

Close the gap with Learning Together™

In today's results-oriented educational environment, no school can afford to let at-risk students fall behind. But how can schools and community organizations develop effective support systems? Learning Together has already created one — a flexible, affordable tutoring system that has been tested and proven successful with student or adult tutors, in school or during extended days.

Our supplemental reading interventions target the below-grade-level students who impact whole-school performance. Schools can expect higher student achievement, improved state and standardized test scores, enhanced school/family/community relations, and lower overall costs due to reduced rates of absenteeism, retention and special education placement.

Each Learning Together program is built on the same framework: one-on-one instruction, scripted lessons, extensive tutor training and continuing supervision by a trained coordinator. Tutors get the tools and confidence they need to make a real difference in student outcomes.

Tutorials last about 45 minutes, including time at the end for an enjoyable enrichment activity related to the focus of the lesson. Tutors then reflect, write in their journals and debrief with the coordinator.

This sample lesson gives a taste of Learning Together's scripting and structure, but cannot fully convey the progression of strategies that builds over each 30-lesson program. Please call us to review complete program materials.

Together we can help students succeed in school and prepare for life.



Reading Together™/Grade Two uses best practices and scientifically based strategies to foster fluency and comprehension. Students read from a wide range of genre that supports content in language arts, social studies and science.

Raising student achievement by the power of 2.



Off to a strong start

The reading skills students acquire in the early grades determine their academic success throughout school. That's why it's so important to reach children in their critical second year, when decoding needs to develop into fluency and comprehension. Reading Together™/Grade Two is an effective follow-up intervention for students who fall below grade level in vital literacy skills. The program uses strategies such as predicting, rereading, retelling and questioning to achieve fluency and comprehension. All 30 lessons end with an enjoyable enrichment activity related to the book and passage. Activities include games, written responses, graphic organizers, and phonics and vocabulary worksheets.

In **Phase I**, tutors begin each lesson by reading aloud from a high-quality trade book. Tutees then read aloud from a leveled passage. (15 lessons)

In **Phase II**, tutors and tutees progress to shared reading of trade books. (12 lessons)

In **Phase III**, tutees learn to select books from the library and read independently. (Three lessons)

GRADE TWO TRADE BOOKS

Research shows reading trade books produces reading achievement across a wide spectrum of measurements, including fluency, comprehension, vocabulary development and writing mechanics. A library of 24 trade books is included for each tutor/tutee pair. These books are reused for multiple years, and may be used in the same year for multiple tutor/tutee pairs.

PHASE I Trade Books

1. **Moonbear's Shadow** by Frank Asch
2. **Mud Puddle** by Robert Munsch
3. **Armies of Ants** by Walter Retan
4. **Fireflies!** by Julie Brinckloe
5. **Regards to the Man in the Moon** by Ezra Jack Keats
6. **Captain Cat** by Syd Hoff
7. **Floss** by Kim Lewis
8. **Mouse Soup** by Arnold Lobel
9. **Arthur's Eyes** by Marc Brown
10. **Owl at Home** by Arnold Lobel
11. **Crow Boy** by Taro Yashima
12. **A Dark Dark Tale** by Ruth Brown
13. **Curious George Goes To An Ice Cream Shop** by Margret and H.A. Rey
14. **How to Hide a Crocodile** by Ruth Heller

