



Equipping Literacy Assistants

The one-on-one session

Suggested places to conduct one-on-one support sessions

- A quiet space with no distractions



Equipment and resources

You will keep a named manila folder for each student. Inside the folder there will be:

- A named exercise book
- A list of Leveled story titles
- An envelope containing sight words that the child is learning (each word on a small rectangle of paper)
- A daily progress record sheet

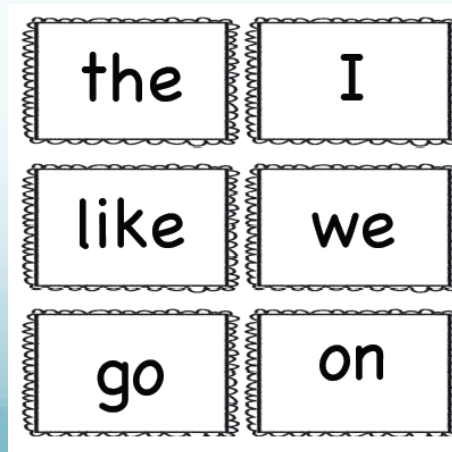
Equipment and resources

You will also need:

- Pencils and a rubber
- Spare paper and scissors
- A time keeping device
- The Beacon Media Literacy program
- Games, flashcards and activities made by you

Preparation

- Have prepared ahead of time, a good supply of small **blank** pieces of paper cut into rectangles.
- These will be used for writing words that you are teaching the child.
- You can also use the back of the child's exercise book for writing words.



Two types of reading

- **Instructional reading** is a book or story card that the child is learning to read... not too hard and not too easy.
- **Familiar reading** is a book or story card that the child has mastered and re-reads it for gaining confidence, fluency and enjoyment.



Introducing a new story

Instructional reading

- Talk about the title and the picture that goes with it.
- Look through the story and look at the other pictures.
- Ask, “What do you think might happen in this story?”
- Make some conversation about the subject of the book, e.g. If the book is about pigs, “What do you know about pigs?”

Helping a student to read

Teacher reads.

Read the story **to** the student, pointing to the words as you read. Read with expression, and if there are different characters speaking, use voices.

Teacher and student read.

Now ask the student to read along, **while you read.**

Student reads. Ask the student to read alone, but with your support.

Summary

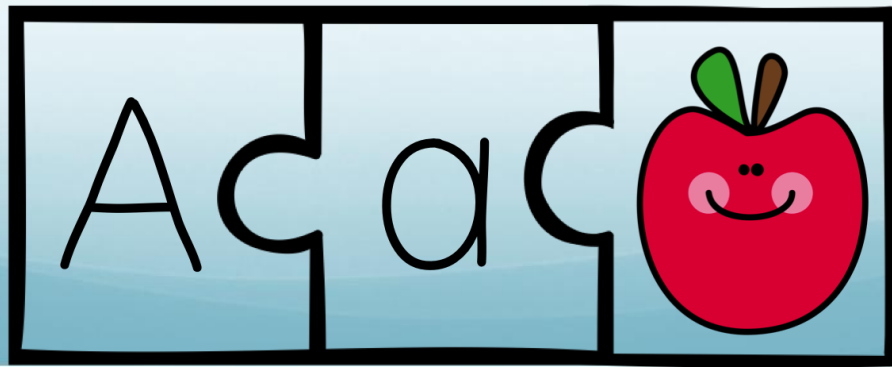
1. Introduce the story
2. You read (teacher)
3. We read (teacher and student)
4. They read (student)

Points to note

- Pay attention to the pictures and talk about them.
- Ask questions about the story as you go, e.g. what do you think will happen next?
- Point out speech marks, full stops and question marks.

Sound out unknown words

- Get the child to sound out unknown words such as c-a-t.
- Not every word can be sounded.
- But they may be able to sound the first letter of a word.
- Give the child lots of praise as they read with you.



Work out unknown words from the sense of the sentence

- Some words can't be sounded, but the child can work out the word from the meaning of the sentence
- e.g. "The pig _____ in the mud." The missing word is "jumped". The student does not know it.



- See if the student can guess the missing word as you read the sentence:
- “The pig j...?..... in the mud.
- Ask: “What word do you think would go in here?”
(They know it starts with “j”.)

What if the child can't work out the word?

- After a good try, with no success, tell them the word.
- Don't labour the point too long, making it a negative experience.



Use pictures

- Ask the child to look at the pictures and guess what is happening in the story.
- It is not wrong to guess a word by looking at the picture.



After reading the story

- After reading the story, draw attention to specific words and sounds, e.g.
- “Let’s find the words that end in “s”.
- “Let’s look for the tricky words.” (You can make a list of words that are unknown in the child’s exercise book. Practice the words in following sessions until known.)

| |
|------|
| away |
| said |
| two |
| down |
| look |

Ask questions about the story

- Ask questions to see if the child has understood the meaning, (comprehension) e.g.
- What was your favourite part of the story?
- Why do you think.....?
- Ask questions starting with “who, what, when, where, why, how”.



