

# Teen



SAN MATEO  
COUNTY LIBRARY

# Leader Reader

# Handbook



*Teen Leader Reader is a collaborative program of the San Mateo County Library, San Mateo County Board of Supervisors, President Mark Church, and the County Office of Education.*

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## **TABLE OF CONTENTS**

<b>What is the Leader Reader Program?</b>	<b>2</b>
<b>What are the responsibilities?</b>	<b>3</b>
<b>Telephone script</b>	<b>4</b>
<b>What should I do on my first day?</b>	<b>5</b>
<b>Suggested agenda</b>	<b>6</b>
<b>How's it going?</b>	<b>7</b>
<b>Vocabulary development</b>	<b>8</b>
<b>Read Aloud</b>	<b>9</b>
<b>Partner Reading</b>	<b>11</b>
<b>Student reading</b>	<b>12</b>
<b>Choosing "Just Right" books</b>	<b>14</b>
<b>Writing</b>	<b>15</b>
<b>Computer time: occasionally, if time</b>	<b>16</b>
<b>Encouragement and praise</b>	<b>17</b>
<b>Problem solving</b>	<b>18</b>
<b>Weekly log</b>	<b>19</b>
<b>Acknowledgements</b>	<b>21</b>

*"Today a reader, tomorrow a leader."* Margaret Fuller

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## WHAT IS SAN MATEO COUNTY LIBRARY'S TEEN LEADER READER PROGRAM?

Welcome to the Teen Leader Reader program, a collaborative program with the San Mateo County Library, San Mateo County Board of Supervisors President, Mark Church, and the County Office of Education.

The Teen Leader Reader program matches 2nd - 4th graders (READERS) with high school volunteers (LEADERS) for weekly reading sessions in the library.

Teachers and parents nominate readers who might benefit from this program. They are usually reading below grade level and need extra help practicing reading. Leaders are recruited through their high school and are able to fulfill community service requirements through their participation while becoming active community volunteers.

Leaders receive training and commit to meeting with their Reader once a week for a total of 20 hours. Leaders are paired with Readers of the same gender so that the reader has a reading role model.



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# WHAT ARE THE RESPONSIBILITIES?

## Leader Reader Volunteer Code of Ethics and Work Agreement

**I understand that as a Leader Reader Volunteer, I will be considered a valuable member of the Library team and will be expected to assume the responsibilities in my job description. I understand and agree to:**

- Maintain a neat and clean appearance and dress appropriately for the job I'm doing.
- Be reliable and punctual, notifying my supervisor as soon as possible if I am delayed or unable to keep my schedule.
- Abide by the Library's Standards of Behavior and interact with library patrons in a courteous manner.
- Give full attention to my job, which means I will not bring friends or younger siblings with me to the library.
- Be a cheerful and cooperative team player, asking staff for help when I have a problem or question, and providing suggestions as appropriate.
- Commit to a regular weekly one hour Leader Reader shift for at least 20 hours.
- Attend a Leader Reader Orientation.

### **In return, the library agrees to:**

- Provide necessary training and orientation.
- Provide necessary materials and supplies.
- Review volunteer performance, maintain volunteer records, and provide a certificate attesting to volunteer's service at the end of the school year.
- Welcome volunteer as a team member in the library.

# TELEPHONE SCRIPT

**Very important!**

**Call your Reader's parent as soon as possible to set up the first meeting.**

1. Decide where to call the parent – at home, work or their cell. This information will be on the registration form.
2. Be prepared. Know what times you can meet at the library before you call.
3. Have paper and pencil ready so you can take notes.
4. Speak loudly and clearly.



Here is an example of what you can say:

Leader: Hello, my name is \_\_\_\_\_ and I'm calling from the \_\_\_\_\_ Library about the reading help program you signed \_\_\_\_\_ up for. May I speak to the parent of \_\_\_\_\_.

Parent: I'm excited to get my child in this program.

Leader: I am calling to set up a time for our first meeting. Good times for me to get together are \_\_\_\_\_ or \_\_\_\_\_. Would these work for you?

