Advice for Tutoring Young Children

1. Always start by connecting with the child before you start working. Ask them about their day, ask what they like to do outside of school, ask about their family and tell a little something about you.

2. Remember that any work you do with a child should be kept confidential.

3. Lots of kids have a hard time staying on task for more than 10-15 minutes. If you are working with someone who seems a little antsy, it’s OK to get up and take a break with a stretch or short walk or water break.

4. It’s OK to be firm if the student is misbehaving. Stress how important it is for us to use the time to work. Give a firm reminder that the student has a job to do and that their teacher is counting on them to get the job done.

5. Modeling a strategy for a student is one of the best things you can do. We remind them the goal of reading is to understand and many things should be going on in your head as you read to help you understand. Great readers are always asking questions and predicting and connecting and wondering. Anytime you read with a child, you can’t go wrong by sharing your thinking out loud.

How Students Learn

Students have learning styles that are as different as DNA!

Majority of children Learn in 3 Different Styles:

1. Visual Learning – Have to see to understand
2. Aural Learning- Learn by verbal cues and instruction
3. Kinesthetic Learning – Hands on learners

Literacy Terms

Here is a brief glossary of some commonly used literacy terms:

Comprehension Strategies – techniques used to help children understand the meaning of the story. (Connect, Questions, Predict, Infer, Visualize, Synthesize) are some common strategies.

Decoding – the ability to translate a word from print to speech – often knows as “sounding it out.”

Fluency – the ability to read accurately, smoothly, and with proper expression.
**Guided Reading** – working with a small group of students at the same reading level.

**Independent Reading** – readers choose and read books they enjoy, are able to read, and understand on their own.

**Partner Reading** – students read books in pairs. They may take turns reading the same book or each may read a book to the other.

**Phonics** – matching the sounds of the English language with individual letters.

**Read Aloud** – a story is read out loud to the class by the teacher.

**Reader’s Workshop** – a method for teaching children to read that incorporates mini-lesson, independent reading, conferencing, small group work, and sharing. Students read books that are at their independent reading level.

**Running Record** – teacher listens to a student read a text out loud. Notes are taken to indicate strengths, fluency, errors, and self-corrections.

**Writer’s Workshop** – a method for teaching children to write that incorporates mini-lessons, independent writing time, grammar and vocabulary work.

**Tutoring Math**

- **Break down math concepts into smaller parts**
- **Walk through problems step-by-step together** – write and complete additional sample problems together
- **Explain concepts within a context of interest** – example use Skittles to discuss probability
- **Cater to the 3 Types of Learning** – Visual /charts, pictures, figures: Verbal/talking through formulas and word problems: Kinesthetic/using coins for percentages or decimals
- **Provide more than one way of solving problems/equations**