a table; work together.
- ❖ If you are right-handed, sit on the right when you write or point. However, when the student writes (if right-handed), sit on the left. This gives you both a clear view. If you or your student is left-handed, do the opposite.
- ❖ Praise! Praise! Praise! This is a key tutor responsibility! Even routine work should be constantly acknowledged with a “good” or a nod of the head.
- ❖ Tell your student not to worry about mistakes. Mistakes are helpful; they tell you what to work on. Mistakes are a good way to learn.
- ❖ When the student makes an error, say “That’s close” or “That’s a tricky one” or “Try again,” rather than “No” or “That’s wrong.”
- ❖ When your student misses words, put the blame where it belongs...on the language. Remind the student that English often violates its own rules.
- ❖ If YOU make a mistake, say so; let your student see that it is okay to make mistakes. If you don’t know an answer, say so. Research the answer later if you can.
- ❖ Strive for 80-90% success for your student. This means your student is mastering the material being covered. Below this level, the student may experience frustration.
- ❖ Watch your student’s face. If you detect puzzlement, re-teach; if you see frustration, change activities; if you see enlightenment, rejoice with the student; if you see pride, build on it.
- ❖ If you have an idea for your lesson, do what good tutors do: TRY IT! If it works, do it again. If it doesn’t work, don’t do it again.