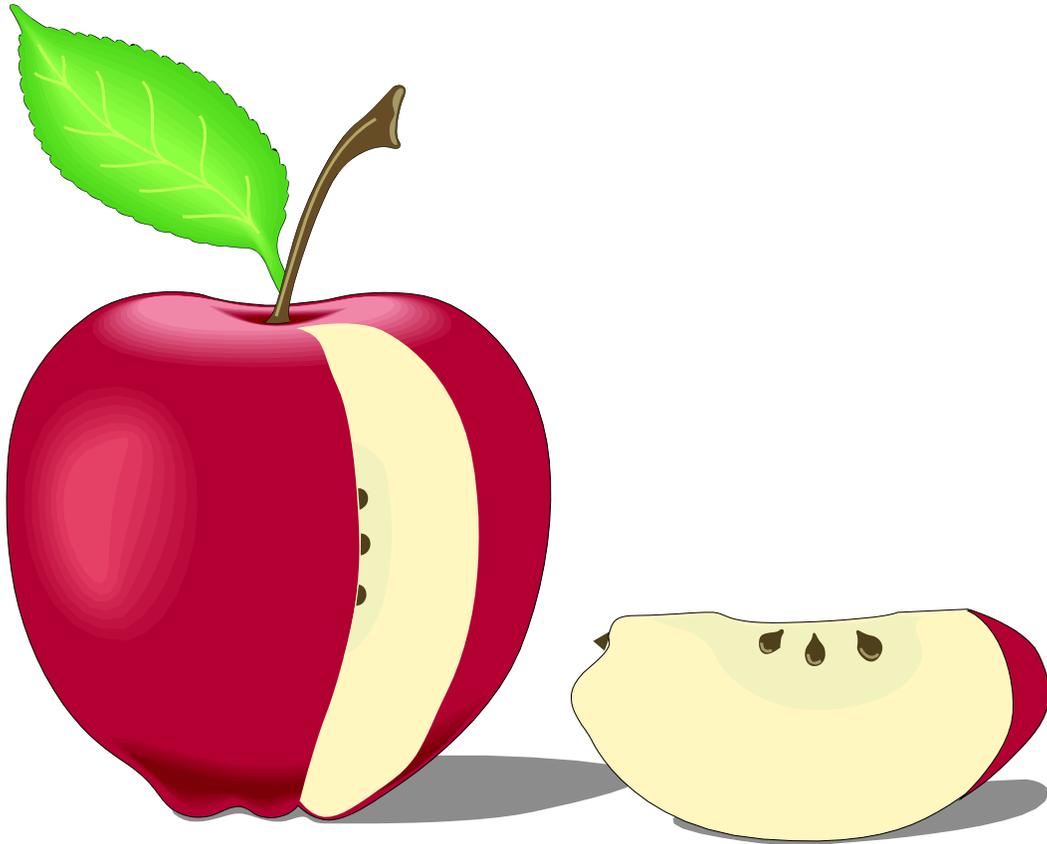


The Clever Apple Home Based Tutoring Program



<http://www.cleverapple.com>

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Begin by Making Your Own Decisions

The first thing you need to do to start your own tutoring business is make some basic decisions that will define your entire plan. Take some time to thoroughly think out and follow through each of these steps:

Determine Your Qualifications

You don't have to be a teacher to tutor students. You do have to feel confident and competent in any area you choose to tutor, as well as have patience and an enjoyment of working with children. Think about what talents or skills you possess that would help you to help students. Maybe you were a math whiz in school and would be a good math tutor. Or maybe reading and language arts were your thing and you were in debate. What types of jobs have you had? What skills did you need to do those jobs, and how will that tie in with tutoring? Do you have a degree or special certifications in some area that will benefit your students in some way? Take note of ANYTHING that you can use to add to your list of qualifications.

Decide What You Will Tutor

Ask yourself what subjects you feel comfortable tutoring and what ages you feel comfortable working with. You can pick a combination or just one of the following:

SUBJECTS

Reading
Math
Study Skills

LEVELS

Primary (K-3)
Intermediate (4-6)
Middle (7-8)
High School (9-12)

Decide What Your Hours Will Be

Look at your personal and family schedule, as well as the schedules of the schools in your area. For example, middle schools typically release students around 3:00 p.m. while elementary schools get out around 4:00 p.m.

You should decide in advance:

- Whether or not you will tutor right after school.
- If you will tutor later in the evening.
- Which days you want to tutor.
- How many hours you will tutor each student per week.

Some guidelines to follow:

- Schedule older students later since they usually go to bed later.
- Tutor Mondays through Thursdays, taking Fridays off since most students and parents aren't available Friday nights.
- You may tutor on weekends if you want to, but you don't have to -- it's up to you.
- Schedule students 2 days per week for 1 hour each time. (For example, you might schedule Susie for Mondays and Wednesdays at 4:15-5:15).

Will You Schedule Make-up Lessons for Missed Sessions?

You want to discourage people from routinely missing sessions. Of course, kids will get sick or there will be conflicts with other activities that will arise, and you may want to allow for a make-up opportunity. Therefore, some suggestions for make-ups are:

- Make-ups are allowed **ONLY** if you are notified **AHEAD** of time that the student will not be able to get to his or her scheduled session.
- Make-up sessions will be held on one Saturday from 9:00 a.m. to 11:00 a.m. every 4-6 weeks. **YOU** will pick the Saturday for the make-up session. (Most kids don't want to get up for tutoring on a Saturday, so this policy will cut down on kids missing their scheduled sessions without a good reason!)
- Advise parents that make-up sessions will not always be one-on-one, since other students may be making up sessions at the same time.
- Refunds or credits to the next month's fees will not be given for missed sessions; they can only be made-up.

Set Your Fees and Payment Schedule

You need to decide what to charge parents and how you will collect your fees. It's best to protect yourself from being taken advantage of by setting the following rules:

- Two 1-hour sessions per week cost \$40.00 per week (or whatever you set as a price).
- Payment should be made at the beginning of each month for the entire month, unless you feel comfortable accepting payment one or two weeks at a time. In any case, you should get payment **IN ADVANCE** of scheduled sessions.
- Keep a monthly payment record sheet to keep track of each student's payments.
- Fill out reminder slips and give to each student at the session before the next payment is due.
- Again, do not give credit to the next month for missed sessions - only allow missed sessions to be made up at a make up time that you set.

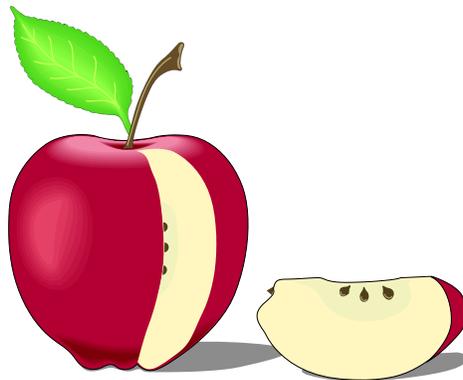
Taxes

I cannot advise you about specific tax laws and practices, but I feel I should mention a few things about taxes. First, tax rules change frequently, so you should always check with the IRS for up-to-date information and instruction booklets. Second, keep accurate records of what you earn and what expenses you have that relate to your business. Don't forget to check on items you can deduct as far as your utility and housing expenses are concerned. It wouldn't be a bad idea to have a professional tax preparer help you, especially in your first year.

For tax resources, please visit <http://www.cleverapple.com/home2.htm> for links that may help you with your individual state and federal tax regulations and guidelines.

Students with Special Needs

Some students have special needs or special learning problems, and have been identified by teachers and specialists as having learning disabilities, attention deficit disorder (ADD), or other conditions. These students are usually eager to please you, and you will most likely find that you enjoy working with them! However, the main thing you need to keep in mind is that many of these students have trouble focusing on one thing for a long period of time. So, you need to pace the sessions accordingly and vary the types of activities. Hands-on activities usually work best to get a concept through to them. Incentives work well with these students to keep them on task. Parents may ask you specifically if you have knowledge about working with these students. I strongly encourage you to check out some books on learning disabilities and ADD in order to familiarize yourself with characteristics of these students and methods of working with them. See the resource list at the end of this manual for some book titles on this subject.



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JUST A REMINDER...

Tuition is due on _____ in the amount of \$ _____

for the month of _____.

THANK YOU FOR YOUR PAYMENT!!

JUST A REMINDER...

Tuition is due on _____ in the amount of \$ _____

for the month of _____.

THANK YOU FOR YOUR PAYMENT!!

Set-up and Supplies

Once you have made the basic decisions regarding your business, you need to set-up and gather some basic supplies together.

Decide Where You Will Tutor

It's best to designate a certain area of your house for tutoring that you can leave set up permanently. That way, you will keep everything organized and ready for all of your students. Your area could be in a spare room or in part of your basement that you've fixed up. Wherever you decide to tutor, make sure it's in a place that is quiet and away from any family activity.

Set Up a Table and Lighting in Your Tutoring Area

A good table and chairs are essential to your work, but you don't need to spend a lot of money on them. Two card tables set up next to each other or one long, light-weight camping table and two folding chairs work fine. Also, check the lighting in your area. If there is not enough overhead lighting, putting a lamp on your table(s) should be enough.

Gather Basic Supplies Together

You will need to purchase some things specifically for each student, based on individual needs. Don't purchase any specific items until you have determined what the students' needs are. Instead, invest in these basic supplies to get started:

2 dry erase boards and pens	2 highlighters
1 roll clear contact paper	1 3-ring hole punch
1 box facial tissue	1 stapler
1 kitchen timer	clear packaging tape
2 wet erase pens	notebook paper
index cards	maps and posters for the walls
2 plastic report covers	dictionary and thesaurus
file folders	pencils and sharpener
1 water spray bottle	3-ring notebooks

By having your tutoring area set up and stocked with basic supplies, you will be ready to make a good first impression by presenting yourself as organized and professional.

Photocopy

Photocopy any sheets or forms from this program and/or ones you make yourself, and have them ready (See consultation section for details.) If you aren't lucky enough to have access to free copying, check around to see which copy centers have the best rates per sheet. Some offer prepaid cards that give you the lowest rates. And, if you're going to use colored paper, buy your own at a discount store and bring it with you to the store.

