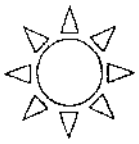
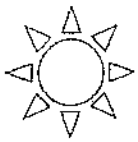


APPROPRIATE ROLES FOR TUTORS



CHALLENGER

- Encourage youth to set goals and help them make plans to achieve them.
- Provide incentive for youth to do well and to try new things on their own.
- Give honest feedback to youth when, and if, they act in a socially inappropriate manner. Try at all times to remain respectful and to allow everyone involved to maintain a sense of dignity.
- Engage youth in increasingly complex activities but remember that growth comes in small increments. Have realistic expectations.

SUPPORTER

- Convey warmth and caring about youth.
- Give support to youth's efforts, both in and out of school.
- Listen to youth's ideas and concerns and provide feedback.
- Express belief in youth's abilities and innate worth.
- Be responsible! Don't volunteer to help if you know you're already overextended.

COMPANION

- Share interests and experiences with youth, especially as they relate to your career or educational plans.
- Spend time talking and working one-one-one with youth.
- Participate actively in each part of the evening.

RESOURCE PERSON

- Introduce youth to new people, interests, and ideas.
- Help youth acquire the knowledge, skills, and information they will need to continue to be successful.
- Suggest new sources of information.
- Encourage youth to approach other people as resources. Foster an environment where everyone (including YOU!) feels comfortable saying, "I don't know."

INAPPROPRIATE ROLES FOR TUTORS

SOCIAL WORKER

- Social Work is a profession, not a hobby. If you are confronted with a situation where you feel it requires more attention than you are qualified to give, please refer it to your supervisor as soon as possible.

CHILD SAVIOR

- It is unhealthy to allow youth to become too dependent on you, especially if you are committed to the program for only a semester. The danger in playing this role is that you may unintentionally alienate the youth's parent(s) or guardian(s), thereby endangering an important relationship.

PEER

- Both you and your students will be happier and healthier with friends selected from your respective peer groups.
- While it can sometimes be tempting to do otherwise, limiting your relationship to that of a tutor-student will be more beneficial in the long run.

ACTOR/ACTRESS

- It is neither necessary nor recommended that you attempt to be "up beat" every time you are with youth, who are sensitive to falseness in tutors.
- It is critical that youth perceive you as a person. Rather than masking emotions or suppressing them, try expressing them openly and appropriately.

Boundaries

What is a boundary?

A boundary can be thought of as a protective barrier that helps to keep us safe. For boundaries to be effective they need to be applied on a consistent and ongoing basis. Boundaries teach children what healthy relationships look like and allow them to be children.

Who needs boundaries?

All of us can benefit from having healthy boundaries in our relationships. Exercising your ability to set and maintain those boundaries throughout your mentoring relationship will provide you with an opportunity to challenge you own personal growth.

Although all children need boundaries, they are particularly important for youth who:

1. Come from chaotic and unpredictable environments
2. Have been the victim of abuse
3. Have to take care of the adults in their lives and as a result have not had their own needs met

Are there any signs that can tell me if my personal boundaries have been crossed? Feeling angry, used, violated, drained, or that you need to walk away from the relationship may be signs that you are in a situation where your boundaries are being violated.

How do I prevent my boundaries from being violated?

You should decide what boundaries are important to you before the match begins and certainly before being confronted with a difficult situation. Planning in advance will help prevent begin caught off guard and it will also help you plan and rehearse your desired response. Some specific areas where boundaries are important include:

1. Money: How much money am I comfortable spending on each outing? How will I respond if on an outing my mentee asks me to buy him/her something? How would I feel if my mentee's family requests help with their finances?

2. Behavior: What would I do if my mentee uses foul language, mistreats others, steals, or is disrespectful of me during one of our meetings?

3. Self-disclosure: How would I respond if my mentee asks me about my previous experience with sex, drug use, past relationships, or other personal issues?

4. Time: How much time do I feel comfortable spending with my mentee on a weekly basis? Am I comfortable receiving phone calls at work? How late is too late to receive a phone call (or too early)? What would I do if my mentee does not show up for a meeting?

