

So, You Want to Work with Children?



Strategies for Effective K-8 Tutoring and Mentoring Programs

Strategies for Tutoring in Reading

- The Challenge: Students who can read individual words but **can't tell you what they've just read.**
- The Goal: **Make explicit** the strategies that good readers use.

Strategy: Preview the Text

- Title, headings, graphics, etc.
- Make predictions, set a purpose and connect to prior knowledge
 - What do you think this text will be about?
 - KWL

Strategy: Preview the Text

What I K now	What I W ant to Know	What I L earned

Strategy: Make Connections

- **Text-to-Self**
- **Text-to-Text**
- **Text-to-World**
- What does this text remind you of
 - in your own life?
 - in other texts you've read?
 - in the world?

Strategy: Make Connections

“After school, my sons and their friends participate in enriching programs like sports, music, art, science and chess. They receive assistance with homework. They have a quiet room in which to study. In the summer, their love of learning is enhanced through inspiring camps and travel.”

“For some teens, gangs and guns exist in a pretend world, cool to see on TV. For other teens, gangs and guns are too real, having claimed an older brother; they are a daily temptation to resist.”

Strategy: Ask Questions

- What did you wonder about as you read?
- What parts confused you?
- What would you like to know more about?

Strategy: Ask Questions

“I am the parent of two children in the Palo Alto school district. During the day I am the executive director of the Boys & Girls Clubs in East Palo Alto, eastern Menlo Park, and Redwood City, where **two-thirds of the students are not graduating from high school.**”

To Review...

1. Preview the Text
2. Make Connections
3. Ask Questions

Strategies for Tutoring Students in Math

A student you're working with says,

“I don't know how to do this problem.”

What should you say and/or do?

Let your students struggle. Yes, really.

Goals of Math Tutoring

- Problem solving skills
- Self-efficacy
- Persistence

**You don't have to be an expert.
There's a teacher for that.**

Know your role

- Effective **teachers** have years of training, years of experience, and extensive content knowledge.
- A **tutor**'s role is that of a coach and/or cheerleader. A strong relationship is key!

So, what am I supposed to do?

- Use **questions** to draw students out:
 - Where could you begin?
 - What have you tried so far? How did that work?
 - What else could you try?
- **Show interest** in student's ideas/process. Let him/her teach you!

So, what am I supposed to do?

- Praise
 - Be **specific**
 - Emphasize **effort**, not traits/abilities

But my student is really stuck!

- Help students **use available resources** (e.g., textbook) to answer their own questions.
- Pay attention to when the student gets stuck and **share this with the teacher**. This is valuable information!

**Don't do for students
what they can do themselves.**