

 **MISSION GEORGIA**

**Read**  
**GEORGIA**



Have fun learning about dinosaurs  
with the Triceratop and her  
family of dino pals!

Written & Illustrated by



# READ GEORGIA MANUAL



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Written by a Team of Georgia Literacy Missions Regional Coordinators and Volunteers  
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The mission of Read Georgia is to enable churches to partner with local schools to support children in their quest to become good readers through sight word practice. By doing this, churches have the opportunity to share the gospel of Jesus Christ with them and their families.

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# GET STARTED

## A MINISTRY LED BY THE HOLY SPIRIT AND UNDERGIRDDED BY PRAYER



As a program within the confines of a Literacy Missions Ministry, Read Georgia will be substantially different from secular literacy programs. The ultimate goal of this program is to see children and their families introduced to the love of Jesus and brought to a saving knowledge of Jesus Christ.

Everyone involved should be acutely aware that you will not be sharing the actual gospel while in the school, but will be demonstrating Jesus' love through your caring, kind, compassionate, and consistent interactions with the children. The sharing of the gospel is done during the Bible Clubs activities outside of the school day.

Churches seeking to begin a Read Georgia program must prepare for it spiritually, physically, monetarily, and relationally.

A Read Georgia program will only be as successful as it is guided by the Holy Spirit and grounded by prayer. Churches should begin by gathering a group of concerned members to pray concerning the start of the Read Georgia program.

Pray for:

- God's guidance in whether or not this is His will
- God's guidance in who the leaders of the program should be
- God's intervention in forming the partnership with the school system
- God's provision for the material and monetary needs of the program
- God's calling and sustaining of the volunteers needed
- God's direction in choosing the students and assigning them to volunteers.

Seeking God's will, a core team of people needs to be identified to be the leaders of the program. They should be chosen and commissioned as any other workers in the church. It is preferable that there be a leadership team though one person can conceivably do the job if necessary. The leadership team should include a director, a scheduler, a weekly coordinator, and a Bible club director. The responsibilities of these positions will be outlined later in this manual. You'll also find a volunteer tutor guide.

This is a good time to also identify a group of prayer warriors that will commit to lifting up the leaders, volunteers, school personnel and students to God on a regular basis. A way of communicating pressing needs should be established so prayers are specific (and at times confidential).

Church leadership should prayerfully consider how the Read Georgia Program will fit into its already existing church activities and how it will be supported. Read Georgia is not a costly program, but there will need to be monetary provisions for supplies, books to give the children, as well as supplies and food for the Bible club activities.

The church also has to determine if it is going to partner with other churches to support this program in monies and volunteers. If so, how will that partnership be crafted?

## THE PURPOSE OF A READ GEORGIA PROGRAM

The purpose of the Read Georgia Program is to provide sight word practice and extra reading opportunities for students in the second grade who have not sufficiently mastered the basic sight words on their grade level. By providing kind, caring interactions and by sharing the gospel during Bible Clubs activities, our goal is to lead children and families to a saving knowledge of Jesus Christ.

This program is designed for students in the second grade, but it can be adapted to other grades if needed.

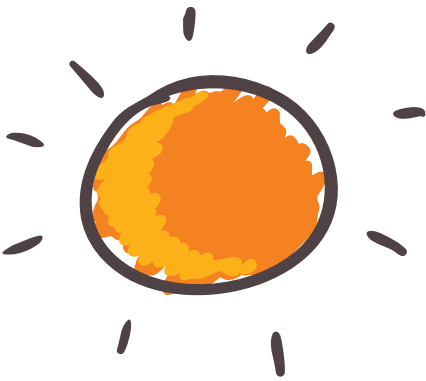
Core Values:

- Every person should have an opportunity to know who Jesus is.
- Every child has a right to learn to read to the best of their God-given abilities.
- Every person – whatever their age – should be treated with respect and kindness.
- Caring volunteers who consistently spend time with a child can bring positive results.
- Having fun enhances learning and helps a child develop God-given abilities.
- All families of Read Georgia students should be respected.
- All school staff are an important part of Read Georgia and should be treated with supportive professionalism and respect.

Basic Practices:

- Each student will have two half-hour sessions of tutoring per week.
- Each volunteer will be asked to work with two students as determined by school staff.
- Each volunteer will do two half-hour tutoring sessions each week. Ideally these will be back-to-back, but volunteers will need to be aware that not all schedules work that neatly. They should be flexible with their time.
- All students will be encouraged regularly and praised for their efforts.





- Careful, simple records will be kept by volunteers to show progress in the program for each student.
- A Bible Club activity will be conducted several times during the year to allow for the presentation of the gospel.

## FIRST THINGS FIRST:

### DETERMINING THE NEED FOR A TUTORING PROGRAM

A person or persons in the local church needs to become aware of the possibility that there is a need in their community for literacy programs. One of the best ways to do this is to visit your local elementary school and speak with the principal or other staff. You can also research reading levels of your county online. Speaking with teachers in your church is also a great way to understand the current need.

Tips for researching current reading levels:

- Begin with the census data found on this page - <https://www.census.gov/quickfacts/fact/table/US/PST045219>. You will type your location in the first box on the dark blue bar and in the Select a Fact drop down menu, scroll down and choose High School graduate or higher.
- Note the name of your location appears in the second column and you will scroll down to see the data for the high school graduates. Subtract that number from 100 and you will know what percentage of adults in your community do not have a high school diploma and are most likely to have problems with literacy. Research has shown that if parents have problems with literacy their children are highly likely to have problems also.
- Go to the Governor’s Office of School Achievement website at <https://schoolgrades.georgia.gov/> . On this page, click the Districts Tab at the top. Select your school district’s name. Look in the Performance Snapshot on the right to find the percentage of third grade students who are reading at or above the targeted grade level. Subtract this number from 100 and you will find the percentage of students who could benefit from tutoring help. Many school districts and/or schools will have this information on their websites.
- Most importantly, talk with teachers and administrators who may be a part of your congregation or acquaintances. Ask for their opinion as to whether there are enough students in the second grade who could benefit from extra help in the area of reading.

You will also want to ask how they feel volunteers will be received by the school faculty and students. It is important to also ask if they know what programs or methods are being currently used in the schools to assist those students who need extra help.

At a meeting of concerned church members, all of this information should be discussed. A consensus should be reached as to whether there is a need for reading tutoring help in the second grade of your school system.

## NOTES

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## ORGANIZATIONAL PLAN FOR READ GEORGIA

### Leadership Team

Ideally this team will consist of four people that are members of the sponsoring church or churches. It would be helpful, though not required, that they have the Read Georgia Leadership Training or the Tutoring Children and Youth Workshop. Depending on the size of your church and school, you may be able to combine the tasks of these leaders, so you need fewer people. Please note that the fewer the leaders, the greater burden they have to carry and the increase in stress and burnout.

The Tutoring Children and Youth Workshops happen throughout the year. Find dates at [gabaptist.org](http://gabaptist.org) or [missiongeorgia.org](http://missiongeorgia.org).

### Director

This person interacts with school officials and church leaders; recruits, screens, and trains volunteers; handles the money, budget and supplies; periodically gives progress reports to the church and oversees the whole program.

### Scheduler

This person interacts with school personnel to determine student scheduling, schedules volunteers, and keeps attendance and records. A person who is comfortable using spreadsheets will be an asset in this position.

### Weekly Coordinator

This person is on-site when there are volunteers present to help handle problems. They fill in when volunteers are out. The volunteers call them when they'll be out. They refill the supply boxes and notify the director of supplies needed and problems that occur. There may be more than one daily assistant, as you will need one for each day there will be volunteers in the school.

### Bible Club Director

This person is in charge of the actual gospel outreach – whether through a Bible Club or a Celebration. They plan activities, get volunteers, and organize the club or event.

All of these leaders can also serve as a volunteer tutor for two children. In that way, they lead by serving.

### Volunteer Team

Your volunteers will come from the church or churches that are sponsoring Read Georgia or from the general community. You will need one volunteer available one hour weekly per each student you plan to serve. Consider the variety of places you can advertise the need for volunteers – through the church or the team's personal social media, news ads, radio, civic clubs, church organizations and Sunday School classes, announcements in church bulletins and newsletters, and word of mouth.

*Every school system in Georgia operates in slightly different ways as each community is slightly different.*



*You will want to convey to the school that you recognize the limitations placed on them concerning religious activities and you will respect the position they are in.*

Most of your volunteers should come from your church(es) and will learn about the program as you make presentations to the church asking for volunteers and support of the program.

Volunteers will need to:

- Get a background check according to the policies of the church and school system for people who work with children. (See pages 10-11 of this manual)
- Be willing to give at least one hour a week to tutor students.
- Have a genuine Christ-like love for children so they can exhibit patience, consistency and flexibility as they work with the children.
- Be willing to document the children's progress through simple record-keeping.
- Be willing to attend and help with the Bible club activities in order to share Christ with the children and their families.

### **School Team**

At least one person within the faculty of the school should be designated to be the liaison between the school and the Read Georgia volunteers. This person should work closely with the director to oversee the program and ensure that school policies are followed and that time is allowed for students to receive tutoring each week.

Ideally, this person should have some administrative responsibilities at the school. It is also ideal if this person is a member of the sponsoring church(es), but that is not a requirement.

As time progresses, the volunteers will get to know the teachers and the teachers will get to know the volunteers. This will enable greater communication between them so that students can be better served.

The Read Georgia Leadership Team and the school representative may seek opportunities for the volunteers and teachers to socialize together in an effort to develop the concept of teamwork between them. Providing lunch on a teacher workday, a grab-and-go goody bag, or a meal before Open House for the faculty are some ways that Read Georgia can serve the teachers. This may build teamwork and allow a relationship to develop that leads to sharing the gospel with teachers also.

A Read Georgia ministry can be quite successful with just one leader. That leader would be responsible for seeing that all the tasks are carried out but could certainly delegate some tasks to others without them accepting a leadership position.

Every community, church, and school is unique and you will have to find the best way to set up the Read Georgia organization so that it can function well in your situation.



## FORMING THE PARTNERSHIP BETWEEN CHURCH AND SCHOOL

Read Georgia will be a partnership between the school where you meet the students and the church who recruits and oversees the volunteers.

Every school system in Georgia operates in slightly different ways as each community is slightly different. Being aware of that, it is important to consult those who work in the school system and are a part of your congregation or circle of acquaintances. Ask who in the school system or school would be the most receptive concerning having volunteers coming into the school to tutor students. Then schedule an appointment to speak with this person and follow their lead as to whom the proposal for the Read Georgia partnership needs to be presented to and approved by.

Be aware that in some systems all decisions are made and directed personally by the superintendent of the system and in others by the principal of the school. In many cases, they will delegate someone else to work with you as a liaison. Be respectful of the chain of command and the written and unwritten protocols in your school system and school.

### WHAT TO PRESENT TO THE SCHOOL OR SCHOOL SYSTEM

1. Describe what Read Georgia is using the mission statements and core values.
2. Discuss the data that you used with the church to determine that there was a need for tutoring. Be sensitive and not condescending or accusatory as you discuss the data. School officials often get beat up by the public for not doing a good job based on test data. You want to convey the idea that you are here with solutions to help, not to complain. You may include some of the statistics from the Research Overview Sheets as you talk or print the sheet to give to the administrator.
3. Give a brief overview of how the volunteers will work with the students. Explain that each volunteer will work with two students individually for thirty minutes practicing the sight words using games and listening to the student read aloud from books on their levels – all under the direction of teachers and staff.
4. Explain some of the benefits to the students and school system. Discuss how some students might not get enough support at home and the volunteers assist by providing the extra practice they need in order to learn their sight words. By using this model teachers can work with the large group on advancing their skills while the volunteer works individually with the at-risk students. The goal is for the school to see an improvement in reading scores and increased motivation to learn from these students who get individual help.

If your school has recently received a Reading Grant, you may want to ask if the Read Georgia Program could serve as a community component for the grant. Schools are usually struggling to fulfill those criteria in their grants.



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### SCHOOL SYSTEM RESPONSIBILITIES INCLUDE:

- Ask for school personnel to work directly with the Read Georgia director concerning weekly operations for the program.
- Ensure the volunteers meet all guidelines required by the school system concerning background checks, child abuse training and fitness to be volunteers.
- The school leads in informing the Read Georgia volunteers on any COVID-19 or health policies that should be followed. It is the volunteers' responsibility to follow these guidelines.
- The school leads in identifying the students who need to be served by the program. The main qualification is that a student is struggling to learn the sight words for their grade level. Students with identified disorders that would prevent them from learning or that would be too difficult for untrained volunteers to handle should not be first priority for the program.
- The school provides space where volunteers and students can work safely and comfortably without interrupting the other activities of the school, but with few distractions for those in the program. At no time should a volunteer and student be alone. The meeting place chosen should be a common place such as a library or media center.
- The school provides a small, fairly secure area where the Read Georgia student work is housed. It should be easily accessible to the volunteers without inconveniencing school personnel.
- The school provides a time for the Read Georgia leadership team to conduct the pre- and post-testing needed for the program or share the results of testing that teachers conduct concerning the Sight Words with the Read Georgia leadership team. From this assessment, a starting point can be identified for each student and achievement can be monitored by the school.
- The school provides a scheduled time for each student to be tutored for thirty minutes on two different days during the week. Ideally the schedule for all students should be coordinated in such a way that the volunteers will be able to come to the school for one hour and tutor two children. An example is that all students will be tutored in the Read Georgia program on Tuesday and Thursday from 10 a.m. to 12 p.m. Understanding that there are many challenges to creating schedules in schools, your volunteers will need to try to be as flexible as possible.
- The school provides a copy of the sight word list used by the school for Kindergarten through fifth grade to the director for making copies to use with the students.

### CHURCH RESPONSIBILITIES INCLUDE:

- Providing the leadership for the Read Georgia program. The leadership will work closely with the appointed school personnel in creating the schedule and overseeing the volunteers.
- Securing the volunteers for the program and overseeing the background checks of the volunteers. If your church already has procedures for



determining if a volunteer is suitable to work with children, then follow those procedures. If your church does not, now would be a good time to establish such procedures to assist the church in enlisting volunteers for all their children and youth activities. You may choose to use a service such as MinistrySafe or a national background check. Either way there should be a certificate or letter of endorsement saying the volunteer passed the screening. This letter should be given to the Read Georgia director.

- Provide the training for volunteers, the supplies used in the program and the monies needed to purchase books for the children.
- Provide the weekly oversight of the Read Georgia volunteers.
- Provide the Bible club activities for students and families and ministering to families in various other ways.
- Abiding by school rules on food, candy, toys, gifts, books, tracts, etc. **Never give anything to a student without school permission.**
- Provide funding for supplies and activities.

### CHOOSING THE SCHOOL SITE

In many of our school districts in Georgia, there may be only one school in the district that serves second grade students. In these districts the choice of which school you will work with has already been decided as the program is designed to be used with second graders, though there are ways to adapt it to other grades.

In larger school districts, there will be multiple schools that serve second graders.