PHASE II Trade Books

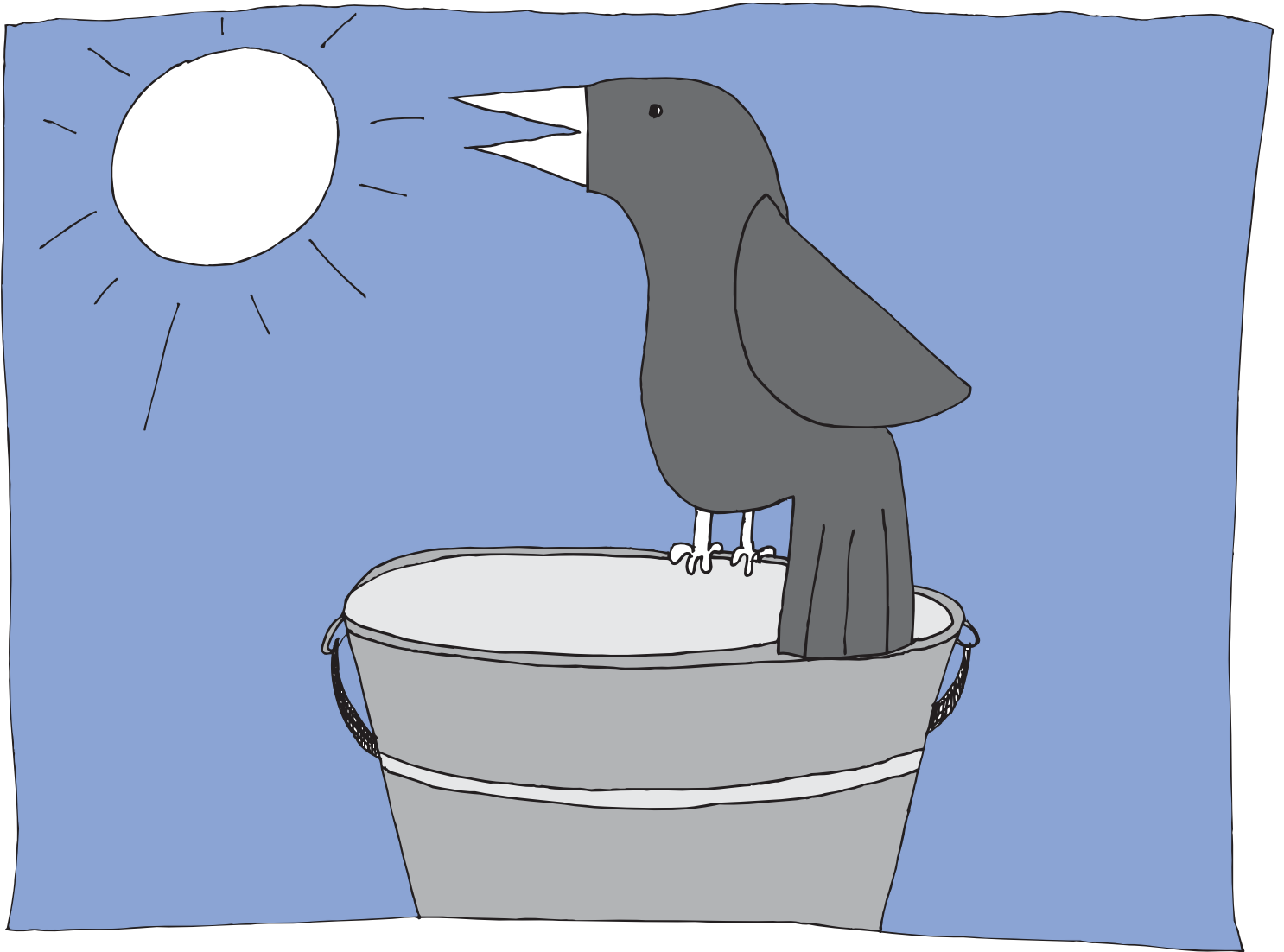
1. **Choose Me!** by Sharon Siamon
2. **Dinosaur Babies** by Lucille Recht Penner
3. **Jamaica's Find** by Juanita Havill
4. **The Listening Walk** by Paul Showers
5. **Chickens Aren't the Only Ones** by Ruth Heller
6. **The Pain and The Great One** by Judy Blume
7. **The Day Jimmy's Boa Ate the Wash** by Trinka Hakes Noble
8. **The Blind Men and the Elephant** by Karen Backstein
9. **A Chair for My Mother** by Vera B. Williams
10. **Ira Sleeps Over** by Bernard Waber

Sample: Phase I, Lesson 12

- Before-reading questions activate background knowledge.
- Optional challenge questions prompt deeper understanding.
- Creating a story map helps tutees identify important elements.
- End-of-theme letter lets tutees share progress with their families.
- Hands-on activity reinforces concepts in the story.

T H E T H I R S T Y C R O W

adapted by the Reading Together Team



A crow was very thirsty. He wanted a drink of water.
He looked around and saw a bucket.

He flew over to the bucket to see if there was any water in it.
He looked inside. He was happy to see water at the bottom of the bucket.
He tried to take a drink, but he could not reach the water.
He tried and tried, but his beak was not long enough.