Garage Sales

Garage sales are wonderful places to get good materials for little money! I have gotten games, puzzles, flash cards, books, folders, 3-ring binders, and a file cabinet at garage sales at just a fraction of the cost of the prices at teachers' stores and office supply stores!! This is amazing to me since I don't plan to go to garage sales; I just pop into one if I happen to be driving by. I can't imagine what I might find if I took a day to go hit all the sales listed in the paper! Sometimes the things are new and have never even been opened-parents bought them with good intentions, but never got around to using them with their kids. I always mention that I can use this or that because I do private tutoring. You never know when someone will say, " You tutor? I've been looking for someone to help my daughter with her homework". You may just get a student or two while you're out looking around!!

Computers

While it is not essential that you have a computer for tutoring, it can be a valuable tool if you already have one. As you can probably imagine, there are many good learning programs for all ages and levels for use on the computer, and you can use a computer for word processing purposes, as well. If you don't have a computer, you may want to consider using some of your profits from your business to get one, and you may even be able to use it as a business expense on your taxes!!

Using Materials

Many of the materials listed are self explanatory. However, some of them are listed because, when used in a different way, they will save you money. And, since they are different, kids love to use them, which make them good motivational tools. So, I would like to go into detail on the use of dry erase, wet erase, clear contact paper, and index cards.

Dry Erase Boards and Pens

Using dry erase boards and pens saves on paper, and they're fun to use! I use them a lot for spelling word practice and math problems, as well as for any short written answers that I don't want to save. Furthermore, the kids seem to like them because they're not permanent; if they make a mistake, they can wipe it away and do it again.

Wet Erase Pens and Clear Plastic Report Covers

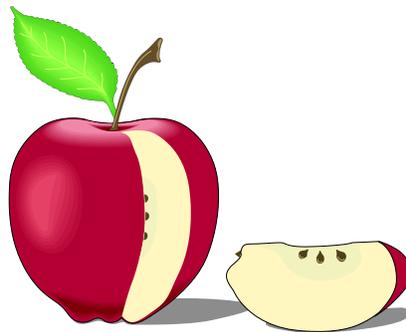
The wet erase pens and report covers follow the same basic usage reasons as the dry erase boards, but wet erase allows students to write on library books and your own workbooks without ruining them for other students. Just cut down the side and bottom edges of the covers so you can fit them over a page or worksheet. Then let the students do the work using wet erase pens on the report covers, instead of directly on the page. The wet erase pens dry and won't wipe off until you spray the surface with a water bottle and wipe it off with a cloth or facial tissue. You can use these over and over again, and you can use the same workbooks with all your students, cutting down on costs. Just be sure to buy the non-permanent kind since it won't wash off! Wet erase pens are sometimes called overhead transparency markers, and one brand name is Vis-a-Vis.

Clear Contact Paper

You may want to laminate some things, such as posters, maps, worksheets, timed tests, etc. However, if you don't own an expensive laminating machine or have access to one, you will have to take your materials to a teacher's store or an office supply shop to have them laminated. This can be expensive, so a good alternative is to do home made laminating using clear contact paper. All you have to do is cut out the paper just a little bigger than the material you want to laminate, then peel off the backing and apply. After you have smoothed it out, cut the excess off around the edges. Your materials will hold up better if you do this, and the kids can write on the contact paper surface with a wet erase pen, then wipe it off, just like a report cover!

Index Cards

The main thing you need index cards for is flash cards that you and the students will make up for facts and terms. You can also use them to make game cards, so keep some on hand!



Advertising

In order to get the word out that you have started a tutoring business, you need to advertise wisely. Don't spend lots of money in big newspapers; you only want to reach students in your area that will be able to get to your house easily on a regular basis. Therefore, focus on ads in your community's newspaper, not a large paper such as The Kansas City Star. And, if your paper has an advertiser edition that comes out once a week that every address gets free without subscribing, advertise only in that edition. For example, our advertiser edition is Wednesday, so I place an ad for 6 consecutive weeks in Wednesday's paper ONLY, and I get plenty of response from that one ad without spending extra money on Monday and Friday's edition. In addition to newspaper ads, there are many other ways to reach people. I suggest the following advertising strategy:

- Place one newspaper ad.
- Place flyers with name and phone tear tabs on boards at grocery stores and libraries.
- Send letters and resumes to every school counselor in every building in each district you plan to serve (look in the phone book for addresses, and watch the mail for community directories.)
- Call each district you plan to serve and have them put your name and phone number on their tutoring list. Most districts have a tutoring list.
- Send a letter to all of your friends, acquaintances, and any teachers you know, letting them know that you are tutoring--you'll be surprised at the referrals you'll get!

By following all of these steps, you will begin to get several students, and may even have to start a waiting list if your schedule fills up! The next few pages are sample pages for you to use. Just be sure to include the date and your name, address, and phone number at the top of each letter. And be sure to sign each letter with an ink pen!!

Sample Ad

<p>TUTORING Get help BEFORE you get report cards! All ages and subjects, plus strong emphasis on organizing and study skills. Reasonable rates. Free consultation. 555-1234, Judy</p>
--

Create your own ad following these tips:

- Center the word "tutoring" at the top in caps.
- Start with an attention-catching phrase, such as:
 - Get help BEFORE you get report cards!
 - DON'T WAIT until it's too late!
 - Turn the school year around NOW!
- Include the subjects and ages with which you want to work.

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Be sure to mention that a consultation is free. If you can get them to meet with you and see how organized and professional you are, you will most likely get their business. Plus, if the consultation is free, they won't feel obligated, so they will go ahead and make an appointment to get more information.

- Spend a little extra money to have your ad boxed in with a border. It really catches the eye, and someone who may not be looking for a tutor might see it and think that tutoring would be a good idea for their son, daughter, grandchild, etc., and call you!

Tear-tab Flyers

In order to catch the eye and make this type of advertising more effective, follow these directions:

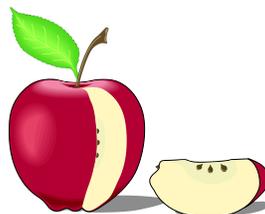
- Write your phone number on every tab at the bottom of flyer. Photocopy the flyer.
- Fill in the word "tutor" at top with colored markers.
- Trace over all other words with colored markers.
- Cut between tabs so people can tear off your phone number along with the word "tutor".
- Tear off one tab so it will look like someone has already decided tutoring would be a good idea and took your number.

Check back every once-in-awhile to see if you need to put up a new flyer or rearrange the old one. Sometimes people cover up your flyer with their flyers or take yours down and throw it away. You will get calls from the flyers, so it's worth keeping them out where people can see them!

Business Cards

Another way to get your name and number out to people is to carry business cards with you everywhere you go. You can have these made at copy shops or on a computer system, or you can make your own. I couldn't afford to buy business cards at first, so I made a page of cards then I copied several sheets on bright yellow card stock and cut them out. I put apple stickers on them for decoration (you can use any stickers you like), and I keep them in my purse. Then, when someone asks me what I do and seems interested in tutoring, I give him/her my business card so he/she will have my name and number, reminding him/her to call me! My hair dresser even asked me for some extras to give to her clients that are having trouble with their children's grades!

For free business cards (you only pay postage) check <http://www.vistaprint.com>



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Sample Letter to School Counselor

Dear School Counselor:

I would like to introduce myself. My name is Judy Jones and I am a private tutor specializing in reading skills, math skills, study skills, and research/writing skills. I work with students of all ages and levels at my home in Fullerton, and would be happy to work with some of the students in your school! I know that in this day and age you can't be too careful about checking out the background of those that work with children! Therefore, I have enclosed a resume in order to tell you more about myself. Of course, parents of students should make an appointment to meet me and "check me out" in person. I hope I will be able to work with some of your students this year!

Thank you for your time!

Sincerely,

Sample Letter to Friends and Family

To: My friends and family

From:

Just wanted to let you know that I am providing private tutoring for students in all grades at my home. In addition to helping get homework completed, I have several programs that reinforce specific skills in math, reading, and study habits. If you run in to anyone who is looking for a tutor, I'd appreciate it if you would pass my name along to them!!

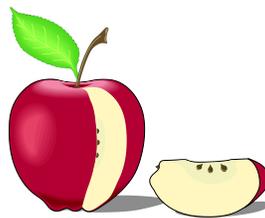
Thanks so much!!

References

Make sure you have a list of good references to give parents to check out. Remember, parents are entrusting their children to your care and want to make sure their children will be safe with you. Some reference ideas are:

- Former employers
- Former co-workers
- Neighbors
- Instructors
- Friends

Don't forget to ask each person ahead of time if it's O.K. to use them as a reference! They'll appreciate your courtesy for asking, and they'll be more prepared to give you a good recommendation.



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Reproducible Tear-tab Flyer

See example on the video to make your own, or use this one to photocopy or use as a guide to creating your own. Just be sure to put your PHONE NUMBER on each tab as well as at the top.

TUTOR

ONE-TO-ONE INSTRUCTION
FREE CONSULTATION
CALL TO MAKE AN APPOINTMENT

T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U
T	T	T	T	T	T	T	T	T	T	T
O	O	O	O	O	O	O	O	O	O	O
R	R	R	R	R	R	R	R	R	R	R

TUTOR

ONE-TO-ONE INSTRUCTION
FREE CONSULTATION
CALL TO MAKE AN APPOINTMENT

T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U
T	T	T	T	T	T	T	T	T	T	T
O	O	O	O	O	O	O	O	O	O	O
R	R	R	R	R	R	R	R	R	R	R

Response to Ads: Handling the Phone Calls

As soon as your ad is in the paper, your flyers are up, and your name is on the school's tutoring list, you better be ready for phone calls! The way you handle the phone calls is critical because parents will determine OVER THE PHONE whether or not they want to meet with you. If you can get them over to your house for a free consultation, you are very likely to get their business! So your GOAL is always to set up a free consultation!!

Phone Log Interview Outline

It's a good idea to make an outline of what you will say on the phone about you and your business. Write it in the front of a spiral notebook and keep it by the phone. Then, use the other pages in this notebook to keep a record of who has called, phone numbers, information about the student, etc. You are in some ways giving a sales pitch in this phone interview. The caller will usually just say, "Yes, I'm calling about your ad for tutoring", and leave the rest up to you! You will have to guide the rest of the conversation, which can work in your favor if you are PREPARED!! Remember that if someone is interested enough to call you, he/she is probably serious about hiring you. So, be sure to include the following in your phone log outline:

Basic information:

- Your name
- Your qualifications
- How long you've been tutoring
- What you are tutoring

Ask questions:

- What kind of tutoring
- What ages
- What specific skills

Listen and take notes:

This is key information for the free consultation. Let them talk and tell you as much as they want--they're obviously concerned enough about their child to look into tutoring, and they need someone to listen to their concerns. If they feel you've listened, they will probably feel that you can help them, and will feel comfortable taking the next step, which is a consultation. AND they've given you valuable information to use in planning for that consultation!