5. Working with parents/guardians: What do I do if when greeted at the door, my mentee's mother begins sharing her "laundry list" of complaints about her son? What would I do if my mentee's grandmother begins crying and sharing her problems with me when I drop by for a visit?

Remember that if you are not sure how to respond to a situation, you have every right to request time to think about it. It is best to set boundaries from the start. However, you can and should make adjustments to your relationship as necessary. It is better to adjust a boundary than to walk away from a relationship. Finally, and most important, remember that you do not have to do this alone. If you are unsure about a situation, need help figuring out how to proceed, or need an intervention, you can go to program staff for support.

Are there any guidelines I can use that can help guide my actions when confronted with situations that challenge healthy boundaries?

Here is a three-step approach you can apply when trying to decide how to handle a difficult scenario:

1. *In mentoring, the relationship is the formula, the strategy, and the intervention*. How can you respond to this situation in a way that protects the well-being of the mentoring relationship?

2. *The implications of your response are as important as the response itself*. What are the short-term and long-term consequences of the way you choose to handle the situation?

3. *Communicate from a place of personal honesty*. How can you effectively communicate with your mentee the importance of the boundary in question in a way that honors your needs without blaming or shaming your mentee?

Conflict Resolution

Effective teaching is a loving caring adult who reaches out with words and actions to help students/children master their behaviors.

Dealing calmly, honestly, and confidently with unacceptable behavior will create a warm, comfortable climate and this will help the student/child to master his impulses to direct his/her behavior. This is using authority in constructive ways and not creating fear in children. Students/Children should not be allowed to walk all over us, nor should they be in fear of us.

SOME HELPFUL TECHNIQUES:

1. Use your voice as a tool.
2. Speak to individuals …squat, sit, or kneel down, face the child and look into his/her eyes.
3. Reach out, hold hand or shoulder gently.
4. Talk about the problem with words easily understood by the student/child. However, don't "talk down" to her/him.
5. Give only 1 or 2 requests at a time.
6. Reinforce your directions when necessary by actually showing the student/child what you mean.
7. Let the student/child know that a certain behavior is important.
8. Give directions in a positive form. Use directives like: "Please sit/walk/talk/listen/use your inside voice"…etc.

EXAMPLES:

Positive statements (good option) :	**Negative statements (not as good):**
Walk inside school. You can run outside.	Don't run!
Stay with the others…	Don't leave
Walk around the poster, please	Don't step on Jennie's poster
Please sit flat on your bottom!	Stop fidgeting!
Move over here, and work on this assignment	Stop messing with the other students

9. Give "I" messages:
   "It scares me when"…
   "I can't allow you to swear at other students." "It hurts them. It's disrespectful"
   "I will not let you throw paper at Sara". "You may toss it in the waste basket".

10. Direct your comment to what has happened, not to the student/child.
    Example: Water makes the floor slippery and someone could fall. You need to try to wipe the floor with these towels, so no one gets hurt.

11. Give choices when you mean it!
    Example: During tutoring time, students cannot choose to play sports. "Would you prefer starting with your math or your history?"

12. Be honest with the youth….tell them how a behavior made you feel.
    Example: "When you interrupt and disturb Jenny, I am unhappy. She comes to get her work done and I must ask you to be respectful and allow her space to get her work done, and I will make sure others will give you respect and space."

13. Lend a helping hand.
    Example: "Let's try this, I'll read a paragraph and then you read the rest of the page."

14. Redirect an activity.
    Example: "It's Chris's turn to use the printers now. You can work on Math Aces software until it is your turn." When a student/child willingly waits or chooses something else…again, be honest and tell them how terrific that makes you feel! "GOOD FOR YOU! That shows me you are waiting your turn. I like your patience."

15. Take a Break! (Time Out!) This should be a last resort. After a short break, talk to the student/child.

16. Help the students/children to express their feelings and value the feelings of others.
    Example: You need to tell Gary that you don't want him to push you (put you down). Use your words (express yourself).

17. Teach your students/children to resolve conflict in a non-violent way. Present a variety of solutions.

18. Ask students/children to define the problem. Also make sure they understand each person's feelings and the result of their actions. Allow students/children to try out a solution that they came up with together, rather than just eliminating all contact.

