

TEAM READ TIMES

WE LOVE OUR VOLUNTEERS!



Team Read Volunteers are the "heart" of our program! Without the many hands and "hearts" that give graciously to children every day, Team Read would not be possible. With Valentine's Day this month, we're reminded how you open your hearts in your service to students in Kennewick schools.

The "power of one" is something you may have heard of before. It's not just a theory, or a slogan or a philosophy; it's more like a mathematical miracle! It is truly the arithmetic of the heart as stated by Dan Zadra in the book The Heart of a Volunteer.

When it comes to helping others, there are no little things...the accumulation of a lot of little things isn't little...it takes each of us to make a difference for all of us...none of us can do everything at once, but all of us can do something at once...one person can make a difference, and every person must try... just concentrate on helping one

person, giving hope to one person, and that person in turn may give hope to somebody else and it will spread out.

Using the arithmetic of the heart, one person could change the social landscape of our country in a few hours a week. "If every American donated five hours a week," writes Whoopi Goldberg, "it would equal the labor of twenty million full-time volunteers."

It is the greatest mistake to do nothing because you can only do a little. Give what you can and do it together. That's the power of one. Alone we can do so little; together we can do so much.

Your volunteer efforts are sincerely appreciated by the teachers, schools and students you work with every day. Team Read would not exist without you, so thank you for every "little" bit you do!



Fast Facts:

- Total Volunteer Hours for 2007:

1469

- Students currently served by TEAM READ:

193



New TEAM READ Program Director

Hello! My name is **Virginia Smith**. I am so thrilled to be working with you on this important work! I recently relocated to the Tri-Cities and I am excited to be able to bring 14 years of experience teaching beginning readers (K-2) to this program. I have been very excited to see what you are accomplishing and what a

difference TEAM READ makes. I am fortunate to be working with the wonderful people involved in this program and am enjoying getting to know the on-site coordinators at each school (Lori Aronson, Barbara Wells, Pam McWhorter, Patty Jones and Laura Landon). I plan to be out in the schools observing and helping

as much as I can. Please let your on-site coordinator or me know if there is anything we can do to make your job easier! "Heartfelt" thanks for all you do for children! I'm glad to be part of the TEAM!

Virginia Smith, Program Director

TEAM READ

509-222-7324 (office)

509-420-0705 (cell)

Schedule of Events

MARCH

MARCH 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 No Tutoring	5	6	7	8
9	10	11	12 11:30-1 Luncheon	13 No Tutoring Conferences	14	15
16	17	18	19	20	21 Snow Make Up Day	22
23/30	24/31	25	26	27	28	29

☺ March 4- No tutoring-Report Card Prep

☺ March 12-Volunteer Tutor Luncheon
11:30-1 in the Chinook Room
Fruitland Building

☺ March 13-14-No Tutoring-Conferences

☺ March 21- Snow Make Up Day
YES, there's tutoring!

TUTOR BIRTHDAYS!

- 1 Marilyn Wright
- 5 Catherine Jansen
- 6 Ann Wilfong
- 10 Cristal Alatorre and Cassandra Heijmans
- 11 Amanda Thavone
- 24 Rhonda Cain
- 25 Heidi Bradshaw
- 28 Elyse DeShaw
- 30 Daniel Garcia

APRIL 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
	Spring Break April 7-11					
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

APRIL

☺ April 7-11 SPRING BREAK
No School-No tutoring

TUTOR BIRTHDAYS!

- 1 Jena Sklinchar
- 4 Cheryl Aldridge
- 5 Mary Cooke
- 6 Julia White
- 7 Judy Bell
- 12 Marisol Jiminez
- 15 Chelsea Tolman
- 22 Sarah Schauer
- 23 Bonney Bence
- 25 Mildred Walton, Lynn Ramos
and Nancy Russell

MAY 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 Luncheon 11:30-1	3
4	5	6	7	8	9	10
11	12	13	14	15	16 Last Day for TEAM READ Program	17
18	19	20	21	22	23	24
25	26 Memorial Day	27	28	29	30	31

MAY

☺ May 2nd
Volunteer Tutor Luncheon
11:30-1:00, Chinook Room

☺ May 16th
Last Day for
TEAM READ tutoring!

TUTOR BIRTHDAYS!