Parent: Yes, the first time you mentioned works for me.

Leader: Good, I am putting that day and time on my calendar. If you cannot make it, please call me. Let me give you my phone number. Again, my name is \_\_\_\_\_. I will call you, too, if I have any problems. Is this the best number to reach you at?

Parent: Yes. I will see you soon.

Leader: Thank you. I look forward to reading with your child.

If you get an answering machine, speak loudly, slowly, and clearly. Give your name and that you are a volunteer with the Library's Leader Reader program. Leave your number and ask the parent to please call you back.

If the parent can't be contacted after three tries or you feel uncomfortable calling, let the library staff know.

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## WHAT SHOULD I DO ON MY FIRST DAY?

- Come to the library a few minutes early to introduce yourself to the Leader Reader Coordinator.
- When your Reader arrives, introduce yourself to the parent first and then to the child. Chat for a few minutes to tell the family a bit about yourself. Politely ask the parents to leave the immediate area and return at the end of the hour.
- Talk to your Reader for a few minutes to relax them. Tell them about yourself, your family and your school. Then ask your Reader some questions such as:

*What grade are you in?  
Tell me about your family?  
What do you like to do in the  
evenings and at weekends?  
Do you have a favorite TV show  
or movie?  
Do you like reading?  
What sort of books do you like to  
read?  
What was the last book you read?*



- Record the answers on the Reader Information form.
- Follow the suggested agenda. Don't worry if you don't have time for all of the activities. Take your time and enjoy getting to know your Reader.
- Complete your weekly log as you work with your Reader. Put it in the binder and leave it on the Leader Reader shelf.
- Feel good about your work with your Reader today!

**If you have any questions, ask the  
Library Leader Reader Coordinator.**



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## **SUGGESTED AGENDA**

<b>HOW'S IT GOING?</b>	<b>5 mins</b>
<b>VOCABULARY DEVELOPMENT</b>	<b>5 mins</b>
<b>READ ALOUD</b>	<b>5 mins</b>
<b>PARTNER READING</b>	<b>10 mins</b>
<b>STUDENT READING</b>	<b>10 mins</b>
<b>WRITING</b>	<b>10 mins</b>
<b>COMPUTER AND GAME TIME (if time)</b>	<b>10 mins</b>
<b>FILL OUT WEEKLY LOG</b>	<b>5 mins</b>

**\*\* These are suggested times which will vary as your Reader gains greater confidence and competence. \*\***



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## HOW'S IT GOING?

Spend a few minutes at the beginning of each session talking to your Reader. Oral language development is an important part of literacy development.

Tell your Reader about your week - what you've been doing since you last met, what you've been reading etc. Show and tell where appropriate. Then ask your Reader to tell you what she's been doing since you last met. Ask her about school. Ask her about her reading.

This helps to build your Reader's background knowledge - what she knows about the world - which in turn helps her to become a better reader. For example, if you are reading a book about fish and you have been to an aquarium or know someone who has, your understanding of that book will be enhanced.





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## VOCABULARY DEVELOPMENT

Good readers know a lot of words! We want to show our Readers that learning new words is important and fun! Spend some time each week talking about words. For the first few sessions, bring in two new words you have learned this week (good SAT practice!). Quickly tell your Reader about them: what they mean, how they are used, why they are interesting words for you. For example:

*"Half-life" means "the brief period when something flourishes before dying out." Do you know what "flourishes" means? It means... I chose this word because I know the word "half" and I know "life" but I didn't know what it meant when you put those two words together."*



The idea here is not for your Reader to learn *your* words but for you to model your interest and enthusiasm for increasing your vocabulary and to let them know we have to work to increase our vocabulary throughout our lives. People who know lots of words are better readers and sound smart when they talk!

Ask your Reader to bring in three new words each week. Spend time talking about the words. Draw pictures to help your Reader remember them. Help him use the word in a sentence. Talk about synonyms and antonyms, if appropriate.

