

# The Five P's: Five Steps to Follow...

	Strategies for Implementing	Rationale	Sample Questions and Comments
<b>P</b> REPARE	<p><b>READING</b></p> <p><u>Before the child arrives...</u></p> <ul style="list-style-type: none"> <li>- Select and preview the book</li> <li>- Think about vocabulary to discuss</li> <li>- Think of a strategy to teach</li> </ul> <p><u>After the child arrives...</u></p> <ul style="list-style-type: none"> <li>- Talk about book characters</li> <li>- Do a “walk though” to build background knowledge and make predictions.</li> </ul> <p><b>MATH</b></p> <p><u>Before the child arrives...</u></p> <ul style="list-style-type: none"> <li>- Think of a skill/concept to teach</li> <li>- Create an appropriate activity to teach this skill</li> </ul> <p><u>After the child arrives...</u></p> <ul style="list-style-type: none"> <li>- Talk about concept and how it relates to them in the real world. Why is it important?</li> </ul>	<p>Preparing <b>before</b> the child arrives helps you to focus your attention fully on the child once the tutoring session begins.</p> <p>Preparing <b>with</b> the child before beginning reading or math activities helps to activate background/prior knowledge that will help the child understand text being read or math concepts being learned.</p>	<p>“What do you think this book might be about?”</p> <p><i>“Let’s take a picture walk through the book so we are ready to read.”</i></p> <p>“What happened in the story the last time we read?”</p> <p><i>“What do you think will happen next?”</i></p> <p>“We are working with money today. Why do you think it is important?”</p> <p><i>“When do you think understanding fractions might be useful?”</i></p>
<b>P</b> AUSE	<ul style="list-style-type: none"> <li>- If the child hesitates or stumbles, wait five seconds before prompting.</li> <li>- If the child makes an error, wait until the child finishes the sentence or problem before correcting, then have the child try again.</li> </ul>	<ul style="list-style-type: none"> <li>- Pausing fosters independence in the child</li> <li>- Pausing allows the child to think about how to overcome a problem, and find a strategy to solve the problem</li> <li>- Pausing is an important component in helping the child internalize learning strategies.</li> </ul>	

	<b>Strategies for Implementing</b>	<b>Rationale</b>	<b>Sample Questions and Comments</b>
<b>PROMPT</b>	<ul style="list-style-type: none"> <li>- Prompt twice. If the child still can't self-correct, then help them with the correct word/answer.</li> <li>- Correcting every error when <b>reading</b>, or too many mistakes, can discourage the child. If the child is making lots of errors with a particular text, stop reading and choose an easier book.</li> <li>- If a child is having difficulty with a certain problem, SHOW them in a DIFFERENT way.</li> </ul>	<ul style="list-style-type: none"> <li>- Prompting correctly can help the child use a reading strategy and math skill effectively on his own.</li> <li>- Prompting encourages the child to monitor her own reading and problem solving independently.</li> </ul>	<p><i>"Does that make sense?" [meaning]</i>  <i>"Does that look right?" [structure]</i>  <i>"Does that sound right?" [phonics]</i>  <i>"Let's skip over that word, and you can think about word might make sense there."</i>  <i>"Was that right? Let's go back and try that sentence again."</i></p> <p><i>"Let's put our pencil and paper down, and let's try borrowing using these beans..."</i></p>
<b>PRAISE</b>	<ul style="list-style-type: none"> <li>- Be specific.</li> <li>- Praise for partially correct responses/answers.</li> <li>- If a child tries and is unsuccessful, praise for the effort.</li> <li>- Praise often at first until the child builds confidence and becomes more comfortable with you.</li> </ul>	<ul style="list-style-type: none"> <li>- Sincere praise builds self-esteem and motivates.</li> <li>- A child who is praised for a partially correct reading or problem-solving will improve faster.</li> <li>- Praise gives the child confidence.</li> </ul>	<p><i>"You did a great job reading that tough word! Great!" [correct reading]</i>  <i>"Good job! You tried really hard working out that word, you almost got it..." [incorrect reading]</i>  <i>"I like the way that you realized that didn't make sense and went back to reread it. You got it!" [self-correction]</i>  <i>"You really took your time to think about that problem. You got it!"</i>  <i>"That's a hard one. Good try...let me help you work that out."</i>  <i>"I like how you tried that problem a couple of different ways to help you find the answer."</i></p>
<b>PROBE</b>	<ul style="list-style-type: none"> <li>- Ask questions before, during and after reading/problem solving (math).</li> <li>- Review frequently.</li> <li>- Encourage the child to ask you questions.</li> <li>- Ask the child to retell the story, or to tell you how they worked through a problem.</li> </ul>	<ul style="list-style-type: none"> <li>- Retelling and reviewing allows you to check the child's comprehension of what is read and understanding of math concepts.</li> <li>- If a child can retell a story or talk through a problem correctly, they have developed a real understanding.</li> </ul>	<p><i>"What can you tell me about what you just read?"</i>  <i>"Have we read any stories with a character in a similar situation?" [text to text]</i>  <i>"Have you ever been in a similar situation?" [text to self]</i>  <i>"How is this like what is happening in...?" [text to world]</i>  <i>"Can you tell me how you solved that problem?"</i>  <i>"Have you come across a similar type of problem in real life?"</i></p>

**Adapted from Rolling Readers (1996)**