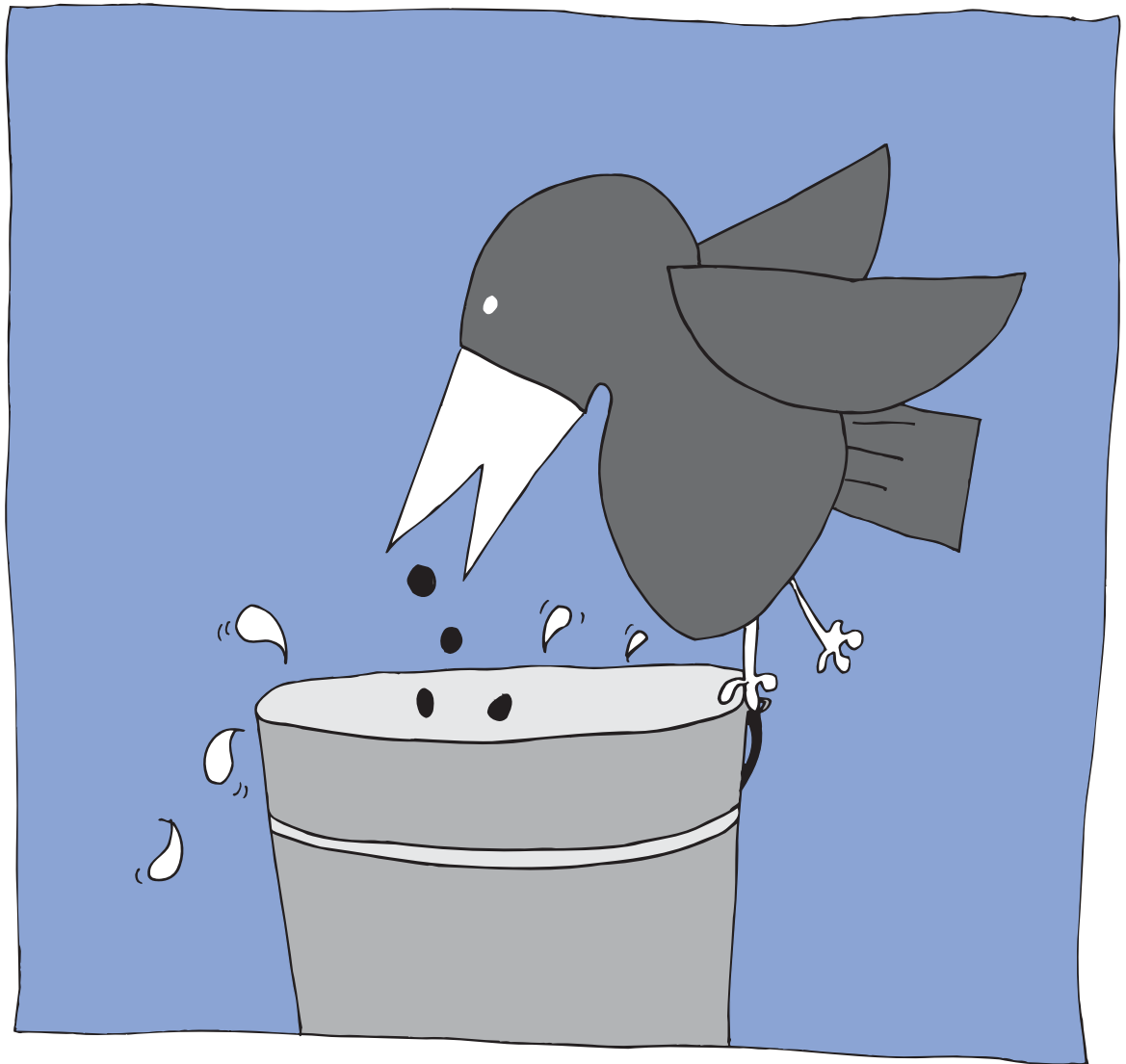
T H E T H I R S T Y C R O W

Continued

He felt very sad and very thirsty. He looked at the bucket for a long time.

Then he had an idea. He took some small stones and he dropped them into the bucket. When he saw what happened, he knew that his idea was a good one. He dropped more and more stones into the bucket.

At last he could drink the water, and that is just what he did.



NAME _____

DATE _____

Book: **Crow Boy**
Author: Taro Yashima
Publisher: Penguin Putnam
Genre: Fiction

Greet your tutee and have a short warm-up chat.

Today we're going to read a book titled **Crow Boy**. Look at the pictures with me. What do you think this book will be about?

