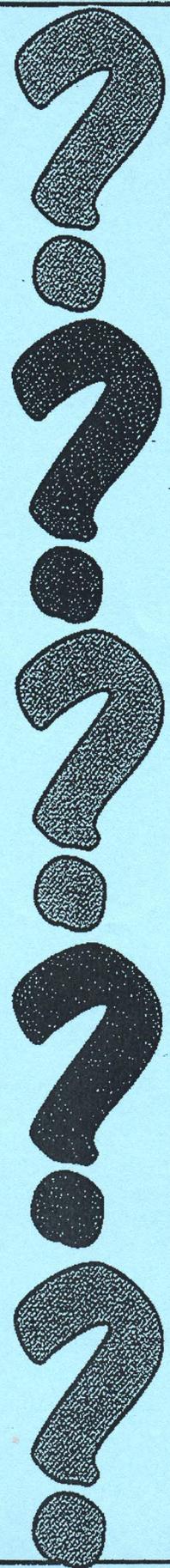


Ten Things a Teacher Wants You to Know When Working with Students

- 1. Start on time and end on time.**
- 2. Connect with the student in a positive way that builds a relationship. Be approachable.**
*Begin each session with positive comments or questions about the student's family, friends, or activities, or engage them with simple opening remarks.
Learn names.
Allow students to be themselves.*
- 3. Remove distractions before you start with students and seat the students so they do not see other students coming and going.**
- 4. Follow the teacher's plan intentionally.**
- 5. Read through your teacher's planned activity before the students arrives (if possible) and implement it, as closely as possible to the teacher's expectations.**
- 6. Give students a description of what you will be covering with them.**
- 7. Allow discovery and questioning as students work.**
*Allow students time to think about their answers.
Guide them by asking questions that will lead to correct responses.
Remind the student that everyone makes mistakes...even you.*
- 8. Try to have a few minutes at the end of your time with the students to ask them to reflect on what they learned with you, leave the student with a word of encouragement and praise.**
- 9. Discuss specific student concerns with the teacher, your supervising teacher, or principal (out of ear shot of other students).**
- 10. Keep your commitment.** If you can not come, call so the teacher can make other plans and reassure students.

Getting Started with Important Questions which promote student thinking!

- What do you need to do next?
- Based on what you know, what can you predict about ...?
- Does what ... said make you think differently about ...?
- Tell me how you did that?
- How does ... tie in with what we have learned before?
- Suppose ... what then?
- How does this match what you thought you knew?
- What might happen if ...?
- When have you done something like this before?
- What might ... think about this?
- How would you feel if...?
- How did you come to that conclusion?
- How about...?
- What if ...?
- What do you think causes ...?
- Yes, that's right, but how did you know it was right?
- When is another time you need to...?
- What do you think the problem is?
- Can you think of another way we could do this?
- Why is this one better than that one?
- How can you find out?
- How is ... different (like) ...?
- What have you heard about..?
- Can you tell me more?
- What else do you see?
- How does that compare with...?
- What do we know so far?



Questioning Strategies

FOCUS ON MEANING

Semantic Knowledge



Did that make sense?

What is happening in the story?

What happened in the story when _____?

What do you think may happen next?

What would you expect _____ to say next?

What do you think that word could be?

Look at the picture. What is happening?

What would make sense there?

Cover the word and predict what it could be.

Try _____. Would that make sense?

FOCUS ON STRUCTURE

Syntactic Knowledge



Did that sound right?

Does that sound the way we talk?

You said _____. Can we say it that way?

Is there a better way to say it?

Can you think of a better word?

What word would sound right there?

What is another word that might fit?

Could you say it another way?

Try _____. Would that sound right?

FOCUS ON VISUAL

Graphophonic Knowledge



Did that look right?

Do you know a word that starts/ends with those letters?

Reread it and get your mouth ready for that word.

What do you notice about that word?

Could that word be _____?

Does it look like _____?

Do you see a part of the word you know?

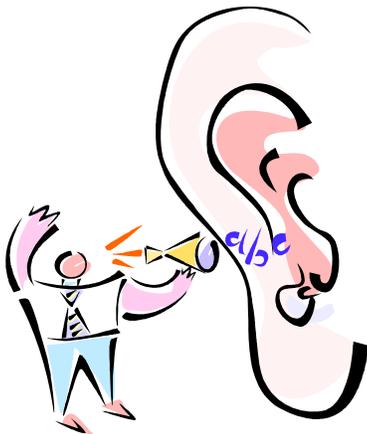
Do you know a word that could help you?

Do you think it looks like _____?

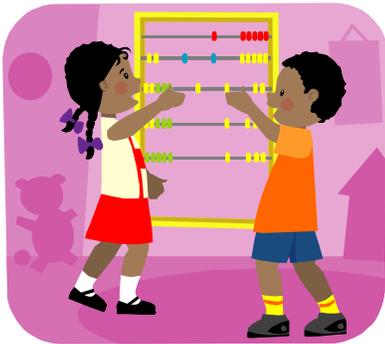
Try _____. Would that look like the word?



Visual Learners learn best by seeing information: written materials, graphs, charts, outlines, and notes.



Auditory Learners learn best by hearing information: discussion, tapes, CDs and oral presentations



Tactile Learners learn best through hands-on activities: task cards, computer, and math manipulatives.



