



## **Tutor Training**

### **Beyond the Book: Maximizing the Read Aloud**

#### **Part 3 of 4: Vocabulary**

#### **Reinforcing Vocabulary during the Read Aloud**

One way in which tutors can maximize the read aloud portion of the tutoring hour is by focusing on vocabulary. There are a variety of instructional strategies that can be used to focus on vocabulary during the read aloud.

#### **Questioning**

The most commonly used strategy is questioning. As the tutors read with their student, they may encounter a word that might be unfamiliar. This is a great opportunity to ask if the student knows what the word means.

Example:

*Tutor:* What's a bonnet? Do you know what a bonnet is?

#### **Providing Examples, Synonyms, and/or Definitions**

Word knowledge can be extended and clarified through examples that may be provided by the tutor or elicited from the student. Students learn how the target word is related to other known words and concepts and are given opportunities to use the target words, further strengthening word learning.

Example: A tutor wants to introduce the term *dialect* to their student, since the story they are reading takes place in Appalachia.

*Tutor:* This is a story from Appalachia, and they use a different kind of language. They speak in English, but they use different little sayings and maybe have a different accent to their voice.

*Student:* But they're still speaking English. Like New York or England!

*Tutor:* Yes exactly, those are all different dialects.

## **Labeling**

Labeling is most often used with picture book read-alouds. As the tutor names or says a presumably unfamiliar term, they would point to the illustration, connecting the word with the picture. Therefore, without interrupting the flow of the reading, word meaning is enhanced as students connect terms with visual images.

## **Imagery**

Tutors may use facial expressions, sounds, or physical movements to demonstrate word meaning during the course of read-alouds. Gestures of this type may occur more frequently when the tutor is reading aloud from chapter books, perhaps due to the lack of illustrations to provide such visual support.

Example:

*Tutor:* [reads text] "There was a hiss of wind." [extends /s/ to create a hissing sound] "A sudden pungent smell." [holds her hand up to her nose].

## **Additional Resources Available at NHR**

1. Sight Word Flashcards
2. Create-Your-Own Vocabulary Bingo
3. *Rainbow Writing*
4. *ETC Word Practice*
5. Quarter Sheet Practice (adapted from Literacy How)