It is important to consider these things in choosing the school for the partnership:

- The proximity to the church(es) that is sponsoring the Read Georgia program.
- The economic need of the students in the school. Research has shown that the greater the poverty of the students in the school, the more likely they are to experience reading problems and thus need the tutoring help.
- The desire of school personnel to have lay volunteers working with their students during the school day. Teachers will have to have some flexibility in scheduling to accommodate students being out of class for thirty minutes on two different days.
- The willingness of the school leadership to make the scheduling adjustments happen so that volunteers can come in reasonable blocks of time and the flexibility of volunteers to adjust their schedules to help fit into the schedule of the school. This may include being aware of how much travel volunteers will have to do to reach the school.

*At no time should a volunteer and student be alone. The meeting place chosen should be a common place such as a library or media center.*

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## PRESENTING THE GOSPEL

The main purpose of Read Georgia is to share the gospel of Jesus Christ by meeting a need. It is important that this be clearly and graciously stated when initially working with the school system personnel.

One way to do this is to say, “We believe it is important to love our neighbors as we love the Lord.”

You will want to convey to the school that you recognize the limitations placed on them concerning religious activities and you will respect the position they are in. You will need to assure them that while the volunteers are on campus they will only engage in academic activities. The 30 minutes they spend with each student will be spent working on sight words and reading not evangelizing. We expect volunteers’ conduct and attitude to be the means that the Holy Spirit will use to show the love of Jesus to the children.

However, it is important to ask if Read Georgia will be allowed to send home flyers to parents announcing the Bible Club activities.

If you are going to begin a Bible club (see appendix for information in starting a club), you should follow the instructions on how to get the permission of the school to do this. These clubs meet weekly after school usually in the school building so there is much coordination that must be done. This is a worthwhile endeavor as it reaches not only the students in our Read Georgia program but potentially all the students in the school with the gospel.

If you cannot have a weekly Bible club, we highly recommend that you have a Celebration once a quarter. This allows you to share the gospel with the children and their families. These celebrations are usually held at a sponsoring church in the evening. More information on this activity appears in a later section.

## MAKING FINANCIAL PLANS

Though the Read Georgia program is not costly, there will need to be some financial backing. The sponsoring church needs to follow their procedures to place Read Georgia in the budget of the church.

It is suggested that a separate account be set up in the church’s bookkeeping system for Read Georgia if you will be accepting donations from other churches and organizations in the community. This way you can account for the money that has been donated and how it was used.

The initial cost of beginning a Read Georgia program is approximately \$300, however, this can be greatly reduced if you can get the supplies donated. Later you will need donations to purchase the books that you give to the students each quarter. You will also need funds for the weekly or quarterly Bible clubs.



## READ GEORGIA PLANNING SHEET FOR CHURCHES PARTNERED WITH SCHOOLS\*

### Person chosen to direct the program (called the director)

Name \_\_\_\_\_ Phone Number(s) \_\_\_\_\_

Email address \_\_\_\_\_

### Main sponsoring church

Name \_\_\_\_\_ Pastor \_\_\_\_\_

Mailing address \_\_\_\_\_

### School site chosen for program

Name \_\_\_\_\_ Principal's name – \_\_\_\_\_

Mailing address \_\_\_\_\_

### Person at the school who will be coordinating with the director

Name \_\_\_\_\_ Phone Number \_\_\_\_\_

Email address \_\_\_\_\_

Will you start a Bible club at the school site?  Yes  No

If yes, who will be the director of the Bible Club?

Name \_\_\_\_\_ Phone Number \_\_\_\_\_

Email address \_\_\_\_\_

What is the target date for tutoring to begin? (Usually at the beginning of the second marking period.)

Dates you would suggest for your volunteer training? \_\_\_\_\_

The director will be contacted by a trainer within one week of receipt of this planning form in order to answer questions and set up a phone call for the training of the director. Assistance for Bible clubs can be provided upon request at [info@missiongeorgia.org](mailto:info@missiongeorgia.org).

Please mail or email this completed form to your area trainer listed below.

North Georgia (north of Macon including Macon)  
Belinda Harris ([belinda1231@comcast.net](mailto:belinda1231@comcast.net))  
6215 Beaver Creek Trail, College Park, GA 30349

South Georgia (south of Macon)  
Donna Milner [dcmilner@gmail.com](mailto:dcmilner@gmail.com)  
137 Justice Circle, Fitzgerald, GA 31750

# DIRECTOR'S GUIDE

## PERSONAL WORDS TO THE DIRECTOR

*You will become  
the face of Read  
Georgia in your  
community.*

You have been chosen by God to make a difference in your community, the lives of the children of your community, their families and the lives of volunteers who will work with you. This is exciting and at the same time very overwhelming!

God has a word for you. When faced with the overwhelming task of leading the children of Israel God spoke to Joshua.

*Joshua 1:9, NIV*

*Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."*

Read Georgia is a ministry started, guided, and equipped by God himself. Your place is to be an obedient follower. Allow the Holy Spirit to work through you. In order to do this, it is important that you spend time with the Lord everyday so you can know Him better.

It is important that you spend time praying every day for the ministry, for your fellow leaders, for the children and their families, for the volunteers, for the teachers and for anyone connected to this ministry. Pray for salvation, health, strength, guidance, provision, protection and that His will be done. Put on the whole armor of God that you may stand against the Devil. Then go and do what God directs you to do each day!

For this section, it is assumed that you have been involved from the beginning in efforts to start this ministry. The earlier sections explained how to approach the school system or school personnel with the proposal of starting Read Georgia in your local school. It is important that you realize that you will become the face of Read Georgia in your community.

Be professional in your encounters with others but let the love of Jesus shine through you. Praying before every planned encounter will prepare you to be used by the Holy Spirit. You will most likely be thrust into some situations and meetings where you do not feel capable or equal to those in the room.

A quick study of the apostles will show you that God chooses the humble, bumbling, ordinary people to do His work, then He equips them with all they need. God will use your talents, but that is not why He chose you. It is your willingness to be obedient to Him that makes you the best choice.

As you assemble your leadership team, remember to follow God's lead and not discount people because they don't fit a certain mold. If your team appears as motley and unassuming as the 12 disciples, then you may be on the right track.

But what if you are the only leader? Take heart, be strong and courageous. God is with you and He makes a majority. Press forward and watch for God to develop a team. Remember that most people have to have a personal invitation



to get involved. Don't shy away from asking others to help even in small ways. God may use that small involvement to urge them into greater involvement.

Praise God! Praise others for what they do! Laugh often! Love freely!

### DETERMINING YOUR LOCAL SET UP

Each Read Georgia ministry will be unique in many ways. You have to fit the ministry with your local community, church and school. This section is to guide you through some of the decisions you and the leadership team will need to make. For these decisions you will need to work very closely with your school liaison as many of these decisions impact the daily life of the school.

#### What days and times will you tutor?

Every school has a master schedule that reflects when students will arrive at school, leave school, eat lunch, go to recess, be scheduled for school-wide classes like Physical education/gym, music, art, labs, library/media center time and when certain subjects will be taught in each grade level. This master schedule is created at the beginning of the school year by the administration in conjunction with the teachers. The first couple of weeks of school the school faculty are usually testing out the schedule and making minor tweaks to make everything work smoothly.

If you can begin your conversation with the school about having Read Georgia before start of school, they will be more able to accommodate you in the schedule. If you have to start later, then be prepared for having to be very flexible on when the volunteers will be allowed to pull students.

If the school asks you to wait until the next school year to begin Read Georgia, be willing to wait. In the meantime, ask for ways to begin serving the school. You can help teachers, collect books for students, or offer to help with summer reading clubs.

Ideally, the leadership team and school liaison will pick two days a week when the volunteers will come to the school. You will pick an hour a day during which you will pull students. This allows each student to be served twice a week for a half-hour session. You will need one volunteer for each student that you will serve in this scenario. Each volunteer will come one day a week for one hour.

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*If you can begin your conversation with the school about having Read Georgia before start of school, they will be more able to accommodate you in the schedule.*



Here is a chart showing how that schedule looks.

Tuesday		Thursday	
9 a.m.		9 a.m.	
Student A	Volunteer 1	Student A	Volunteer 6
Student B	Volunteer 2	Student B	Volunteer 7
Student C	Volunteer 3	Student C	Volunteer 8
Student D	Volunteer 4	Student D	Volunteer 9
Student E	Volunteer 5	Student E	Volunteer 10
9:30 a.m.		9:30 a.m.	
Student F	Volunteer 1	Student F	Volunteer 6
Student G	Volunteer 2	Student G	Volunteer 7
Student H	Volunteer 3	Student H	Volunteer 8
Student I	Volunteer 4	Student I	Volunteer 9
Student J	Volunteer 5	Student J	Volunteer 10

*Ideally, the leadership team and school liaison will pick two days a week when the volunteers will come to the school.*

Rarely in life are we able to live in an ideal situation. There may well be conflicts in scheduling that prevent this ideal from happening. We must be flexible.

Schools are doing more and more individualized learning with students, so that often the students in the same homeroom class will have different schedules during the day. Many of the students you will work with also receive special help from specialized teachers in the school.

Remember, Read Georgia is part of an overall learning plan a school provides for their students.

You may also find conflicts in the times when your volunteers can come to the school. Because of their other obligations, some may only be able to come early in the morning, some only at mid-morning, some at lunch, some in early afternoon. You'll even have volunteers that want to come in late afternoon, and you will have to explain that there are no children at the school at that time. Don't brush these people off as they can be valuable volunteers for your Bible Club activities or can be recruited to pray for the tutors and students in the Read Georgia Program.

Scheduling is probably the biggest difficulty you will encounter, but we serve a God who can make it all come together.

Having a scheduler that is proficient in using spreadsheets and creating schedules is a plus, but not absolutely necessary. Please remember in this initial phase of making a decision about when Read Georgia will happen in the schools, you must work together as a team with your school liaison. This decision is too important to be left up to one person to make. Make a general decision based on how your school personnel think it will work into the school schedule, then be willing to adjust it as you determine when your volunteers are available.



Don't be dismayed if you have to ask volunteers to come more than one day a week or stay for longer than an hour in order to minister to the students who are identified as needing help. Remember each student is to receive two half hour tutoring sessions a week.

### Where will we tutor the students?

The next important decision that must be made by the school liaison and the leadership team is what physical space in the school will volunteers use to meet with the students. Volunteers must understand that in most schools space is a premium. There is usually never enough space for everything a school has going on. People have to share spaces, put up with less-than-ideal situations and make too small spaces work.

There are some important considerations when choosing the space for volunteers and students to work.

- First, at no time should a volunteer be in a closed room or space with a student without another volunteer or school personnel being there the entire time. This will prevent any accusations about any kind of abuse.
- Second, the space has to be quiet enough for volunteers to hear the students read.
- Third, the space needs to be well lit.

Each school will be unique in how it addresses space to read with a student, but here are some possible suggestions. You can use – tables at one end of the library; tables on a stage in the cafeteria when students are not eating; or a classroom dedicated to intervention activities may be staffed with the weekly coordinator volunteer or a school staff member when volunteers are present. In some cases, desks have been placed in the hall and volunteers were allowed to work with students there. Be creative and make it happen.

### Where and how will the Read Georgia materials be stored?

Remember that you will want the Read Georgia footprint to take up as little space as possible. In most schools the sign in/out notebook or computer will be located on a counter or desk in the general office or lobby.

1. You will need one container for each volunteer that you will have working at any one time. This container will hold all the supplies the volunteer will use with the students. It usually holds a pocket folder with the games, instructions, and stickers; a small bag with the game pieces, a bag with pencils, pens, markers and highlighters, a small box of crayons, a write-on/wipe-off board, an eraser, hand cleaner, and tissues. Many of these items may be purchased inexpensively at dollar stores or at back-to-school sales.
2. You will need a large storage tub to hold the additional supplies so volunteers can replenish the containers.
3. You will need a filing box or file cabinet for the student folders and testing materials.

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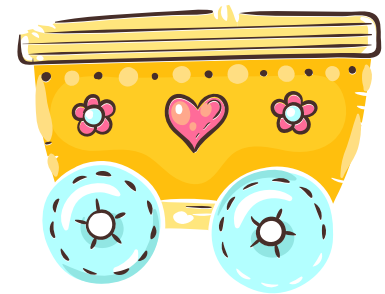
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The school may provide some baskets of books for the students to read, or you may need to assemble these so volunteers can help students choose reading material quickly. Check with the school’s media specialist/librarian or lead teacher to assist you.

All of these materials should be stored out of the way of other activities in the school, but easily accessible to volunteers when they come to work with students. The materials and student folders need to be secured so they are only accessed by Read Georgia volunteers.

### What does the Read Georgia space look like once we have it?

First, ask the school to show you the space you can use to store items. You will need three storage arrangements for your Read Georgia supplies.

- The first will be how to store your student folders. This needs to be easily accessible to your volunteers but not readily accessible to any others as these folders do contain information particular to each student.
- The folders need to be stored in an organized manner, so they are easy for volunteers to quickly retrieve their student’s folder at the start of their session.
- You may choose a plastic or cardboard file box, a filing cabinet or a filing crate. If you set it up with hanging file folders labeled alphabetically, you will make the filing process easier.

Second, you need to store the supplies each volunteer will need for each session with a student. It is best to have these supplies stored in individual containers so they are easy for the volunteers to grab and carry with them to where they will work with the students. The supplies you need to store include:

- folder containing the session instructions, games, stickers and additional activities to be used with all students
- write-on/wipe-off small board
- dry-erase eraser
- a bag or pouch containing pencils
- pens
- markers
- highlighters
- crayons
- bag with the game pieces
- small tissue pack
- a small bottle of hand cleaner
- small writing pads
- a stack of index cards

The storage you choose should be able to accommodate a regular Duo-Tang pocket folder. Some suggestions are the plastic craft boxes used to store scrap-booking supplies, or the storage carts with drawers used to store paper. If you use a cart, then you will need a space to park it, but you can usually store the student folder file box on the top of it. If you use the plastic boxes, you will need a shelf or table to stack them on.



Third, you need to store your extra supplies, as well as general supplies needed. These supplies will be the pens, pencils, markers, highlighters, crayons, index cards, tissues, hand cleaner (can be a large bottle to refill the small bottles) and extra game pieces. You will also need to store a stapler, staples, scissors, glue, tape, alcohol (to clean the writing boards), paper towels and extra file folders. Keeping an extra one or two write-on/wipe-off boards is a good practice. It is recommended that you use a large plastic tote or the bottom drawers of a file cabinet to store these items. If you have a shelving system you are using, then you could store these items in several shoe box size containers. Just be sure to label the containers.

You will also need to keep extra copies of the session logs, the Sight Word List, the folder labels, and the testing materials on hand. These can be stored in the back of the Student Folder File Box or in the filing cabinet.

Make sure you plan from the beginning with the school personnel where you will store the Read Georgia materials so you will know which kind of storage containers to purchase.

#### **How will students be picked up from their classes and returned?**

School procedures differ so it is important to discuss with your school liaison the best way for students to be picked up and returned to class in order to minimize distractions to the other students. This may be the duty of either the weekly coordinator or each volunteer would get their own student. Just remember that every time a classroom door opens, the students will look to see who is at the door distracting them from what they should be doing and learning.

#### **What should volunteers do in emergencies?**

School policies for fire, tornado, lock down drills and other emergencies should be discussed at the training with all volunteers, and they should be expected to follow them. Your school liaison can give you copies of written procedures that are given to school personnel, so everyone knows what to do.