How long to stay working on a story

- After introducing the story (session 1), keep revising the story over two or three more sessions until the child can read it accurately and confidently with expression.
- Work on any unknown words.
- Once the story is known, tick off the title on the Leveled story list and choose a new story.
- The known story becomes “familiar reading” which can be revised from time to time.
- The new story is now the “instructional reading”.

Be gentle and patient

- Always speak kindly...
- Not... "Come on, you should know that!"
- Make it a positive experience.
- Praise or reward a good effort.



Activity

- Work with a partner.
- Read a *Beacon Media* story together and talk about how you would introduce this story to a child who is learning to read.



What prevents students from reaching their potential in reading?

- Not enough enjoyable experiences through reading
- Not enough one-on-one reading with an adult
- Not enough interesting books available
- Negative experiences with trying to learn to read
- Distractions
- Physical problems
- Emotional problems



One-on-one session Part 1

1. Sounds (Phonics) 5 minutes

For initial sounds:

- Briefly revise the sounds they already know using Phonics Sound pictures, the Bible Phonics chart or a Phonics game.
- Work on the new sound.
- Ask the student to write the letter that makes the sound. They can think of a few things that start with that sound.

One-on-one session Part 2

2. Sight words (3 to 5 minutes)

- Child reads 5 words, each word written on a small piece of paper.
- Each time the word is said correctly, put a tick on the back of the paper.
- When there are 5 ticks on the back, then word is known. Replace it with a new word.
- Alternatively you can play a word game such as Bingo or Concentration.

One-on-one session Part 3a

3a. Story: Familiar reading (well-known)

(2 minutes)

- The child reads aloud a story they are familiar with.
- The aim is fluency and enjoyment.
- The child should be encouraged to use expression. The reading assistant can demonstrate and the child can imitate.

One-on-one session Part 3b

3b. Story: Instructional reading (slightly challenging)

(5 minutes)

- The student reads a story at *instructional level*, (not too easy, not too hard).
- The assistant guides them and asks questions.

One-on-one session Part 4

4. Write a sentence in the exercise book (5 minutes)

- Ask the student to make up their own sentence.
- They first say it out loud. *(You write it down quickly on a scrap of paper so you can remember it.)*
- You have a pencil and so does the student. You can write the parts of the word that they don't know.
- The child should be encouraged to at least get the first letter of a word by using sounds.
- Use a rubber to correct spelling mistakes as you go.

Thinking hats for asking questions about the story



The answer to a question could become a sentence that the student writes.

- **Red (Emotions)** - How did you feel when...? or How do you think a character felt when...
- **Blue (Thinking)** - What did you learn from...?
- **Green (Creativity)** - What else could have been done? What would you have done?
- **White (Information)** - What was ...? Who was...? How many? Where?
- **Yellow** (Good points)
- **Black** (Bad points)

Ask a question in relation to a story the child has been reading with you.

Activity

- Work with a partner. Choose a story.
- Which thinking hat/s would be good to use after reading this story and why?
- How might the student answer this question?
- How could you turn it into a sentence that the student will write?

Fill out the record sheet

- Name of student
- Date
- Lesson number
- Test scores in spelling or Running Records
- Comments
- Your signature

When do you play the games?

- Play a Phonics game in the “Sounds” part of the lesson.
- Play a sight words game in the “Sight Words” part of the lesson.
- Some days you may want to spend time playing a game instead of writing the sentence. That’s OK.

Summary of Phonics games

- Box game
- Phonics picture match or Sound Bingo
- Circle of sounds
- Word wheel or Phonics flipper
- I spy
- **Other resources:** Bible Phonics picture chart; alphabet chart; Progressive Phonics picture chart

Summary of Sight words games

- Word Bingo
- Concentration
- Sentence starters

Other resources: Dolch word lists and flashcards;
Dolch words in sentences

Writing resources

- Lettering chart (hand writing)
- Thinking hats (expressive writing)

Where to start for the child on Level 0

- Some children will not be able to read at Level 1.
- They may also know no sounds when tested.

For one-on-one sessions:

- Start to teach sounds
- Start to teach sight words
- Play games when they know some sounds or sight words.
- Read the Level 1 stories with them.

Summary of a one-on-one session

What to cover when helping a child in literacy sessions:

Sounds

Sight words

Story

Sentence



Progress goals (example)

For a non-reader to complete the program in one year, at minimum of 3 sessions per week

(Some will move faster than this. Some will not need to start from Level 1.)

First 9 weeks

Stories: Levels 1 – 2

Sounds: All initial sounds

Sight words: Dolch words sets 1 & 2

Progress goals

Next 9 weeks

Stories: Levels 3-4

Sounds: 3-letter words

Sight words: Dolch words sets 3 & 4

Progress goals

Next 9 weeks

Stories: Levels 5-7

Sounds: Consonant blends

Sight words: Dolch words sets 5-7

Progress goals

Next 9 weeks

Stories: Levels 8-11

Sounds: Word Families (vowel groups)

Sight words: Dolch words sets 8-10

Also use “Dolch words in sentences”.

Activity

- Make a diagram of the 4 “S”s.
- Use the following diagram as an example. Add the games and activities.