Be sure to write the following information in your phone log:

- Name of parent.
- Name of student.
- Phone number.
- Age, grade, and school of student.
- Subjects or skills that need help.

Give Assurance that You Can Help

Tell them you feel confident that you can develop a program that could help their child.

Set Up a Consultation

Try to set up a consultation at this point to meet with them. Stress that it's a free, informative meeting with no obligation. Tell them it's a chance to meet you, see your set-up, go over your program, and get some information to take home and look over.

Additional Information

Although it's best to try to set up a consultation to tell parents more about fees and schedules, some people may want more information over the phone. At this point you will need to give them the information they're asking for. Be ready to explain:

- Schedule.
- Fees and what's included in fees.
- Your qualifications.

Set Up a Consultation

After giving additional information, try again to set up a consultation. To get their business, you **MUST** get them over to your house to see how great you are and what they would be missing out on if they don't start tutoring sessions with you!!

Confirm Appointments

Call parents the day before your consultation is scheduled in order to remind them and make sure they will show up! It's no fun getting all ready and keyed-up for a consultation just to end up waiting around for people who have forgotten about the meeting. So, it's worth taking the time to confirm appointments!! Remember your **GOAL** is to get the parents to come for a free consultation!! Read over the examples on the next few pages to get ideas for your own phone interview.

- Write out your own phone interview and practice it **OVER** and **OVER** until you could do it in your sleep!!
- Get **EXCITED!!** This is the start of a new career that is **ALL YOURS!!**
- **GO FOR IT!!**

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Example Phone Interview

The phone is ringing! On the other end is someone who has seen your ad, and is calling about tutoring! Hopefully, by the end of the conversation, you will have set up a consultation with the parent and student!! Be sure to write the date and time in your phone log notebook, and take notes and get information, such as names, phone numbers, age, grade, and tutoring concerns for use in your consultation!

Hello. Yes, I'm calling about the ad for tutoring.

GREAT! MY NAME'S JUDY JONES, AND I'M TUTORING STUDENTS AFTER SCHOOL AND IN THE EVENINGS. IS THIS FOR YOUR SON OR DAUGHTER?

It's for my son. He's having trouble with reading, and I can't get him to finish his homework, and it's really driving me crazy!! It just seems like this year he's let down and doesn't try like he used to. I just don't know what to do, so I thought maybe tutoring would help. Maybe he would listen to someone else--he doesn't want to hear anything I have to say!

WELL, THAT'S TYPICAL OF MANY KIDS--SOMETIMES IT TAKES SOMEONE OUTSIDE THE FAMILY TO GET THROUGH TO THEM. HOW OLD IS YOUR SON?

He's 11, almost 12. He's in sixth grade this year.

OH, BOY, SIXTH GRADE. THE HOMEWORK GETS TOUGHER THEN, AND THE KIDS START WORRYING ABOUT WHAT THEIR FRIENDS THINK MORE THAN WHAT THE TEACHER OR PARENTS THINK! IT SOUNDS LIKE YOUR SON COULD USE SOME HELP GETTING MOTIVATED AND ORGANIZED, ALONG WITH SOME HOMEWORK HELP AND SOME READING SKILLS HELP. I'D BE GLAD TO MEET WITH YOU AND YOUR SON TO GIVE YOU A BETTER IDEA OF WHAT I DO--THE CONSULTATION IS FREE AND THERE'S NO OBLIGATION TO SIGN UP WITH ME.

O.K. Could I ask what you charge and how often you tutor?

YES. THE STUDENTS COME TWICE A WEEK, EITHER MONDAY AND WEDNESDAY OR TUESDAY AND THURSDAY, FOR ONE HOUR EACH DAY. SO I SEE THEM A TOTAL OF TWO HOURS A WEEK, PLUS I SPEND TIME PLANNING EACH SESSION, GOING TO THE TEACHER'S STORE AND THE LIBRARY, AND GOING TO THE PHOTOCOPY SHOP IF I NEED TO COPY ANYTHING. I TRY TO INDIVIDUALIZE SESSIONS ACCORDING TO EACH STUDENT'S NEEDS, SO IT DEPENDS ON THE STUDENT AS TO WHAT BOOKS OR SUPPLIES I NEED TO BUY. BUT EVERYTHING IS INCLUDED IN A WEEKLY FEE OF \$40.00, WHICH IS ABOUT HALF THE PRICE OF SOME OF THE LEARNING CENTERS, AND YOU GET ONE-ON-ONE INSTRUCTION WITH ME, INSTEAD OF GROUPS OF THREE.

O.K. That sounds pretty good. And what are your qualifications? Are you a teacher?

NO, I'M NOT A TEACHER, BUT I'VE WORKED AS AN ADMINISTRATIVE ASSISTANT, AND HAVE GOOD LANGUAGE AND ORGANIZATIONAL SKILLS, AND I HAVE TWO NIECES THAT I'VE HELPED THROUGH SCHOOL WITH HOMEWORK. I ALSO PURCHASED A HOME TUTORING PROGRAM THAT I USE AS A GUIDE TO PLANNING STUDENT SESSIONS AND ACTIVITIES. AND I JUST LIKE WORKING WITH KIDS AND HAVE A LOT OF PATIENCE, SO TUTORING IS GREAT FOR ME! I

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HAVE MORE INFORMATION ABOUT MYSELF AND MY PROGRAM THAT I CAN GIVE YOU, IF YOU'D LIKE TO MEET ME AND SEE WHAT I DO.

All right, I think that would be a good idea.

GREAT! LET ME GET YOUR NAME AND YOUR SON'S NAME, THEN WE CAN SET UP A TIME TO MEET.

O.K. My name is Barbara Peterson and my son's name is Jason. Should we come to your house, or do you come here?

I TUTOR AT MY HOUSE, SO IT WOULD BE GREAT IF YOU COULD COME HERE. IS SATURDAY MORNING GOOD FOR YOU?

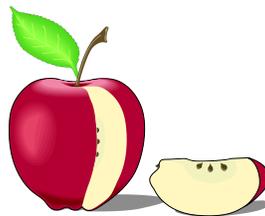
Yes, I think that would work.

HOW ABOUT 10:00 A.M.?

Yes, that would be good for us.

GREAT! LET ME GET YOUR PHONE NUMBER AND GIVE YOU DIRECTIONS TO MY HOUSE. ...O.K., THEN. I'LL SEE YOU AND JASON AT 10:00 A.M. ON SATURDAY. O.K. THANKS ALOT.

**(Remember to call on Friday to confirm the appointment!)



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The Consultation

Once you have set an appointment to meet with a child's parents, you will need to plan and get ready to present yourself and your program! This section will be divided into three parts:

- Preparation before the consultation.
- Conducting the consultation.
- Scheduling a time.

The fact that the parents have taken the time to come to YOUR house to meet YOU tells you that they have decided to get tutoring for their child. All you have to do is show them why YOU should be the one to do the tutoring!! Your GOAL is to have the child scheduled before they leave your house!!

Preparation

Take the time to have everything set up and ready for the parents. This will demonstrate that you are organized, competent, and professional, and it will build confidence in the parents that you will do a good job with their child. Some things to keep in mind when getting ready for a consultation are:

Dress the Part

Although you are running a business, you are also going to be working with children and want them to feel comfortable around you. So pick something to wear that is neat, clean, and somewhat "dressy", but not "scary". A good choice would be a skirt or a casual dress; they're nice enough, but not over done. The bottom line is that you want to show you are serious about your work and have taken the time to make sure your appearance reflects this.

Set Up

Make sure the tutoring area is set up and organized, and that all the lights are on. You want the parents to feel that the place you will be tutoring is conducive to learning!! Make sure there are enough chairs for you, the parent(s), and the child.

Outline

Make an outline of what and in what order you will cover different areas.

3-ring Binder

Prepare a 3-ring binder especially for use during consultations. This should include:

- Outline
- List of Questions
- Information Packet
- Notes from Phone Interview to Go Over

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Materials

Have the following materials ready to show the parents:

- Sample student notebook
- Books/posters/dictionary
- Dry-erase boards and pens
- Information packets to take home
- Wet-erase sheets and pens

Information Packets

- Outline and overview of program
- Scheduling
- Fee information and explanation
- Parent questionnaire
- Student questionnaire
- Materials to bring checklist
- Resume
- References

Keep one copy of each sheet in your 3-ring binder, and give one copy of each sheet, stapled together, to the parents. That way, you will always have a copy handy when you go over this part, and you can write reminders to yourself on each page.

Questions to Ask

Have a list of questions made up in advance to ask, and leave space to take notes. This will be your guide to determining a specific program and will help you to plan your sessions. Photocopy the sheet of questions provided in this guide, adding your own questions as needed, and place a copy in your 3-ring binder. Now that you're prepared, get ready to sign up those students and get your business up-and-running!! It's time to take the last step towards filling up your schedule by meeting with parents and students!! Relax and enjoy the process! Your organized, professional approach will shine through, making parents excited about getting YOU to help their child!!

Conducting the Consultation

Greet the parents and the student at the door, and invite them in. Tell them you want to first show them where you will be working with students and lead them to your tutoring area. Show them some of your supplies and tell them you buy specific materials for each student as you work with them and determine their needs. Open up your 3-ring binder with the consultation outline in the front to help keep you on track. Ask them to sit down so you can go over your program. Review the notes you took from the phone conversation with the parents. Tell them you have some more questions to ask. Then, using your list of questions in your binder, ask each one and take notes. Be sure to write the student's name at the top so you won't get him/her mixed up with other students. Once you have asked questions and taken notes, you will be able to decide with the parents what areas and skills you want to focus on.

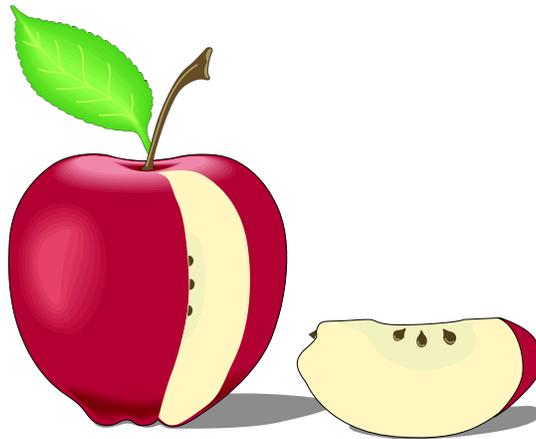
Some examples of programs are:

- 1/2 hr. reading and 1/2 hr. math
- 1/2 hr. study skills and 1/2 hr. reading or math
- 1 hr. reading, math, or study skills
- 1/2 hr. homework and 1/2 hr. reading and/or math

Write down the program you decide on in your binder on the list of questions so you'll be sure to have it for planning later. Go over the information packet with parents, explaining your scheduling, fees, payment schedule, and make-up policies. Review your overview, resume, and references.

