

Example 2. Rachel, a third-grade learner working on reading.

Instructional Sequence	Activities	Comments/Notes
<p><u>Before Reading &amp; Learning</u></p> <p>To establish purpose, activate background knowledge, motivate &amp; engage learner.</p>	<p>Previewing a book: Book Walk or Picture Talk</p> <p>KWL</p> <p>Talk about the subject or text</p>	<p>Introduce new books and do a picture walk of the book that Rachel chooses to read. Have her make predictions. Point out a few words. New books: <i>Three Questions, Lion and the Mouse, Strega Nona</i></p>
<p><u>During Reading &amp; Learning</u></p> <p>Guided reading and learning. Make learning active.</p>	<p>Shared reading: Choral or Part Reading</p> <p>Reread for fluency</p> <p>Say Something</p> <p>Think Pair Share</p> <p>Double Entry Journal</p>	<p><b>BOOK/TEXT/TOPIC:</b></p> <p>Guide reading. Ask recall questions and check for comprehension ("Does that make sense?"). Reread sections as needed to build fluency. Find 4 to 5 words to teach.</p>
<p><u>After Reading &amp; Learning</u></p> <p>To extend and elaborate ideas from the text</p>	<p>Retellings and discussion</p> <p>Journaling</p> <p>Concept Maps</p> <p>Mini-lessons (teaching concepts &amp; strategies)</p>	<p><b>MINI-LESSON:</b></p> <p>Ask: "Tell me about what you just read?"</p> <p>Teach the new words and review sight words.</p>

**Remember** to consider the age and ability level of the learner when planning your tutoring sessions. Younger learners and those with greater struggles in learning need more time and more guidance.