19. Talk with your students. They may respond as if they don't like you, or they don't care. In the long run, however, you will earn their respect.

Five Steps to Being an Effective Tutor

Step One: Know What is Expected of You as a Tutor

Tutoring is the process of getting students to become independent through questioning. Tutoring should help students develop self-confidence and improve study skills. Tutoring is a well-balanced question/information exchange in which both parties participate and, therefore, both benefit. Tutoring provides the practice and drill in specific course material needed by the student, while giving the tutor valuable review opportunities and the chance to develop and sharpen educational and communication skills.

Tutoring is not teaching. There are important differences between the role of the tutor and that of the classroom teacher. Approaches, relationships, and techniques are different. The tutor works in very close proximity with the student, usually one-on-one. The student may not be accustomed to the close contact and the interchange that occurs during a tutoring session. The tutor may have to consciously strive to develop a good rapport with the student within this environment.

Step Two: Setting Up the Tutoring Session

It is important to shape the tutoring environment. This can be difficult; however, if you follow these simple procedures, you will have a successful session.

- Prepare yourself for the tutoring session
    - Find out what the student needs to work on
        - Bring pen/ pencil, notepad, other resources? (e.g., textbook?)

- Prepare a greeting and review expectations
    - *When you meet for the first time*
        - Introduce yourself and confirm the student's name.
        - Get to know the student a bit (e.g. Why did you choose to study this language? How are you feeling about it?)
        - Discuss their overall goals for working with a tutor
        - Identify specific goals for that particular session
    - *During the session*
        - Sit next to (rather than across from) your student, so the two of you can work together
        - Learn a bit about how things are going with the class and the assignment before " jumping in."
    - Make sure student work matches the expectations for the assignment!!
        - Ask questions and offer clues, rather than simply providing answers.
        - · Give clear explanations and feedback.
    - Be prepared for potential problems

Step Three: Meeting Your Student's Needs

Assess the student's understanding of the subject by asking questions. Determine the student's need for them to succeed in the subject. Strategies will vary, but do remember to engage the student. Try not to lecture and attempt to use:

- Use good questioning and listening techniques
    - Listen to what the client is asking for.
    - Look at the client—not just at the paper

- Ask for explanations of answers—particularly incorrect ones.
- Observe and use nonverbal cues (body language, tone of voice, etc.)
- Know when to answer student questions regarding social, academic, personal issues, and when to direct the student to another resource.

- Positive ways of correcting students
  - Give correction in ways that motivate them to be better or do a better job.
  - Always see yourself as the coach who is helping someone improve.
  - Show you care. Express concern about sharing ways that they can improve.
  - Pick the right moment to offer corrections. You should be responding and not reacting to the situation.
  - Avoid giving the impression that you're more concerned with seeing your ideas put into practice rather than helping the student improve.
  - Give specific suggestions for improvement.

- Positive problem solving
  - **Try Asking: `What Do You Understand?'**
    - One of the most difficult questions a student has to answer after hearing a lesson is: "What don't you understand?" Students dread this question and many learn to never admit that they're confused.
    - If students knew what they didn't comprehend, they wouldn't be lost. They can form coherent questions only if they understand the whole lesson.
    - The solution is to ask instead, "What did you understand?" The student gets a positive start on the problem by telling you what he or she knows. The tutor can sort out the areas that have caused the student confusion.
  - **Use Encouragement to Motivate**
    - You have the opportunity to praise the work of your students and this will give them recognition for a job well done. This is a comment that focuses on the student. You can say, "You are so organized." The tutor can also motivate the student through encouragement by saying, ``Your essay showed great organization. Each idea was clearly developed."
    - Other examples of the difference between praise and encouragement:
    - Praise: "You're a great writer."
    - Encouragement: ``This story is great. Your characters are so real."
    - Praise: "You are super. You always get these problems right."
    - Encouragement: "Your hard work on solving word problems really shows."
  - **Cultivate independence**
  - Demonstrate HOW to do something, and then ask the client to re-teach you.
  - Make sure the student is the one actually doing the work (i.e. don't just take over!)
  - Offer additional examples/ questions to " quiz" the student
  - Bring something to read/ work on in case the student needs space to practice
  - Aim for improvement and long-term growth—not perfection!
  - Help them do the best work THEY can do (not the best YOU can do)