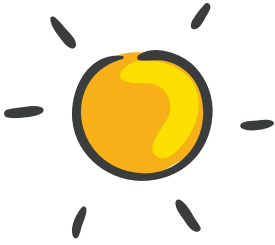
For medical emergencies with students or volunteers, volunteers should be informed as to whom they are to notify. Usually this will be the weekly coordinator (or director) who will then notify the appropriate school personnel such as the nurse or principal.

#### **When can we do the initial student testing?**

It may be that your teachers are already required to test students at the beginning of the school year to determine which sight words they already know. You may be able to use their testing results to help you determine where the students need to begin on the Sight Word List.

If this information cannot be shared with you, you will need to conduct a Pre-Test of each student. The director and possibly one other leader or volunteer will need to give the Pre-Test. This takes about 3-5 minutes per student.

*School policies for fire, tornado, lock down drills and other emergencies should be discussed at the training with all volunteers, and they should be expected to follow them.*



**NOTES**

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From this testing you will determine where on the Sight Word List the student will begin working. Directions for this are given later in the Director’s Guide.

**What Sight Word List is used in the school?**

You will need to ask the school liaison to provide you with the sight word list that the school is using. Some schools use the Fry Sight Word List, some use the Dolch Sight Word List and some systems have developed their own list of sight words. It is important that the Read Georgia volunteers use the same Sight Word list as the school personnel. A copy of this list should be made available to the director for copying to use with the students. Some schools use a list that goes through high school. For these schools you will need a list of the words used through at least fifth grade. If your school uses a shorter list, then get a copy of the entire list.

**READ GEORGIA SET UP CHECKLIST WITH SCHOOL\***

This is an example list. There is a downloadable copy of this list you can find on [missiongeorgia.org](http://missiongeorgia.org).

1. What days will you tutor?  
\_\_\_\_\_
2. What times will you tutor each day?  
\_\_\_\_\_
3. Where will we tutor the students each day?  
\_\_\_\_\_
4. Where will the Read Georgia materials be stored?  
\_\_\_\_\_
5. How will the extra and general supplies be stored?  
\_\_\_\_\_
6. What is the plan for getting and returning students to class?  
\_\_\_\_\_
7. How should emergencies be handled and to whom do you report?  
\_\_\_\_\_
8. When will pretesting be done and where?  
\_\_\_\_\_





9. Which Sight Word List is used in the school?

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10. What challenges do you foresee in setting up Read Georgia and what solutions do you propose?

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11. What benefits do you envision Read Georgia will have on your students/school?

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12. Other aspects?

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## RECRUITING VOLUNTEERS

The director is primarily tasked with recruiting, screening and training volunteers. In order to do this, you will have to educate the people of your church and community on what Read Georgia is, what it does and does not do, how they can get involved and why they should. This is going to require you to make a number of different presentations. It is a good idea to sit down and outline the facts about Read Georgia in a quick cheat sheet for yourself. Carry this with you so you can be prepared to discuss the program and thoroughly answer questions whenever a question is posed anytime, anywhere. Decide at the beginning what contact information you are willing to put out to the public and repeat it as often as possible so people will know how to contact you and volunteer.

You will need to continually emphasize that the training provided to the volunteers will equip them with everything they need to know to tutor. Volunteers do not have to be trained teachers to help students learn their sight words.

### Church presentations

These take many forms from the five-minute announcement during the service to a full thirty-minute presentation for one of the organizations of the church (Sunday School class, women's groups, senior groups, men's groups). It is best if your motto is "Be Prepared." Careful planning beforehand will result in your getting the message across and not wasting time or opportunities. This won't stop the nervousness, but it will help you get through it.

### Church publications

Writing one paragraph articles about Read Georgia, crafting announcements of the upcoming training session, or writing a brief thank you note to volunteers are all ways to be included in the bulletin, mail out, social media, or website of the church. Write it out, then have a team member or friend proofread it

*Volunteers do not have to be trained teachers to help students learn their sight words.*

*The more of your supplies you can get donated by church members or community organizations, the lower your initial setup costs will be.*

for you. At the beginning of the school year, you want Read Georgia to be seen everywhere, over and over so people can't miss the opportunity to volunteer.

### **Community organizations**

In every community there are countless groups of people who gather to learn about the community or do service for the community. Many of these groups have regular meetings. The program leaders of these groups are always looking for someone to give a short twenty-minute speech about something that the members may be interested in.

You may be a member of one of these groups. Make yourself available to give a presentation about the Read Georgia program, a partnership between local churches and the local schools. Some of the best volunteers you can get are those who are already volunteering in other areas of the community. Some of the civic groups may even desire to partner with you by providing supplies or monies for books that you give the children.

### **Community communications**

Do you have a local radio or TV station? Is there a morning or midday local interest talk show? Contact them and see if they will interview you about Read Georgia. They love to plug ideas and events that benefit many in the community. You often will be asked to give them a list of questions you would like them to ask you. This way you can work on the questions and answers so you aren't left speechless.

### **Websites and Social Media**

Coordinate with your church leadership team to get announcements and Read Georgia stories posted on the website and social media accounts. Because this is program is a subset of the church's ministry, it most likely would not be feasible or necessary to start a Read Georgia account just for your program. However, a Facebook group may be a good way to connect the Read Georgia team and volunteers from a single church. For more information on starting a Facebook group, contact [info@missiongeorgia.org](mailto:info@missiongeorgia.org). Keep in mind that not everyone is on Facebook, so be sure not to limit your communications to a single outlet.

### **Word of Mouth**

Often the best form of advertising is to ask each volunteer who does come forward to please bring one more volunteer. People will often do things with their friends that they won't strike out and do on their own. Encourage members of your church to reach out to those they know who have a little extra time on their hands.

Talk with coworkers and friends about joining Read Georgia as well.

### **Forms for Volunteers**

You should have two forms ready for recruiting volunteers. The first is an Interest Form\* and the second is a Volunteer Application\*. An example of each

form is on the Read Georgia website. You can download the forms and change the contact information so your community can reach you.

## SECURING SUPPLIES AND PREPARING THE TUTORING MATERIALS

The leadership team should work together to secure supplies. The more of your supplies you can get donated by church members or community organizations, the lower your initial setup costs will be. Most stores are running back to school specials on school supplies at the end of summer. That is a good time to ask for donations of pencils, pens, colored markers, dry erase markers, highlighters, crayons, index cards, hand sanitizer, small tissue packets, pocket folders, small dry erase boards and dry erasers. Put out a container in a central place in your church and you'll be surprised how quickly it will accumulate.

Based on your decisions of how you are going to store the Read Georgia materials, you should purchase the desired storage containers. It may be best to work on preparing and filling the containers in a location at the church where it is accessible to volunteers. Then when everything is ready move the containers to the appointed place in the school.

After the supplies are gathered and you have the containers, set aside a day for the leadership team to assemble everything. It may be helpful to label each Tutor Container with a number and put that number on the supplies that are placed in that container. In the event that materials get mixed up, it is easier to sort them into the correct containers. The student folder should have the front label attached and the session log stapled to the left side of the open folder.

The following forms are located in the appendix for you to copy and use. In the Tutor pocket folder place – one copy of each game preferably laminated, a copy of the instruction sheet preferably laminated and a sheet of reward stickers. If you cannot laminate, place the items in a heavy-weight sheet protector or cover with clear contact paper. You will be able to use a dry erase marker on it and erase it.

Place in or on the student folder – one front label, one Session Log, one copy of the Sight Word List, and one copy of the All About Me sheet. A suggestion for storage is to place these folders in file folders (about 10 per file) and arrange them in a file box or cabinet. Label the files with the alphabet after you know the names of the students so the folders can be filed for easy retrieval.

## TRAINING VOLUNTEERS

Your next responsibility is to train your volunteers. This is best accomplished by setting up a training meeting. The training will take 1 ½ to 2 hours to complete. The purpose of the training is to make sure volunteers know how to follow the policies of the school, the procedures of the Read Georgia program, and basic guidelines for working with students. Before the training meeting, you will want to make one copy of the Training Materials located in the Appendix for each Volunteer expected at the meeting plus a few extra.



*If at all possible, you should have the school representative at the training. This enables them to hear what volunteers are being instructed to do and to make sure that the policies of the school are represented correctly. They also can be invaluable when questions are asked that you can't answer.*

All volunteers should complete the Volunteer Application Form before the meeting. This contains valuable information about each volunteer, how they can be contacted, and makes sure they understand what they are agreeing to do. A background check should be completed before attending the volunteer training.

If at all possible, you should have the school representative at the training. This enables them to hear what volunteers are being instructed to do and to make sure that the policies of the school are represented correctly. They also can be invaluable when questions are asked that you can't answer.

### Training Outline

- Welcome
- Introduction of Leadership Team and School Personnel
- Volunteer Application Form
- Read Georgia Purpose, Mission, and Basic Convictions
- Check in/Check out procedures and Security Badges
- Location of Tutoring Space and Materials
- How to Get and Return the Students
- What a Tutoring Session Looks Like
- What Materials Tutors Use
- What Records Tutors Keep
- Common Characteristics of Second Grade Students
- How to Handle Problems
- What to Do if You Need to be Absent
- Wrap Up and Thank You

### Training Materials to Copy for Volunteer Training\*

Make one copy of each of these materials for each volunteer expected in the training. It is advisable to also have a few extra copies on hand if others show up unexpectedly.

- Volunteer Application
- Tutoring Session Instruction Sheet – FAITH Chart
- Sample Sight Word List
- Volunteer Tutor Guide
- If the size of your school is large and volunteers will be traveling through the school to get students, you may wish to copy a map of the school. Your school liaison can provide one with emergency exits marked for you.
- You may also want to create a document that lists the names and contact information for the leadership team and school liaison.

## THE TRAINING

*(titles in parenthesis are suggestions of who would present that section)*

### Welcome – (by Director)

Be sure to thank school officials, community partners and the volunteers who have come for the training.

### Introduction – (by Director)

Introduce those who will be presenting the training. Introduce the Leadership Team and key school personnel.

### Background Checks- (by Director or School Personnel)

Who does this section depends on the requirements of your church and of your school district. First you need to explain what each volunteer is required to do in order to be a volunteer in children’ ministry at the church. If you use MinistrySafe, explain the procedure for making the application and viewing the videos. If you don’t, explain what you do require of your volunteers. Explain that the end result should be a certificate or letter stating that they have passed their background check. Be sure to give instructions about how to turn the paperwork into your director so it can be entered in the records

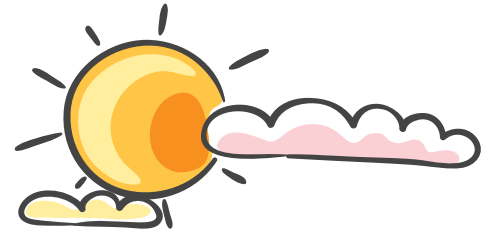
If the school district has set forms and procedures that they require of all volunteers, then you will want to ask someone from the district central office who is in charge of overseeing this part of volunteer programs to come and instruct the volunteers in what to do, how to do it, and when to do it. You will need to make contact with this person early on, so there are no surprises at the last minute when you are trying to get the program started. If your school district requires volunteers to use an online system to view instructional videos or fill out forms, you may need to see if the volunteers can use some of the school’s computers to accomplish this, if they don’t have personal access to computers.

### Purpose, Mission and Convictions – (by Director)

At this time the director needs to make sure that everyone understands the purpose of Read Georgia, why and who we serve and what basic core beliefs from which we operate. Read carefully the section in this manual entitled, “Basic Convictions of a Read Georgia Program.” Use this information and statistics from your local area to help volunteers understand what they are signing up for and why.

### Check In / Out Procedures – (by Weekly Coordinator)

Explain your procedure for volunteers to get the badge that will identify them as part of Read Georgia. Explain how and where volunteers are to check in when they get to school and check out when they leave. Explain the importance of this as a safety precaution so school officials will know who is in the building in case of an emergency. Also stress that the check in/out records will



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be used to determine how many volunteer hours are given by Read Georgia volunteers.

*Location of Tutoring Space and Materials* – (by Weekly Coordinator)

This section is like a question/answer session. Where will volunteers be working with students? What special considerations should be followed while using this space? Can volunteers choose to work in a different area of the school? Where will volunteers find the materials they are to use with the students? How should the materials be gotten and returned? What special considerations should be followed when getting or returning materials? What does a volunteer do if they need additional materials?

*How to get students from and return them to class* – (by Weekly Coordinator)

Explain what the procedures will be to get students from class when several students are coming from one class at the same time and when only one student is coming from a class. Explain the procedure for returning students to class. (Example- Who picks students up, where do they pick them up, who returns them, are volunteers allowed in the hall, can volunteers speak to teachers when they pick up students, etc.)

Make sure that whatever policies the school has in place for movement of volunteers in the building are well communicated to the volunteers.

*What a Tutoring Session Looks Like* - (by Director and Weekly Coordinator)

This section is best done as a role play modeling what will happen between a tutor and a student during the tutoring session, but in an abbreviated form. A sample script is included in the appendix and online for you to use if you wish.

Demonstrate to the volunteers how to mark the Sight Word list (in the appendix and available online). Words said correctly in less than four seconds and not sounded out should be highlighted. If a student doesn't know the word, hesitates more than four seconds, sounds the word out or miscalls the word; then the word should be circled with a pen. The circled words will become the target words to be practiced in that session. Tutors need to understand that when they have circled five target words they should stop. draw a line, initial and write the date. Then they are to move on to the next part of the FAITH instruction sheet (in the appendix and available online) using the target words.

Have volunteers look at the FAITH instruction sheet in their training packet. Quickly go over the steps to be followed and answer any questions.

*What Materials Tutors Use* – (by Director)

Let's look at the materials the tutor will use. On each table is one of our tutoring boxes. Let's look at what is inside.

Go through the materials in the box explaining how each is used and how it is to be returned to the box. Stress how important it is that everyone do their part in keeping things clean and organized.



Point out the volunteer's folder in the box. Discuss the FAITH instructions sheet in detail letting volunteers know that it will always be there to help them guide their tutoring sessions. Explain that the FAITH acronym is used to show that we have faith in the student that they are going to hit the target and learn their words for that day.

Talk about each game and how to play it. You can write 5 words on a marker board (EX. reading, volunteers, fluency, gospel, fun) and have pairs of volunteers use the words to play one of the games. Don't let this take very long!

### *What Records Volunteers Keep* – (by Director or Scheduler)

You should have a prepared student folder on each table. Have volunteers look at the folder. Call attention to the Session log and explain how it is to be filled out. Volunteers need to understand how important this record is to the success of the program. Explain how you will use this record to keep track of volunteer hours, tutoring hours, watch for problems such as absenteeism and monitor general student progress. Explain how important it is for each tutor at every session to make a note of difficulties and successes the student has during that session. This will enable the next tutor to work more efficiently with the student moving forward instead of rehashing previous learning or enable them to address problems maybe in a different manner.

Then you should look at the Sight Word List. Review the procedure for using the word list. The procedure is:

- Students are to read each word quickly without sounding out the word.
- If the word is read correctly then the word is highlighted on the student's copy of the word list.
- If the student reads the word incorrectly, hesitates for more than four seconds, sounds the word out or doesn't know the word then the volunteer is to circle the word with a pen while telling the student what the word is.
- Telling the student the word is crucial so their mind will not stress on it and they can concentrate on the next word.

