

## **Reading for Success at Taylor School (Article from Tau Tales, Tau Chapter Newsletter, Area XVII)**

On April 14, four wonderful Tau volunteers, Gayle Duckworth, Judy Klein, Mary Little, Jackie Sinigaglia and I, converged in Konstanze Salenga's class (as she was trying to teach), completed assessments, and listened to all the students we had worked with read individually. We completed two 7-week sessions with each volunteer taking one week at a time and with Gayle taking 1 day a week. We worked with a total of 10 students one-on-one.

At 10:15 Linda Christensen arrived with the Penne Ferrell Award check and presented it to Konstanze with the Principal, Dr. Sloan, in attendance. I told the class about Penne Ferrell who loved books, reading and children. When she passed away, having no family, she left her estate to California State DKG and the Penne Ferrell Literacy Award Fund was set up to distribute literacy grants to 1<sup>st</sup>-3<sup>rd</sup> year teachers throughout California.

I gave all the students shiny pencils, twizzlers, and every student in the class selected a book or two to take home. Judy and I had bought books at the thrift shops and I had a large box of books from a friend. I set aside a bag of books, which I thought Konstanze could use in her classroom library and the rest were distributed to the class.

The volunteers and teacher were given scarves. The Principal will receive a gift later!! Jackie is taking them some cherries during the cherry season! I had told one student that I would find a sketch pad for her as she likes to draw, so I will be getting that to her. I am looking for the 2<sup>nd</sup> Harry Potter book for the student who read and got to keep Mary's copy of the first Harry Potter book. I keep thinking about one girl who was not there on the 14<sup>th</sup>. She is very needy so I will probably work with her when I take in the other items. It goes on and on.....!

It was quite the emotional hoop-la with all the photos being taken, lots of hugs, and some tears. I had given one student a blingy notebook as she had told me that she likes to write about each day. Her first entry was, "This is the best day of my life!" A card said, "Thank you very, very much. You are awesome!" Some other comments were: "I didn't know how to read until you taught me." "I was shy until you helped me." "Thank you for helping me." "Thank you for tutoring me." "You are nice!"

All in all it was very successful and "quite a lot of work", but well worth it. Thank you to our caring Tau volunteers. We all just hope that Tau Chapter made a difference in the lives of these 5<sup>th</sup> grade students through our efforts with Science Camp and LITERACY!

Dorothy Nishioka,

## **Instructions for Volunteers**

1. Keep a log of info in the pink notebook. There is a photo of each child on the dividers.
2. Talk to the child for a few minutes. Some of the students sometimes do not have adults with whom to have conversations. The teacher has 32 students and does not have much time to chat one-on-one.
3. Go over the Vocabulary, High Frequency, and Index card words. If they have learned it, put it in the white envelope in the plastic box.
4. Take a look at the Shefelbine Assessment Sheet to see where “holes” are. Write some samples on the index cards to study at home. Put them in the Ziploc bag.
5. Go through some of the High Frequency Words. Check off words that the child knows with a colored pen. Write the first 3-4 words that the child does not know automatically or quickly, on a card to study at home. Put the card in the Ziploc bag.
6. Select a book to listen to the child read.
  - a. “Book Talk” Talk about the cover---What do you think this story is about? Who is the author? Who is the illustrator?
  - b. Let the child read. The books might be easy to read at first until we find out where they are, but there will be some comfort in reading books where they do not have to struggle.
  - c. If child comes across words they cannot decode some strategies are:
    1. Look at a picture.
    2. Look at the first and last sound.
    3. Read on and the correct word might be figured out through context.
    4. Look for patterns such as “eight”, “weight” and “freight”.
    5. Look for parts known that can be “chunked” such as “tion”, “ing” and “ly”.
    6. Make info cards of “kn”, “mb”, “ir,er,ur” , silent “e” words, if they come up.
    7. Put vocabulary word cards in the Ziploc bag to take home.
  - d. For comprehension:
    1. Ask questions along the way. Why do you think he/she said....? What do you think is going to happen next?
    2. In your own words tell me about the paragraph/page/story you just read.
    3. What did you like best about this story? Did you learn anything new? Did anything make you feel sad, happy, etc.?

Thank you! More later! (Please note: All letters and notes home are on colored paper or cute school border paper.)

Taylor School  
Teacher: Konstanze Salenga Principal: Dr. Conor Sloan

**Reading for Success** Schedule – February 22- April 15

8:20 am to 10:20 am - 4 students - half hour sessions, one on one

February 22 – Dorothy

February 29-March 4 – Judy K.

March 7-11– Jackie S.

March 14-18– Mary L.

Spring Break – March 21-28

Science Camp – March 28- Feb. 1

April 4-8 \_\_\_\_\_

April 11-15 Dorothy

**Every Wednesday – Gayle Duckworth**

Barbara Miller , Cheryl Hunt, and Fran Bozzano are getting cleared. Fran wants to work 1 day a week. Perhaps Barbara and Cheryl can sign up for the later weeks to give them time.