Step Four: The Ingredients of a Good Tutoring Session

The following are some of the necessary ingredients for a good session:

- Greet your Student and give them your undivided attention
- Have empathy with your Student's problems
- Be honest with your tutee
- Set the Agenda

- Have a sense of humor
- Have the ability to "lighten up" a situation
- Have a good interaction with your Student, a good give-and-take
- Know your Student's strengths and weaknesses
- Work through your Student's strengths to improve his/her weaknesses
- Make your Student feel good about him/herself and his/her accomplishments
- Know when to stop a session
- End the session on a positive note

Step Five: Ending the Tutoring Session

Do not just say "good-bye" when the session is over. You should:

- Positively assess the work that was done during the session
- Do any necessary tutor paperwork
- Always end the session with a positive comment

More Tutoring Tips

- Give children limited and sensible choices — we need to work on _____ and _____ today. Which do you want to start with?
- Have a work plan. Today we are going to ____ and ____. Give the child the opportunity to add to the plan. Write it down and let the child check things off as they get done.
- Vary the sessions.
- Respond to the child's interest. Bring a book about football or animals.
- Acknowledge when things aren't going well. This is hard — that's okay. Involve the child in the problem-solving process.
- Assume that when a child doesn't understand something you have to find a better way to explain it. If a child is really stuck — move on. Often the more you stay on one point, the more anxious it makes the child. Children learn best in an environment they perceive to be safe.
- When you know a child is pressing your buttons — be an actress and don't let on. Once you are in a power struggle, you have lost — even though you might win.
- Articulate the issues for the child. "I have noticed that it takes you a while to settle down. Why don't we spend the first few minutes talking about your favorite TV show or something fun you have done recently?" Remember that reading is a language-based skill. Any time spent talking with a child is helpful.
- If a child comes to tutoring and is obviously upset about something, ask her if she wants to talk about it. Acknowledge the feelings the child may be expressing.

Characteristics of Successful Tutors

Successful tutors:

- Have fun!
- Are on time and prepared.
- Are friendly and acknowledge students (by name if possible) when they arrive.
- Encourage the student to develop good examples/discover examples provided in the text.
- Let the tutee do the work.
- Ask leading questions to help students learn and understand the material.
- Are patient and provide appropriate "think" time.
- Provide encouragement.
- Are aware of their nonverbal communication.
- Check the tutee's learning by having the student summarize information at the end of the session.
- Are aware of and acknowledge cultural differences while treating tutees consistently and with respect.
- Relate successful study strategies to the tutee.
- Use questioning rather than answering strategies.
- Pay attention and are sensitive to the self-esteem issues of each tutee.
- Are able to explain concepts from several different angles.
- Focus the session on the process of learning rather than on the correctness of the answer.
- Rotate around the room spending time evenly with students.
- Conduct themselves in a professional manner.
- Provide a safe learning environment.
- Encourage students to fill out a tutoring evaluation form.
- Attend tutor training and all staff meetings.
- Help to maintain the cleanliness of the facilities.

Successful tutors DO NOT:

- Teach magic tricks.
- Expect the student to hear and remember everything they've said.
- Say, "This is easy" or use any other phrase that might imply the student is not smart.
- Put down or criticize the student or their abilities.
- Solve the problem or give the answer. The student should be holding the pencil.
- Criticize a teacher or the assignment.
- Go too fast.
- Make off-color jokes or suggestive comments to students.
- Use profanity.
- Waste the student's time talking about themselves.
- Over socialize with other tutors during programming. When students think you're busy talking they'll be discouraged from asking questions because they don't want to interrupt you.

*Adapted from Chandler-Gilbert Community College

PRACTICAL SKILLS FOR TUTORING

"What is our duty, particularly toward those children whom we are educating? For education is by derivation and in fact the drawing out of human powers."
—W.E.B. DuBois, *The Education of Black Folks*

Maximize the Benefits of Each Tutoring Session
This section is included to teach practical skills to tutors and for mentors who include tutoring activities as part of their relationship.