2 Maria Leal and Debra Williamson
4 Jordan Taylor
7 Barbara Lovering
8 Joyce Kerr, Marilyn Castro
and Kim Goude
10 Elizabeth Hernandez Alvarez
12 Winnie Chan
13 Kevin Van Vleet
20 Judie Brunson
24 Pam Nielsen
30 James Nozell
31 Cinthia Alvarez and
Laura Hairfield

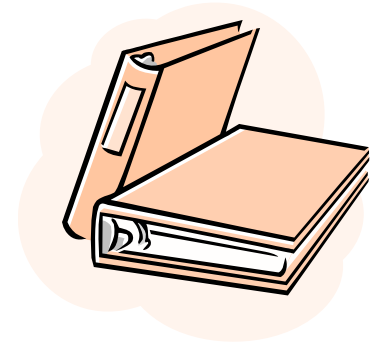
Why is it Important to Keep Your Binders Current?

Sometimes you may be busy and not have time to fill out the information in your child's binder thoroughly. There are many reasons why we ask you to do this.

- If you are out sick and someone needs to fill in for you they will know right where you left off.
- This binder is a record of the student's progress.

•The classroom teacher may like to see the progress that the student is making. An incomplete binder could mean that the student is not benefiting from Team Read.

So please, take a few minutes at the end of your session, review with your student what you accomplished that day and jot it down!



Repeated Reading Techniques

One of the best ways to build fluency is by repeated readings of familiar text at an easy level for the reader. In order to provide some variety in the task, here are four techniques that focus on different purposes for each reading.

1. First read the story to accurately decode all the words.

2. Read the story again, paying extra attention to all the punctuation.

3. Re-read, this time reading with meaningful phrasing. Use finger sweeps to emphasize the reading of the words that chunk together in phrases.

4. **TA-DA!** Academy Award Performance Reading! Pull out all the stops! Read with your best expression! Use interesting voices for the different characters! Enjoy your performance together.

BRAVO!



Source: www.opencourtresources.com

QUESTIONING STRATEGIES

Research shows that students who are taught to generate questions after reading outperform those who receive no training. (Pearson, 1992) Many questions are answered as we read a story. There are many levels of questioning as well and students have to be taught these as a strategy. So, what can you do to help your student? Ask your student questions after reading a title to see if he/she can tell you what the story will be about. After a couple of paragraphs, ask more questions. Then, after reading give your student the opportunity to sit and think about what you have read. Explain to your student that all books raise questions in your mind.



TEAM READ

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Newsletter prepared
by Virginia Smith



**Improving
Reading Skills ...
One Student
at 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.

A Comparison of Two Questioning Techniques

Factual Questions

- Have only one story detail.
- Can be answered with yes or no.
- Have limited vocabulary, often not age appropriate.
- Are general and not text based.
- Do not require students to take a stand and often just state the facts directly from the story.
- Are easily located in the text.

Open-Ended Questions

- Have two or more story details.
- Requires information and facts to be fully answered.
- Uses age-appropriate vocabulary, which is extensive.
- Focuses on the text and is reworded for interpretation.
- Requires students to take a stand and be able to support opinions with story detail.
- Are not so easily located and must use more than one paragraph to be located.

Tutoring Tips

Sometimes you may feel that your student is reading "just fine". The decision about which students participate in the TEAM READ program and why is left up to their teachers and reading specialists. Each student has their own unique set of circumstances and needs, but here are some tips to make sure that your time together is well spent for both of you.

- ☺ Is your student pausing at punctuation marks? Does a question sound like a question?
- ☺ Can your student recognize the main idea?
- ☺ If you stop halfway through the story, can he/she predict the ending?
- ☺ When you get to a word your student does not know, write it down to the side and come back to it. Does he/she know what it means? Can your student use it in another sentence? Can he/she spell it?

☺ Does your student read fluently? If the student brings a book from his/her classroom to read with you, it should be read like an adult would read it. If your student is not reading these books smoothly, have them read them again and again. It can take up to 10 times reading and re-reading a book before becoming fluent.

☺ Does your student change the pitch of his/her voice to match the story? Does your student sound excited, sad, angry, happy, surprised?

If you feel that your student is truly accomplishing all of the above, let your site coordinator know.

