



Reading Counts



Summer Job Ideas for Tutors

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Team Leader - Livonia

Are you excited about the end of the semester, but not sure what you are going to be doing this summer? You know you need to earn some money, but you are sick of working that waitress/waiter job? Well now you are in luck! Listed below are summer job ideas that actually have something to do with your love for working with children.

BOCES:

Many school districts have a BOCES program that runs throughout the summer. The schools vary from district to district, between elementary and junior high, but teaching assistant jobs are available during the summer. The pay is great; ranging from \$8-\$12/hr. depending on the school. Look up the central BOCES for your area and give them a call.

Social Services:

The jobs offered by Social Services vary from county to county, but offer a competitive salary depending on the job. The best way to find out more about the jobs that Social Services offers, look up the number for your area and contact them. For a listing of human service agencies in your area visit <http://ses.geneseo.edu/services.php>.

Subbing:

Subbing is always a great job that provides excellent experience in the field of education. Subbing is

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Jennifer Joseph with a Kindergarten class at Mt. Morris

Bloom's Taxonomy: Tutors can use it too!

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Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. Bloom's Taxonomy has since been adapted for classroom use as a planning tool and continues to be one of the most universally applied models across all levels of schooling and in all areas of study. Asking students to think at higher levels, beyond simple recall, is an excellent way to stimulate students' thought processes. Different types of questions require us to use different kinds or levels of thinking. Tutors can use Bloom's to check for understanding in activities, homework, lessons, etc.

KNOWLEDGE - remembering or recognizing something previously encountered without necessarily understanding, using, or changing it. Knowledge represents the lowest level of learning outcomes in the cognitive domain. Can the student **RECALL** information?
- verbs used in this level to check for understanding: arrange, check, pick, point to, list, underline

COMPREHENSION - understanding the material being communicated without necessarily relating it to anything else. These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding. Can the student **EXPLAIN** ideas or concepts?

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about a two-month job, but pays about \$10 an hour/ \$80 a day. The subbing requirements are also different in each school district, so you may want to check with your local district office to see if you are qualified.

Kaplan Test Center:

Kaplan looks for individuals who would be interested in tutoring other students taking the SATs. They are looking for people who did well on the test themselves and offer a competitive salary. There is even a test center located right in Rochester. To find out more, or to fill out an application, go to <http://www.kaplan.com/>.

Summer Camps:

There are hundreds of summer camp job opportunities all across New York State. These range from overnight to day camps. A wonderful website that lists a few of these jobs, descriptions, and salaries is <http://summercampstaff.com/>.

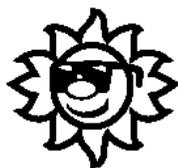
- **Camp Good Days and Special Times** is located on Keuka Lake and is looking for summer camp counselors. You can fill out an online application at <http://www.campgooddays.org/> under the opportunities category. Addresses and phone numbers are also located on the website.

America Reads/Counts:

There is also a summer work study option if you qualify and are working within a summer school program in your own area. If the program is literacy based, SUNY Geneseo can pay 100% of your salary to work there. Other community service programs may be eligible to have 75% of your salary paid by Geneseo and 25% by the agency. To find out more about this program contact Andrea DiGiorgio at 245-5734.

There are many other summer job opportunities out there specific to your needs and location. Fortunately, Student Employment Service maintains a lot of contacts with current employers of summer help. Please call for an appointment at 245-5734 if you'd like to speak to someone in person. Student Employment Service has also put together a wonderful website that may also help lead you in the way of a summer job; check it out at <http://ses.geneseo.edu/> Check under both part-time/summer job opportunities and internships.

Good luck with your summer job search and have a wonderful summer!



Reading and Writing Made Fun

Jennifer Joseph

Team Leader - Mt. Morris

Often times, as a tutor you may find that some children can read the words of a text but have difficulty retelling you what they have just read. Here are a few strategies to elicit better comprehension from your young readers. These are great ways to make reading and writing fun for both the students and yourself as you increase your student's reading competency!

Story Impressions: In this activity, students anticipate what the story might be about. Before reading the story with your student, on separate index cards compile clue words associated with the setting, characters, and events in the story. Have the students use the clue words to write their own version of the story before they read it. Let them read their story aloud to you. As you read the actual story with them, prompt your students to think about the differences and similarities among their story and the real story and discuss afterwards. This activity is a creative way for students to use their imaginations and predicting skills, so that they may focus on what they are reading better.

Questioning the Author: For this activity, have your students think about questions that they would pose to the author as you read a book. Then have your students compose a letter of their own to the author, including these questions. Even more exciting for the kids, if you can send the author their letter and see if you get a response. This gives students the opportunity to think about what they are reading and the opportunity to explore their letter writing skills at the same time!

Produce a StoryBook: Students love to be authors and publishers. If your student is reading a book with a pattern, rhythms, or rhyme pattern, have your students create one of their own in a book format. Likewise, if you are reading a mystery or a certain type of book, have them create their own version in a book written just by them. It's a great way for kids to express their ideas and engage in the brainstorming, rough draft, editing/revising and publishing components of writing.