During your first meeting make a dictionary together. Fold seven sheets of blank white paper together with a colored sheet for the cover. Staple along the fold to form a booklet. Alphabetize the pages and decorate the cover.

Ask your Reader to record her words on the correct page of his dictionary and record them in your handbook so that you can keep referring back to them over time.

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## READ ALOUD



Each week spend some time reading aloud to your Reader. Use the book your Reader is currently reading or sometimes, for a change, a picture book that is appropriate for your Reader's age and interest.

We do this so that you can model accurate, fluent reading. Students who struggle with reading are often putting so much effort into decoding that they cannot read fast enough to make sense of what they are reading at the same time. When they can see and hear someone read fluently with comprehension this helps them understand how all the pieces (decoding, fluency, comprehension) fit together.

Stop occasionally while you are reading to comment on what you have read and take some time at the end to talk about the story or information with your Reader to make sure she has been following along and understanding.

Reading aloud is fun! Here are some tips to make sure you and your Reader really enjoy this part of your session.

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# TIPS FOR READING ALOUD

<http://www.thereadingconnection.org/index.php>

**1. If possible, familiarize yourself with the book before you read it.**

If you know what's going on, you can be more expressive and can point out interesting things in the illustrations for the child to admire.

**2. Start with the cover.**

Be sure to read the name of the author and illustrator. See if your Reader can predict what's going to happen in the story based on the cover.

**3. Read slowly and be expressive.**

Using different voices and tones keeps your Reader interested in the story.

**4. Allow your Reader plenty of time to look at the illustrations and talk about what's going on in the pictures.**

Patience and enthusiasm are essential.

**5. Let your Reader join in.**

Let her play an active role by doing things like turning the pages, making sound effects, and saying or chanting the repeating lines.

**8. Talk about the story and ask your Reader to predict what will happen next, or explain why something occurred.**

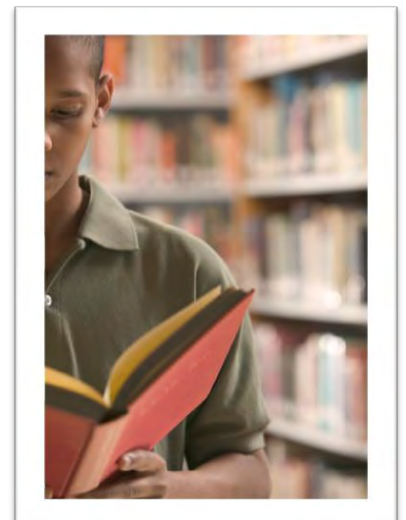
Bear in mind that some children will be impatient with this and just want you to read the story straight through. For them, it might be better to wait until the story is over to talk about what happened and have them relate it to their own experiences. You may want to talk about how the story relates to your own experiences as well!

**9. You don't HAVE to finish reading the book!**

If your Reader isn't enjoying the book, feel free to speed up the story or close the cover and try again another day.

**10. Let your Reader have input into what book is read.**

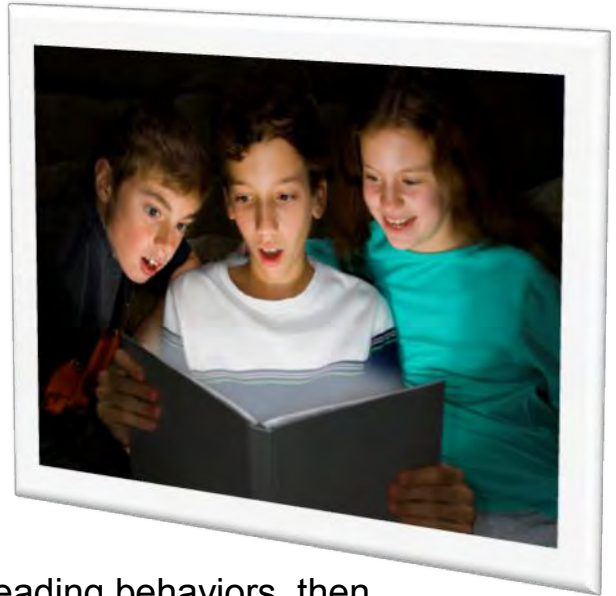
For children who have so little control over their lives, it's nice to offer them options, while not overwhelming them. Select five or six titles and ask your Reader which she would like you to read.