1. **Start at a Level of Sure Success.**
   Beginning instruction on the child's level will give your student a feeling of success and will encourage more interest and positive attitudes for later learning activities. It is important to become acquainted with your student's interests and abilities as quickly as possible in order to give work that can be mastered. Then the student may move to more challenging work.

2. **Plan a Well-Balanced Lesson.**
   Some attention should be given to study skills when you begin the tutoring session. Establish a routine that you follow each session. For example, if you begin with reading, always begin with reading and move through the tutoring session in an established order. Children like structure and feel more confident when they know what is coming next. Try to involve the young person actively in learning. Whenever possible, invent games to reinforce skill. If you have trouble thinking of a design for a game, use the format of a television game show such as *Jeopardy!* or *Wheel of Fortune*.

3. **Establish a Working Relationship.**
   Establish a friendly but professional atmosphere from the beginning of the tutoring sessions. Make sure that your student is actively engaged in the learning process at all times. Have a clear idea about what constitutes acceptable and unacceptable behavior during the tutoring session and communicate these guidelines calmly but firmly to your student whenever the need arises.

4. **Understand the Learning Process.**
   Learning occurs in three stages. First, a student hears or sees the concepts and understands them. Next, the student internalizes the material, and the information becomes a part of his or her storehouse of knowledge. Finally, the student transfers the learning to new situations. For example, after learning the concept of fractions and being able to calculate them, the child might apply these concepts and skills to a baking project. Look for these three steps as you progress in your tutoring.

5. **Diagnose Constantly**
   During each session, be prepared to diagnose as well as teach. Each lesson should be designed to teach a specific skill or body of knowledge. As the lesson proceeds, the tutor must determine whether the young person is ready to move on to something new. If the skill is not yet mastered, provide further instruction or practice. If your young person seems to be stuck on a particular concept, try another approach. Ask for help from other tutors or mentors or staff members if you need further ideas.

6. **Affirm Often**
   This is the most important ingredient in your relationship. Affirmation builds the self-esteem and trust fundamental to all learning.

   Examples: "You did a super job!"
   "High five!"
   "You did that especially well."

TOP 10 TIPS FOR CONNECTING WITH YOUNG PEOPLE

1. *Say hello and smile.* Many young people are used to being ignored by some adults-surprise them by addressing them directly.
2. *Ask them their name.* Watch a young person's face light up when you show interest and respect.
3. *Be yourself.* Young people will respond to you better if they sense you are genuine.
4. *Ask them about the things that are of interest to them.* Nothing will help trigger conversation more than your questions about what is important to them.
5. *Simply listening will give you ideas of what to talk about.* Once an interest is apparent, make positive comments about the interest and/or ability.
6. *Follow up your initial questions with questions or observations that show you are listening.* If a young person talks about being into sports, ask him/her which sports she/he plays.
7. *Never assume that the mind you're talking to is closed.* Students often listen without making eye contact, and go away with more than you think.
8. *Don't expect young people to reach out to you.* Take the initiative as an adult and reach out to them.
9. *Draw from your own memories.* Think back to someone who made a difference in your life and how she/he connected to you.
10. *Keep at it!* Not every attempt to connect with young people will have immediate results, but remain earnest and speak from your heart.

So my student has no homework...Now what?!

These ideas are meant to serve as "springboards" for your own ideas and planning. Please let Ned Shaundel LCC know if you or others use any of them and how well they work. Remember: all tutees can use assistance with their language skills, including expressing their own ideas, both orally and in writing. Good luck!

