YTP's Tutoring Tip: New Tutor Plans

Based on your feedback, we made some small changes to our tutoring plans! Your Center Supervisor will assist you with specific students, but we wanted to highlight some general key points ahead of time. Please remember to not only use the tutor plans to guide your hour, but fill them out to provide feedback to your CS and other tutors that work with that student.

1. Guided Reading - Reading sections now encourage students to use specific tools for reading comprehension. Incorporate discussion to reading time.

2. Broader Academics - Each student will have three unique annual goals to help guide their time at tutoring. For some students, we have new goals around writing and research that are more comprehensive and will be tracked with rubrics throughout the year.

3. Socio-emotional Goals - Some students have new goals focused on social interactions and personal responsibility. The tutor plan has a specific area to reflect and measure progess for these particular goals.

We hope the changes lead to more meaningful engagement between you and your students - Enjoy the start of the year!

YTP's Tutoring Tip: 1-on-1 Reading

Skills vary greatly with young readers, but similar techniques can be used with all ages. Try out some of these strategies with students during Read-A-Thon month!

Building Confidence - Giving direction such as *"Try reading this sentence again"* can encourage students to pause, think, and correct actions, but you may need to start elsewhere to increase confidence in their own thought processes. **Explicit modeling** can help. While reading, talk about your own thought process. For example: *"That's a new word. It begins with 'cl'. I don't know how to pronounce the next part - 'ue'. But I know that Harriet is a spy, so it must be 'clue' because spies look for clues."*

Building Vocuabulary - Remind students about what they already know! Certain letter combinations or parts of compound words might be familiar. Use the **chunking method** and cover up parts of words, then build the word back up.

Building Comprehension - A **K-W-L chart** can encourage a student to talk about what they are reading and is a great way to follow along with a chapter book. Create a chart on a piece of paper, and add it to their tutoring binder.
- **K - What I know** - List what you already know about a topic that is in the book.
- **W - What I want to know** - Think of questions you want to find out.
- **L - What I learned -** As you read, add what was learned to the chart.

Do you have a favorite strategy? Share it with your tutoring community, and build a culture of best practices for reading!

YTP's Tutoring Tip: Common Core Math

The way students are asked to work through math problems is very different from when we were in school! It is important to model and reinforce strategies that students are learning in class, but it can be difficult when it seems so foreign!

View this video *(http://tinyurl.com/newccmath)* and see below for the new way to conquer math and be successful with your students.

"Traditional" Addition/Subtraction
(carrying or borrowing numbers)

$$
\begin{array}{r}
{}^{1}\ ^{1}\ \\
187 \\
+\ 248 \\
\hline
435
\end{array}
\qquad
\begin{array}{r}
^{8}\ ^{1}\ \\
\cancel{92} \\
-\ 48 \\
\hline
44
\end{array}
$$

New Common Core Methods

Partial Sums
187 + 248 =

100 + 200 = 300

80 + 40 = 120

7 + 8 = 15

so....

300 + 120 + 15 = 435

Adjusting
187 + 248 =

187 is close to 190 (+3)

248 is close to 250 (+2)

190 + 250 = 440

Then, take the 5 away that got added, so....

440 - 5 = 435

Counting Up
92 - 48 =

48 + ⑩ = 58

58 + ⑩ = 68

68 + ⑩ = 78

78 + ⑩ = 88

88 + ④ = 92

so ....

10+10+10+10+4 = 44

Adjusting
92 - 48 =

92-48 is the same as

90 - 50 + 4

90 - 50 = 40 ... so...

40 + 4 + 44

Using Place Value
92 - 48 =

90 - 40 = 50

2 - 8 = -6 ... so...

50 and -6 = 44

Try *tinyurl.com/classroommath* and *illustrativemathematics.org* for more!

YTP's Tutoring Tip: Mid-Year Goal Review

Each student has three learning goals that they should be focused on throughout the year, during their time with their tutors. A mid-year review helps us chart progress on those goals and re-direct ourselves towards focusing on them. Use this time with your student to encourage reflection, build new challenges for themselves, and re-focus on using the full hour of tutoring as efficiently as possible!

START HERE - Use the Goal Review sheet to begin the conversation with your student. Review each goal and any notes left from the Center Supervisor.

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NEXT - Are there any other activities sheets in the student's binder to update the data on the Goal Review sheet? Add it into the boxes in the 2nd column.

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THEN - Discuss with your student how tutoring time has been used. Have we stayed focused? Have we mixed up our activities? Have we kept in mind all our goals?

FINALLY - Add any notes or suggestions you agreed upon with your student to move forward. For the next 4-5 months how might we work on achieving these goals?

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TO FINISH - Turn the Goal Review sheet into your Center Supervisor. They will review and eventually return it to students' binders for reference.

YTP's Tutoring Tip: Combating "School-itus"

Summer is in the air, and school day countdowns are being tracked in students' planners and on classroom whiteboards. Help your students stay focused with these few tips!

1. Look Ahead, Plan Backwards, and Set Small Goals.

> TUTOR PLANS: Use time wisely. If students have completed one goal (e.g. Rocket Math), focus on the other two. Dig into reading comprehension or complete two skill activities in one day!

> SCHOOLWORK: What final projects need to get turned in, lessons units completed, or grades improved? Help students look ahead then plan how they are going to get there with small, manageable goals.

2. Attune Yourself To Learning Styles.

As brains wander more easily, keep in mind your student's learning style so you can have the highest rate of engagement! Are they **VISUAL** and need to see examples or draw models? Are they **AUDITORY** and need to brainstorm outloud and talk out their reasoning? Are the **KINESTHETIC** and need more movement and tactile manipulables?

3. Acknowledge Successes and Give Praise.

Provide positive reinforcement! "I love how you changed your voice when reading the dialogue!" "You did a great job explaining the answer to me." "You saw your mistake before me. Nice editing and self-correction!"