Continue having students read the words down the list until you have circled five words. At that point stop and draw a line under the last word. Write your initials and the date on the line. This allows us to see when that part of the word list was worked on and who actually did the initial work. The five words that were circled now become the target words that the student will work on by repeating, writing, playing games and using in sentences.

The only other record you must complete is your signing in and signing out each day that you tutor. Please don't forget to do this.

### *Common Characteristics of Second Grade Students* – (by Director or School Personnel)

There are some things that students in the second grade hold in common. Discuss some of these characteristics. If your school liaison works directly

*Explain that the FAITH acronym is used to show that we have faith in the student that they are going to hit the target and learn their words for that day.*





*How to Handle Problems* – (by the Director and/or School Personnel)

From time to time there will be problems that surface. Volunteers need to know the school policies for handling these problems.

**Student Misbehavior:**

Check with school administrators on handling bad behavior.

Usually telling a student that if they don't stop the behavior, you will take them back to class is enough. But don't make this an empty threat. State it and if the behavior continues move immediately to take the student back to class. They need to know that you mean what you say. If a student refuses to go with you, ask the weekly coordinator to help you or if they are not available ask another volunteer. Often another person will be calmer and can help defuse the situation. If that fails, the appropriate school personnel will have to be summoned to help with the student. Each school is different so you will need to communicate what the policy of your school is to the volunteers.

Be sure to follow school protocols. You should never physically coerce a child to follow instructions. Do not grab, hold, push, or touch a child when dealing with behavioral issues. Do not leave them alone.

**Medical problems:**

Alert the weekly coordinator who will determine if the problem needs immediate attention or not. Minor problems should be reported to the teacher. Ongoing medical needs may need to be called to the attention of the school nurse if your school has one. Medical emergencies should be reported to the administration immediately.

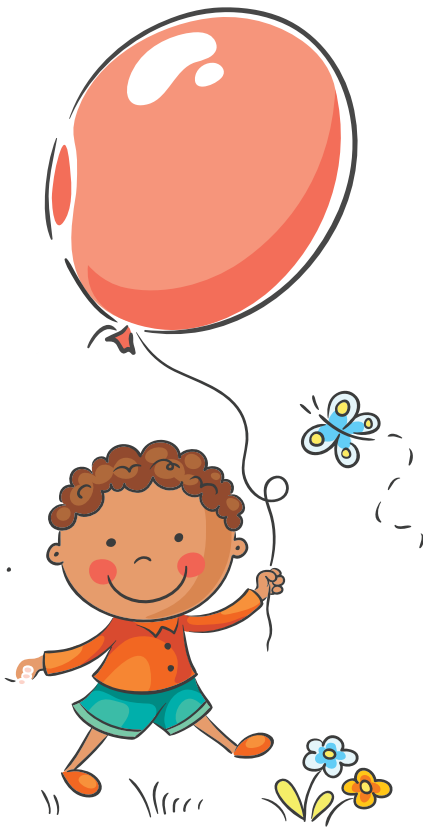
**Abuse:**

All volunteers should be aware of what constitutes physical, emotional, mental and sexual abuse. At all times, volunteers are to follow the school policies and procedures concerning the reporting of abuse. Your school personnel should be able to provide you with a brief training to help volunteers know what they should report and who they should report it to within the school. Volunteers should not attempt to investigate abuse on their own but leave that to the professionals. If the school is unable to provide this training for your volunteers, you may wish to download the Abuse Prevention and Reporting handout from the Read Georgia website.

**Confidentiality:**

Volunteers must be reminded that because they are working in the school with other people's children, they are required to maintain confidentiality. This means that they cannot discuss a child's progress, needs or behaviors with others in the community. If they need to make a general statement, they should never use the student's name or any information that would identify the student.

*Volunteers must be reminded that because they are working in the school with other people's children, they are required to maintain confidentiality.*



## Safety Problems at the School

From time-to-time, volunteers may see something in a school that needs the attention of maintenance in order to keep a safe environment. These concerns should be shared with the weekly coordinator or director so they can communicate them to the school liaison or school administration.

### *What to Do if You Need to be Absent* – (by the Scheduler)

Your leadership team should determine from the beginning how you want to handle volunteer absences. When possible, it is easiest if the volunteer contacts the other volunteer that works with the child and asks them to cover for them. That is not always possible. If it does happen the weekly coordinator needs to know about the change.

You may have your scheduler maintain a list of volunteers who can fill in when others have to be out. If that is true, then the volunteer should contact the scheduler so that another volunteer can be called. In an emergency situation where there isn't time to call someone else, the weekly coordinator may work with the student that day.

Whatever procedure you establish make sure you communicate it clearly to your volunteers so that there will be no students left without a tutor on their assigned day. Never ask someone to volunteer who has not been trained for Read Georgia.

### *Wrap Up* – (by Director)

At the end of the training, you should allow for a time of Question and Answers so volunteers can leave feeling that their concerns were addressed. Try not to let this become a What If... session that bores everyone but the speaker.

End the training by thanking those who have come, those who have decided to volunteer and the school personnel. Give instructions and reminders of what volunteers will need to do next or how they will be contacted to receive their tutoring assignments.

## STARTING THE TUTORING

Wow! Look what God has done! You've formed a partnership between your church and a local school. You've spread the word throughout your community of how God is working. You've chosen a leadership team. You've worked out the specifics with the school personnel about where and how the ministry will operate in the school. You've recruited and trained volunteers. You've gathered, organized and stored supplies at the school. Your BIG DAY is almost here!

Before you can actually start tutoring, you and your scheduler will have to work with the school personnel to create a schedule showing when each child will be tutored and by whom. Directions on doing this are located in the section of this manual for the scheduler.

While the schedule is being made, you and the weekly coordinator need to do the Pre-Testing of the students.

## DIRECTIONS FOR PRE-TESTING

Most schools in Georgia require their teachers to assess each student in kindergarten through second grade on their achievement of the Sight Words every quarter. The results are reported on the Standards-Based Report Cards to the parents. If this is true in your school system, then you may work with your school liaison to get access to this information. Then you will not need to administer the Pre-Test. If students are tested on Sight Words during the first month of school, you can use the number of the last sight word they knew before they missed five words. Then use the directions below to determine the beginning word.

If it is decided that you need to do your own Pre-Test, it is not hard to do. We recommend that the director and the weekly coordinator or two volunteers who have worked with students before do the Pre-Test. Each of you will need two copies of the Sight Word List\* and an index card. If the list the school gives you does not have the words numbered, you should number a list before making copies for the Pre-Test and the student folders. You should have a Pre-Test\* form for each student.

1. Place one copy of the Sight Word List in front of the student with an index card that they can use to help them move down the list of words.
2. Put the other copy in front of you. Fill out the student's name, teacher's name and room number on the Pre-Test form before you begin the test.
3. Ask the student to read each word going down the list and saying I don't know if they don't know a word. They are to move quickly down the list without stopping or sounding out the words.
4. As the student reads, write the number of any word they miss, don't know or sound out on the Pre-Test form.
5. When you have five numbers written stop the student. The test is complete. Thank the student and in an excited way tell them that they will be working with their new reading volunteer very soon. Return the student to class.

When all the students have been Pre-Tested, you need to calculate the **beginning word**.

- If the last word missed comes before word 50, the student should begin on Word 1 on the list.
- If the last word missed comes between word 50 and word 100, you should subtract 30 from the number of the last word missed and have the student begin on that numbered word.
- If the last word missed comes after word 100, subtract 50 from the number of the last word and have the student begin on that numbered word.
- **Write the number of the word the student is to begin on in the blank on the Pre-Test form.** This beginning number will be recorded on the front label of the student's folder when they are made. We recommend

*If it is decided that you need to do your own Pre-Test, it is not hard to do.*

*The first week of tutoring, if possible, the entire leadership team should be at the school during every day and time that there are tutors coming.*

that all Pre-Test forms be placed in an envelope to be given to the scheduler to be used in setting up the records.

Some question why we start students at such a low number. The main reason is to build success into the volunteer/student relationship very early. As the tutor asks the student to begin to read the list of words in the Focus section of their first meeting, the student will quickly identify those words, get them highlighted, get praised and start building the mind-set of success that will help them tackle the problem words when they are reached. A great beginning leads to an even greater finish!

### GETTING STARTED

Once the schedule is made, the director must ensure that each volunteer is contacted making sure they can come at the scheduled time. At the beginning it is good to establish with each volunteer the method that they prefer you to use to contact them. Not everyone is comfortable with electronic communication or has a cell phone that receives text.

After everyone has agreed to their scheduled day and time, then you should send an email or a text to each volunteer confirming the day and time they are to tutor. On the first week of tutoring, it may also be wise to contact volunteers the day before they are to tutor, in order to remind them.

The first week of tutoring, if possible, the entire Leadership Team should be at the school during every day and time that there are tutors coming. This will allow you to address questions and concerns quickly before they become problems. Be prepared for mix ups in the scheduling. Handle them with prayer and the peace of God that passes understanding. Circulate among volunteers as they tutor not to evaluate, but to offer encouragement and support as they are learning right along with the students.

As volunteers finish their sessions or at the end of the week, talk to them to find out what procedures and schedules need to be fixed. You will not be able to change everything to everyone's satisfaction immediately, but it helps if they can see that the Leadership Team is trying to address their concerns. Don't forget to talk to the school personnel and address any concerns they may have. They may be able to offer suggestions that will make things go more smoothly.

### EVALUATING THE PROGRAM

The director will lead the Leadership Team to periodically evaluate the Read Georgia program. Ask yourselves questions like:

- What is working well?
- Where do there seem to be problems?
- What suggestions do we have for solving the problems?



- How do the school personnel, the volunteers, the students and their parents, and the community perceive the Read Georgia program?
- What can we do to make their perception better?

You will also want to create some statistics for the Read Georgia program and communicate them to others. Keep a record of the number of students being served, the number of volunteers that are serving, the number of hours of tutoring that is being done, the number of hours volunteers are working, the number of people being served by your Bible club or Celebrations and any salvations that result from this outreach.

Calculate how much your students are achieving. At mid-term subtract the beginning number for each student from the last word mastered by a student to give you the total number of words the student has achieved. Add all the student's achievement scores up and divide it by the number of students you serve to get the average number of words your students learned during the first semester. Report this number to school authorities and personnel, parents, churches and community groups. This will result in much celebration.

At the end of the year, you will have to decide if you can use the final assessment of sight words given by the teachers as your Post-Test or will you need to do a Post-Test yourself. We recommend using the results of the final assessment of the teachers. You will need them to give you the number of the last word mastered according to their assessment. When you subtract the beginning word for each student from their last word mastered, you will have their achievement score for the year. As at mid-year, you can add up all the scores and divide by the number of students to get the average number of words mastered by students in the Read Georgia program. Proclaim this fact proudly!

If you need to give the Post-Test, follow the directions for the Pre-Test but use the Post-Test form. After a student misses five words, subtract 5 from the number of the last word mastered and that will be their ending word.

Remember to never discuss or reveal an individual student's scores or achievement with anyone except their parents or teacher. (Keep Confidentiality!)

### THE REST OF THE DIRECTOR'S DUTIES

You've got the ministry started. The volunteers are faithfully meeting with the students each week. So, what do you do now?

#### The Communicator

Communication: Between the Leadership Team and the volunteers, between the Read Georgia volunteers and the school personnel, between churches in the community - concerning Read Georgia is the duty of the director. It is a never-ending task, but it is the oil that makes the machinery of the ministry keep humming along.

Consider providing a monthly update to volunteers at least once a month to keep them informed of:

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At the end of the year make a big splash in your church(es), newspapers, radio, and community organizations sharing your statistics and celebrate your successes. This will strengthen continued support and encourage more volunteers for the next year.

At the end of the year, share your success with Mission Georgia through the Literacy Missions annual report. If you have a Tutoring Children and Youth Ministry in your church, your statistics will be entered on their annual report. If your church only has a Read Georgia program, we ask that you access the annual report at [missiongeorgia.org](http://missiongeorgia.org).

### **The Encourager**

The best way to be able to encourage others is for you to be encouraged by God daily as you spend time with Him in prayer and Bible reading. Ask God to send the Holy Spirit (His Encourager) to encourage you and help you encourage others.

Every member of your Leadership Team will have times when they need to be encouraged to stick with their tasks and in turn, they will encourage you to keep going also.

Find ways to encourage the volunteers as they faithfully work with the students. A kind word or expressing genuine interest in their families can be very encouraging. Phone calls to say thank you just for being faithful show that you recognize their sacrifice. A text message with a Bible verse that spoke to you today can encourage. A quick note that gives a volunteer an update on how a concern they had is being resolved surely encourages.

A great way to encourage someone is to help them encourage another person. Involve the volunteers in doing small encouraging things for the teachers in the school.

Make candy bar cards, create a candy rose, give out smile cards to teachers you pass in the hall are some simple encouraging activities. Be creative and think outside the box!

### **The Problem Solver**

Not really you, but God. He just uses you as the pipeline to deliver the solution to others.

When people bring you concerns or problems, listen closely. Make sure you understand what they think the issue is. If the problem is between two people make sure you know the story from both sides, before you react. Ask the one concerned to pray with you and ask God to give the solution. Pray with them on the spot if possible.

It is a good practice to write down the concerns brought to you noting who expressed the concern. That way things don't get overlooked and you know who to report back to when there is a solution.

*At least once a quarter, ask for the opportunity to share with the sponsoring church(es).*



# SCHEDULER'S GUIDE

## A WORD TO THE SCHEDULER

The scheduler is the inner machinery of the Read Georgia ministry that makes everything work.

Our God is a God of order. Look how carefully He has hung the planets in the universe so that each follows its assigned path and there are no collisions. Look at how He has fashioned the many systems of the human body so that each does its job in its own way. God gives to each person the ability to carry out the purpose for which they were divinely created.

God said in Isaiah 42:6 (CSB), "I am the Lord. I have called you for a righteous purpose, and I will hold you by your hand." This is your charge and your promise from the Lord.

Your task will at times seem grievous, often overlooked and seemingly too hard to bear. But take heart, for Jesus said, "If you are tired from carrying heavy burdens, come to me and I will give you rest. Take the yoke I give you. Put it on your shoulders and learn from me. I am gentle and humble, and you will find rest. This yoke is easy to bear, and this burden is light" (Matt. 11:28-30, MSG).

Thank you for answering God's call. Your work in creating and maintaining a working schedule of students and volunteers will allow the others in the ministry to bring God's love directly into the lives of these students and their families. Hopefully you will tutor at least one student so that you can reap the rewards of your job well done. But whether you do or not, understand the importance of your work to the success of this ministry.

This is God's ministry so all problems belong to Him and all solutions must come from Him. Remember that our God is a God of order and can make even that which seems impossible to us work out for the best to serve His purpose. He is in charge and you are constantly taking your concerns to Him in prayer, so relax and watch Him work!

Know that each member of the Leadership Team is expected to regularly spend time with God in prayer and Bible reading so you can know God personally. You can hear from God what He wants done and how He wants it done concerning Read Georgia.