1. Interview
    a. Have your student create 5-10 question (as if he/she were a reporter) to interview you or another student or tutor.
    b. Have the student write up the interview and present orally.
    c. Go over written work and discuss corrections, if any.
    d. Or: tutor interview student and together write up a story about the tutee.
2. Journal
    a. Have your student write a journal entry each week and you can write to keep up a dialogue all semester. Add illustrations if desired.
3. Find a book to read
    a. Take turns reading aloud.
    b. Take time to discuss characters, events, descriptions, and feelings that the story elicits.
    c. Choose one of the following skills to do with the reading:
        i. **Vocabulary:** Write down difficult words and use the dictionary to look them up. Pick a challenge word and try to "stump" the group.
        ii. **Passage:** Following the reading, have the student choose the most important or interesting passage(s).
        iii. **Illustration.** Have the student draw some kind of picture related to the reading.
        iv. **Connections:** Have the student try to find a connection to the reading and world outside such as connecting the reading and things that are happening in school or the community or similar events that have happened at other times and places.
        v. **Letter:** Write a letter to one of the other characters.
4. Dictation
    a. Tutor dictates a short election either form a book or from his/her experience (ex. description of a place or event).
    b. Tutee writes it, as well as he/she can. Tutee reads it aloud to tutor.
    c. Correct for errors and discuss.
5. [illegible]
    a. Tutee writes a short poem or story inspired by a picture or description the tutor gives to him/her.
6. Group Activity
    a. Spontaneous story created by each person in a circle adding a sentence until it coming to a close.
7. Partner Activity
    a. Tutor and tutee discuss a familiar story (or movie) and create a different ending together. Say it. Write it. Reread it.

Activities For Young Students

1. Rhymes
   Write out a set of 4 words that rhyme with the same sounds and same letters.
   Read the words out loud while pointing to the letters.
   Then make up a crazy story using the words from the list.
   Examples: lip dip drip flip; cap map trap slap; bun sun fun run

2. Circle Story
   One person starts the story, saying a few sentences. Then the next person takes a turn and adds a few more sentences. Continue around the circle.

3. Writing Stories
   Have the student dictate a story to you while you write it down. Then read the story together.

4. Ten-Minute Writing
   For students who are reluctant writers. Choose a topic to write about. Then for only 10 minutes you and the child both separately write about the topic. Share your writing at the end of the 10 minutes. Another option is to create a special writing journal/notebook with stickers and a decorated cover and/or use special pencils to write with.
   Topic Ideas: The day I was invisible; The meanest person in the world; The war between tyrannosaurus and triceratops. Eight things to pack for a trip to the moon; The day I was very very angry, What I'd buy with a million dollars; My perfect birthday; Five ways to trick an evil witch; Four things I'd do differently if I were my mother.

5. Silent Conversation
   When the child arrives, write on a paper "No talking for 10 minutes." Quickly explain that you will have a conversation by only writing for 10 minutes. They can ask you how to spell words, or if they don't understand something you wrote, but that is all.

6. Story Sharing
   Take turns writing a few sentences each and create a story together. Spelling and punctuation shouldn't count until after the story is complete and you go back over it together.

7. Simon Says

8. Charades: To make it simpler for younger kids, you can write action words on a card, then they have to read it and do what the card says. (Ex. jump, spin, run etc.)

9. Retell Stories: After reading a short story, ask the student to retell the story in her own words. To check on comprehension ask them to read the story in English and explain it to you in Spanish.

10. Handwriting Practice: Create a funny sentence to write. Then draw a winding "road" for the child to follow and write the sentence on. Ex:

11. Spelling words practice: To practice weekly spelling words, have a speed contest between two kids. Write the word at the top of the page. Then each student has to write the word as many times as they can in 45 seconds. The word must be spelled correctly to count.

12. Word Search: Using a list of weekly spelling words, create a grid with the words on it. Fill in the empty spaces with extra letters.

13. Acrostic Poems: Make a poem by writing a word, or the child's name, vertically down the paper. Then think of different description words to write across starting with each letter. Ex:

S. nowflake
N ice
O utside
W inter

14. Bragging Contest: To increase writing enjoyment. Start with a phrase like: "I'm so strong I, I'm so rich I, I'm so smart I, I'm so fast I" and take turns writing a statement to outdo the other person.

15. Write out an action for your student to do, like "do ten jumping jacks, or walk with a book on your head." After they read it and do it, the student gets to write an action for you to do.