Schedule a Time

After you have determined an individualized program and reviewed the information packet, it's time to accomplish your goal of setting up tutoring sessions!! Ask the parents if they would like you to put them on your schedule. Tell them you're filling up fast, but they can have first pick of the time slots still available! Thank them for coming and tell them you're looking forward to working with them, and that you'll see them on _____ at _____ o'clock!!



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Consultation Meeting Outline

1. Greet and take to tutoring area.
2. Sit down/ open binder containing:
 - This outline
 - Questions
 - Information packet pages
3. Review notes from phone interview.
4. Ask questions (use question sheet) and take more notes.
5. Decide on a program of one or a combination of the following:
 - Reading
 - Math
 - Study Skills
 - Homework Help
6. Give the parents a stapled copy of the information packet and go over each page:
 - Overview of program
 - Scheduling and fee sheet
 - Parent questionnaire
 - Student questionnaire
 - Materials checklist
 - Resume
 - References
7. Schedule a time
 - Times are filling up, but they can have first pick of the ones still available.
8. Thank them for coming and let them know you're looking forward to seeing them on _____ and _____ at _____ o'clock!

List of Questions to Ask During the Consultation

In your opinion, how are his/her reading skills?

Does he/she seem to have trouble pronouncing words when reading out-loud?

Does he or she remember and understand what he/she reads?

How does he/she score on tests?

How organized is he/she?

Does homework get done?

Is homework turned in?

Does he/she know basic math facts up to grade level?

How well does he/she grasp math concepts?

What do you like me to focus on? One area, or a combination?

Example Consultation Meeting

Door bell rings, they're here!! You're ready to show them all you have to offer!!

HELLO! COME IN! I'M JUDY AND YOU MUST BE BARBARA AND JASON. IT'S NICE TO MEET YOU. WE'LL GO BACK TO THE TUTORING ROOM SO YOU CAN SEE WHERE I'LL BE WORKING WITH THE STUDENTS.

THIS IS WHERE I'M SET UP FOR TUTORING--AS YOU CAN SEE, I HAVE THE BASIC SUPPLIES WE'LL NEED TO START WITH, THEN I SELECT AND BUY ADDITIONAL MATERIALS BASED ON EACH STUDENT'S NEEDS.

YOU CAN HAVE A SEAT RIGHT HERE SO WE CAN GO OVER THE THINGS WE TALKED ABOUT OVER THE PHONE AND ANY ADDITIONAL INFORMATION I'LL NEED TO DETERMINE A PROGRAM.

ON THE PHONE YOU SAID YOUR BIGGEST CONCERNS WERE IN READING AND STUDY SKILLS, RIGHT?

Allow time for parent to comment further. Take notes and ask the questions on your question sheet.

IT LOOKS AS IF IT WOULD BE BEST TO TAKE 15 MINUTES AT THE BEGINNING OF EACH SESSION TO GET ORGANIZED AND FOCUS ON STUDY SKILLS, THEN WE COULD LOOK OVER HOMEWORK ASSIGNMENTS AND ANSWER QUESTIONS, AND END WITH SOME TIME WORKING ON READING SKILLS. HOW DOES THAT SOUND?

I'D LIKE TO GIVE YOU AN INFORMATION PACKET AND GO OVER IT WITH YOU AND ANSWER ANY QUESTIONS YOU MIGHT HAVE. THE FIRST SHEET IS A GENERAL OVERVIEW OF MY PROGRAM. AS YOU CAN SEE, I STRESS HOMEWORK COMPLETION ALONG WITH SKILL REINFORCEMENT. AND I WILL CONTACT TEACHERS IF YOU WOULD LIKE ME TO--I ONLY DO THAT WITH YOUR PERMISSION, THOUGH. I WILL ALSO LET YOU KNOW HOW WE'RE DOING, EITHER IN PERSON, OVER THE PHONE, OR IN A NOTE.

THE NEXT SHEET GOES INTO DETAIL ABOUT SCHEDULING AND FEES. I SEE EACH STUDENT TWICE A WEEK FOR ONE HOUR EACH TIME. IN ADDITION TO TUTORING SESSIONS, I ALSO SPEND TIME EACH WEEK PLANNING FOR THE SESSIONS, PURCHASING MATERIALS, RESEARCHING IN THE LIBRARY, AND PHOTOCOPYING. AND I ALSO OFFER STUDENTS A SNACK, USUALLY POP AND PRETZELS OR CRACKERS.

I CHARGE \$40.00 PER WEEK, AND I PREFER TO BE PAID AT THE BEGINNING OF THE MONTH, IF POSSIBLE.

I DO ALLOW MAKE-UPS, BUT I SCHEDULE THEM ON ONE SATURDAY MORNING EVERY 4-6 WEEKS. YOU JUST NEED TO LET ME KNOW BEFORE YOUR SESSION TIME IF HE IS SICK AND CAN'T COME, OR IF THERE IS ANOTHER CONFLICT.

I SCHEDULE MAKE-UPS THIS WAY BECAUSE MY WEEKNIGHTS ARE FULL WITH OTHER STUDENTS. THIS MEANS THAT MAKE-UPS MAY INCLUDE TWO OR MORE STUDENTS AT A TIME. HOPEFULLY, EVERYONE WILL BE HEALTHY AND WE WON'T HAVE TOO MANY OF THESE!

Allow for questions.

THE NEXT TWO SHEETS ARE QUESTIONNAIRES, ONE FOR PARENTS, THE OTHER FOR STUDENTS. I'M JUST LOOKING FOR SOME BASIC INFORMATION AND TO GET AN IDEA AS TO WHAT HIS/HER INTERESTS ARE. I ALSO CELEBRATE BIRTHDAYS, SO THAT'S WHY I ASKED FOR YOUR BIRTH DATE. YOU CAN FILL THOSE OUT AND BRING THEM BACK LATER.

THE NEXT SHEET IS A CHECKLIST OF MATERIALS TO BRING WITH YOU. IT'S REALLY IMPORTANT TO COME PREPARED WITH ANYTHING YOU NEED TO WORK ON. HOMEWORK ESPECIALLY, ANY BOOKS, AND DIRECTIONS YOU WILL NEED. IF YOU DON'T HAVE HOMEWORK, GO AHEAD AND BRING A TEXT BOOK OR TWO, LIKE SCIENCE OR SOCIAL STUDIES, SO WE CAN REVIEW WHAT YOU'RE LEARNING ABOUT IN SCHOOL.

THE LAST TWO THINGS I WANT TO LOOK AT ARE INFORMATION SHEETS ABOUT ME AND REFERENCES YOU CAN CALL. YOU CAN LOOK OVER THEM AND THEN I'LL ANSWER ANY QUESTIONS YOU MIGHT HAVE.

Take questions.

MY SCHEDULE IS FILLING UP RATHER QUICKLY, BUT, IF YOU'D LIKE, YOU CAN HAVE FIRST PICK OF THE TIMES THAT ARE AVAILABLE. I HAVE 6:30-7:30 ON MONDAYS AND WEDNESDAYS, OR 7:30-8:30 ON TUESDAYS AND THURSDAYS.

Mondays and Wednesdays would work best for us-he has Karate on Tuesday nights.

O.K. THEN, I'LL PUT YOU DOWN FOR 6:30 TO 7:30 ON MONDAYS AND WEDNESDAYS.

Do you take checks and can I pay you on Monday for the rest of this month?

YES, THAT WOULD BE GREAT, AND A CHECK IS FINE. SINCE WE'VE MISSED THIS WEEK, YOU WILL ONLY NEED TO PAY FOR THREE WEEKS THIS MONTH, WHICH WILL BE \$120.00.

O.K. Well, we'll see you later.

GREAT! THANKS SO MUCH FOR COMING! I'M LOOKING FORWARD TO SEEING YOU ON MONDAY AT 6:30, JASON!! REMEMBER TO BRING ANY SCHOOL WORK YOU HAVE AND A BOOK OR TWO!

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Tutoring Program Overview

HOMEWORK

Half the battle of making good grades is turning in all homework and extra credit work. This shows the teacher that effort is being made, and those points add up at grade card time!! I would like all my students to keep a day planner of their schedules, including homework, due dates, test dates, etc., and bring it with them to each session.

SKILL REINFORCEMENT

After working with a student, I will begin to get an idea as to what skills need to be strengthened. I will provide instruction, practice activities, and instant feedback on any skills that I think will reinforce his/her skill foundation.

TEACHER CONTACT

I would be happy to contact teachers in order to get a better idea as to how to help each student. I will only do this with permission from parents.

PARENT UP-DATES

I will keep parents informed of their student's progress through written evaluations, phone calls, and conferences as needed. Please feel free to call me if you have any questions or concerns!!

STUDENT SUCCESS

All of my students will receive ONE-ON-ONE INSTRUCTION through an individualized plan. I approach tutoring as a program, and feel that a consistent schedule of two weekly sessions is essential to student progress. I really want my students to succeed in school, and I believe ALL students are capable of success!! I hope to have the opportunity to work with you and your student!!

****** I LOOK FORWARD TO WORKING WITH YOU!!******

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SESSION TIMES AND FEE SCHEDULE

SESSION TIMES

Tutoring sessions will be held in two one-hour time slots on Mondays/Wednesdays OR Tuesdays/Thursdays.

From _____ to _____ on _____/_____.

*Please be prompt in dropping off and picking up your student in order to ensure that each student gets the maximum time per session.

FEES

Fees include the two weekly sessions, plus materials, plan time, photocopying, and any snacks or treats I provide. I would appreciate it if you could pay for the entire month on the first session of each month:

\$_____ per week for a total of \$_____ per month.

<u>Month</u>	<u>Date</u>	<u>Amount</u>
September		
October		
November		
December		
January		
February		
March		
April		
May		

SUMMER SCHEDULE

To be announced later.

MAKE-UP SESSIONS

If it is necessary to miss a session, I will allow a make-up time ONLY if I am notified ahead of time that you won't be able to come to your session. I will then designate a time for a make-up session, possibly on a Saturday morning. Please be advised that there may be other students at that time who also need to make-up a session. I'm sorry, but credit for missed sessions can't be applied to the next month's fees. I hope this doesn't inconvenience you, but I have to protect myself from those who show up only when they feel like it.

