



Tutor tips

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August 2018

Words of the month:

“Commonly confused words”

aloud vs. allowed

affect vs. effect

along vs. a long

brake vs. break

bough vs. bow

complement vs.

compliment

desert vs. dessert

loose vs. lose

pole vs. poll

sight vs. site

stationary vs.

stationery

Minimal Pairs

Help learners distinguish between similar sounds. Ex: pat/bat; bay/day; peal/deal; lift/list; dip/zip; tape/shape; box/socks; toes/those; tear/their; bow/show; bell/shell

Activity: Have your student label two index cards, one labeled **same**, one labeled **different**. Read a list of word pairs aloud, where some pairs are two different words (minimal pairs), and some are the same word read twice. As you read, your student holds up their **same** or **different** card.

Odd word out

Help learners expand their vocabulary; exchange information; justify choices.

Activity: Create a worksheet with 6-8 rows of level-appropriate words, four words per row. Three of the words in the row are related to a certain context; one word is unrelated (ex: bowl, table, spoon, cup). Learners must explain why three of the words are related and why the “odd” word doesn’t belong in the series.

Directed Reading - Thinking Activity

The tutor directs students to look at a text’s title and other information in the text (ex. Photos) and then asks learners to predict the content of the text. After the pre-reading activity, learners read to an agreed-on stopping point, review their predictions, and make new ones. Learners can make their predictions orally, in writing, or graphically. You should model the approach before having your student do the activity independently.

Using your imagination

Work with your student to model how to use imagination when reading. While reading a text aloud, stop and ask your student to imagine the scene being described. For example, when reading a passage about working in a coalmine, ask questions such as, “What does the tunnel look like? What kind of light is there in the tunnel? How does the tunnel smell? What does the machinery sound like?”

Writing Prompt Topics

- Describe your dream place to live. Why would you want to live there? What would you do?
- Are smartphones good or bad? Give some arguments to support your position.
- Tell how to get from your house to the supermarket.

Community Connections

Cross-Curricular focus: History/Social Science



People are very social animals. We need to talk with and do things with other people. We often understand ourselves better when we discuss our opinions, emotions and activities with other people. We need to make meaningful connections with friends and family. These connections help us put aside our frustrations and worries. We can focus on things that are important: the people we care about.

Your **local** community is the area near your home. It's where you work, play and go to school. It is the neighborhood where your **family** makes **connections** with other people. It's the places you feel like you **belong**.

Communities grow and change over time. Families move from one city to another because of work or family situations. Older adults often move to smaller homes or vacation areas after their children have grown up. Their children move out to start families of their own. New families move in when others leave.

Basic services, such as police, fire, post office, health and public schools are in almost every community. Businesses provide services to the community, too. Stores sell things that people need. Restaurants sell prepared food. Offices provide a variety of skilled work.

The local city government is usually an elected mayor and city council. It is their job to listen to the people of the community and help them connect. Some individuals may move on, but the community remains.

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers. Actual wording of answers may vary.

1. Name something special about your own community.
2. What is one public service that your community offers to the people who live there?
3. What is a local community?
4. What is an example of a service business in your community?
5. What is an example of a retail (sales) business in your community?

Customs & Traditions

Cross-Curricular focus: History/Social Science



Native American Indian groups in North America lived in different cultural regions, each of which developed its own **customs** and **traditions**. A custom is the specific way in which a group of people does something. This can include how foods are prepared, what clothing is worn, the kinds of celebrations and much more. The set of customs developed and shared by a culture over time is a tradition. A culture's customs are often determined by the natural resources found in their environment. In the Desert Southwest region, cloth weaving developed as a custom. The area has fewer large animals whose skins can be used for making clothing or blankets. Cloth weaving was a way of meeting the need for clothing without using animal skins. In the Eastern Woodlands area, however, hunting and fishing were daily activities. Since it was easy to get animal skins, developing skills like weaving were less important. The traditional roles of men and women in the native tribes varied as well. In hunting cultures, men were often away from home during the day to hunt animals for food. Women did many chores around the village while they were gone. In cultures where crops were grown, it was usually the men who tended them.

Folklore was an important part of all Native American cultures. They had no written language. Telling the tribe's stories orally was the way they preserved them from generation to generation so they would not be lost. The tribe used chanting, storytelling and singing as a way to remember the tribe's folklore. The stories told the tribe's history, funny adventures and accomplishments. Folklore also helped unite the people of the tribe.

Religion was an important part of Native American cultures. The celebration of the tribe's faith and worship often involved special **ceremonies**. Harvest ceremonies were a common way to give thanks to the tribe's gods for a good crop. Other ceremonies combined religious songs and dances with social activities. The ceremonies reinforced the people's trust in their leaders' ability to provide for their needs.

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1. What is a custom?
2. What are the ways that Native Americans told their stories?
3. Contrast what you have learned about the historic Native American cultures and what you know about your own culture. How are they different?
4. In your own words, explain the importance of folklore
5. Explain why some tribes developed weaving.