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## PARTNER READING

Think about when you first learned to do something, like ride a bike. Someone first probably modeled how to do it - you watched a grown up riding a bike. Then you did it with a grown-up (holding on to the back of the bike!). Then you practiced riding by yourself.... many times! This is what we call the gradual release of responsibility.



So, you first read aloud to model good reading behaviors, then you read with your Reader (partner reading) before asking him to read alone.

Partner reading can take many forms. This list is adapted from:  
[http://www.liketoread.com/struct\\_talk\\_partner\\_reading.php](http://www.liketoread.com/struct_talk_partner_reading.php)

- **Choral Reading** - Read together, side by side, the book placed between you.
- **Echo Reading** - You read a line. Your Reader repeats the line.
- **Expressive Reading** - One of you reads a chunk, the other reads the chunk with expression.
- **Part Reading** - One partner reads the characters' parts in voices. and the other partner reads the narrator's parts.
- **Taking Turns** - One partner reads a sentence, paragraph or page. The other reads the next sentence, paragraph or page.
- **Say Something Reading** - Partners divide the reading into sections. They both read the section silently or aloud and then take turns saying something. Partners say what they are thinking: a personal connection, a question, something noticed, a connection to another book or movie...

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## STUDENT READING

Now it's time for your Reader to read aloud to you! The first thing is to make sure that your Reader has chosen a book that he is going to be able to read easily. Your Reader should bring a book to the session each week that you have chosen together in the library or that he is reading at school. At your first meeting spend some time helping your Reader choose a book. Ask her about books she has read before. If she names a picture book, start in that section. If it's a beginning reader, go there. If it's an easy chapter book, scan those shelves. Ask your Reader if he knows any authors or titles in that section and try and find those first. Then look for other books by that author. Your Reader might prefer non-fiction books. If that's the case, ask him what he is interested in (sharks, basketball, clothes...) and look in that section together.

The library staff are available to help you and your Reader choose books and the San Mateo County Library website has great book lists:

[http://www.smcl.org/services/recommended/kidpicks\\_index.html](http://www.smcl.org/services/recommended/kidpicks_index.html)

Depending on the level of your Reader, if he chooses a picture book, you might want to do a picture walk first.

Listen to your Reader as he reads. Don't be in a hurry to jump in and tell him how to read a word or to correct his mistakes. Give him time to try and sound out the word or use other strategies to work it out that he has learned in school.

To make sure he is understanding what he is reading, stop your Reader from time to time and talk about what he is reading. Occasionally ask your Reader to predict what is going to happen next.





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## CHOOSING "JUST RIGHT" BOOKS

It is important that you help your Reader choose books that are "just right" for him: not too easy and not too hard. The Goldilocks Test will help you help your Reader choose "just right" books!

Model what a reader looks like while reading a book that is too easy, a book that is too hard, and a book that is "just right" (see p 14). Demonstrate each of these and ask the students to tell you what they noticed about how you read the book. Tell them to think about Goldilocks and the Three Bears. She wanted things that were "just right".

When your Reader has chosen a book to read, try the Five Finger Rule. Ask your Reader to begin reading. Each time she comes to a word she doesn't know, tell her to hold up one finger. After she finishes reading the page, check to see how many fingers she is holding up.



**Too easy! 0 - 1 finger**

**Just right! 2 - 3 fingers**

**Too hard! 4 - 5 fingers**



## **The Goldilocks Rules for choosing a book that is “Just Right”**

### **Too Easy Books**

- I have read the book many times before.
- I understand and can retell the story without much effort.
- I know and understand almost every word.
- I can read the book smoothly and fluently without much practice.

### **Too Hard Books**

- There are five or more words on a page that I do not recognize.
- I am confused about what is happening in the story.
- When I read the words I sound choppy.
- I need help when reading this book.