## THE QUALIFICATIONS OF THE SCHEDULER

- Committed Christian who is constantly growing in the Lord.
- Member of the sponsoring church or churches.
- Recognizes the need for a literacy ministry like Read Georgia in their community.
- Willing to be faithful to the call of God on their life through the Read Georgia ministry.

*This is God's ministry so all problems belong to Him and all solutions must come from Him.*

- Ability to pay attention to details and maintain records accurately.
- Understands that a schedule is people's lives not numbers and facts. Be flexible.
- Understands or is willing to learn how schedules are made and recorded.
- Can create and work in a table, spreadsheet, or balance sheet. For easiest results, it is helpful if the scheduler has experience in using electronic spreadsheets.

## WHAT THE SCHEDULER DOES

Basically, a scheduler creates and maintains a schedule of students and volunteers in the Read Georgia ministry, and possibly other records for the ministry.

A basic Read Georgia schedule looks like this.

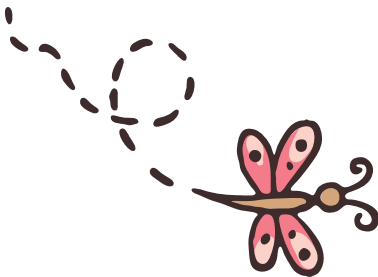
Tuesday		Thursday	
9 a.m.		9 a.m.	
Student A	Volunteer 1	Student A	Volunteer 6
Student B	Volunteer 2	Student B	Volunteer 7
Student C	Volunteer 3	Student C	Volunteer 8
Student D	Volunteer 4	Student D	Volunteer 9
Student E	Volunteer 5	Student E	Volunteer 10
9:30 a.m.		9:30 a.m.	
Student F	Volunteer 1	Student F	Volunteer 6
Student G	Volunteer 2	Student G	Volunteer 7
Student H	Volunteer 3	Student H	Volunteer 8
Student I	Volunteer 4	Student I	Volunteer 9
Student J	Volunteer 5	Student J	Volunteer 10

However, rarely is the schedule for a local ministry this simple.

## HOW THE JOB OF THE SCHEDULER WORKS

The first task of the scheduler is to create a table or spreadsheet listing each **volunteer's name**, contact information and days and times they are available. This information will come off the Volunteer Application Form\* the volunteers will turn in at the time of their training. You will probably want to add a column so you can record when they have completed their background check and are ready to serve. You and the director will decide where to keep the Volunteer Application Forms and the Background Checks. They are confidential and should not be available to anyone but the two of you.

The second task of the scheduler is to create a table or spreadsheet listing the name of each **student** chosen for Read Georgia. You will also want to create columns for the teacher's name, room number and the days and times the student can be pulled for tutoring. This information will be given to you by the school liaison.





The third task is to begin to create the **master schedule** that will show when each student is served and by whom. It is suggested that you set up a spreadsheet with these columns – student name, teacher, room number, day to be served, time to be served, volunteer tutor, start date, and beginning word. As you begin to fill in the columns with the students’ names, you will want to list each student twice since they will be served twice a week. This helps you to make sure that no student is overlooked. You may enter the students alphabetically or in groups by teacher whichever makes more sense to you.

Below is a sample spreadsheet record.

Student Name	Teacher	Room #	Day Served	Time Served	Volunteer	Start Date	Beginning Word
Kay Arnold	Smith	105	Tues	8:00	Sue Jones	Sep 20, 2020	98
Kay Arnold	Smith	105	Thurs	8:00	Sara Lyone		
Joe Bennett	Jones	103	Tues	8:00	Sue Jones	Sep 20, 2020	1
Joe Bennett	Jones	103	Thurs	8:00	Sara Lyone		
Carl Cook	Smith	105	Tues	8:00	John White	Sep 25, 2020	35
Carl Cook	Smith	105	Thurs	8:00	Ben Carson		

There is a lot of work to be done before your schedule will look all nice and finished like this. Be aware that when the school liaison gives you the initial list of students it may be changed as teachers get more knowledgeable of the Read Georgia program and understand their students better. It is probably best to not ask for the list of students until close to the end of the first grading period at the school.

In this spreadsheet the **start date** is the day the student first meets with a volunteer. Most of the students will be the same, the day you start tutoring, but those added later will have a different start date. This allows you to calculate how long the student has been receiving tutoring at the end of the year. The beginning word on this sheet is the number of the sight word that the student will start working on.

The director and weekly coordinator will give each student a Pre-Test from which they will calculate what word the student is to begin work on. They will give you a form that states the number of the word at the bottom. Just enter that number in your spreadsheet. The number will also be written on the front label of the student’s folder. The test form can be stapled to the inside back of the student’s folder in order not to misplace it.

Once the schedule is mostly complete and you are ready to begin the tutoring, you will want to make a chart for each **day that there will be tutoring**. This chart should show the day at the top, then list in order the times that tutoring will start. Next to each time will be listed the student being tutored and the volunteer that is doing the tutoring. You may list the name of the teacher or the room number to make it easier for your weekly coordinator to get the students from their classes.

## NOTES

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Here is what that chart looks like.

Tuesday			
Time	Student	Room	Volunteer
10:00	Joe Blow	Room 123	Mike Smith
	Sue Blue	Room 123	Valerie Rose
	Ned Sled	Room 124	Teresa Gordon
10:30	Alpha Bivens	Room 125	Teresa Gordon
	Ted Turner	Room 126	Mike Smith
	Rose Cox	Room 127	Valerie Rose

Your work is about finished. During the year you may be asked to be the one that handles **getting substitutes** when a volunteer has to be out. Volunteers should be encouraged to call the other volunteer that tutors the student and see if they can cover. But this doesn't always work out. It is good if you have a list of volunteers that are willing to come in at extra times to help cover for others as a substitute.

You may also have a couple of volunteers that can't come regularly but are willing to fill in when there is a need. You should maintain a contact list of all volunteers including those mentioned above. If there is only one volunteer out at a time the weekly coordinator can probably cover that student. You or the director may also serve as substitutes at times.

Of course, as new students and volunteers are added to the group you will need to put them in the master schedule and create the folders for them also.

*You will want to make a chart for each day that there will be tutoring.*

# WEEKLY COORDINATOR'S GUIDE

## A WORD TO THE WEEKLY COORDINATOR

Thank you for being willing to allow God to use you. Your role is vital in the smooth operation of the Read Georgia program. However, you must remember that this is **God's ministry**. He is responsible for the details as well as the final outcome.

When you are tempted to just quit, and you will be, remember what Jesus said in Matthew 11:28, "Come to me all of you who are tired from the heavy burden you have been forced to carry. I will give you rest" (ERV).

Some days every volunteer will show up, every student will be there and be willing to learn, every record will be complete, and you will wonder, "Am I even needed?"

Other days nothing will go right, the problems will seem too great, and you will wonder. "Lord, how can I be expected to make all this work?" At both times, the answer is the same. Ephesians 3:20 says, "With God's power working in us, He can do much, much more than anything we can ask or think of" (ERV). Simply submit to God, watch what He is doing, listen to what He is saying, and obey Him. As a humble servant obediently carrying out God's will, you can't go wrong.

## THE QUALIFICATIONS OF THE WEEKLY COORDINATOR

You will need all the qualifications of a volunteer tutor.

In addition, you will need to be willing to give **more time** as you will be asked to stay at the school for the entire time that tutoring is happening on your assigned day.

You will need to **remain calm** when things are not going as planned and help find solutions to problems.

You will need to be very **flexible** and be ready to change your plans so you can cover for a volunteer that has to be absent.

You will need to be willing to **listen** to other volunteers without judging.

You will need to be willing to communicate regularly with the director and keep him/her informed so all concerns can be addressed in a timely manner.

## WHAT THE WEEKLY COORDINATOR(S) DOES

You should be a **volunteer tutor** with at least 1 or 2 students to tutor. This way you will know first-hand what the volunteers are doing. Beyond that you will have other tasks.

1. The first task is to **arrive about 30 minutes before** the first tutoring session of the day and check to make sure that the tutoring boxes are in order. Make a list of any supplies needed to give to the director.

*You will need all the qualifications of a volunteer tutor.*

*In the case of no substitute being found, you will need to cover for that volunteer.*

2. The second task is to **speak to each volunteer** as they come in to get their tutoring boxes and student folders. Make a note of any concerns they have, answer any questions they have if you can, and note any prayer requests they may have. You will relay the concerns, unanswered questions and prayer requests to the director. Be sure to pass on any pertinent information the volunteer may need concerning the schedule, upcoming events or their students.

3. The third task is to **gather the students** for each tutoring session as it comes time for them to come and bring them to the tutoring site. In some situations, if there is only one student to be gotten from a class the volunteer may go get the student if the school policies permit this. You may also be responsible for delivering the students back to class. The idea is to interrupt the class as few times as possible, so having one person get all the students being tutored at one time from a class will minimize the distractions for other students.

4. Your fourth task is to make sure that **every student** scheduled to be tutored at a certain time **has a volunteer** to work with them. Part of this will include volunteers calling or texting you when they cannot come at their assigned time. Hopefully, they will be able to reach another volunteer to cover for them or have contacted the scheduler to get a substitute. In either case the volunteer should notify you as to who will be taking their place. In the case of no substitute being found, you will need to cover for that volunteer.

In cases where you already have a student to tutor, the other leadership members cannot substitute and no other volunteer can be found to cover, you may have to make a decision. Will you try to reschedule that student for another time when there is a volunteer available? Or will you ask a volunteer to work with two students who are near the same level in reading at one time? Doubling up is never desirable, but it is better than simply deciding not to serve the student at all.

5. Your fifth task is to **intervene if a volunteer asks for help** with a student. Sometimes a calm, second adult can help diffuse a situation and get the student redirected. You would be the one to summons help from the school administrators if a child cannot be settled down. Sometimes there may be a medical problem and you will be asked to get medical help from the school nurse or school administrators.

Volunteers would most likely share with you any problems a student may be having, especially any suspected abuse. In all these cases you will want to give a full report to the director and to any school officials that are required to know by school policy.

6. Your sixth task is to **remind the volunteers** to complete the Session Logs and sign in and out as required by the school.

7. Your seventh task is to help create a **collection of leveled reading books** that the tutors can pull from to read with their students. These should be placed in baskets or boxes in the tutoring area if possible. The collection

either needs to be large enough to give lots of variety in choosing what to read or be regularly changed out so that students won't get bored with the reading. Ask the school librarian or lead reading teacher to help you create this collection. Often the school has collections of leveled readers stored somewhere in the school for teachers to use. Pull only one or two copies of each title so you can have a good variety of titles for tutors and students to choose from for their reading.

You can do all this with God's help. Allow Him to fill you with His Holy Spirit so that you can be the oil that keeps the machinery of Read Georgia working smoothly.





# BIBLE CLUB DIRECTOR'S GUIDE

## A WORD TO THE BIBLE CLUB DIRECTOR

The Good News – the gospel of Jesus Christ, our Lord – is the very essence of what this ministry is all about. If this part of Read Georgia is overlooked or done poorly, then the program will just be another program in the schools with little results. It is because we are there to show the love of God to the students, their families and the school faculty that we can make a difference in their lives. Our ultimate goal is to see each person we encounter come to know Jesus as their Lord and Savior.

In Romans 10:17 it says, “So faith comes from hearing the **Good News**. And people hear the **Good News** when someone tells them about Christ” (ERV).

You may be asking, “How are we to tell the students about Christ when we are not supposed to talk about religion in the schools?”

We are going to show you two ways to do this. Your Read Georgia Leadership Team and your church will have to decide which method they want to use in your community.

### METHOD 1: BIBLE CLUBS

In today's world, we know the restrictions placed on the schools in our country. As we work in the schools, we too must honor the policies of the school when it comes to sharing our faith. In most schools sharing your faith is prohibited as a part of the school daily experience. However, in recent years it has been declared through legal means that the schools can partner with church volunteers to provide for religious training on the school grounds in an after-school setting provided the attendance is totally voluntary.

In accordance with these directives, several ministries provide programs that bring Bible Clubs to schools and follow all the guidelines. These programs are well-designed and include the training and materials a church needs to be successful in delivering the gospel to school-age children in a school setting.

If your church has an additional set of volunteers who are available during the hour following the dismissal of school, you would do well to look into sponsoring this program in the school. It fits very well with the Read Georgia program as you can invite the students who are being tutored to join the afterschool program.

In order to start a Bible Club in your school, you and the other volunteers helping with the club will need to be properly trained.

There are some things you will need to consider as you make the decision to sponsor a Bible Club at your school.

- Do you have additional volunteers who are available during the afternoon immediately after school dismisses? (You can use some of the Read Georgia volunteers but not all of them will be available.)









**Music** is a great way to share the gospel and to help put people at ease. Whether it is a **guest musician** or a volunteer leading a **sing-along**, music will help set the tone for celebrating. Vary your musical selections and performers from one celebration to another. Here is another way for people in your church who can't volunteer during the day to add their voice to spreading God's love. Just remember that the majority of your audience will be children and plan your music accordingly. Consider inviting a children's choir from a sponsoring church to perform a few songs.

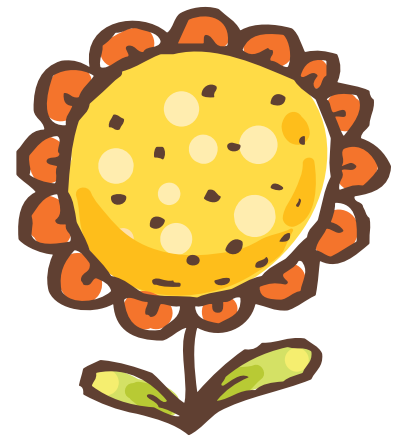
Other activities that can be planned include **games, crafts and entertainers** like Christian puppet groups, Christian magicians, Christian Balloon artists and Christian dancers. If you have a large enough space, you can plan some active games like relays and ball or bean bag games. If your space is smaller you might consider some "Minute-to-Win-It" games or some carnival games. Candy and stickers make good prizes for these games.

Children love to do **crafts**. This is a great way to get the adults and children interacting together. Keep the crafts simple and provide as much of the material cut-out as possible. Oriental Trading has countless craft kits on lots of different themes that are not very costly. Cover your tables with disposable plastic tablecloths so clean up is easy. Use school glue or glue dots and washable markers to minimize the mess. Don't forget to have trash cans available in the area so everyone can help keep things tidy.

**Decorations** – colorful but simple - will make your celebrations exciting! Here is another place where people at your church who can't volunteer regularly can step in and help. Some can make decorations and others can actually spend a couple of hours helping set up the space and decorate it. Remember in choosing decorations that the majority of the attendees will be children and so you have to be concerned about **safety**. Open candle flames and small pieces of confetti or beads can pose safety problems. Elaborate, costly props that children can't touch because they might damage them are not in the best interest of the children. You may consider having your student color a picture during their tutoring session the week before the celebration and use them as decorations. Children love to bring their parents to come see what they have done.

At least twice during the year, Read Georgia should **purchase books** to give away to the students in the program. The majority of the students you serve likely own no books in their reading level. In many of their homes, there are no books at all. How can they practice reading, when there are no books to read? The money for these books will come from donations from the church and community. Every student should be given at least **one Bible story book or Easy-to-Read Children's Bible**. The other books should be children's books on a second to third grade reading level.