THANKS SO MUCH FOR YOUR COOPERATION!!

QUESTIONNAIRE

PARENT

NAME OF STUDENT: _____

NAME OF PARENTS: _____

PHONE NUMBERS: _____

ADDRESS: _____

AGE OF STUDENT: _____

YEAR IN SCHOOL: _____

STUDENT'S SCHOOL: _____

What are your child's strengths?

What academic areas need improvement?

How organized is your child?

Are there any specific skills that you would like to be emphasized?

Is it O.K. to offer your child a snack during his/her session (such as a soda and pretzels)?

Other comments:

QUESTIONNAIRE

STUDENT

NAME: _____

AGE: _____

BIRTHDAY: _____

WHAT SCHOOL DO YOU GO TO? _____

WHAT GRADE ARE YOU IN? _____

WHAT ARE YOUR FAVORITE SUBJECTS?

WHAT ARE YOUR LEAST FAVORITE SUBJECTS?

DO YOU HAVE ANY PETS? _____

DO YOU HAVE ANY BROTHERS OR SISTERS? _____

WHAT DO YOU LIKE TO DO IN YOUR FREE TIME?

WHAT KIND OF CAREER WOULD YOU LIKE TO HAVE WHEN YOU FINISH SCHOOL?

TUTORING CLASS CHECKLIST

You are the key to your success!! Come to tutoring sessions prepared by bringing all of the following every time:

- School notebook with class notes and any directions you will need to complete assignments.
- School planner--filled out COMPLETELY (no blank spaces):
 - name of assignment
 - page numbers
 - due date, etc.

--OR--

If no assignment, what you did in class:

- topics covered
- readings
- activities, etc.
- teacher handouts and directions
- anything you need to work on assignments: markers, protractor, calculator, black pen, etc.
- text books -- even if you don't have anything assigned--we will still need them to review

By bringing all of these things and making an effort to use them, you'll get more out of each session, and you'll see the results in your grades!!

Sample Resume

Judy Jones
(816) 555-1234

1212 Oak Boulevard
Fullerton, MO 64089

EDUCATION

Taylor Academy of Liberal Arts.

- 15 hours administrative accounting

Tutoring Training Program

EMPLOYMENT

The Learning Place - March 1994 through August 1994.

- Teacher.

Fullerton County Courthouse - August 1990 to June 1993.

- Legal Secretary.

SPECIAL SKILLS

- Extensive math background.
- Eye for detail.
- Proofreading and editing skills.
- Knowledge of computer programs.
- Mother of two with lots of patience.

ACTIVITIES

Member of Fullerton Community Congregation.

- Taught religion classes and summer vacation weeks 1994, 1995, and 1996.

Omega Sisterhood.

- President of Chapter 132, Fullerton, Missouri, 1995-1997.

Community Women's Club of Fullerton.

- On steering Committee 1995-1997.

REFERENCES

Available upon request.

Planning Your Sessions

Now that you have students scheduled and an idea of what kind of help each one needs, you may start planning the sessions.

1. Take a look at your notes and decide what types of activities and books you may need for each student. Don't run out and buy lots of materials right away; wait to work with each student a little bit to get an idea of what you will need. Look at the library for workbooks and activities you can check out. Some education activity books even give you permission to copy activity pages so you can keep them to use again. To use library books, put a plastic report cover over the pages and use a wet erase pen to write with on the plastic so students can do the activities without damaging the library's books.
2. Put together a small 3-ring binder for each student, and tape his/her name on the outside for easy identification. To start the notebooks, make copies of the student record pages and put a couple in each notebook. This will be your record of what you worked on each time, and will serve as an outline for your lesson plans.
3. Plan at least one session ahead for each student. Allow time to check their school planner book at the beginning of each session. Then, make sure you have more than enough planned for the hour; what you don't finish, you can add to the next session. In general, a good guide to follow is to allow 7 minutes for each activity. Of course, some will take more, some less, but it should even out over the course of the hour to total about 9 items per session.
4. Make sure you plan practice test questions for each session, regardless of the subjects you're tutoring. All students will benefit from this type of practice. So, if you're tutoring math, choose math test questions. If you're tutoring reading, use reading test questions, etc. See the resource guide at the end of this book for test questions.
5. Make a file folder for each student to be kept in a file cabinet or box. You should keep phone numbers, addresses, and any personal information in this folder, such as report cards, notes, etc.
6. Keep a file folder for each grade level. Then, as you begin to get experience with different levels, you can write in what types of things are being taught at that level and what activities you used with students at that level. Later, you can refer to these folders and use them as a resource for other students. Ask parents permission to copy report cards and black out any personal information to keep in your files to get an idea of what skills are taught at each grade level.
7. Make a file folder for different skills or topics as you work on them. For example, if a student in fifth grade is working on states and capitals and you made copies of a blank U.S. map and a worksheet for matching states to their capitals, you would make a folder for STATES and place these sheets in it. Maybe you also had the student make cards for a game of concentration matching states to the capitals. Put these cards in a zip-lock bag and store them in the folder.

Pretty soon, you will build a good resource base to use in the future!! Next year, you'll be surprised at how much you have to work with--you'll have to go to the library less and less, and you won't have as many expenses for supplies and workbooks!! And, your planning time will be cut down-- you'll already have a good idea about what activities to use, and you'll have many of them on hand!

Planning Summary

- CHECK SCHOOL PLANNER.
- SELECT 8 ACTIVITIES TO WORK ON, ACCORDING TO THE PLAN YOU DETERMINED FOR EACH STUDENT.
- DO PRACTICE TEST QUESTIONS AT THE END OF EACH.

Session Incentives

Along with good lesson planning, incentives go along way towards making each session run smoothly, and they keep students happy and eager to come to sessions. Many times, a child who has learning problems also has a poor self-image, and anything you can do to boost his/her self-esteem will help him/her to succeed! Incentives don't have to be elaborate or expensive; sometimes simple little things are the ones that are most appreciated. The following things are good ways to make your sessions more enjoyable for the student and help you build a good rapport with him/her:

Snacks

I always offer my students a cold can of pop and some chips or crackers while we're working, and sometimes I have something, too!! Many times you will find yourself tutoring during dinner hours or right after school is out, which are times children (and YOU) are used to getting something to eat. If a child is hungry, he/she won't be able to concentrate on what you're working on, so it's a good idea to give him/her a little snack. Make sure to check with the parents first, and explain the philosophy behind offering food at tutoring sessions.

Prizes

You may want to buy inexpensive packs of unique pencils, bookmarks, erasers, etc. and packs of certificates that say "CONGRATULATIONS" or "GOOD JOB" or some other encouraging words. Then, when a student completes a difficult task or masters a skill you've been working on, you can pull a little surprise out and tell him/her you're proud of his/her progress!! Even if they don't outwardly act like it's any big deal to get a reward and some praise, believe me, they really do like this kind of attention, and it really boosts their self-image!

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Birthday Celebrations

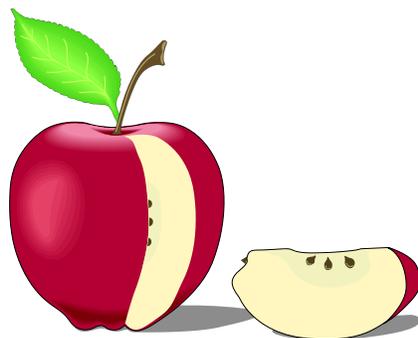
Celebrating birthdays is another self-esteem builder that makes the student feel special. I always write each student's birthday on my calendar as soon as I get the student questionnaire back. Then, I have a special treat ready for the session closest to the birthday. If I have time and feel like it, I make cupcakes. If I don't have time to bake something, I buy donuts or ding-dongs. I decorate the tutoring area with a HAPPY BIRTHDAY sign, and I give the student a card and a small gift. For example, one student had just started taking drum lessons. So, I went to a music shop and found some cool, neon colored drum sticks that were fairly inexpensive, and I wrapped them up in tissue paper to give to him. He loved them, and I was glad to be able to make his birthday special at the tutoring session!

Token Reward System

You may want to use a token reward system for some students. This works especially well with students that have a hard time focusing and staying on task. I fill a little plastic jar with BINGO markers and call them tokens. I tell the student he/she can earn tokens for:

- paying attention
- completing work following directions
- having school planner filled out completely
- bringing books and supplies

Then, during the session, I give him/her tokens for these things, which usually add up to 10 tokens per session. We keep track of the tokens in his/her notebook, adding them up each time. I tell him/her that when he/she earns 40 tokens, we'll have a surprise. I try to think of things that will appeal to each individual student. One student may be thrilled to get a "pizza party", while another student might like coupons for a free ice cream treat at the local ice cream parlor. Whatever you use as incentives, have fun with them--they're a great tool for keeping students on track and feeling good about themselves and coming to tutoring sessions!



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Student Progress Sheet

NAME OF STUDENT Jason P.

DATE	WORK COMPLETED	SCORE	HW	ST	RD	MA	LTP	OTHER
<i>Tues.</i> <i>10-14</i>	Planner check *Good—complete			X				
	<u>Reading</u> Sequencing workbook (wb) p. 20				X			
	comprehension wb p.31 w/vocabulary match game				X			
	caps, punct. Drill check				X			
	<u>Math</u> Timed test x7's					X		
	Word problem book p.21					X		
	Math homework...text p.81		X			X		
	Flash cards					X		
	<u>Test Questions</u> p.p. 121, 151							
				X	X	X		

HW = HOME WORK

ST = STUDY SKILLS

RD = READING

MA = MATH

LTP = LONG-TERM PROJECT

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Student Progress Sheet

NAME OF STUDENT _____

DATE	WORK COMPLETED	SCORE	HW	ST	RD	MA	LTP	OTHER

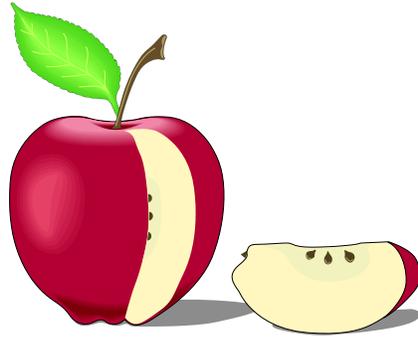
HW = HOME WORK

MA = MATH

ST = STUDY SKILLS

LTP = LONG-TERM PROJECT

RD = READING



Parent Communication:

Progress Summary

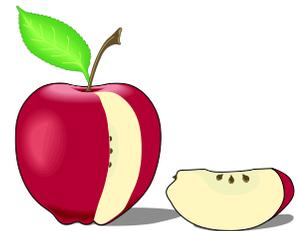
DATE: _____

STUDENT: _____

Subject and skills we've worked on:

Comments:

Home practice ideas:



Conference appointment:

Subject Areas

Reading and Language Arts

Reading and language arts cover many individual skills and activities. Beginning readers will be working on the basics, upper-elementary and junior high students will need help with comprehension and decoding more complex words, and high school students will need to focus on writing skills. Again, you will need to decide what activities are appropriate for each student, based on information gathered from the parents, as well as what you observe as you work with each one. I will give you a basic overview that you can use to start from, and I will include a resource list to help you choose materials.