### **Just Right Books**

- The book is new to me and the topic is interesting to me.
- I understand what is happening in most of the story.
- I can retell what I have read.
- I recognize most of the words on the page, but there are some words to work on.
- I can read the book by myself but may need help if I hit a tough spot.



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# WRITING

Spend some time each week writing or drawing about your Reader's reading.

Here are some ideas:

- quick sketches of the characters
- a quick storyboard
- bulleted plot sequence
- a few sentences predicting what will happen next
- some questions that the reading makes your Reader ask
- a picture of the setting



Don't expect great works of art or long pieces of writing but when your Reader takes time to write or draw, he will often be able to process his thinking about his reading in a way that will help improve comprehension.

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## COMPUTER AND GAME TIME

### **Occasionally, if you have time and it fits in with what you are doing!**

The library has flash cards, memory games and Scrabble for you to use with your reader. There are also lots of great reading websites that will help your Reader become more excited about reading. Here are a few you might want to take a look at. If you have a computer at home and have time, you should preview the sites first to see which would appeal most to your Reader. Some have good games, others have ways of helping readers choose good books to read... Take a look!

<http://smcl.org/research/kids/books/index.html>

<http://pbskids.org>

<http://www2.scholastic.com>

<http://www.readkiddoread.com>

<http://www.guysread.com>

<http://www.bookadventure.org>



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## ENCOURAGEMENT AND PRAISE

Always remember to encourage and frequently praise your Reader! Your job is to help your Reader become a confident, life-long competent reader. Reading is like any other skill: the more you practice the better you become, the better you become the more you practice, the more... You get it!

Specific, positive reinforcement is important. Here are some phrases you might want to use:

*"I like the way you looked at the picture to help you figure out that word."*

*"Wow! You did a great job reading that page!"*

*"I really like the way you stopped and re-read that part."*

*"That's right! You sounded out that word perfectly!"*

*"You must be proud of yourself how hard you worked today."*

*"Well done! Read the next chapter with your (parents) to show them what a great reader you are!"*



# PROBLEM SOLVING!

Not every session with your Reader is going to go perfectly smoothly! Here are some possible problems and possible solutions:

## **1. What do I do if my Reader doesn't want to read today?**

Try and find out what the problem is today. Tell your Reader that you're there to help. Tell him to try. Find an activity your Reader is happy to do.

## **2. What do I do if my Reader is bored?**

Spend less time on that activity or change it, if possible. Give your Reader choices about what to read, what sort of writing or drawing activity to do etc.

## **3. What do I do if my Reader isn't cooperative?**

Try to determine the reason and talk about it. Listen to find out what your Reader wants to do. If you need help ask the Children's Services Department Library staff.

## **3. What do I do if my Reader doesn't understand an activity?**

Model ("show, don't tell") what you are expecting your Reader to do. Try to explain it in a different way.

## **3. What do I do if my Reader makes a mistake?**

Look for the parts of the response that are correct and praise those. Compliment good thinking and encourage him to focus on another possible solution.

**\*\*\* If you need help ask your library staff contact person or the Youth Services Librarian. \*\*\***



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## Leader Reader WEEKLY LOG

**Date:** *Oct 23, 2009*

**Length of meeting:** *1 hour*

**Reader:** *Alex Chin*

**Leader:** *Juan Torres*

**How's it going?** *Alex went to his cousin's birthday party. He's reading Magic Tree House.*

**Vocabulary Development (did your reader learn any new words?):**

1. *uniform*

2. *handkerchief*

3. *stormed*

**Read Aloud (books you read to your reader):** *Picture book: Abuela  
- Arthur Dorros*

**Partner Reading (books you read together):** *Dialogue - Alex took a while to get the idea then he did really well.*

**Student Reading (books your reader read to you):** *Reads slowly, word by word.*

**Writing Time:** *Wrote some questions he had about the words.*

**Computer/Game Time:** *Looked at Reading Rainbow web site.*

**Other Comments:** *Alex is feeling more comfortable with books.*

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