*Accept any reasonable response. Read **Crow Boy** aloud to your tutee. Make a summarizing comment about the book.*

Now look at the table of contents in your Activity Book and turn to the story, "The Thirsty Crow."

say

BEFORE READING

Look at the picture together and talk about what you see.

The name of this story is "The Thirsty Crow." This type of story is called a fable because it teaches a lesson. What do you think this fable will be about?

Accept any reasonable response.

say

Sometimes you have a problem that seems hard to solve. At first, you don't have any ideas. You think and think, and suddenly you know how to solve your problem. Let's see how we could solve some problems. What could you do if it were raining and you didn't have an umbrella?

Accept any reasonable response. Give your tutee ideas if he/she cannot think of a solution. Encourage your tutee to think of several different ideas.

What could you do if one short leg was making your desk wobble?

Accept any reasonable response. Give your tutee ideas if he/she cannot think of a solution. Encourage your tutee to think of several different ideas.

The crow in this fable has a problem, too. Let's see how he solved his problem.

DURING AND AFTER FIRST READING

Show your tutee the progress form. (You may no longer need to explain this.)

I am going to record on this form while you are reading. After you finish, I will show it to you. This is not a test so there is no need to worry.

If there are any words you don't know, please ask me. Now read the fable out loud.

Mark the progress form while your tutee is reading.
Correct mistakes the **Reading Together** way.

Praise your tutee during and after the reading.

What did the crow want to do?

Expected answer: He wanted to drink water.

Why couldn't the crow drink the water?

Possible answers:

- 1. There wasn't enough water in the bucket.*
- 2. He couldn't reach the water.*
- 3. His beak wasn't long enough.*

Praise your tutee for a correct answer.

DURING AND AFTER SECOND READING

Sometimes when I want to understand something better, I read it again. Then I retell it in my own words. I'd like you to read this fable again with more expression. When you finish reading, I want you to retell the fable in your own words.

say

Mark the second progress form while your tutee rereads the fable. Correct any mistakes and show him/her the completed progress form.

What is this fable about? Can you retell it in your own words?

Accept a partial retelling. If your tutee has trouble, model by retelling the fable. Ask your tutee if he/she can add any supporting details.

say

Clever means very smart. How did this crow show he was very clever?

Possible answers:

- 1. He figured out how to get the water.*
- 2. He put stones in the bucket.*
- 3. His beak couldn't reach the water and he had an idea.*

What was the crow's idea?

Possible answers:

- 1. He dropped small stones into the bucket.*
- 2. He dropped stones into the bucket until the water reached the top.*
- 3. He dropped stones into the bucket until he could drink the water.*

Ask your tutee to explain his/her answer.

How would you have reached the water in the bucket?

Accept any reasonable answer.

Did you like this fable? Why?

Accept any reasonable answer.



say

OPTIONAL CHALLENGE QUESTIONS

1. If Crow Boy met the crow from the story, “The Thirsty Crow,” what do you think he would say to him? (*Accept any reasonable answer.*)
2. Could the crow have used anything besides stones to solve his problem? (*Accept any reasonable answer.*)
3. “The Thirsty Crow” is called a fable because it teaches a lesson. What lesson does it teach? (*Never give up.*)

POST-READING ACTIVITY

**say**

A story map helps readers identify important parts of a story. Let's turn to your Activity Book and make a story map for "The Thirsty Crow."

Now that we've finished, let's fill out the letter in your Activity Book, so your family will know what you're doing in **Reading Together**.

If needed, help your tutee fill out the letter on the back of the Activity Sheet. Tear out the page and "The Thirsty Crow" to send home with your tutee.

If there is time, let your tutee try the crow's idea:

- *Use a pen to mark a line halfway up the side of a clear plastic cup.*
- *Fill the cup with water to the line.*
- *Drop stones into the water.*
- *See what happens to the waterline.*

INTERACTION

If there is time, help your tutee explore the suffix "ed" on the Optional Activity Sheet. Check your tutee's work with the Answer Key.

progress form 1

	Tutee read correctly	Tutee corrected him/herself	Tutor assistance provided
1. The Thirsty Crow			
2. A crow was very thirsty.			
3. He wanted a drink of water.			
4. He looked around and saw a bucket.			
5. He flew over to the bucket to see if there was any water in it.			
6. He looked inside.			
7. He was happy to see water at the bottom of the bucket.			
8. He tried to take a drink, but he could not reach the water.			
9. He tried and tried, but his beak was not long enough.			
10. He felt very sad and very thirsty.			
11. He looked at the bucket for a long time.			
12. Then he had an idea.			
13. He took some small stones and he dropped them into the bucket.			
14. When he saw what happened, he knew that his idea was a good one.			
15. He dropped more and more stones into the bucket.			
16. At last he could drink the water, and that is just what he did.			