Kinesthetic Learners learn best by experiencing information: acting, building, interviewing, role-playing and observing.

How Instruction Has Changed

Instructional Changes in Reading since many volunteers went to school:

1. Students need to have a base of oral language before reading makes sense (pre-K).

Many youngsters, because of English not being their primary language, or because of poverty do not have the oral language development to be ready to start reading. The ability to have good oral language provides the framework for reading and writing by first communicating orally before connecting the thoughts in writing in order to read.

2. Phonics or sight words are only one part of reading.

Many of us learned through phonics or by sight, but now we have found that reading involves five critical elements: phonemic awareness prior to phonics, vocabulary which includes sight words, and fluency and comprehension. These must be systematically and intentionally taught and assessed.

3. Instructional grouping is driven by assessment and error analysis.

Specific screening tests are given to all students at each grade level. These initial tests are evaluated for specific skill deficiencies and students are grouped for small-group instruction, based on these. Literacy specialists and Special Ed teachers supplement the most intensive students with interventions.

4. Specific skills that are diagnosed as needing improvement are intentionally taught.

Teachers use scientifically-based research and resources to plan very specific, intentional lessons that provide background, foundation, and the process for understanding skill deficits.

5. Immediate correction of errors within group setting or individual work is critical to learning.

Procedures are in place for teachers to correct errors so that students feel supported in the learning, not singled out. By correcting errors early, we stop students from learning something wrong and shortening the time of unlearning and relearning a concept.

6. Students are taught phonemic/phonological awareness skills prior to phonics (pre-K).

In the past, phonics was considered the first step to reading. (Phonics is the relationship between the sounds of spoken words and the individual letters or groups of letters that represent those sounds in written words.) We now know students first need to understand that spoken language is made up of individual and separate sounds in a specific order. We must intentionally help them with their ability to hear and identify those individual sounds in spoken words before they can transfer that knowledge to written words.

7. Regular progress monitoring assures teachers that we know where students are in their ongoing progress with a set of skills.

Schools now assess regularly (bi-monthly to monthly) the very specific skills being taught to students; if students are not progressing, interventions are begun or continued with increased intensity; if students are progressing, students may move to another instructional grouping.

How Instruction Has Changed

Instructional Changes in Math since many volunteers went to school:

1. Students need to have conceptual understanding before practicing rote facts, formulas, and vocabulary.

Students need to know the underlying concepts, so they can apply the math and find shortcuts to future mathematics. It is no longer acceptable, for instance, to teach “multiplication facts” by sheer memorization when we have tools that can do the calculations. In the case of multiplication, students need to understand how multiplication is a form of quick addition (repeated addition). Students should be able to demonstrate visually and with manipulatives the representation of any/all multiplication facts.

2. Vocabulary and the amount of reading needed for solving math problems has dramatically increased over time.

No longer do we test algorithmic problems and an occasional word problem, but students are asked to set up and solve problems from reading the written text which embeds the problem or they are given a problem orally by a teacher. This tests reading comprehension as much as it does math. Knowledge of math vocabulary becomes a crucial factor in reading, setting up, and solving a problem.

3. Assessments drive the instructional planning and grouping for math.

District screening tests assess students’ knowledge of a prescribed common group of objectives at each grade level. Students’ errors are analyzed and instructional groups are organized to provide reteaching and assessment. Problems of the Week/Month regularly assess students ability to problem solve.

4. Specific skills, diagnosed as needing improvement, are intentionally taught.

Teachers use scientifically-based research and resources to plan very specific, intentional lessons that provide conceptual learning with manipulatives and visual models, and transition students to representing problems with diagrams, pictures, words, and written numbers. This helps students that have difficulty with abstract math to see the mathematics and connections with real life.

5. Regular progress monitoring assures teachers they have knowledge of students’ ongoing progress with a set of skills.

Schools now assess regularly the specific skills being taught to students; if students are not progressing, interventions are begun or continued with increased intensity; if students are progressing, students may move to another instructional grouping.

6. Specific grade levels have the responsibilities for mastering particular mathematics skills, with little review of previous expectations of skill mastery.

In previous years in schools, teachers would take the beginning weeks to review the basic skills taught in past grade levels. With the newest state math standards being adopted, grade levels are expected to jump right in and begin the teaching of their specific grade’s skills. In the transition, this is causing some “holes” in mathematics understanding for students; volunteers may be asked to assist with these holes.

7. Presently, there is less emphasis on rote memorization, formulas, and computation, and more on reasoning, thinking about, and explaining the math.

There is the realization that we must conceptually make sense of math and be able to apply the mathematics we learn to various areas of our lives. It also demands that we question students differently about their mathematics and we allow them more time to find answers. We also must help students make connections between the development of concepts, and the ultimate formulas or computations. We have tools to do normal calculations and complete algorithms; e.g., calculator, computer, but students must be taught the importance of number sense and estimation to figure out whether the tools yield a reasonable solution.

How much of what you need do you already have?

We all have the need for love and belonging, power, freedom and fun, and of course, the need to survive. Survival is like the seat of a chair. Without a seat there would be no chair. The needs of love, power, freedom and fun are like the legs of a chair. If any of them is weak or missing, the chair wouldn't work very well. Your life is like that too.

