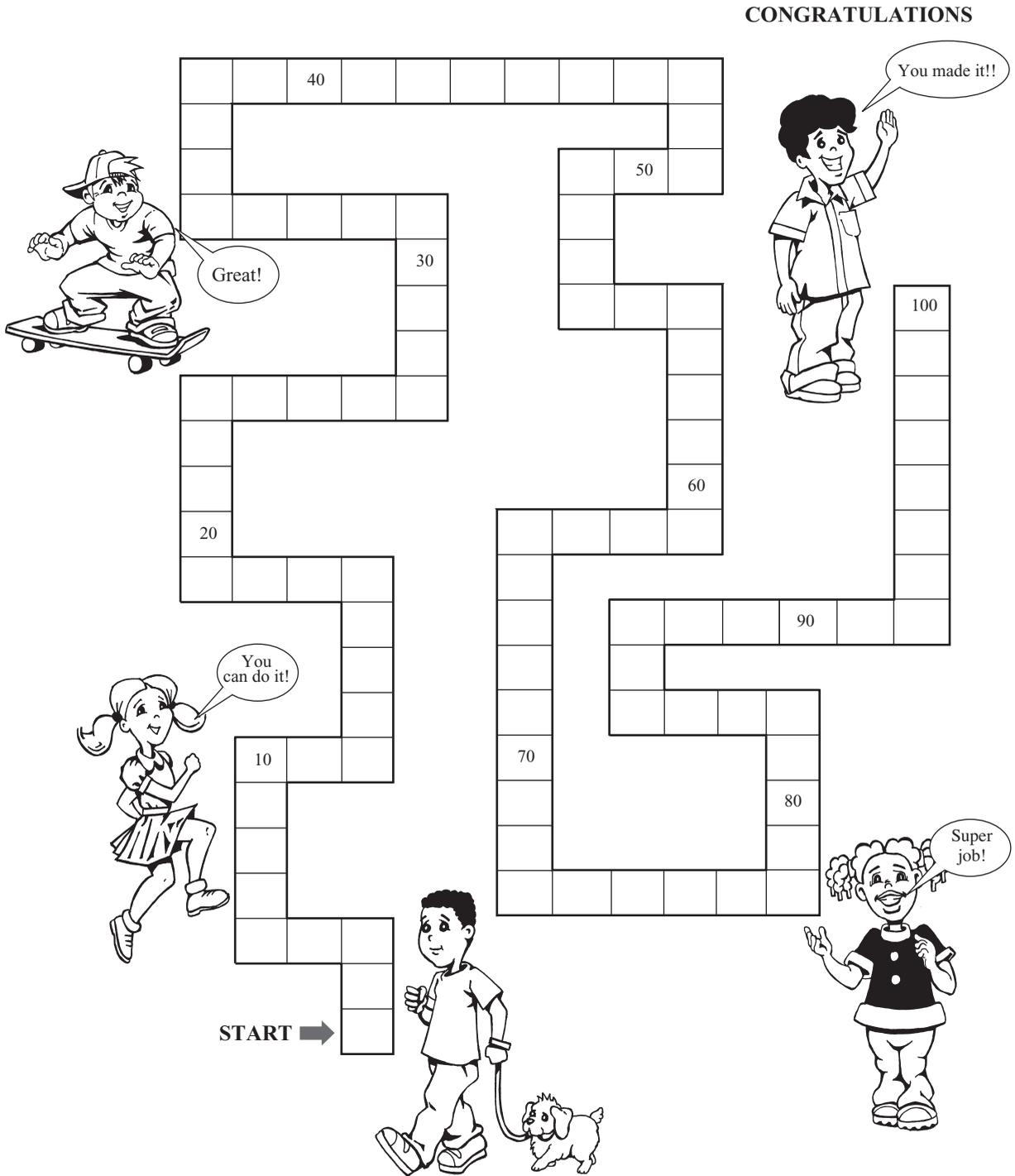


FIGURE 5.2

### Sample Progress Row Chart



**TABLE 5.1**

**Step-by-Step Peer Tutoring Session**

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Step 1. Preparation

- Teacher distributes tutoring folders to the students.
- Teacher prompts students to switch folders with partners (say, “Switch”).