16. Word Race: Have a contest to see who can write down the most things they can see in the room within 5 minutes. You and the student do it at the same time, and then compare lists at the end. Create a point system to determine winners. Spelling doesn't have to be important.

17. Menu: Create a menu for a made up restaurant. (Monster Cafe, etc.) Draw a logo, make appetizers, main dishes, desserts, beverages, complete with prices. Be creative.

18. Create a Story: Decide on a title/theme for your story. Then roll a die and the number you roll is the number of words you must write for the story. Take turns with the student until your story is complete.

19. Eye Spy: "I spy something red, blue, etc."

20. 20 Questions: One person thinks of a person/place/thing. The other person gets to use 20 yes/no questions to guess it.

Literacy:

1. Literature circle printouts: http://www.abcteach.com/directory/basics/reading/literature_circles/
2. Sight words by grade level: http://www.apples4theteacher.com/languagearts/dolch-sight-words/flashcards.html
3. Word search: http://www.apples4theteacher.com/languagearts/dolch-sight-words/third-grade/worksheets/word-searches/
4. Unscramble words: http://www.apples4theteacher.com/languagearts/dolch-sight-words/second-grade/worksheets/word-jumbles/1.html
5. Handwriting activities: http://www.first-school.ws/theme/handwriting.htm
6. http://abcteach.com/

Science:

1. Interactive Human Body Book Online: http://www.apples4theteacher.com/elibrary/bodybook.html
2. Interactive Educational Science Games Online for Kidshttp://www.apples4theteacher.com/science.html#solarsystemnineplanets
3. Printable science worksheets: http://www.tlsbooks.com/scienceworksheets.htm
4. Solar system printable: http://www.abcteach.com/directory/basics/science/solar_system/

Social Studies:

1. Animated American History - What a great lesson! Watch how the United States started & grew to 50 states. http://www.animatedatlas.com/movie.html
2. Learning States & Capitals Interactive: http://users.netrover.com/~kingskids/state/introswf.htm
3. Printable: http://www.abcteach.com/directory/basics/social_studies/
4. states & capitals matching: http://www.worksheets4teachers.com/socialstudiesheets.php
5. Printable maps: http://www.eduplace.com/ss/maps/
6. Printable: http://www.homeeducationresources.com/FREEsocstud.htm

Math:

1. Math worksheets: http://www.apples4theteacher.com/math.html
2. About doing math: http://www.homeworkspot.com/elementary/math/
3. Free math worksheets: http://www.mathfactcafe.com/
4. Math worksheets, brain teasers, telling time, etc.: http://www.theteacherscorner.net/printable-worksheets/make-your-own/math-worksheets/
5. Games and lessons: http://www.learn-with-math-games.com/

Other sites:

1. All subject Printable: http://www.homeeducationresources.com/FREE1.htm#math
2. Connect the dots: http://www.kidzone.ws/math/grade1.htm
3. Connect the dots: http://www.printactivities.com/ConnectTheDots.html
4. Cut and paste activity: http://www.activitypad.com/child-activity.html
5. Color by number: http://www.activitypad.com/educational2.html

Other useful sites (Primarily for grades K-4; most are interactive):

1. http://pbskids.org/sid/germs.html
2. http://funschool.kaboose.com/

3. http://www.funbrain.com/kidscenter.html
4. http://kids.nationalgeographic.com/kids/
5. http://www.playkidsgames.com/
6. http://www.coolmath4kids.com/
7. http://www.starfall.com/n/level-k/index/play.htm?f
8. http://www.readwritethink.org/

Spanish/Bilingual:

1. Variety of activities (some interactive): http://www.apples4theteacher.com/esl-games/spanish/
2. Various different languages, including Spanish: http://www.sjlibrary.org/gateways/kids/fun_bilingual.htm
3. http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/displaysection.cfm&sec=20
4. Printable worksheet: http://www.enchantedlearning.com/label/spanish.shtml
5. Worksheets: http://www.ezschool.com/EZSheets/Spanish/Lessons/Greet_Introduce/index.html

Informal Assessment of Math and Reading by Tutors

Purpose: To help identify areas your tutee is struggling with. Once you have identified these areas, you will have a better idea of what supplemental materials you need to gather and go over with your tutee.