You will need to plan how and when the books will be given out during the Celebration. If students will receive several books or have other items to carry home, you may wish to provide some kind of **small sturdy bag** for each child.



• People in the church can make these bags or they can be purchased from Oriental Trading or Dollar Tree.

• If you are giving only one book, you may wish to **wrap** the books like gifts. You can give the books only to the students in the program, but it is a good idea to have some **smaller booklet** or leaflet to give to other children that are there.

• Children love to **choose their own books**. If you are giving several books, you may want to spread them on tables and allow the children to pick the books they will take home. It is great if you can provide a book label to go in the book. Volunteer tutors may want to help their students choose their books and affix the labels to the inside of the book putting the child's name on it.

• Don't forget to have a **clean-up group** or you will spend hours yourself trying to get everything back like it was so the space can be used for its next intended activity. Everyone pitching in to help will make short work of this, but people have to be asked or they may not see the need. If you have **labeled boxes or tubs** to put all supplies and decorations in, the clean-up will go smoother, and you'll have less sorting to do when you start storing the supplies and decorations.



# VOLUNTEER TUTOR'S GUIDE

## WORDS TO THE VOLUNTEER TUTOR

Welcome to Read Georgia! Thank you for being willing to allow God to use you in His work. Throughout Jesus' ministry on earth, He often reached out to meet people's basic needs before trying to teach them about God's Kingdom. That is the model we are following. The need to read is basic to survival in our world today. It is a fact nationwide that of the students who are not reading on grade level by the end of the fourth grade many will be either in jail or on welfare by the time they are adults. We don't have to allow that to happen. We can intervene in a very simple way to assist students in learning to read. That's where Read Georgia volunteer tutors come in!

## WHAT QUALIFICATIONS DO YOU NEED TO BECOME A READ GEORGIA VOLUNTEER TUTOR?

Each volunteer will need to:

- Reflect the love of Christ as you serve the school
- Get a background check according to the policies of your church for people who work with children.
- Get a background check according to the policies of the school system.
- Be willing to give at least one hour a week to tutor students.
- Have a genuine Christ-like love for children so you can exhibit patience, consistency and flexibility as you work with the children.
- Be willing to document the children's progress through simple record-keeping.
- Be willing to attend and help with the Bible club activities. Be willing to share your faith in Christ with the students and families at the appropriate times.
- Be willing to accept and follow the guidelines of the Read Georgia program as established by the local leadership team in cooperation with the school.

## HOW DO YOU BECOME A READ GEORGIA VOLUNTEER TUTOR?

1. Fill out a Read Georgia Volunteer Tutor Application\* and turn it in to the Read Georgia director.
2. Get your background check and turn in to the Read Georgia director either your MinistrySafe certificate or a letter of endorsement from the church stating that you passed their screening procedures.
3. Participate in the two-hour training session to acquaint you with the Read Georgia procedures, policies, and materials.

*Throughout Jesus' ministry on earth, He often reached out to meet people's basic needs before trying to teach them about God's Kingdom.*

4. The scheduler will contact you with the day and times that you are needed. You are asked to be as flexible as possible with your schedule in order that as many students as possible can be served.

5. Show up consistently at your appointed time having prayed for your student and ready to help them learn.

### INFORMATION VOLUNTEER TUTORS MAY NEED\*

*(The answers to these questions should be covered in the training session. This is an example sheet; a full version is available online.)*

1. Where are the student folders and tutoring materials kept?

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2. Who is supposed to go get the students from class and take them back to class?

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3. Where do I tutor my students?

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4. Who do I report to if there are any problems with a student during tutoring?

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5. What if certain supplies are missing from the tutoring box? Where can I get them?

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6. Where can I find books for my students to read during the tutoring session?

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7. Is it OK to allow a student to just talk about their life for a short time during a tutoring session?

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8. What do I do if I suspect a child is being abused?

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9. What do I do if I cannot come for a tutoring session? Who do I call?

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12. Have the student write the words on the dry erase board or a piece of paper. Encourage them to write the word without looking, then look at the paper and check their writing.

**Here are two ways that you can help increase their learning while writing.**

**Contests** are often engaging, so you can make this a contest between you and the student. The student writes the word on the dry erase board while you write the word with a marker on an index card. When you are both finished, the student matches the two words to see if they are the same. If they are, give lots of praise. If not, help the student erase what is wrong on their word and correct it. Later you can give the cards to the student to take home to study.

Some students need **tactile stimulation** to learn. To help with this the tutor can write the words on the index card using a crayon. Then ask the student to trace the word with their finger as they spell the word and then say the word. This allows the student to use their visual, tactile and auditory modalities to help them learn the word.

**Interact with the target**

13. Play one of the games in the tutoring folder using the target words. For additional games see <https://sightwords.com/sight-words/games/>

**Directions for Tic-Tac-Mo:\***

The tutor or student writes a target word in each box. Either repeat some words or use previous target words so every box has a word. Give the student one shape and you take the other. Have the student choose where to put his marker. He is to tell the word before placing his marker. Then you do the same with your marker. Play until someone has 3 in a row. You can play on to see if someone can get a second Tic-Tac-Mo. Have the student erase the board saying each word as they erase it.

**Directions for Space Invaders:\***

The tutor or student writes with a dry erase marker a target word in each section of the game board. Words may be repeated, or review words may be added. Each player places a game piece on the Start Circle. The first player throws the die and moves that many spaces. They must say the word correctly to stay. If they say it incorrectly, they go back to where they were. Then the second player throws the die, moves and says the word. At the end you must throw the exact number of spaces left or lose your turn. The winner is the first one to the Finish Star. At the end, you may ask the student to say each word as they erase them off the game board.

**Directions for Target Practice:\***

In this game five arrows point to individual targets. The goal of the game is to see which word arrow hits the target first. The tutor or student writes a target word on each arrow. The student spins the spinner to determine which word will get the check mark. Then they throw the die to determine how many

check marks the word will receive. As they put a check mark with a dry erase marker in each box for the word, they should say the word. The first word to reach the target is the winner. To make it more challenging the die has to show the exact number of spaces left in order to hit the target.

### **Directions for Missed Target Game:\***

The tutor or student writes a target word or review word on each blank card. The cards are turned face down and shuffled. The student draws the top card and calls the word quickly. If they are right, they get to keep the card. If they are wrong, the tutor tells them the word and places the card face down at the bottom of the pile. The object is to see how many word cards a student can collect before they draw the Missed Target card. It is recommended that you play several rounds of this game so that you can practice all the words.

You may wish to write round 1, 2,3,4 on a piece of paper and write the score of each round to see if there is a better score each time.

### **Train to hit the target**

14. The tutor or student should choose something in the student's reading level for them to practice reading. This can be sight word sentences, sight word stories or a book in the student's reading level. The teacher, school media specialist or school liaison can help you locate books in the school that the students can read. If possible, get a basket and put some of these books in it to keep near the tutoring area. Change them out frequently so the students don't get tired of them.

### **The goal of this section is to increase fluency in reading.**

Following is a discussion of what fluency is and how we can work on it.

## **HOW TO INCREASE FLUENCY IN READING**

### **What is Fluency?**

Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately.

### **Ways to Increase Fluency**

To begin you must help students increase their sight vocabulary. Students who have to stop and struggle with sounding out words cannot read fluently. We are doing that as we work with students on learning their sight words.

There are six activities that will help students increase their fluency.

### **Paired Reading**

This is defined as having two people take turns reading a selection or story. It is often used in class by pairing a capable reading student with a struggling reading student to give them both practice in reading. In our program, the





reading. Use this sparingly because we do not want them to rush their reading and lose their ability to comprehend.

Remember to have fun with reading! Don't make it a burden to do.

### Hit the target

15. Use the index cards you made in #12 to review the target words. Students should know the words now and should be allowed to make a target on each card they get right. Give the cards to the student to take home to practice.

16. Give your student a sticker from the sticker sheet in the tutor's folder. Praise them for working hard and learning their words. Follow the school's guidelines for delivering the student back to class. Make your last few words very positive expressing your excitement about seeing the student at your next session.

When the student has been returned to class, the tutor should take a few minutes to complete the session log\* with notes to help the next tutor know what happened in this session. Please make sure all materials are placed back in their appropriate containers, all game boards are erased, and all materials are put back in the tutoring box. Check to make sure that all papers with the student's name on it are in the student's folder. Please return the tutoring box to the appropriate space and file the student's folder correctly.

If you notice any missing supplies in the tutoring box, either get the supplies from the supply box and refill the tutoring box or tell your weekly coordinator so this can be done.

## HANDLING PROBLEMS

Remember that God is bigger than any problem and has the solution for every problem, we just have to ask Him!

You will have very few problems with the students that you cannot overcome with patience, love, consistency and redirecting their focus. However, you are not alone so if there are problems let someone know.

### Student Not Learning

There will be some students who just won't seem to learn no matter what you do. First, resolve that you will not give up on that child! They need you to be their advocate. Second, pray asking God to show you how to reach that child. Third, discuss the problems you are seeing with the teacher and ask for their advice on ways to help the child. Let the weekly coordinator or director know about your concerns. They can help you involve the nurse or counselor if needed. They can help you find out what is going on in the family of that child so the family's needs can be addressed. Often these are the very students where our churches can reach the family and help in many ways beyond education.







## Confidentiality

As an adult working with students in the school you are responsible to keep what you learn about students and their families confidential. The best way to do this is to not use student names or information that would identify the student when talking with anyone about the problems or successes of a student. The only ones with which you should use the names or identifying information are school officials, teachers, your director, or weekly coordinator.



# APPENDIX

The following forms, games, and materials may be reproduced to be used by a Read Georgia program. None of this material may be included in any publication for sale. All of these materials are available for download and printing at [missiongeorgia.org](http://missiongeorgia.org).

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## FREQUENTLY ASKED QUESTIONS

### 1. Which Sight Word List is best to use?

The best list to use is the list that your school uses so you will be supporting the established learning curriculum of the students. That said, each list has its own strengths and weaknesses, so let's look at that.

#### Dolch Sight Word List

This list only goes to the third grade, so the words learned are limited. However, it is widely used in the primary grades so there are many commercially prepared materials for practicing the words that are engaging for young students. You will find flashcards, games, manipulatives, stories, books and worksheets to use with the students. The words come from the most often used words in the Reading textbooks used at the primary grade levels.

#### Fry Sight Word List

This list has 1,000 words divided into 10 levels that correspond roughly to the needs of students in the first 10 grades of school. The words come from a review of common printed materials in the United States such as newspapers, magazines, advertisements, speeches, public letters and grades 1-10 textbooks. They are ranked starting with the most used words. The first 300 words comprise 65 percent of the words used in common writing in the US. If you are going to work with older students or adults, you will most likely want to use this list. You will find fewer commercially prepared materials available for teaching this list of words.

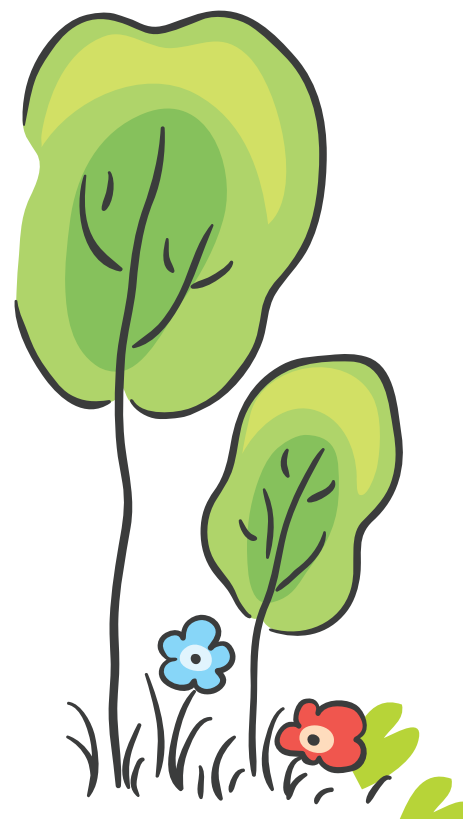
See the Research on Literacy in this appendix for more information about the Fry Sight Words.

#### District-Created Sight Word Lists

These are usually a combination of words from the previous two lists with some additions from subject area vocabularies that the district wants to highlight. These lists are most often used as the required vocabulary and spelling lists for each grade level in that district. The district may or may not have created activities and support materials for teaching these words.

### 2. Can we use the Read Georgia program with other grade levels besides second grade?

Yes and no. If you plan to use the program exactly as it is written with the materials provided, then it is best used in second grade. If you are willing to adjust it some, then you can use it in any grade or even with adults. Here are some things to consider.



## KINDERGARTEN AND FIRST GRADE

It is difficult to decide if a student is struggling with a concept if they have not had time to be taught and practice the concept. Because of that, this program as is, gives little support to the early readers when they are learning the words. You can still use volunteers, but they should act as stand-in parents for those students who have been identified as those not getting support at home. They should help the students with the activities that the teachers are sending home to parents to help students master the early reading concepts and words.

## THIRD AND FOURTH GRADE

The Read Georgia program will be effective for these grade levels especially at the beginning of your partnership with the school. As each new class of second graders moves up, it should become less necessary. Only the students with the greatest need of remedial help in third and fourth grade will need to work with the Dolch Sight Word List. There is more room on the Fry Sight Word List for them to progress and improve their reading fluency. This age child especially responds to spending time with a caring adult.

That said, if they are still struggling after third grade there may be something else preventing their learning. Typically, third grade and up the problem is more about comprehension, not sight word recognition. They may have issues with decoding multi-syllabic words and using context clues. The reading comprehension strategies from the Tutoring Children and Youth Workshop would address these grade levels better.

## FIFTH GRADE

After taking the above comments into consideration and if your school finishes elementary school at 5th grade, it is advantageous to make sure that students do not enter Middle School with a deficit in sight words. After second grade this is probably the most important grade to offer a Read Georgia program. You will want to move more quickly through the words from the beginning of the list. You will most likely want to use the Fry Sight Word List as it has more words to learn. You may need to change the games to make them more exciting such as adding more competition. You may find that these students because of the failures they have already endured need more patience and encouragement to encourage them to learn. A little more time may need to be spent on bonding and mentoring activities to help these students trust you.

You will need to remember as you are reading with the students to pick books that they are interested in so they will want to read. You will also want to remember to ask questions about their reading to determine if they understand what they read. They may have become expert word callers with little or no comprehension. You will definitely want to consider using some of the comprehension strategies taught in the Tutoring Children and Youth Workshop.



## MIDDLE SCHOOL AND HIGH SCHOOL

Students at these levels are likely to have many different problems in learning to read. Tutoring Children and Youth strategies and/or advanced Adult Reading and Writing guidance would probably be more appropriate than the Read Georgia Sight Word strategy. If there is still a struggle at these grades there may be a gap in learning or a learning difficulty that has not been addressed at an earlier age.

The Read Georgia program can be used as one component to a multi-faceted program for these students. One-on-one work with a caring tutor will likely produce results if attention is given to improving the student's self-esteem and encouraging them to prepare for their future. If it can be arranged so that these students learn enough words to then go to the primary school and work with the students there in learning their words, you may see improvement in self-esteem and reading skills.