1. There will be an instruction sheet for each volunteer.
2. Materials will be in plastic tubs.
3. There will be a notebook with sections for each child with a photo. Date your entry and write any pertinent info. It does not need to be lengthy.
4. It would be great if you could go 3-4 times during your week, but if you can't that is OK. Please let Konstanze know what days you plan to be there. Put it on a note card as it is difficult to remember.
5. Each child will have own their own envelope to take home and return.
6. Thank you again for volunteering.

**Each volunteer needs to be fingerprinted. Call for an appointment. Call the Health Clinic for an appointment for TB testing. Cost is \$23.**

Dear Families,

Delta Kappa Gamma (DKG) is an international organization of women in education, many of whom are retired teachers.

We are excited to begin working with your child to improve reading skills. We will see your child for half an hour at a time, 3-4 days a week for 7 weeks, which does not give us much time.

With everyone working together—your child, your child's classroom teacher, DKG, and the adults in your family, I do believe that we can make a difference.

Your child will be coming home with a plastic envelope with a signature sheet, a book(s), and some vocabulary cards for you to help your child learn.

Please read with your child every day, sign the sheet, and return the book. When vocabulary word cards in a Ziploc bag are sent home please help your child recognize, **understand**, and read these words quickly and return the cards. Your child will become a more fluent reader, the more words he/she knows automatically.

Comprehension is a major issue. If a child can read the words but does not comprehend or think about what is read, then the value of reading decreases. Some simple questions you can ask when your child is reading are:

1. In your own words can you tell me the story or about the paragraph you just read?
2. Along the way you can ask, "What do you think is going to happen?" There should be no wrong or right answer to this question.
3. Why did a certain character do or say what he did?
4. What was your favorite part of the story?

The goal is to THINK about what is read as well as learning strategies for decoding or figuring out words.

Please work with your child in very encouraging and patient ways. My hope is for developing a love for reading and books, which will happen with patience, kindness, and love.

We hope you will be good role models by reading books, magazines, newspapers, instructions, recipes, signs, etc. and sharing some of this information with your child. You can always borrow books for your child from the library. Just be sure to put them in a place where they do not get lost.

Mrs. Dorothy Nishioka, coordinator for DKG

Dear Families,

We have been so happy to work with your children who are trying their best to improve their reading skills.

We just have a few more weeks to go with individual reading with your child. Thank you for 1) listening to your child read 2) for helping with vocabulary words and for 3) signing the Reading Log.

Be sure that all materials are returned each day and that the blue Reading Log is signed each day. It is so important that you are involved. It tells your child that they and their schoolwork is important to you.

Thank you!!

Mrs. Nishioka and Tau Chapter Retired Teacher Volunteers.



Dear Families,

We have thoroughly enjoyed working with your child. A few have been a little reluctant at times but we did our best!

Thank you to all the family members who have listened to your child read and helped with the vocabulary words from reading and the High Frequency words for faster reading. This needs to be continued on a daily basis. The High Frequency word lists will be sent home for you to continue helping your child.

If you do not have appropriate books for your child to read, please visit one of the local libraries. Many thrift shops have very inexpensive books. Books make wonderful gifts for birthdays and all the other holidays.

It is like any other skill—the more you read, the better you are at reading. Studies have shown that children do not read nearly enough in their spare time and spend way too much time watching TV and playing video games. Please see that you child reads every day!! Reading makes a huge difference in all learning.

Seven short weeks does not seem like enough time, but it is hoped that your child has improved in decoding, vocabulary, fluency, and comprehension.

Comprehension is a major issue. We have spent a good amount of time talking about what has been read and often relating it to their own experiences. When you listen to your child read, be sure they can talk to you about what they read. Readers must THINK about what they are reading!

Thank you for all you are doing to encourage reading. You will never regret the time you may have sacrificed to listen to your child read and discuss what is read. It will make a huge difference in the big picture of your child's education.

All of the wonderful volunteers in this program are retired teachers and administrators who are: Gayle Duckworth (teacher), Judy Klein (teacher), Mary Little (UOP), Barbara Miller (teacher/principal), Dorothy Nishioka (teacher), and Jackie Sinigaglia (teacher). It has been our privilege and joy to work with your child!!

Sincerely,

Mrs. Nishioka, Supervisor from Tau Chapter of  
Delta Kappa Gamma, Women Educators

Taylor School  
Reading for Success

My child \_\_\_\_\_ has my permission to participate in an individualized reading program with Delta Kappa Gamma members for 1/2 hour 3 or 4 times a week for 7 weeks.

The goal is to improve reading skills.

I will listen to my child read each day, sign the Reading Log and help with vocabulary words.

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(Signature of parent or guardian)

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