**Ideas and Reminders**

**About the Mentoring Packs: Only make copies of what is needed:** Once the Students are identified for mentoring, and their reading levels are determined; only print the Packs you will actually need to use in your program. For example, if the Students don’t need alphabet lessons, do not print the Alphabet Packs. **Students do not have to read every book in a level.** The books within a level are not in a determined order. Many of the Readinga-z books you will download can be a Single-Sided Book, a Double-Sided Book, a Projectable or a Pocketbook. Many copiers can make the Double-Sided books. Videos to check out: http://www.readinga-z.com/helpful-tools/video-library/?id=482

**If the Student’s Fluency Level is higher than his/her Comprehension Level:** This Student will need to work with Comprehension Packs based on his/her reading comprehension level. Also a goal for this Student will to be improve his/her reading prosody (reading with expression). **Since the fluency passage will be short, have the Student go back to the beginning of the passage and keep reading until 1 minute is timed.** Reminder: Use a higher number fluency graph than usual which is based on the Student’s comprehension level.

**Phonics Packs and Decodable Books:** To add a book to the Phonics Tutoring & Mentoring Packs, choose a Decodable Book at http://www.readinga-z.com/books/decodable-books/. There is a book to correlate with the lesson being taught. For example: “Lesson 1, short a” pairs with the Decodable Book, Nan and Pap.

**Items to print in color from the M4RA.org website**: M4RA Lesson Plans have colored cues to help the Mentors. Fluency Instructions 4 Mentors have colored cues to guide the Mentors. Student and Mentor Certificates can be printed in color from the website. Game Packs & Game Boards look more appealing printed in color.

To print Game Boards in color: Go to [www.readinga-z.com](http://www.readinga-z.com). On the left side of the home page click on: Resources, Instructional Uses, Tutoring & Mentoring Packs: Comprehension Packs for levels aa-E and Fluency & Comprehension Packs for Levels F-Z. A variety of 7 Game Boards can be printed from:

* Level aa Farm Animals/ Printable -> Walk to the Beach on p. 6
* Level B We Make Cookies/ Printable -> Tree House on p. 6
* Level B Paint It Purple/ Printable -> Skate Country on p. 6
* Level D The Mitten/ Printable -> Winter on p. 6
* Level G Whose Eggs Are These?/Printable -> Water Life on p. 12
* Level G Animal Eyes/ Printable -> Jungle on p. 10
* Level G Maria Joins the Team/ Printable -> Sports Park on p. 10

**Needs Attention Box/Crate/Basket, Red and Green Signs and/or Boxes:** A time saving idea for the Coordinator: train the Mentors to put the Student’s Mentoring Folder in the Green Box if the folder is ready for the next mentoring session. Train the Mentors to put the Student’s Mentoring Folder in the Red Box if the folder is completed and needs a new pack, or something is missing, or the lesson is too difficult.

**Fluency Passages Assessments:** If a student is in the 2nd grade and up, and reads at a 1st grade level; remember to use the Winter/Middle First Grade Passages in the Fall and then again in the Winter for assessing.

www.M4RA.org 122

**Lesson Plans:** The M4RA Lesson Plans are word docs. Please feel free to change them to show your 1:1 mentoring program’s name, etc. All of these have color cues to help the Mentor. When using the Phonological Awareness Lesson Plan, it is recommended that you create a “master” Lesson Plan for each Pack. There are some terms not needed, and some terms that may need added, to correlate this Lesson Plan with every Pack.

**Videos to check out:** Readinga-z.com has a selection of videos to demonstrate how to make the various types of books, instructional videos, etc.: http://www.readinga-z.com/helpful-tools/video-library/?id=482

**More Graphic Organizers:** If the lesson needs extendedto match the Student’s reading pace, more Graphic Organizers can be found at: http://www.readinga-z.com/comprehension/reading-graphic-organizers/

**A few more ideas:**

* Explain to the Mentors and the Students the difference between Fiction and Non-Fiction books. Tell them that Non-Fiction books are often more difficult due to the vocabulary. It is common for the Student’s fluency score to be higher when reading a fiction book.
* Game pieces need to be available for the Mentors and the Students to use.
* Manipulatives may be added to any of the lessons.
* When the Student is reading chapter books, there may not be enough time to read the whole book in the 30 minute session. Have the Student review and/or reread pages needing Sticker Rewards. Take turns reading paragraphs, pages, etc.
* When the Student is new in the mentoring program, have the Mentor guide the Student to find the correct answer in the book. This may mean that the Mentor reads the questions and the answers in the beginning. The final goal is to teach the Student to locate the answers within the story independently.

www.M4RA.org 123