It is suggested that before you begin a program with middle and high school students you should take the full Tutoring Children and Youth (TCY) Workshop provided by the Georgia Baptist Literacy Missions Ministry. (See website for details - <https://gabaptist.org/literacymissions/> )

## ADULTS

The Sight Word Lists, methods and games used in the Read Georgia program can be used with adults as part of a larger Reading Tutoring program. If you want to start a program for adults, please take the full Adult Reading and Writing (ARW) Workshop provided by the Georgia Baptist Literacy Missions Ministry. (See website for details - <https://gabaptist.org/literacymissions/> )

### 3. Do you use the same volunteers in the in-school reading program and the Bible club activities?

That depends on your volunteers. Most of your volunteers will want to be involved in the sharing of the gospel especially if you only have a Celebration Activity once a quarter. However, if you are going to have a weekly Bible Club you will probably have to get additional volunteers to help it. There may be volunteers who can put two weekly time slots in their schedule, but there will probably not be many. It is definitely advised that the director of the Bible Club not hold one of the other Read Georgia leadership positions.

### 4. Can the Read Georgia volunteers help students with other subjects besides reading?

Yes, if the tasks given to the volunteers is a concrete task with set parameters and instructions. We found that the Read Georgia volunteers could help second graders with their basic math facts using much the same methods as is used in helping them learn their sight words. See the Basic Math Facts guidelines later in the Appendix for more information.



## RESEARCH ON LITERACY

- More than 36 million adults in the US cannot read, write or do basic math above the third-grade level. (ProLiteracy, 2016)
- Children whose parents have low literacy levels have a 72 percent chance of being at the lowest reading levels themselves. (ProLiteracy, 2016)
- More than 1.2 million young adults drop out of high school every year. (From <https://proliteracy.org/Adult-Literacy-Facts> )
- Almost half of all children and young adults live in low-income households that are below 200 percent of the poverty line (CLASP, 2015)
- Fourteen percent of the employed population have low literacy skills; 23 percent have low numeracy skills, and 62 percent have low digital problem-solving skills (USDOE).

### Research on Sight Words

Fry's research found:

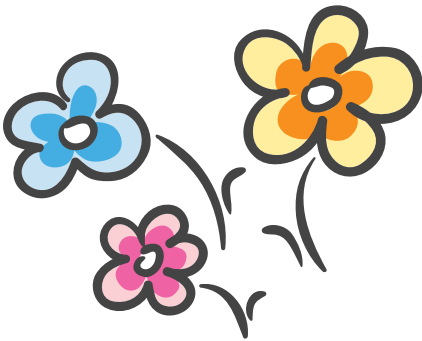
- 25 words make up approximately one-third of all published text.
- 100 words comprise approximately 50 percent of all of the words found in publications.
- 300 words make up approximately 65 percent of all written material.

It is recommended that:

- The first 100 fry words, considered the most frequently occurring in the English language, should be mastered in first grade.
- The fry second 100 sight words should be mastered in second grade.
- The third 100 words should be mastered in third grade.
- The remaining fry sight word lists (words 301-1000) should be mastered in fourth and fifth grades.
- <https://www.spellingcity.com/fry-words.html> - Source

### Websites to consult

- National Reading Panel - <https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>
- Get Georgia Reading - <http://getgeorgiareading.org/>
- ProLiteracy - <https://proliteracy.org/Adult-Literacy-Facts>
- National Center on Improving Literacy - <https://improvingliteracy.org/brief/key-roles-childrens-literacy-success>
- Raising Readers - <https://www.raisingreaders.org/understanding-early-literacy/why-is-early-literacy-important/>





**READ GEORGIA PLANNING SHEET  
FOR CHURCHES PARTNERED WITH SCHOOLS**



**Person chosen to direct the program (called the director)**

Name \_\_\_\_\_ Phone Number(s) \_\_\_\_\_

Email address \_\_\_\_\_

**Main sponsoring church**

Name \_\_\_\_\_ Pastor \_\_\_\_\_

Mailing address \_\_\_\_\_

**School site chosen for program**

Name \_\_\_\_\_ Principal's name \_\_\_\_\_

Mailing address \_\_\_\_\_

**Person at the school who will be coordinating with the director**

Name \_\_\_\_\_ Phone Number \_\_\_\_\_

Email address \_\_\_\_\_

**Will you start a Bible club at the school site?**     Yes     No

If yes, who will be the director of the Bible Club?

Name \_\_\_\_\_ Phone Number \_\_\_\_\_

Email address \_\_\_\_\_

**What is the target date for tutoring to begin? (Usually at the beginning of the second marking period.)**

**Dates you would suggest for your volunteer training** \_\_\_\_\_

The director will be contacted by a trainer within one week of receipt of this planning form in order to answer questions and set up a phone call for the training of the director. Assistance for Bible clubs can be provided upon request at [info@missiongeorgia.org](mailto:info@missiongeorgia.org).

Please mail or email this completed form to your area trainer listed below.

North Georgia (north of Macon including Macon)  
Belinda Harris ([belinda1231@comcast.net](mailto:belinda1231@comcast.net))  
6215 Beaver Creek Trail, College Park, GA 30349

South Georgia (south of Macon)  
Donna Milner [dcmilner@gmail.com](mailto:dcmilner@gmail.com)  
137 Justice Circle, Fitzgerald, GA 31750

## READ GEORGIA SET UP CHECKLIST WITH SCHOOL



1. What days will you tutor?

---

2. What times will you tutor each day?

---

3. Where will we tutor the students each day?

---

4. Where will the Read Georgia materials be stored?

---

5. How will the extra and general supplies be stored?

---

6. What is the plan for getting and returning students to class?

---

7. How should emergencies be handled and to whom do you report?

---

8. When will pretesting be done and where?

---

9. Which Sight Word List is used in the school?

---

10. What challenges do you foresee in setting up Read Georgia and what solutions do you propose?

---

11. What benefits do you envision Read Georgia will have on your students/school?

---

12. Other aspects?

---

## VOLUNTEERS NEEDED!

READ GEORGIA IS A VOLUNTEER PROGRAM USING TARGETED INSTRUCTION.



Volunteers give one hour of their time one day a week to tutor two children individually for 30 minutes. Anyone can be a tutor! We offer one-hour trainings to help equip you in using the tutoring materials.

Children who are not on grade-level in reading by the end of fourth grade have a much higher chance of dropping out of school, being on welfare or possibly going to jail. This doesn't have to happen! Come help us get every child reading on grade level.

Fill out this form to let us know you're interested. This does not commit you to the program. You will be contacted so we can answer all your questions and help you get signed up to make a difference in a child's life.

Name \_\_\_\_\_

Phone (home) \_\_\_\_\_ (cell) \_\_\_\_\_

Can you receive text? Yes No

E-mail address \_\_\_\_\_

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## VOLUNTEERS NEEDED!

READ GEORGIA IS A VOLUNTEER PROGRAM USING TARGETED INSTRUCTION.



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Fill out this form to let us know you're interested. This does not commit you to the program. You will be contacted so we can answer all your questions and help you get signed up to make a difference in a child's life.

Name \_\_\_\_\_

Phone (home) \_\_\_\_\_ (cell) \_\_\_\_\_

Can you receive text? Yes No

E-mail address \_\_\_\_\_

# VOLUNTEER APPLICATION



Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone \_\_\_\_\_ Cell phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Company: \_\_\_\_\_

Company Address: \_\_\_\_\_ Phone: \_\_\_\_\_

How and when do you prefer to be contacted? \_\_\_\_\_

What church do you attend? \_\_\_\_\_

Birthday: \_\_\_\_/\_\_\_\_/\_\_\_\_

Have you volunteered before?  YES  NO

If so, with what organization, where and when? \_\_\_\_\_

Write a brief statement on why you wish to be a volunteer for the Read Georgia program:

\_\_\_\_\_  
\_\_\_\_\_

Describe any special interests which may be helpful in matching you with a student(s): (i.e., chess, stamp collecting, tennis, swimming, hunting, golf, bowling, needlepoint, computers, baseball, foreign language, music, football, painting, etc.)

\_\_\_\_\_

Reference – other than family members

Name \_\_\_\_\_

Relationship \_\_\_\_\_ Phone \_\_\_\_\_

**Please initial the following two statements if you are volunteering for the Read Georgia Program:**

( ) I understand that the program I have chosen to participate in involves spending a minimum of 1 hour a week with a child or children that I will be matched up with for the school year.

( ) I understand that I will be required to attend an initial training meeting with Read Georgia and will have to pass a background check before starting the Read Georgia program.

**Release Statement:**

*I, the undersigned, hereby state that I am voluntarily submitting this application for participation in the Read Georgia volunteer program. If accepted as a volunteer, I agree to abide by the rules and regulations of the program which may be promoted by other entities such as school districts, etc., applicable to the program. Further, I hereby fully discharge affiliates, employees, officers, directors, and agents thereof from any and all liability claim and causes of action which may be attributable to my participation in the Read Georgia volunteer program. I authorize Read Georgia to do a criminal check as part of the volunteer recruitment process before I am allowed to volunteer with them.*

*I have read the above Release Statement and agree to its contents,*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

On the chart below please indicate the days and times you will be able to volunteer.

**Please keep the following things in mind when listing your availability:**

- We ask that you be able to devote at least one 60-minute session each week with your students.
- If you are able to volunteer on more than one day each week, or for more than one 60 min session each day please share that in the notes section.
- Remember that it is important to be on time, classroom schedules are very tight.
- Remember that consistency is important to children. Please choose a time slot when you will be able to consistently volunteer.

	Monday	Tuesday	Wednesday	Thursday	Friday
1 <sup>st</sup> available time					
2 <sup>nd</sup> available time					
3 <sup>rd</sup> available time					
Notes:					

## SAMPLE SIGHT WORD LIST



Make a copy of this Word List to use in the role play. You can give a copy to the volunteers and let them highlight and circle their copy as the role play is acted out.

- |        |         |          |
|--------|---------|----------|
| 1. the | 8. you  | 15. are  |
| 2. of  | 9. that | 16. as   |
| 3. and | 10. it  | 17. with |
| 4. a   | 11. he  | 18. his  |
| 5. to  | 12. was | 19. they |
| 6. in  | 13. for | 20. we   |
| 7. is  | 14. on  |          |

### NOTES

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## SAMPLE SCRIPT FOR USE IN THE VOLUNTEER TRAINING



(Start by placing a small table flanked by two chairs at the front. Place one of the tutoring containers, a student folder and a book on the table. Identify to the audience which person is going to play the part of the tutor and which will be the student.)

**Tutor:** Hi, Mary. It's so good to see you. Are you ready to have fun?

**Mary:** Yes.

**Tutor:** Please sit here. (Both sit down.)

**Tutor:** (Opens student folder to word list.) Mary, we will begin by asking you to read some words to me. Please start here with number 1. If you read the word correctly, I will mark it with this yellow highlighter. If you miss it, I will tell you the word and circle it with the pen. Let's begin.

**Mary:** the, of, and, a, to in, is, yes (As she reads each word correctly mark it with a highlighter.)

**Tutor:** That word is you. (Circle with a pen.) Keep going.

**Mary:** Uh, I don't know it.

**Tutor:** The word is that. (Circle with a pen.)

**Mary:** it, he, w-- a-- sss (Highlight first two words.)

**Tutor:** That word is "was." It is good to sound out words when you read, but for this activity we will just mark the word if you don't know it right away. (Circle was)

**Mary:** OK. For, on, are, ask. (Highlight the correct words.)

**Tutor:** That word is as. (Circle as with the pen.)

**Mary:** with, his, their (Highlight the correct words.)

**Tutor:** That word is they. (Circle it with the pen.) Mary, let's stop there for now. I will draw a line and write the date and my initials so we will know when we did this. We have 5 words that you have missed that we can work on.

**Tutor:** Let's go over the words you missed. I'll say the word five times then you say it five

times. (Do that for the 5 words alternating speaking.)

**Tutor:** Mary, let's see if you can write the words. I'll say the word and you write it on the board. (Say each word and have Mary write it. If she messes up, spell the word for her.)

**Tutor:** Mary, can you use the word you in a sentence?

**Mary:** What are you doing?

**Tutor:** Very good. How about the word they?

**Mary:** They came to my house.

**Tutor:** Would you like to play Tic-Tac-Mo with our words? (Take out the Tic-Tac-Mo board and Expo marker.) Mary, will you write one of the words in each box for us. (take out the game pieces)

**Tutor:** Mary, you go first. Put your game piece on a word and say it.

**Mary:** (covers you) You

**Tutor:** I pick as. (place game piece) (Continue playing game allowing Mary to win on 3rd word.)

**Mary:** I won! That was fun!

**Tutor:** Will you say each word as you erase it off the game board?

**Mary:** (says each word as she erases)

**Tutor:** I have a book for us to read together. (Open book to first page and read first sentence.) Now Mary you read that sentence. (Mary reads the sentence.)

**Tutor:** Mary, you have done very well today. Would you like a sticker before you go? (Give Mary a sticker from the tutoring box.)



# EXAMPLE STUDENT LABELS

**ReadGeorgia**

Name \_\_\_\_\_ M/F

Teacher \_\_\_\_\_ Room \_\_\_\_\_

Beginning Word \_\_\_\_\_

First Tutor Day \_\_\_\_\_ Time \_\_\_\_\_

Name \_\_\_\_\_

Contact Info \_\_\_\_\_

First Tutor Day \_\_\_\_\_ Time \_\_\_\_\_

Name \_\_\_\_\_

Contact Info \_\_\_\_\_

**ReadGeorgia**

Name \_\_\_\_\_ M/F

Teacher \_\_\_\_\_ Room \_\_\_\_\_

Beginning Word \_\_\_\_\_

First Tutor Day \_\_\_\_\_ Time \_\_\_\_\_

Name \_\_\_\_\_

Contact Info \_\_\_\_\_

First Tutor Day \_\_\_\_\_ Time \_\_\_\_\_

Name \_\_\_\_\_

Contact Info \_\_\_\_\_

**ReadGeorgia**

Name \_\_\_\_\_ M/F

Teacher \_\_\_\_\_ Room \_\_\_\_\_

Beginning Word \_\_\_\_\_

First Tutor Day \_\_\_\_\_ Time \_\_\_\_\_

Name \_\_\_\_\_

Contact Info \_\_\_\_\_

First Tutor Day \_\_\_\_\_ Time \_\_\_\_\_

Name \_\_\_\_\_

Contact Info \_\_\_\_\_

**ReadGeorgia**

Name \_\_\_\_\_ M/F

Teacher \_\_\_\_\_ Room \_\_\_\_\_

Beginning Word \_\_\_\_\_

First Tutor Day \_\_\_\_\_ Time \_\_\_\_\_

Name \_\_\_\_\_

Contact Info \_\_\_\_\_

First Tutor Day \_\_\_\_\_ Time \_\_\_\_\_

Name \_\_\_\_\_

Contact Info \_\_\_\_\_

# SESSION LOG



Student's Name \_\_\_\_\_ Beginning Word

Teacher's Name \_\_\_\_\_ Room

Tutor's Name \_\_\_\_\_ Date

# of minutes \_\_\_\_\_

Comments \_\_\_\_\_

Student's Name \_\_\_\_\_ Beginning Word

Teacher's Name \_\_\_\_\_ Room

Tutor's Name \_\_\_\_\_ Date

# of minutes \_\_\_\_\_

Comments \_\_\_\_\_

Student's Name \_\_\_\_\_ Beginning Word

Teacher's Name \_\_\_\_\_ Room

Tutor's Name \_\_\_\_\_ Date

# of minutes \_\_\_\_\_

Comments \_\_\_\_\_



## DIRECTIONS FOR TIC-TAC-MO

### Assembly:

Copy onto card stock. Laminate, cover with clear Contac paper or place in a heavy-weight page protector. This will allow you to write on it with a dry erase marker and erase it.