Step 2. Tutor Huddle (4–6 minutes)

- Teacher announces “Tutor Huddle” and sets the timer.
- Students sit with their tutor huddle members at assigned area.
- Students take out the word cards from “GO” pocket and take turns reading the words.
- Teacher circulates around the huddle groups to provide assistance and monitoring.

Step 3. Practice (12 minutes)

- Teacher prompts students to go to their tutoring area and assigns the student who will be the tutor first.
- Teacher announces “First Practice” and sets the timer for 6 minutes.
- First tutor presents the word cards, provides praise when the tutee responds correctly (“Good job”), and provides prompts when the tutee responds incorrectly (“Try again” “Say . . .”).
- Teacher announces “Second Practice” and sets the timer for another 6 minutes.
- Students exchange roles for tutoring.
- Teacher circulates around the room, monitors students’ behavior, and provides reinforcement or corrective feedback.

Step 4. Testing

- Teacher announces “Testing.”
- First tutor conducts first testing with no prompts; places correct responses on the “smiley pile” and incorrect responses on “X”; provides praise at the end of testing.
- Second tutor conducts second testing.
- Students mark “O” for correct responses and “X” for incorrect responses on the back of the word cards.

Step 5. Charting

- Students color the number of correct responses on the charting sheet.

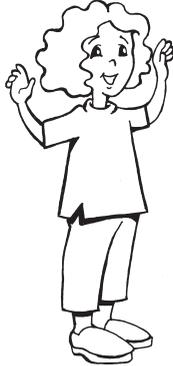
Step 6. Conclusion

- Teacher announces that peer tutoring has ended.
  - Teacher collects students’ tutoring folders.
-

FIGURE 8.1

### Student Copy of Social Skill Story

## Mandy Learns to Greet



Polli



Kelli

Once there were two happy friends: Kelly and Polli. They were the best friends in the world and they liked to play with each other. Many times they liked to ask other children to come and join them in their games.



Kelli



Mandy

One day Kelli saw Mandy, another student from their class.  
"Hi, Mandy! How are you?" Kelli asked.  
Mandy answered with a low voice.  
"OK," she said, and then she turned away.  
"Oh, boy! That Mandy isn't very friendly. I wouldn't like to play with her. I am going to stop talking to her," Kelli thought.



Mandy



Polli

A few hours later Polli saw Mandy.  
"Hey, Mandy! What's up?" Polli asked.  
"Nothing," Mandy replied.  
"Is something wrong? You look sad!" Polli wondered.  
"Nooo!" Mandy answered and began to walk away again.  
"Hey, wait a minute! Don't you want to stay and talk?" Polli asked.  
"Um, yeah! I want to talk, but nobody ever asks me to stay and talk."  
"But I just did it!" Polli replied with a big smile on her face.  
"Nobody invites me in their games. Nobody ever asks me to play," Mandy said sadly.  
"Well, Mandy, maybe it's because you act like you don't want to stay around and play with us. Look at what just happened! I talked to you, and you didn't even greet me!" Polli said.  
"What do you mean by 'greet'?" Mandy asked.

Figure 8.1 (continued)

1. Look in the eyes.		<p>“Greeting someone means looking in the person’s eyes, smiling, and saying hello in a friendly, happy voice. When you greet people nicely, then they are friendly with you, and you will feel so good!” Polli explained. “Hm, I’ve never thought about it! I guess it’s important to greet others, right?” Mandy asked. “Aha! It’s very important to look people in the eyes, smile, and say hello to them! Then you will look nice and friendly and the other students will want to have you in their games,” Polli said, spelling it out. “But I am not sure I can greet other children in the right way,” Mandy said. “Let’s practice how to greet!” Polli shouted with joy.</p>
2. Smile.		
3.		

