

## The "ME" Page

My Name: Maurice Jones

Three words which describe me best:

Three words others would use to describe me:

My best feature:

My favorite expression:

My best friend: Durrel

My favorite food: pizza

A chore I hate:

Something I wish would happen at my home:

My hero:

My favorite sport: Football / Basketball

A car I want: Barri

The best thing about my school:

My biggest secret: I want to become rich

A television character I like: SpongeBob

My worst fear:

A contest I'd like to win: Basketball

My favorite movie star:

A political office I'd like to hold:

Something I'd like to buy: A big house

My dream career: go to the NBA or NFL

My favorite beverage:

A place I want to visit: NBA basketball game

A school subject I like: Math

My favorite book:

A nightmare I have:

Someone I would like to have as a relative:

A movie I would like to star in:

Something I would like to do for my family:

A teacher I respect: Mr. James

What I would do if I were in Hollywood: Rap

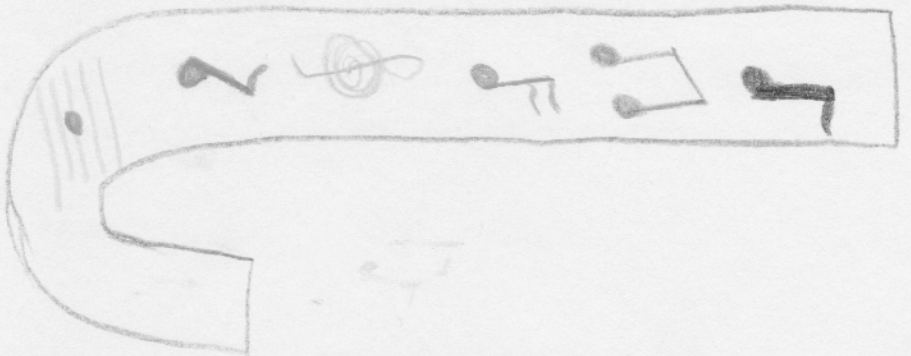
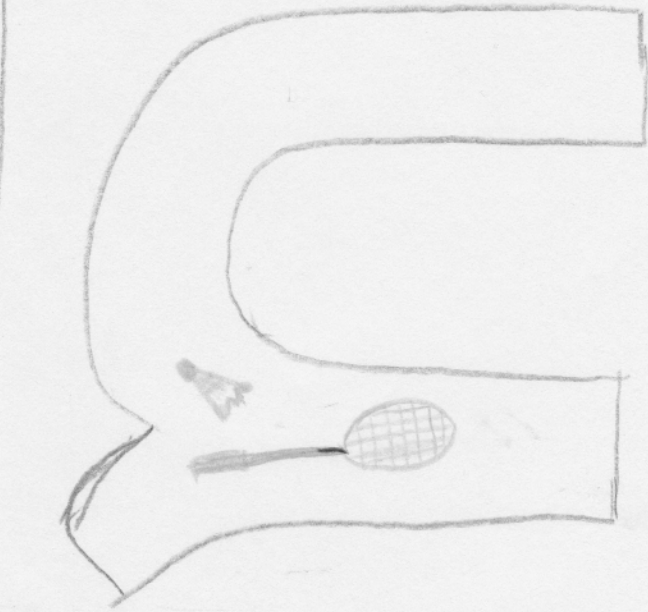
A friend I would like to have:

What I would do to change our school: Remodel it

My dream for America:



Made in China



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CSSE



## Tutoring Plan

Tutor's name: Cuilu Shi

Date: 2/25/2014

Student's name: Maurice Jones

Time: 1: 20-1:50

Place: Reading Clinic, Bailey Middle School

### Semester goal:

Be able to read books near student's grade level

Developing their own reading strategies

Use word-level knowledge to decode and comprehend reading materials independently

### Today's goal:

Encourage interaction with the student

Read one chapter of the novel

Focus more on reviewing and understanding

Use graphics to memorize and make records of the reading

Material(s) used: *Tight End*

### Activities:

Review the previous chapters of *Tight End* 5 minutes

Ask about our rule last week: Remember! - Love it!

Recall the plot line and main characters

Ask the student which part of the novel is special to him

Continue with *Tight End* (One Chapter) 20 minutes

Make predictions about the text based on pictures and prior knowledge

Listen and read along while I read the text

Select vocabulary words and develop definitions with guidance

Create a timeline of the story 5 minutes

Mark what he read everyday

Identify characters' traits in the book and make connections with the student's life

Sending students back

Total time: 30 minutes

## Reflection

Maurice finished his last book *Tight End*. From this week, we will work together on a new book called *Slam*. Before we read the book, I told him that I know a Japanese cartoon named as *Slam Dunk*. I asked him whether he watched it before. Since he did not watch the cartoon, I told him next time I will show him part of the cartoon.

I think it is good for both of us to start a new book together. This gives me the chance to let him focus on main characters and backgrounds, since Maurice always get confused with remembering the name of the main characters in the last book we read. This time we work together and I always made stops to ask him questions. I asked him to remember the name of the main character and his family background. At first, he still have problem with memorizing them. I made several stops and asked him again and again to help him better memorize both the names and the plots. I also let him to think about his own situation. In the novel, the main character Greg Harris is tagged as *Slam*. He loves basketball, but the principle told him to lay low before he gets better grades. Maurice was encouraged to talk about his own experience. He told me that he had good grades, but once he got one C, at that time, he played less basketball game and he tried to get his grade back.

In the last five minutes, I asked Maurice if he still remember our rule, which is Remember. He told me that he often felt sleepy and he used to just listen when I read the book. But this time he will try to remember. We finished 10 pages today. Most of the time, Maurice can follow me and understand what is going on in the novel. I hope I can help him to form the habit of memorizing and understanding in his future self-reading process.

maybe  
a chart  
where  
he draw  
the  
character  
& writes  
a brief  
description