Beginning Reading

If you take students in the primary grades, you may find that they need help identifying letters, putting sounds with letters, and putting combinations of letters together. You will want to go through word families, such as: at bat cat hat mat rat an can man ran tan. You will also need to go over basic sight words, such as: is a I the to he she on from house, etc. Then, you can work on short sentences, such as: The cat ran to the house. There are books you can check out at the library for children to read to you that use limited word lists. There are also books that lay out specific programs for teaching letters and word families. Look at the resource list in this guide for some examples, then take a trip to the library to check them out!

Elementary and Junior High

There are many skills to be taught and reinforced in this age group, and you will find students at different levels throughout this group. Some of the skill categories are:

SPELLING

MAIN IDEA

PLOT

VOCABULARY

DETAILS

CHARACTERS

DICTIONARY

FACT OR OPINION

CONFLICT

PREFIXES/SUFFIXES

SYNONYMS/ANTONYMS

PURPOSE

FACT OR FANTASY

METAPHOR/SIMILE

SYLLABICATION

CAUSE-EFFECT

PERSONIFICATION

DRAWING CONCLUSIONS

RESOLUTION

ALLITERATION

BASE WORDS

There are many specific skill books you can purchase, from reading comprehension activities and stories to vocabulary and dictionary skills, that you can use with your students as you determine their needs. Usborne Books Company has a great selection. Remember to use the wet erase pens and report covers in order to reuse these books. You can also look to library books for game and practice ideas to make at home.

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High School

Most high school students have the basic reading and language foundations; they just need help putting their ideas and thoughts into good sentences and paragraphs in order to create research papers and essays. The main thing you should focus on is the writing process in which you break down papers into workable parts. Most students have good ideas and points to convey, but they don't know where to begin. Writing a paper or essay seems overwhelming to them, and they tend to put it off. So, it's your job to help them plan their papers, from prewriting and rough drafts to proof-reading and final copies. You also should encourage students to combine sentences so that their writing doesn't sound "choppy", and encourage them to use transitional words and phrases that will give their work a polished finish. Some students will come to you for help with a specific paper, while others will come for practice help for which you will give them a list of topics to pick from and help them write an essay. I've included several pages that you may copy and use to teach the writing process, as well as a resource list to give you some additional materials to work with.

Language Arts Session Planning Guide

1. CHECK STUDENT PLANNER

2. HOMEWORK HELP

If a student has reading homework, reports to write, or assigned textbook reading, help guide him through this first. Remember to break reports and projects into smaller parts, following the writing process. After the student has read text pages, ask her to summarize what she's read in her own words.

3. SKILL ACTIVITIES

Plan about 8 different activities that will reinforce any skills the student needs to work on, and vary the types of activities. You may choose a few workbook pages, some games, a tape recorder activity, and a story, for example. Just be sure to have more than enough planned BEFORE your session, in case she doesn't have any homework to work on. Remember that you have to be flexible; you might not get around to all you have planned, but you can get to it next time.

4. PRACTICE TEST QUESTIONS

End each session with a few test questions for practice. Students can always use this practice since they are evaluated through standardized test questions in school. If they practice these types of questions, they will have less anxiety about taking them at school, and will be more prepared for them. (See resource pages for some books to check out.)

READING COMPREHENSION OVERVIEW

Many students need extra help to strengthen their skills in understanding and/or recalling what they've read. Some students may not even seem like they need help in reading; they don't have trouble with decoding, spelling, or even reading out-loud. However, they have difficulty understanding the main idea and details of stories, textbooks, and articles. Therefore, these students need to focus on the following areas:

- Pre-reading strategies
- Main idea
- Inferences
- Drawing conclusions
- Fact and opinion
- Vocabulary
- Following directions
- Sequencing
- Note taking
- Plot
- Characters
- Conflict
- Narrator

I will try to vary the skills and types of activities and games in order to keep interest high!!

PLANNING PAPERS AND PROJECTS

Read ALL instructions from teachers CAREFULLY! Make a time-line---Set deadlines for each of the following:

- Topic selection
- Source selection
- Outline
- Research and note cards
- First draft
- Proofing
- Correcting
- Final draft
- Turning in completed project

1. PICK A DO-ABLE TOPIC

- Not too broad--you'll end up with too much information.
- Not too narrow--you won't find enough information.
- Find a happy medium.

BRAINSTORM IDEAS

Write down ANY and ALL ideas that come to mind--don't worry if they're good or bad ones--you can sort them out later!!

PICK A TOPIC FROM YOUR IDEAS

2. LOOK FOR SOURCE MATERIALS

- **BOOKS:** Use the library computer or card catalog to locate books on your topic.
- **MAGAZINES:** Use the Reader's Guide to Periodical Literature to find articles on your topic. Magazines are EXCELLENT sources to use because they are up-to-date.
- **ENCYCLOPEDIA:** Good for an overview of your topic, but DO NOT use it as your main source!!

WRITE DOWN ALL POSSIBLE SOURCES AND CALL NUMBERS (the numbers that tell you where the book or magazine is located in the library).

Get the sources, skim them to decide if you will use them. If you think you can use a book or magazine, check them out.

Some magazines can't be checked out--if this is the case, photo copy the article to take home--you'll be able to use a high-lighter since it will be your own copy!!

3. MAKE SOURCE CARDS and LABEL EACH WITH A,B,C,D,E,ETC...

Use index cards and write down the following information:

- For Books:
 - Name of book
 - Name of author
 - Publisher and city
 - Copyright date

- For Magazines:
 - Name of magazine
 - Title of article
 - Page numbers
 - Name of author
 - Date of magazine

4. MAKE NOTE CARDS

- Use index cards. For each card write the **SAME LETTER** as the source card that goes with the source you are taking your notes from.
- Write down key information from the books and magazines you've checked out
- Match up notes with same letter as source card.
- Make note cards for your introduction and conclusion, too!

5. WRITE AN OUTLINE

- Organize your note cards and put them in the order that you want to write about them.
- Start with your introduction cards. Ask yourself what you want to say in the first paragraph. Put those cards next, then put paragraphs in order. Put your conclusion cards last.
- Number all of your cards starting with 1, that way, if they get mixed up, you'll know what order to put them in!!
- Make a brief outline of what you will say in your paper.
- When you've finished this, your paper will practically write itself!! You're almost home free!!!
- Write a first draft-- don't worry about perfection--spelling, grammar, and punctuation don't have to be perfect at this point!! We'll go back and clean it up later. Just write what you want to!!

I. Introduction

Give an overview of what your paper will be about.

When getting ready to start another paragraph, try to use transition words and phrases (see handouts):

- Another
- First
- Next
- Finally
- Also
- In order to

II. First Paragraph

- Start with a sentence that states the main idea of the section.
- Write at least three more sentences that give information to support your main idea sentence.

III. Second Paragraph

- Start with a sentence that states another main point about your topic.
- Back it up with at least three more sentences.

IV. Third Paragraph

- Another main idea with support.

V. CONCLUSION

- Write a summary of what you've written.
- Re-state and wrap up your paper.

CONGRATULATIONS!!! YOU'RE ALMOST FINISHED!!!

6. COME UP WITH A TITLE:

- Look at your draft.
- What would be a good title that would best tell about your whole paper?
- What is the overall idea of the whole thing?

7. PROOF READ

- Check over your work. Circle any words and punctuation you're not sure of. Look up words for spelling and correct them.
- Ask someone else to proof read your work. Even seasoned writers and teachers make mistakes and don't catch them all!! They rely on others to help them polish their work.
- Correct any mistakes.

8. INCLUDE SOURCE PAGES

This tells what sources you used to write your paper. The teacher will look at this to make sure you researched your topic carefully and didn't just make up your paper from your own opinions. List all your sources (in the correct form) on a separate source page. Your teacher will tell you how he or she wants you to do this. We'll follow his/her directions.

9. WRITE YOUR FINAL DRAFT

You are now ready to write or type the final draft. Make it as neat and attractive as you can. Remember to put your name, date, hour, teacher, etc. on your paper so you will get full credit for your hard work!!

10. TURN IN YOUR PAPER

You've worked hard, you've done solid research, you've organized all your notes, and you've written and checked all your work!! Look forward to getting your paper back with a good grade on it!!!!!!!!!!!!!!!!!!!!

ORAL REPORTS AND SPEECHES

Did you know that giving talks or speeches in front of an audience is one of the biggest fears most people list when asked what they're most afraid of? It's a normal human reaction to get nervous about public speaking!! However, when you PREPARE and PRACTICE, you'll be less nervous when giving a speech, and you will be able to get through it and get a good grade!! NOTE CARDS: Use index cards for your report. Follow specific directions from your teacher.

TOPIC SELECTION:

- See the sheet about topics/brainstorming.

RESEARCH:

- See the sheet about research and sources. Make note cards.

INTRODUCTION:

Get your audience's attention with:

- A catchy phrase.
- A question.
- Something funny.
- Something shocking.

BODY OF REPORT:

- Organize details.
- Number your cards.
- Use visual aids to make your report interesting, like pictures, charts, and graphs.
- Give real examples.
- Tape index cards to back of visuals for easy demonstration.

CONCLUSION:

- Give a snappy ending.
- Wrap up your speech with something the audience will remember.
- Make sure it is appropriate and goes along with your topic.

PRACTICE AND TIME YOURSELF:

- In front of a mirror.
- In front of others—family and/or friends.
- If your teacher gave you a time frame for your speech, time yourself. Make sure your speech isn't too short OR too long.

RELAX:

Once you've researched, written and practiced your speech, you'll be ready to give it. You may be a little nervous--that's **NORMAL!!** Just remind yourself that you are prepared, so you will get through it and will do a good job!!