The last two pages can be copied on card stock, cut apart and laminated to make game pieces.

### To Play:

The tutor or student writes each word the student is studying in one of the squares. The words may be repeated, or review words added. The first player places their game piece on a square and says the word correctly. The second player places their game piece on a square and says the word correctly. They continue alternating turns until one of them has three squares in a row covered with their marker. They yell Tic-Tac-Mo and win.

You may continue playing to see if the student can get a second Tic-Tac-Mo. You may ask the student to say each word as he/she erases it off the board.

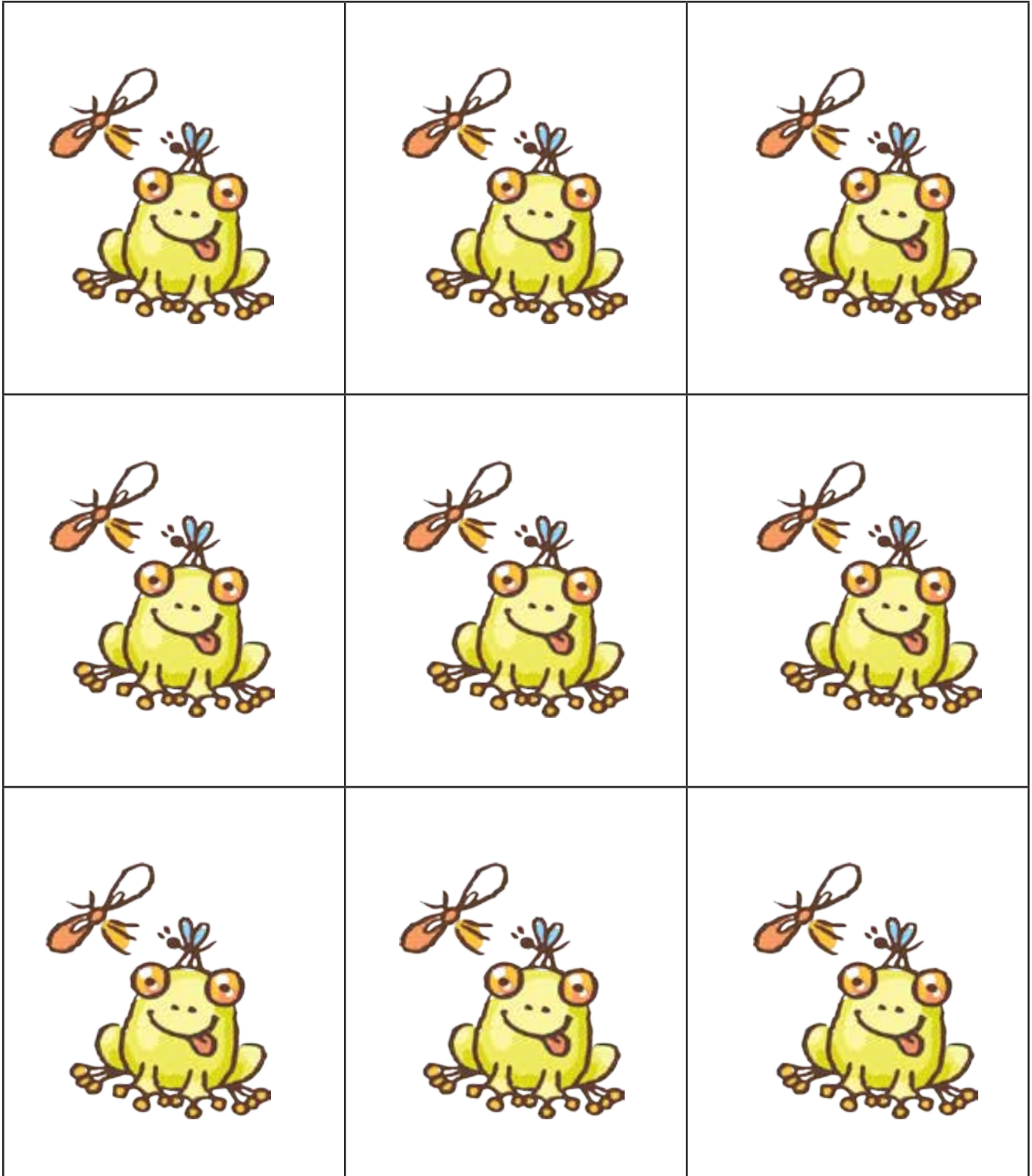


TIC - TAC - MO






TIC - TAC - MO
















# TIC - TAC - MO





## DIRECTIONS FOR SPACE INVADERS

### Assembly:

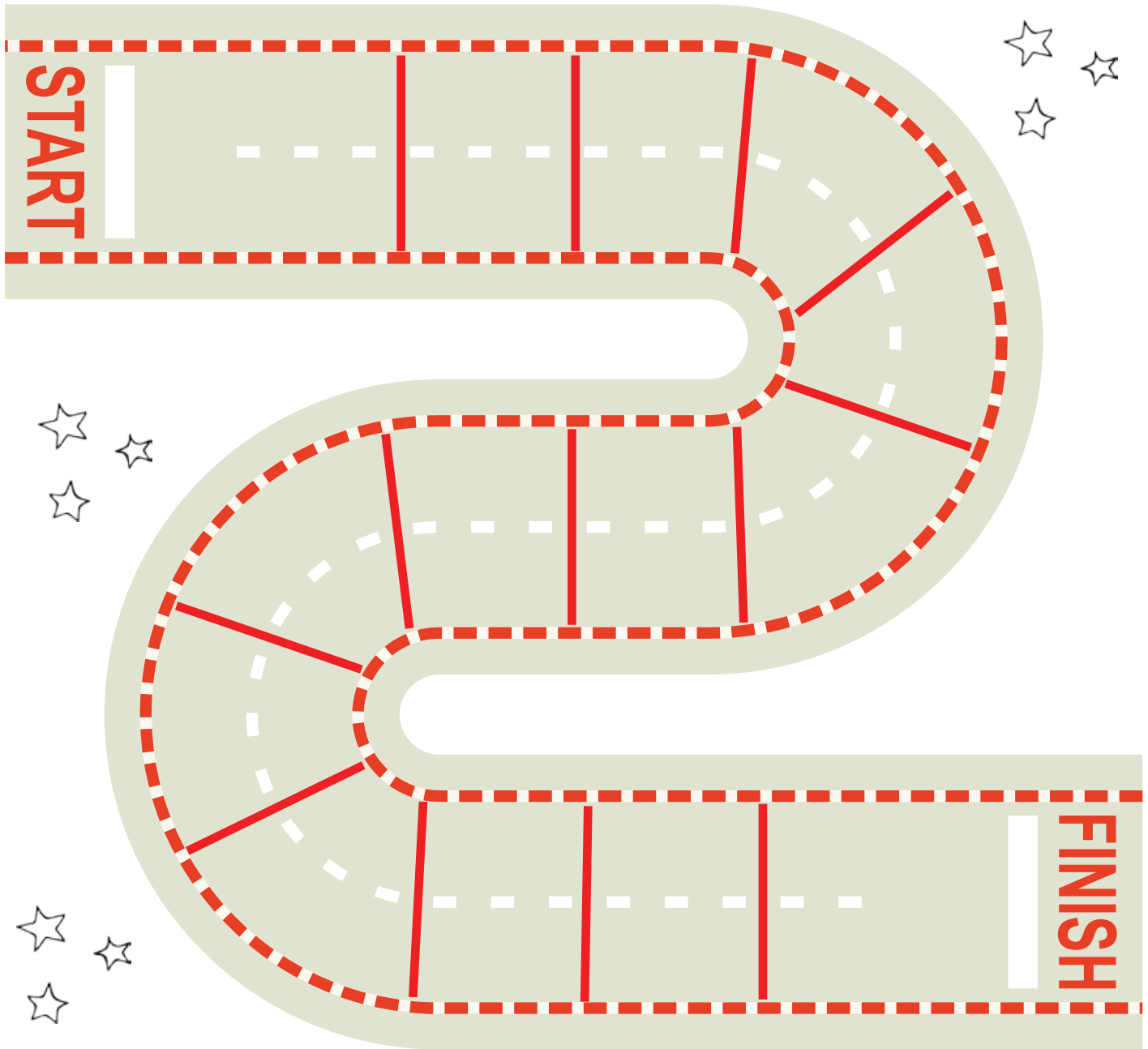
Copy the game board on card stock. You may wish to lightly color each square on the game board, color the spaceship and add small stick-on stars to decorate the game board. Laminate the game board, cover with clear Contac paper or place in a heavy-weight page protector. This way you can write on it with a dry erase marker and erase it.

### How to Play:

The tutor or student writes with a dry erase marker a word the student is studying in each section of the game board. Words may be repeated, or review words may be added. Each player places a game piece on the Start Circle. The first player throws the die and moves that many spaces. They must say the word correctly to stay. If they say it incorrectly, they go back to where they were. Then the second player throws the die, moves and says the word. At the end you must throw the exact number of spaces left or lose your turn. The winner is the first one to the Finish Star.

At the end, you may ask the student to say each word as they erase them off the game board.

# SPACE INVADERS





## DIRECTIONS FOR TARGET PRACTICE GAME

### How to prepare:






Make a copy of the game board and laminate it or cover it with clear contact paper. Make a copy of the spinner sheet on card stock or cut it out of paper and glue it to a 5x8 index card. Cut out the spinner and punch a hole through the circle. Insert a paper brad in the hole through the spinner and spinner board. Make sure it spins freely. You will also need a die and a dry erase marker for this game.

### Directions to Play:

In this game five arrows point to individual targets. The goal of the game is to see which word arrow hits the target first. The tutor or student writes a target word on each arrow. The student spins the spinner to determine which word will get the check mark. Then they throw the die to determine how many check marks the word will receive. As they put a check mark with a dry erase marker in each box for the word, they should say the word. The first word to reach the target is the winner. To make it more challenging the die has to show the exact number of spaces left in order to hit the target.



# TARGET PRACTICE

					
1					
2					
3					
4					
5					

## MISSED TARGET GAME

### How to assemble:

Print the game board on card stock. Cut the rectangles apart. Laminate or cover the rectangles with clear contact paper. Place 8 blank cards and one Missed Target card in an envelope.

### How to Play:

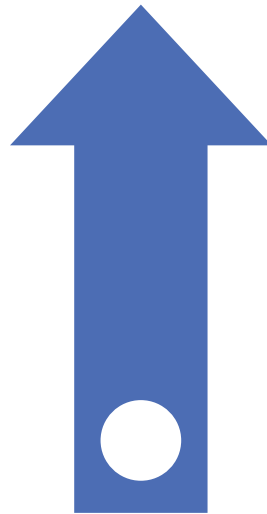
The tutor or student writes a target word or review word on each blank card. The cards are turned face down and shuffled. The student draws the top card and calls the word quickly. If they are right, they get to keep the card. If they are wrong, the tutor tells them the word and places the card face down at the bottom of the pile. The object is to see how many word cards a student can collect before they draw the Missed Target card. It is recommended that you play several rounds of this game so that you can practice all the words.

You may wish to write round 1, 2,3,4 on a piece of paper and write the score of each round to see if there is a better score each time.





**MISSED  
TARGET  
GAME**








# FAITH INSTRUCTION SHEET

## SIGHT TARGET

## CALCULATE TARGET

## HIT TARGET

*Affirmation: I have faith in you. You will learn these words!*

F	Focus on the target!	Read the words on the list. Highlight the correctly read words and circle the incorrectly read words. When you have 5 circled words, these are your target words.	
A	Advance on the target!	Say each target word 5 times. Use each target word in a sentence. Write each target word. A fun way — student writes the word on the dry erase board while volunteer writes it on the index card. Then student matches the two words. If he's correct he draws a target on the card. If he's incorrect, the volunteer helps him see how to correct it.	The Cat is Fat 
I	Interact with the target!	Play one of the games in volunteers folder by writing the target words in boxes.	
T	Train to hit the target!	Read a list of sight word sentences, a sight word story or a book chosen in the student's level.	
H	Hit the target!	Use the index card to review the target words. Students should know words now and they can draw a target on each card. Give the cards to the student to take home to study	



# MATH BASIC FACTS TUTORING INSTRUCTIONS

Your Read Georgia volunteers may be asked to help their students with learning their basic math facts. They can do so using much of the same methods used in helping students master their sight words. It is probably best to add this instruction in the second semester after the students have mastered at least the first 300 sight words.

You will need:

- A copy of the basic facts (horizontal is easiest to use) without answers for the students. (The More Resources page lists a website where you can get these.)
- A copy of the same basic facts with answers for the volunteer.
- A highlighter, pen, index card, dry erase marker and board, the Read Georgia games.

Work on only one kind of facts at a time (addition, subtraction, multiplication or division).

Begin by asking the student to read the facts on the list and give the answers. They should be read like this:  $2+2=$  \_\_ “Two plus two equals four.” If the student gives a correct answer immediately, then the fact is highlighted. If the student gives an incorrect answer, hesitates or uses methods like counting on fingers, counting up or pictures to get the answer, then the fact is circled. This will become one of the target facts on which the student will work.

Though knowing how to get the answer using various methods is commendable, for this type of exercise it is important that the student be able to give the answer from the immediate recall area of their memory.

When you have 5 target facts, stop reading the facts and begin using the FAITH steps to practice the facts. Students can repeat the facts with answers after the tutor. They can write the facts with answers on the marker board. If the tutor simultaneously writes the facts on index cards but puts the answer on the back of the card, you will create flashcards for the student to take home and study. For the sentences, the student should draw an array or a picture that illustrates what the fact means. (Ex.  $2+2=4$  \*\*+\*\*=\*\*\*\*) For the games, have the student write the fact without the answer on the game board (instead of words). As you play the game, the student reads the fact and supplies the correct answer. There will be no reading books section for the study of basic math facts.



# PRE-TEST FORM

Student's Name							
Teacher							
Date of Pre-Test	1 <sup>st</sup> Word Missed	2 <sup>nd</sup> Word Missed	3 <sup>rd</sup> Word Missed	4 <sup>th</sup> Word Missed	5 <sup>th</sup> Word Missed	Initials	Calculated Beginning Word

Student's Name							
Teacher							
Date of Pre-Test	1 <sup>st</sup> Word Missed	2 <sup>nd</sup> Word Missed	3 <sup>rd</sup> Word Missed	4 <sup>th</sup> Word Missed	5 <sup>th</sup> Word Missed	Initials	Calculated Beginning Word

Student's Name							
Teacher							
Date of Pre-Test	1 <sup>st</sup> Word Missed	2 <sup>nd</sup> Word Missed	3 <sup>rd</sup> Word Missed	4 <sup>th</sup> Word Missed	5 <sup>th</sup> Word Missed	Initials	Calculated Beginning Word













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