Dialogue Journals: Set up a journal system in which your students can converse with you. Every time you visit for a tutoring session you can respond back with comments and questions. This is a great way for students to communicate their thoughts and ideas in writing with you in between visits. Also, it may give you a better outlook on your student. This is a great way to develop a strong tutor-student relationship.

Ideas and Activities

"Step-Down": An Extremely Versatile (and fun!) Game

Noelle Rich

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I first saw the game "Step-Down" being played with first graders, who were practicing counting by fives. I realized that this game could be adapted to basically any list of facts that must be memorized in a certain way, and could be used in any subject. It is similar to "around the world".

How it works

All of the students stand in a circle. It is predetermined which direction they will travel (clockwise or counter clockwise) as well as what the "step-down" thing will be. The teacher points to the first student. Let's say the students are memorizing vowels, and the step-down letter is "u". The first student would say "a", the second "e", and so on. The student who has to say "u", would then "step-down" and is out. If a student makes a mistake, he or she must step-down, and the next student will start over. Finally, there is a "face off" between the two remaining students, and whichever student is not forced to step-down is the winner!

Why should tutors use step-down?

Step-Down is a fast-paced, exciting game that truly helps students memorize facts or numbers. The repetitive nature of the game is beneficial to all students. Often times, students create a rhythm while playing step-down, which allows musically intelligent students to learn in a way that is best for them. Students who may have trouble sitting still will appreciate the fact that this game gets them out of their seats. However, this game *does* have a tendency to become competitive, so teachers should make sure that they are modeling encouraging behavior towards all the students. Also, because the games can be modified to end quickly, there are many opportunities for every student to be a winner! I recommend this game for students from first to fifth grade.

Fun Ways to Keep Math Students on Task

By Emily Tatar

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Often times, we as teachers and tutors, find that students' attention spans are getting shorter and shorter. Students get bored with situations where the teacher is spewing out information at them, especially in math. Since math is a subject that must be *taught* in order for it to be learned, it is easy for math to be taught in a teacher/lecture style.

In order to fade away from this dull method, we must find a way to engage students so that math is something that actually appeals to students. If we put the student in a different position, other than just sitting at their desk and learning, they might be more interested and less bored with math. The position that the student can be put in is the role of the Math teacher.

A perfect example of this would be when teaching multiplication facts. When teaching doubles (math facts), many teachers/tutors use rhymes to help students memorize multiplication facts.

EX) $8 \times 8 = 64$ "I ate and ate til I was sick on the floor, so eight times eight is sixty four."

You can present this as an example and then have the student create their own rhyme and teach it to others to learn. Here, the student is actively involved in learning math, and assumes the teaching roles, rather than the boring everyday student note taker that is easily side tracked.

This is just one example of the student taking on the challenge of learning *and* teaching math. This style can be applied to several different math topics as well as any other subject where students easily wander off task.



Blooms – con't from page 1

- verbs used: change, construct, outline, calculate, define, reword

APPLICATION - using general concept to solve a particular problem. Learning outcomes in this area require a higher level of understanding than those under comprehension. Can the student **USE** the new knowledge in another familiar situation?

- verbs used: manipulate, use, try, solve, put to use, relate

ANALYSIS - breaking something down into parts.

Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material. Can the student **DIFFERENTIATE** between constituent parts?

- verbs used: breakdown, divide, reason, study, take apart, test for

SYNTHESIS - creating something new by combining different ideas. Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure. Can the student **JUSTIFY** a decision or course of action?

- build, combine, form, create, make up, produce, reorganize

EVALUATION - judging the value of materials or methods as they might be applied in a particular situation. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria. Can the student **GENERATE** new products, ideas or ways of viewing things?

- accept, classify, rank, reject, judge, decide, determine

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Simple Ways to Say Thank You

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Looking for a simple way to say thank you to your mentoring teacher? As the end of the semester approaches, you may want to show your appreciation or your enjoyment of working with the teachers and students. Some of these ideas can also be used for teachers to show their appreciation of the tutors.

Here are a few simple ideas to say thank you:

- Donate a book to the classroom.
- Create and donate a book of math or reading activities that you used in the classroom.
- Teacher's Survival Kit – include the following materials in a bag with a label explaining the significance of the gift:
 - Bottle of glue “to hold your class together”
 - Starburst candy “to give you a burst of energy when you need it most”
 - 6” ruler “because success is sometimes measured in inches, not feet
 - Box of Band-Aids “when things get a little rough”
 - Box of crayons “to color your day in bright shades when it seems gray and dismal”
 - Eraser “to remind you that even the largest mistakes can be erased”
 - Puzzle piece “because without your assistance and care, learning is a puzzle”
 - Shiny penny “because each of your students will shine in their own way”
- A gift certificate for educational materials
- Teacher's sticker jar – any teacher who uses stickers would love this gift. Use a glass jar, paint the lid a solid color, then write the teacher's name on the lid with a paint pen. You can decorate the jar with paint pens, stamps or stickers, then fill the jar with a variety of stickers that the teacher can use.

Many of these ideas are simple and fit into your college budget. But remember a thank you note is just as thoughtful as any of these ideas. So remember to show your appreciation for the opportunity and experience you have had.

Thank you teachers!
Have a fun and safe summer!