Date: _____ School: _____

Tutor's Name: _____

Tutee's Name: _____

progress form 2

	Tutee read correctly	Tutee corrected him/herself	Tutor assistance provided
1. The Thirsty Crow			
2. A crow was very thirsty.			
3. He wanted a drink of water.			
4. He looked around and saw a bucket.			
5. He flew over to the bucket to see if there was any water in it.			
6. He looked inside.			
7. He was happy to see water at the bottom of the bucket.			
8. He tried to take a drink, but he could not reach the water.			
9. He tried and tried, but his beak was not long enough.			
10. He felt very sad and very thirsty.			
11. He looked at the bucket for a long time.			
12. Then he had an idea.			
13. He took some small stones and he dropped them into the bucket.			
14. When he saw what happened, he knew that his idea was a good one.			
15. He dropped more and more stones into the bucket.			
16. At last he could drink the water, and that is just what he did.			

Date: _____ School: _____

Tutor's Name: _____

Tutee's Name: _____

activity

12

Name _____

Make a story map for the fable, "The Thirsty Crow." A story map can help you identify the setting (place and time), main characters, problem, important events and solution to the problem in a story.

Title: _____

Setting (where and when the story takes place):

Main Character: _____

Problem:

Important Events:

Beginning Event _____

Middle Event _____

Ending Event _____

Solution (how did he solve the problem?):

Date: _____

What I've Learned in Reading Together

Dear _____,

Today my tutor, _____, read me a book called **Crow Boy**. The other children made fun of the little boy in the story, but they didn't know _____
_____.

Then it was my turn to read. I read a fable called "The Thirsty Crow."
I learned that to solve a problem _____
_____.

My tutor showed me that it helps to look at the pictures and try to imagine what a story might be about before I start to read. I think I'm learning to _____
_____.

I still need to work on _____.

Your reader, _____

optional activity 12

Sounds of the Suffix "ed"

Name _____

When writing about the past (something that has already happened), you usually add "ed" to action words (verbs). For example, you would write, "Today, I am **playing** at the park, and yesterday I **played** at the park."

The "ed" ending can sound like the letter "d" as in *played* or like the letter "t" as in *helped*. Say those two words out loud and listen to the sound the "ed" makes.

- Now, look for "ed" words in "The Thirsty Crow." Write each "ed" word on a separate self-stick note. After you find five "ed" words, list them on the chart, according to their ending sounds.
- When you have listed five words on the chart, add the "ed" words at the bottom of the page to your chart. Remember to say the words out loud and listen for the sound of "ed."

/d/	/t/
played	helped

liked

handed

opened

slipped

floated

followed

cooked

picked

showed

remembered

missed

laughed

12 *answer key*

Sounds of the Suffix "ed"

/d/	/t/
played	helped
wanted	looked
tried	dropped
happened	liked
handed	laughed
opened	slipped
floated	cooked
followed	picked
showed	missed
remembered	

liked	slipped	cooked	remembered
handed	floated	picked	missed
opened	followed	showed	laughed

Raise student achievement by the power of 2.

In the small and nurturing environment Learning Together programs provide, struggling students can show the kind of academic achievement that raises whole-school performance. Our programs combine the power of one-on-one tutoring with content and materials based on best practices and scientific research. In school or in the community, with student or adult tutors, Learning Together provides a cost-effect solution for:

- Bridging the gap for low-achieving students
- Meeting AYP-mandated goals
- Nurturing at-risk students by fostering emotional and social growth
- Connecting schools, families and communities
- Improving attendance rates
- Lowering rates of retention and special education placement

"One-on-one tutoring is the instructional strategy that makes the largest impact on student achievement."

Robert J. Marzano (2003)
*What Works in Schools:
Translating Research Into Action*

Call us to see how structured tutoring can help close your achievement gap.

learning **L2** together™
1.866.921.0000