TIP: When giving your speech, don't look directly at the people listening to you. Instead, look just above their heads at the back of the room!!

TRANSITIONAL WORDS AND PHRASES

furthermore
first, second,...
however
although
in order to
for example
again
also
in addition
likewise
moreover
similarly
yet
on the contrary
nevertheless
on the other hand
at the present time
at the same time
further
finally
later
meanwhile
eventually
at this point
as can be seen
as a result
consequently
hence
for these reasons
therefore
in the beginning

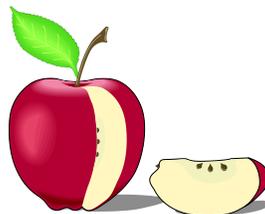
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Math

If you decide to tutor math, the main thing to remember is to make it fun! Math can be very frustrating to students when they feel like they just don't get it. So, you need to take abstract math concepts and make them concrete. The best way to do this is with hands-on activities. For example, if a student is having trouble with division, get out some blocks or use dried beans and have the student practice dividing a whole group into parts so he/she can really see how division works. Look at the resource list in this manual and check the library for creative activities and materials to use. After awhile, you'll be coming up with your own unique ideas and resources!

Math Session Planning

- **CHECK STUDENT PLANNER**
- **TIMED TESTS** - Use the kitchen timer, setting it for five minutes. Give the student a sheet of facts that he/she needs to work on or needs to reinforce, such as addition, subtraction, multiplication, division, fractions, etc. If you haven't "laminated" your sheets, give the student a report cover and a wet erase pen to use. This type of practice is a good starter activity, and will work to help the student retain math facts so he/she can do more complex problems without getting hung-up on basic facts.
- **HOMEWORK HELP** - If a student has math homework, go over it with him/her and make sure he/she understands the concepts and completes the homework. Do some extra practice to reinforce the skills.
- **SKILL ACTIVITIES** - Prior to each session, pick activities to work on, according to the student's level and needs. Use the dry erase board and pens for practice problems, and choose hands-on materials that the student can use to work through the concepts. This may include story problems, games, blocks, number lines, student-made flash cards, play money, clocks, and measuring tools.
- **TEST QUESTIONS** - End each session with test questions from test books (see resource guide). This will strengthen the student's test taking skills, which is how most students are evaluated on standardized tests. Some students may actually understand concepts, but may not know how to take math tests. Practicing those types of questions will benefit him/her in school testing, as well as in entrance exam tests for college or careers in the future.



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Primary Math

Most people can handle this level of math, regardless of prior math skills. Students just starting out in math may range in skills from number identification and putting the concept that a number, such as the number 3, is a symbol for three items, such as three oranges or three pencils, to simple addition and subtraction problems. Check the resource list of library books for fun activities for the following areas:

NUMBERS	SHADED PARTS (FRACTIONS)
ADDITION	WEIGHING ITEMS
MONEY COUNTING	SHAPES
SUBTRACTION	PLACE VALUE (WHOLE NUMBERS)
SIMPLE MEASUREMENT	SIMPLE GRAPHS
PATTERNS	CLASSIFYING
TIME	ESTIMATION

Grades 3 Through 6

At this level, basic skills are reinforced, while new skills are introduced. Don't let the skills in this level scare you off; most people can be successful tutors at this level. In fact, people who had trouble in math are sometimes the best tutors because they remember their own struggles and come up with creative ways to help students grasp the concepts. Check with parents and students as to what is being taught, and, if possible, get a copy of grade cards to see what skills are listed for that grade level. Multiplication is generally introduced in third grade, while division is introduced in fourth or fifth grade, depending on the school district. So, it does help to check the report card to get an idea of what is covered. Some skills you can count on to be taught at this level are:

TIMES TABLES	COMPLEX SHAPES
AREA and PERIMETER	SIMPLE PRE-ALGEBRA
DECIMALS/PLACE VALUE	PERCENTS
DIVISION	AVERAGES
MEASURING	2 AND 3-DIGIT MULTIPLICATION
2 AND 3-DIGIT SUBTRACTION	GRAPHS
FRACTIONS	TIME PROBLEMS
MONEY	2 AND 3-DIGIT ADDITION

Junior High Grades 7 and 8

At the junior high level, the basic skills learned in elementary school will be reinforced, but they will be used in much more complex problems. Students will be asked to solve multi-step problems, such as calculating the interest that will be paid on a new car over three years. There will be more emphasis on word problems, formulas, and algebraic equations. Thus, students need to have their basic facts, such as addition, subtraction, multiplication, and division memorized and automatic in order to do the work at this level. If you find a student is weak in some of the basic skills, take some time for drill and practice so he/she will be free to focus on the formulas and steps involved in the work, not the simple facts he/she should already know. Some of the areas you will see at the junior high level are:

ALGEBRA PROBLEMS
FORMULAS
WORD PROBLEMS
FRACTIONS-COMPLEX

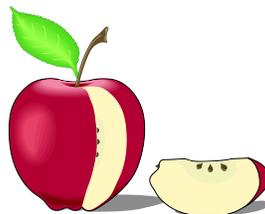
GEOMETRY
DECIMALS
PIE GRAPHS/PERCENTS

High School (Math and Science)

Math and science classes are generally divided into specific subject areas that will focus in detail on one area of study. At this level, you will need to have a solid math and/or science foundation to be competent enough to tutor high school students in any given area. You will work mainly on homework problems and practice problems that support what is being taught in class. If you are strong in any of the math or science areas at the high school and college level, you will be in great demand!! However, if it's been awhile since you've worked through problems and used the terminology, take time to brush-up on your skills before trying to tutor so you'll feel confident and prepared! Some math and science classes offered in high school are:

PRE-ALGEBRA
BIOLOGY
ALGEBRA
CHEMISTRY

EARTH SCIENCE
CALCULUS
PHYSICS
GEOMETRY



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MATH PROGRAM OVERVIEW

PHILOSOPHY

My main concern is getting my students up to grade level as quickly as possible in their math. Math skills are built one on top of the other, so if skills weren't mastered along the way, there will be holes in the student's math foundation. I will go back and help the student master the skills and fill those holes. At the same time, we must keep up with the current homework they are assigned. Therefore, I will concentrate on strengthening weak skills, while helping with homework completion.

DRILLS/PRACTICE

I have timed tests in basic skills from addition and subtraction to multiplication and division. Students will take one timed test each session until mastery is shown. I also have flash cards to be used as well. I may also send home a timed test to practice on between sessions.

GAMES/MANIPULATIVES

I feel it is equally important to help the student see how a skill works. Hands-on manipulatives and games can be a big help with students who need to "see" how a skill works, in addition to just memorizing the formula. I will select and purchase these materials based on individual student needs in order to create a "tailor-made" program for each student.

REAL-LIFE APPLICATION

Students need to understand the importance of learning math skills in relation to their own lives. Many students think, "What's the point in learning this stuff? When will I ever need to know this?" I will strive to relate math to their lives whenever possible so they will see the "point in learning that stuff."

Study Skills and Homework Help

Students who need study skills help are those who tend to procrastinate or are easily overwhelmed by their homework. This can be seen in students as young as fourth grade, and is very prevalent in students in grades six through eight. These students may need to focus the whole session on study strategies, homework organization, and breaking assignments down into smaller parts. However, some students may need to spend part of the session on study skills and the rest of the time on skill reinforcement. Whatever the case may be, the following are good topics to work on to enhance student achievement:

TIME MANAGEMENT
PRIORITIZING
SCHOOL PLANNER
ORGANIZING NOTEBOOKS
PLANNING HOMEWORK TIME
HOME STUDY AREA

BREAKING DOWN ASSIGNMENTS
LISTENING
TEST TAKING
MEMORY TRICKS
NOTE TAKING
ACTIVE READING

Homework might come in the form of worksheets, review questions, and essay papers. Make sure the student brings his/her books, notes, and teacher handouts that he/she needs for these assignments! Some of the subjects you will work on during homework time may be:

MATH
SOCIAL STUDIES
SCIENCE
READING

RESEARCH PAPERS
GRAMMAR
LIFE SKILLS

You could break each session down into the following steps:

1. Check school planner.
2. Teach a specific study skill.
3. Look over notes and notebook.
4. Organize.
5. Go over any teacher handouts and directions.
6. Prioritize assignments, break longer assignments into smaller manageable parts, and plan study time.
7. Start on homework, answer questions, and make suggestions.
8. Proofread any final copies or assignments already completed and make any corrections.
9. Put assignments in notebook where they will be found.
10. Have the student write reminder notes to him/herself.

Your goal is to move the student towards taking responsibility for his/her education by helping him/her gain the skills and confidence needed to accomplish this!

STUDY SKILLS OVERVIEW

GO FOR IT!!!! GET GOOD GRADES BY:

- Taking control of your attitude and your time.
- Setting up a "study zone".
- Planning your studying.
- Practicing good listening habits.
- Taking good notes in class.
- Strengthening reading skills (determining purpose, previewing, picking out important information).
- Organizing long-term projects, such as term papers, into do-able parts.
- Making up memory tricks (mnemonics) for tests.
- Learning test-taking strategies and habits for getting high scores.
- Reviewing notes, reading assignments, and other materials on a regular basis.

My Short-Term Goals

** Remember to be SPECIFIC and include a TIME FRAME.

DATE	SPECIFIC GOAL	COMPLETED?

My Long-Term Goals

** Remember to be SPECIFIC and include a TIME FRAME.

DATE	SPECIFIC GOAL	COMPLETED?

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CORNELL UNIVERSITY NOTETAKING SYSTEM

Divide your paper into two parts, leaving one-third of the space on the left side, and two-thirds on the right side. This will help keep you organized and will help you to find topics quickly.

Take notes in class and from textbooks, writing only main points and key words in the left column for easy reference and quizzing. Write definitions and explanations in the right column.

Recall Section	Class Notes Here
Enter key words, phrases, and key points.	Be brief and use abbreviations.
	Leave space to go back and add more later.
Use this section to review and quiz yourself.	Check yourself with this section.
Example:	
Photosynthesis	The process by which plants convert sunlight and water into food.

Resource Guide

SPECIAL NEEDS AND LEARNING DIFFERENCES

Cummings, Rhoda, and Gary Fisher. The School Survival guide for Kids with LD: Ways to Make Learning Easier and More Fun. Free Spirit Publishing, 1991.

Du Paul, George J., and Gary Stoner. ADHD in the Schools: Assessment and Intervention Strategies. New York: Guilford Press, 1994.

