



Winter 2007

TEAM READ TIMES

Tutors are 'ambassadors for reading'

"Team Read tutor" is an impressive title. Here's another one to try out ... "Ambassador for reading."

Liz Dale, reading specialist at Westgate Elementary School, offered that great description at the tutor luncheon in December.

She reminded tutors not to get too hung up on making sure students have mastered decodables 100 percent.

"We're the enforcers," she said referring to reading specialists and teachers. Tutors are key to spreading the enthusiasm about reading whether making a game out of finding all the long "a" sounds in a decodable or helping a student learn more about dinosaurs from a shared reading book.

"We value you," Dale said. "We just

love having you in the (schools) so much!"

The key skill to practice with decodables is fluency, she said. According to the publisher of the Open Court decodables: "Fluency is the effortless ability to read or access words with seemingly little attention to decoding. It also involves grouping words into meaningful units and using expression appropriately."

Learning to read is difficult, Dale admitted, especially a language where the following sentences are commonplace.

The bandage was wound around the wound.

He could lead if he could get the lead out.

Best picture book, children's lit chosen for 2006

In January, the American Library Association announced awards for books and videos aimed at children and young adults.

John Newbery Medal (children's literature): "**The Higher Power of Lucky**," by Susan Patron

Randolph Caldecott Medal (picture book):

"**Flotsam**," illustrated by David Wiesner

Theodor Seuss Geisel Beginning Reader Award: "**Zelda and Ivy: The Runaways**," by Laura McGee Kvasnosky

Laura Ingalls Wilder Award (lasting contribution): **James Marshall**, author/illustrator of the

"George and Martha" books, the "Fox" easy reader series, "The Cut-Ups" and "Goldilocks and the Three Bears"

Andrew Carnegie Medal (children's video): Mo Willem and Weston Woods Studios, producers of "**Knuffle Bunny**"

Find more winners at www.ala.org.

Fast Facts:

☺ Team Read is teeming with mother and daughter tutors! Kim Morgan recruited her mother, Dorothy to tutor at Hawthorne this year. Connie Gent tutors at Amistad and so does daughter Taylor, a fifth-grader. Mary and Sebrina Draney tutor at Westgate. Two of the on-site coordinators are also part of the group: Mary Evers' mother-in-law, Heike DeSteeze tutors at Hawthorne and Patty Jones' mom, Joyce Kerr is a long-time Westgate tutor.

☺ Six fifth-graders at Amistad are involved in a pilot program as cross-age Team Read tutors. They each tutor a third-grader.

☺ Need another newsletter or a school number? How about a brochure for a friend? Find these and more at www.teamreadtutoring.com.

FEBRUARY 2007

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

Schedule of Events

- ☺ Feb. 19 — Presidents' Day Holiday
No tutoring
- ☺ March 2 — report card prep
No tutoring
- ☺ March 2 — Dr. Seuss' birthday
Read Across America Day
- ☺ March 7 — Team Read luncheon and training (free)
11:30 a.m. to 1 p.m.
Chinook Room, Fruitland Building
200 S. Fruitland
- ☺ March 15-16 — conferences
No tutoring
- ☺ April 2-6 — Spring Break
No tutoring

Advisory Committee improves program

Thank you to the tutors serving on the 2006-2007 Team Read Advisory Committee:

Bonnie Taylor
Carl Van Hoff
Dan Belgrair
Dennis Stringer
Gayle Napier
Kay French

These tutors share insights and suggestions with the Team Read staff at meetings scheduled three to four times a year.

Conversations with the advisory committee led to labeling the shared reading books with Accelerated Reader levels.

They make recommendations of what to purchase for the on-site libraries. All tutors are welcome to make suggestions anytime!

MARCH 2007

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Games with sight word cards offer fresh look at 'this,' 'that'

the

of

and

in

you

he

for

with

but

when

*Developed by Heidi Bradshaw,
Kamiakin High School tutor*

Have student read each card as you place 9 cards for first graders, 12 cards for second graders OR 15 cards for third graders face UP in three rows - making sure the FIRST letter of each word is NOT repeated.

Place the remaining cards face DOWN. Turn over the top card which the student must read, then find a matching word that begins with the same FIRST letter. If there is a match, the student gets the card from the table and places the new card in place of the old card. If there is not a match, the card is added to the face UP cards in one of the rows.

The goal is for the student to get fast enough to play against the

tutor
(and win). If playing
against your student, the person
who finds the matching card, reads

the word and slaps the card first, wins the game.

Skills developed while learning sight words: Reading instructions, matching, pairing, memorizing, improving alertness, attention span, speed of visual and verbal responses.

*Developed by
Felicia Meng, Kamiakin
High School tutor*

Set up a typical hangman game, using a sight word as the unknown. Make a stack of 10 sight word cards. Turn one over.

If the student reads the word correctly, they get to

guess a letter for the unknown word. If they guess incorrectly, add a body part.

If they read the word on the card incorrectly, a body part is added to the drawing.

To have a body part taken away, they must read all 10 sight words

within a specified amount of time. As they learn the words, shorten the time limit.



Team Read briefs

Running out of decodables?

If students read all of the decodables for their grade level, then they are done with decodables. Do not go to the next grade level. Use the extra time for shared reading. Second- and third-graders may want to spend several sessions with the same chapter book.

Children's author interviews

Children's authors don't often end up on the talk show circuit, but it's possible to watch a few on your computer. The Reading Rockets website has some fun interviews with Jack Prelutsky, Jon Scieszka, R.L. Stine and more. (www.readingrockets.org/authors)



Need an ear? Try a dog

The Mid-Columbia Library system now offers the Paws to Read program. Therapy dogs are brought to the library for children to read to, making reading even more enjoyable. Tutors might suggest that their students read aloud to pets at home for fun and extra practice. Stuffed animals make good listeners, too!

Reading level vs. social level

Some books with an Accelerated Reader level common to lower grades might actually be targeted to students in higher grades. In other words, the social level might not match the reading level. Team Read staff is working to purge its library of books about boy crazy baby-sitters, etc. regardless of AR level. Tutors who come across a shared reading book that seems too mature for our oldest students (third-graders) may mention it to the on-site coordinator.

Put downs and comebacks

Tutors with students who put themselves down when reading gets tough may want to check out an article called "Put Downs & Comebacks" on the Reading Rockets website. It addresses comments, such as "Reading is dumb" and "I

can't do anything right" and gives suggestions on how to respond. If they say, "Reading is dumb," help them find reading materials at their level that interest them. If a student feels he can't do anything right, encourage him to nurture his strengths and interests. Find more put downs and comebacks at www.readingrockets.org.

Barbara Bush: Reading is key

Barbara Bush had the following to say to Fox News in November: "In the vice president's days, I really did other charitable things, but I decided that I wanted to do something that would help George — that would help the most Americans possible — without costing the government huge amounts of money.

And it suddenly came to me, if everybody could read, everything I worried about — teenage pregnancies, crime — would be better if more people could read and write and comprehend."

'Summer birthday' books

Team Read students receive a new book on their birthdays. If their birthday is in the summer, they receive a book on their half birthday. Some of the students react suspiciously to the term "half birthday." May we suggest "summer birthday"? Try: "We are celebrating your summer birthday today because we won't see you in August."



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Newsletter prepared
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Improving
Reading Skills ...
One Student
a Time!

Team Read is a program of the National Children's Reading Foundation that has provided one-on-one reading tutoring to select elementary schools in the Kennewick School District since 2000.