Peer Tutoring In Sight Words:

Materials:
1. Tutor folders consisting of 9” by 14” manila folders, one for each tutor-tutee pair, containing three 3 ½ X 3 ¾ paper pockets, stapled to the right hand side of the folder as follows:
   - The “GO” pocket contains the word cards tutors are to present to tutees, up to 10 cards at a time
   - The “STOP” pocket receives the word cards when the tutee reaches criteria on that word during tutoring
   - The “STAR CARD” pocket hold a 3” x 5” Star card with tutor and tutee names printed on it and a grid with spaces for up to 10 stickers or red ink stamped stars. It also hold two different colored crayons for marking word cards and completing the bar graph
   - A bar graph is stapled to the left hand side of the folder
   - On the back of the folder are a picture of a smiley face and a large X
2. Sets of word cards for each tutoring session, one set per tutor-tutee pair, consisting of 3” x 5” index cards with words printed in lowercase letters with a black marker; sets may be individualized, based on missed words on pretests or prior skill exercises, or they may consist of the weekly list of vocabulary words from the basal reader or other materials for that reading group.
3. Stickers or red ink stamp depicting stars
4. Kitchen timer with bell

Observation( select one or both):
1. Calculate scores on a pretest of 30 to 100 words selected from the basal reader or regular curricular materials for a selected group of students or the entire class.
2. Calculate scores on daily or weekly sight vocabulary exercises for a selected group of students or the entire class for several weeks
Procedure:

1. Tell the students that they are going to play an exciting game to help them learn new words.

2. On the basis of reading group placement or a reading pretest, divide the students into tutors and tutees, with the half of the class in the highest reading groups. Pair the highest performing tutor with highest performing tutee, and so on.

3. Divide the tutors into Tutor Huddles consisting of groups of three or four students. Include one of the highest performing tutors in each of the huddles.

4. Conduct a 30 minute classwide session orienting students to the procedures described below. Follow up with a two 30 minute sessions of supervised practice for each Tutor Huddle as part of the reading instructional period, and then conduct periodic classwide reviews as needed.

5. When you give a signal each tutor gets his or her tutee’s folder and moves to a designate areas in the classroom for Tutor Huddle while the tutees remain at their desks and work on seatwork or look at books.

6. During the 5 minutes Tutor Huddle, each tutor hold up to the group and reads orally each of the words he or she will be teaching the tutee that session.

7. If the tutor correctly identifies the word, the other huddle members say, yes. If incorrect, they try to say the correct word.

8. Circulate from huddle to huddle to provide assistance and reinforce appropriate tutoring behavior.

9. After 5 minutes, signal the end of the Tutor Huddle and beginning of peer tutoring.

10. Have the tutors join the tutees in pairs to practice their GO pocket words for 5 minutes. Have tutors present the word cards as many times as possible during this period. Train tutors to prompt a first error by
saying “try again” if the tutee still does not respond correctly, the tutor prompts him or her to say the word

11. Signal the end of the practice period and the beginning of the test period. Tutors again present the GO words. Each word card is shown only once during the test period, and tutors do not prompt or give feedback. If a tutee says the word correctly the tutor places it on the smiley face located on the back of the folder. If misses the word, tutor places it on the X located next to the smiley face on back of folder.

12. Have tutors mark the back of each word card with a smile or X

13. When the tutee correctly identifies a word during testing on three testing session, the tutor moves it to the stop pocket and colors a square on the bar graph. Teach tutors to use the different crayons to alternate colors for each session and to draw a line on the graph if no cards were moved.

14. Have tutors return the folders to their proper place(Rathvon)