	Big Thank-You!		<p>Polli helped Mandy improve her greeting behavior. Now Mandy is so happy that she feels more comfortable looking people in the eyes, smiling, and saying hello to them.</p>
Mandy		Polli	

		<p>Next morning Mandy saw Kelli again. Kelli looked at Mandy but she didn’t say anything. Then immediately Mandy looked Kelli in the eyes, smiled, and said, “Hi, Kelli! How are you?” Kelli was surprised! Soon a big smile was drawn on Kelli’s face and she replied, “Good morning! I am fine. Thank you!” Then Kelli asked Mandy, “Hey, Mandy, how about coming to play with Polli and me during recess?” “Oh! I would love to come!” Mandy answered happily.</p>
Kelli	Mandy	

FIGURE 8.2

**Greeting Skill Card**

**Greeting others**

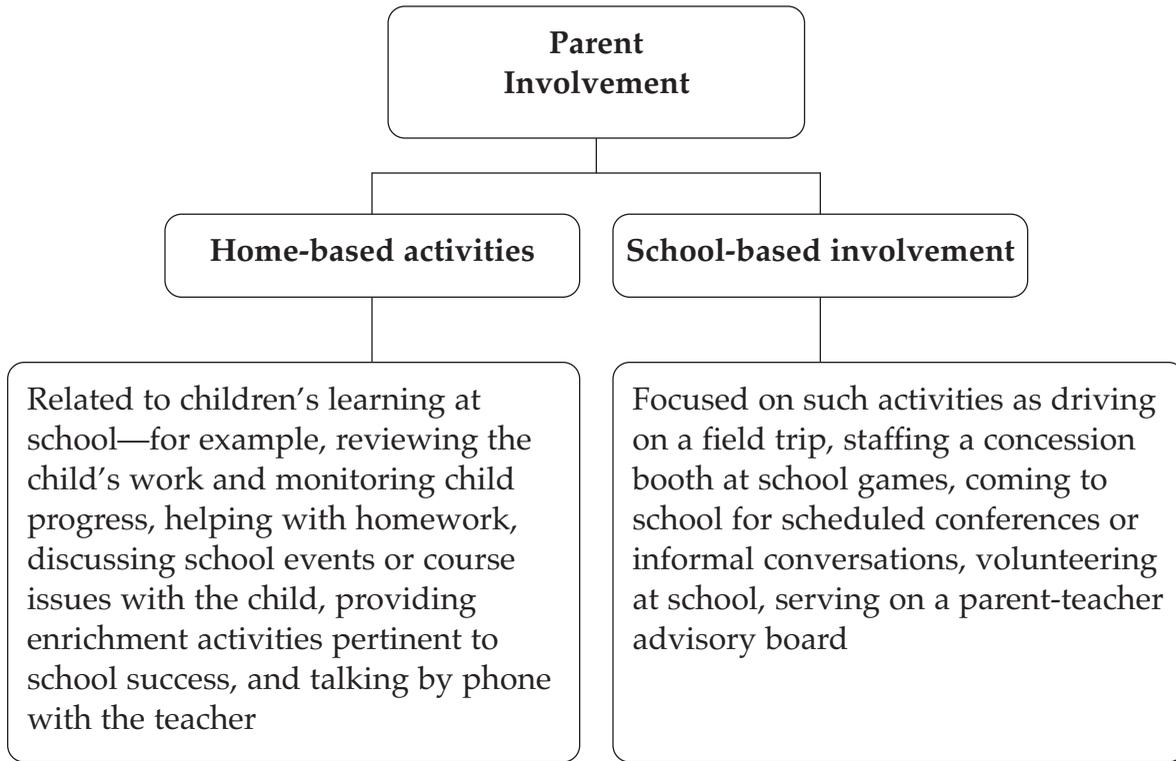
1. Look in the eyes.  

2. Smile.  

3. Say, "Hello," in a friendly voice.  


**FIGURE 11.1**

**Parent Involvement: A Two-Part View**



**TABLE 11.1**

**Six Levels of Parent Involvement**

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	<b>Level 6</b>	Community collaboration: Involves parents’ collaborating with the community to strengthen school programs
	<b>Level 5</b>	Decision making: Involves families in decision making, governance, and advocacy
	<b>Level 4</b>	Teaching and learning: Involves parents’ assisting their own children at home with learning activities or classwork, with teachers’ guidance and support
	<b>Level 3</b>	Volunteering: Involves parents’ volunteering at the school level, assisting teachers in classrooms or providing support for their children in extracurricular activities such as sports and other events
	<b>Level 2</b>	Information provision: Involves the schools’ basic obligation to communicate with families, providing information about school programs and children’s progress
<b>Level 1</b>		Parenting: Includes the basic parenting and child-rearing approaches that prepare children for school

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