



FREQUENTLY ASKED QUESTIONS

Will I have input from teachers about how to best support my particular student?

Many School Coordinators have notes from student referrals that may offer tips from teachers on how to best work with your student. Some School Coordinators are able to arrange for communication between teachers and mentors at some point throughout the year. Inquire with your School Coordinator to see if this is possible at your school.

Can I bring in other activities aside from reading?

Some mentors choose to get creative in order to keep their students engaged in the reading, like encouraging them to draw while listening to a story. However, please remember reading aloud and discussion should be the main focus of your sessions. Also, anything you bring to share with your student should not be distracting to other pairs.

Will I be paired with another student if my student is out sick?

No. Each volunteer is matched one-on-one with a student to ensure the development of a healthy relationship and bond. We do not allow the student's friends to join in the reading session, and the volunteer should not read with another student if his/her student is absent. In the past feelings have been hurt by the casual, temporary matching of students with volunteers. Students should know there is one special person (or two alternating readers) just for them and feel confident with this unique relationship. As mentioned, if you are absent, we will not pair another adult to read with your student on that day.

What if my student wants to read aloud to me?

It is fine to listen to your student if s/he wants to read something to you as the year goes on, but please remember that this should not be the focus of your sessions. It is great to praise your student's attempts to read, and to find ways that your student can assist you with the reading in small ways (e.g. reading chapter headings or the title page). Remember the goal of the program, which is to show students that books are enjoyable and to expose students to stories that challenge and engage them.

What happens if I have to leave the program?

Years of research has shown that sound psychological closure is necessary to ensure and preserve mentoring's positive impact on a child. For this reason, it is crucial that you give as much notice as possible to your School Coordinator so that s/he can help you to prepare your child to say good-bye. Consider recruiting a colleague to sign up and participate in your place, sharing tips and ideas for success with your student.

How are students chosen to participate in the Lunchtime Reading Program?

Students are referred to the program by their teachers for one or more of the following reasons. The student 1) has had limited exposure to books and reading, 2) needs to develop listening and vocabulary, 3) would benefit from regular, individual attention and/or 3) speaks English as a second language and could use extra English support.

Best Ever Literacy Survival Tips: 5 Super Practical Ideas for Motivating Kids to Read More Challenging Text in the Age of CCSS! by Lori Oczkus. April 2013. International Reading Association. <http://www.reading.org>

Observation Rubric of Reading Motivation, "What Teachers Can Learn About Reading Motivation Through Conversations with Children" by K.M. Edmunds & K.L. Bauserman, 2006, *The Reading Teacher*, 59 (5), 414-424. <http://www.reading.org/Libraries/engage/oczkus-observation-rubric.pdf>