Fisher, Gary, and Rhoda Cummings. When Your Child Has LD. Minneapolis: Free Spirit Publishing, 1995.

Gordon, Steven B., and Michael J. Asher. Meeting the ADD Challenge: A Practical Guide for Teachers. Cahmpaigne, IL: Research Press, 1994.

McMurchie, Susan. Understanding LD. Minneapolis: Free Spirit Publishing, 1994.

Reif, Sandra. How to Reach and Teach ADD/ADHD Children. West Nyack, NY: The Center for Applied Research in Education, 1993.

Rosenberg, Michael S., and Irene Edmond-Rosenberg. The Special Education Sourcebook: A Teacher's Guide to Programs, Materials, and Information Sources. Woodbine House, Inc., 1994.

Setley, Susan. Taming the Dragons: Real Help for Real School Problems. St. Louis: Starfish Publishing, 1995.

Weaver, Constance. Success at Last! Helping Students with AD(H)D Achieve Their Potential. Portsmouth, NH: Heinemann, 1994.

LANGUAGE ARTS

The English Handbook of Grammar, Style, and Composition. New York: Research and Education Association, 1984. High School—Explanations, Examples, and Exercises.

Hauser, Jill Frankel. Growing Up Reading. Charlotte, VT: Williamson Publishing, 1993. Beginning Reading.

Hiskes, Dolores G. Phonics Pathways: Clear Steps to Easy Reading. Doorbooks, 1993. Beginning Reading.

Joy, Flora. Shortcuts for Teaching Phonics. Carthage, IL: Good Apple, 1990. Elementary.

Joy, Flora. Shortcuts for Teaching Reading Comprehension. Carthage, IL: Good Apple, 1990. Elementary.

Kiester, Jane Bell. Caught 'Ya! Grammar with a Giggle. Gainsville, FL: Maupin House, 1990. Elementary.

Learning Wrap-ups: States and Capitals, and All About America. Tulsa, OK: Usborne Books. A visual and tactile learning tool that is fun to use, and is self correcting..

Meriwether, Nell. 12 Easy Steps to Successful Research Papers. Chicago: NTC Publishing Group, 1997. High school.

Raines, Shirley C., and Robert J. Canaday. Story Stretchers for the Primary Grades. Mt. Rainier, MD: Gryphon House, 1992. Elementary.

Reading Yellow Pages for Students and Teachers. Nashville: Incentive Publications, 1988. All levels—A good quick-reference book.

Reason, Rea, and Rene Boote. Helping Children with Reading and Spelling. London: Routledge, 1994. Primary.

Simpson, Mary Jett. Reading Resource Book. Atlanta: Humanics, 1986. Elementary. Extensive bibliography pages and reproducible pages.

Suid, Murray. Ten-Minute Real World Reading: Quick Projects to Develop Comprehension. Palo Alto, CA: Monday Morning Books, 1997. Elementary.

Test Yourself Book Series. Tulsa, OK: Usborne Books. Grammar, spelling, and punctuation. Entertaining and enriching quizzes and puzzles. Grades 4 and up.

Usborne, Peter, ed. Beginning Reading Series. Tulsa, OK: Usborne Books. Readers, puzzles, games, skill workbooks. Early childhood ages.

- - -. Fiction Books Series. Tulsa, OK: Usborne Books. High interest reading for both girls and boys. Wide variety for all levels.

---. History Books Series. Tulsa, OK: Usborne Books. Many titles to choose from, high interest, creative format for all levels.

- - -. Horizons Series. Tulsa, OK: Twenty-five books in this series of core skills, grades 3-9.

- - -. Science and Social Studies Series. Tulsa, OK: Usborne Books. All levels in a variety of topics.

Writing Yellow Pages for Students and Teachers. Nashville: Incentive Publications, 1998. All levels. A good quick-reference book.

MATH

Barrett, Everard. Mathematics Power Learning for Children. N. Baldwin, NY: Professor B. Enterprises, 1993. Elementary—Jr. high. Three-book series.

Bradford, John. Everything's Coming Up Fractions with Cuisenaire Rods. White Plains, NY: Cuisenaire Company of America 1981. Elementary—Jr. high.

Burke, Donna, et. Al. Math Excursions K: Project Based Mathematics for Kindergarteners. Portsmouth, NH: Heinemann, 1993. Beginning math.

Becky, Daniel. Hooray for Division Facts. Parsippany, NJ: Good Apple, 1990. Elementary. Book series, other facts books available. Fact Wheel Reproducibles in back of books.

De Bie, Catherine F. Multiplication and Division Made Easy. Artesia, CA: M.& D. Made Easy, 1990. Elementary—Jr. High. Instructions, lessons, & reinforcement activities.

Fisher, Ann Richmond. Listen Up! Math: Activities to Improve Math and Listening Skills. Teaching and Learning Co., 1994. Elementary.

KSAM Math Series. Titles include: Mathematics Activities, Biological Science Activities, Earth Science Activities, and Physical Science Activities. For information and order forms, contact: Southeast Missouri State University, 303 Johnson Hall, Cape Girardeau, MO 63701. (537) 651-2593.

Learning Wrap-ups: Addition, Subtraction, Multiplication, and Division. Tulsa, OK: Usborne Books. Visual and tactile learning tools to teach math facts that are fun to use. All ages.

McMorrow, Scott. Ten-Minute Real World Math: Quick Projects to Develop Analytical Skills. Palo Alto, CA: Monday Morning Books, 1997. Elementary.

Math Yellow Pages for Students and Teachers. Nashville: Incentive Publications, 1988. All levels. A great quick-reference tool listing tables, formulas, symbols, terms, etc.

Shoecraft, Paul Joseph, and Terry James Cluckey. The Mad Minute: A Race to Master the Number Facts. Menlo Park, CA: 1981. All levels. Timed tests for grades 1-8 in addition, subtractions, multiplication, division, decimals, & fractions.

Sibley, Robyn. Pre Algebra. Torrence, CA: Frank Shaffer Publications, 1996. Jr. High.

Ten Days to Multiplication Mastery. Tulsa, OK: Usborne Books. Lesson plans, activities, and worksheets. Great to use with Learning Wrap-ups Multiplication games. Grades 3 and up

Usborne Math Series. Tulsa, OK: Usborne Books. Books cover a wide variety of math skills, from beginning math (counting, numbers, adding, subtracting, measuring , sizes, shapes, time, etc.) to higher-level math skills (fractions, decimals, multiplication, division, etc.).

STUDY SKILLS

Fry, Ron. “Ace” Any Test. Hawthorne, NJ: Career Press, 1994.

---. How to Study. Hawthorne, NJ: Career Press, 1994.

---. Improve Your Reading. Hawthorne, NJ: Career Press.

---. Take Notes. Hawthorne, NJ: Career Press.

---. Write Papers. Hawthorne, NJ: Career Press.

Johnson, Susan. Taking the Anxiety out of Taking Tests.: A Step-by-Step Guide. New Harbringer Publications, 1997.

Marshall, Brian, and Wendy Ford. The Secrets of Getting Better Grades. Park Avenue, 1994. A good guide with many good examples and stories.

Improve Your Memory Skills. Tulsa, OK: Usborne Books. Designed to help improve memory skills and enhance test-taking and comprehension skills. Grades 5 –9.

Martin, Donald. How to be a Successful Student. San Anselmo, CA: Martin Press, 1988.

Radencich, Marguerite, and Jeanne Shay Schumm. How to Help Your Child with Homework. Minneapolis: Free Spirit Press, 1997.

PRACTICE TESTS AND TIPS

Boone, Robert. Developing Your Test-Taking Skills: Writing Assessment. Lincolnwood, IL: NTC Publishing Group, 1996. High school.

---. How to Improve Your Test-Taking Skills. Lincolnwood, IL: 1996. High school. Covers standard English, reading Comprehension, and Writing Assessment.

How to Get Better Test Scores on Elementary Standardized Test. New York: Random House, 1991. Three-book series: Grades 3-4, grades 5-6, grades 7-8. Covers language arts and math.

Ledbetter, Darriel, and Leland Graham. Preparing Students to Raise Achievement Scores: Grades 7-8. Nashville: Incentive Publications 1996. Jr. high. Covers language arts, math, social studies and library skills. Other books in this series include grades 1-2, 3-4, & 5-6.

MISCELLANEOUS

There are several publishers that offer workbook series in a variety of subjects, which are good to use for specific skill practice. Some of the most well-known companies are:

Evan-moor Educational Publishers
18 Lower Ragsdale Drive
Monterey, CA 93940

Free Spirit Publishing Company
Minneapolis, MN help4kids@freespirit.com
Good Apple Inc.
Box 299
Carthage, IL 62321-1299

Incentive Publications
Nashville, TN

Instructional Fair
Grand Rapids, MI 49554

Monday Morning Press Books, Inc.
Box 1680
Palo Alto, CA 94302
www.mondaymorningbooks.com

School Zone Publishing Company
Box 777
Grand Haven, MI 49417

U.S. Government Publications
Free Consumer Catalog
P.O. Box 100
Pueblo, CO 81002
www.pueblo.gsa.gov

Usborne Books
www.ubah.com

JOURNALS AND PERIODICALS

There are many good journals and other periodicals published by educational organizations. Many of these can be found in libraries, and back issues may usually be checked out. Just a few examples are:

Instructor and Teacher
Reading Research Quarterly
The Reading Teacher

Some states publish magazines that are free of charge to their residents, and are of high interest to kids. An example of one such publication is:

The Missouri Conservationist

Check with your own state to see if you could get a free subscription to a similar publication.

TAPE RECORDERS

Tape recorders are excellent to use with students because they are fun and different. Some activities with which you can use tape recorders are:

Reciting Facts

Reading with Expression

Spelling Word Lists/Making Up Sentences

Reading children's book, ringing a bell to cue page turns, and then letting younger kids have fun listening and reading along.

Any other activity that comes to mind!

COMPUTERS

There are many good computer programs that cover all areas of instructions, and zero in on specific skills. Just make sure that they are not too focused on games, since you don't have lots of time to play around during tutoring sessions.

However, encourage parents to buy educational computer games to be played at home.

For educational links and resources, visit the Clever Apple Curriculum pages at <http://www.cleverapple.com/members1.htm>

Also, check the Internet for kid friendly sites that could be utilized for a few minutes during tutoring. A great way for reluctant readers/writers to practice is to get an online kid pen-pal. Just be sure to check with the parents first, and supervise this. Make sure students follow 'net safety guidelines, such as NEVER GIVE OUT HOME ADDRESSES, PHONE NUMBERS, ETC.

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