Caution: You are not a licensed teacher or specialist – which is why we are employing informal methods of assessment. There is no need for you to use standardized assessment tools. We do not want to overwhelm our students with more evaluations and assessments. We just want to determine which subject areas our students need to improve on.

When to Assess: The first session should be used to get to know your tutee. Ask them about their hobbies, interests, and their perception of school and how they are doing. Find out which subjects they find challenging and which they really enjoy.

The second and third sessions should be used for observation (which is a type of informal assessment). When your student is doing homework, observe what kind of assignments or areas they struggle with. Once you have a primitive idea of what is challenging, have your tutee take a break – take this time to "assess" the student through the use of a related activity.

There are numerous assessments you can use – select one that is appropriate for your student, the situation and yourself.

After this activity, you should be able to identify which areas your student needs to work on. You are responsible for researching and gathering supplemental activities/worksheets for your student.

Be prepared each tutoring session – have your student work on these additional activities when they are finished with their homework and school projects.

Example:

My tutee is Judy. During our first session, I found out that she has a hard time understanding what she reads – especially if it's a science text book. I noticed how she doesn't take notes when she reads from her science book, and that it's a challenge for her to answer the comprehension questions at the end of each chapter.

During our second session, we took a break after she finished her math assignment. I found an article about the Solar System (Judy loves learning about planets and space). There are a few questions at the end of the article to check for comprehension.

The assessment method I am using is the 12 Word Summary (In 12 words or less, have students summarize important aspects of a particular chunk of instruction or reading). In addition, I will be showing her some note-taking strategies.

After we read the article together, Judy will write her summary, and we will answer the questions. If comprehension is still a challenge, we will continue to read different articles each week and practice note-taking skills.

Informal Reading and Writing Assessment Ideas

By Brenda Weaver

There are numerous formal tests that can be used to assess these four areas but it would take many hours to assess and you would be left with perhaps a single score which told you whether the student was average or not. In order to make instruction more effective and to increase student learning, informal measures are best because they are more time efficient and the results are specific as to what you need to teach. Here are some examples that you might want to try.

Assessment Activities for Grades K-2:

- Print Conventions
  - Use unfamiliar books and orally ask students to identify formats or punctuation. Ask them to follow as you read to look for voice-to-print match, etc.
- Word Recognition
  - For use of cueing strategies take a running record (sample record: PDF) to see how the student applies the strategies. Have the student read phonetically correct nonsense words to determine the student's ability to apply phonic generalizations.
- Comprehension
  - Present the student with a cloze passage (words are left out of text read) of the book read to see how well the student can remember the book read and select words to fit the language of the book read. Ask the student to respond to literal and interpretative questions about the text.
- Writing
  - Have the student write a story. Assess the student's ability to compose appropriate language, follow the writing conventions (spelling, punctuation, etc.) and address the writing task.

Assessment Activities for Grades 3-5, 6-8 and 9-12

- Word Recognition
  - Have the student complete a matching assessment that has the definitions on one side and the vocabulary words on the other. Put the vocabulary words in a box and have the student select the appropriate vocabulary to complete the sentence.
- Comprehension/Study Skills
  - Ask student to make connections before, during, and after reading: text to self, text to text, and text to world. Ask the student to use an index to answer questions that make use of that index.
- Genre
  - Ask the student to complete a literary elements chart (http://www.scholastic.com/teachers/article/collateral_resources/pdf/l/lessonrepro_reproducibles_profbooks_literaryelements.pdf) (PDF) on a book. Ask the student to list the characteristics of a specific genre or to write a short piece in that genre.
- Writing
  - Ask the student to perform a writing task with multiple elements. Assess the writing piece for inclusion of these elements, language usage, organization, and mechanics.
  - The most important aspect to this type of assessment is the specific purpose for evaluation and matching that purpose to an appropriate measure. An example of an inappropriate measure is the student is orally asked questions about a story when the teacher wanted to know if the student could respond in writing to questions about the story. The teacher needs to develop the assessment for exactly the purpose of evaluation.

Assessment Tools for Reading and Writing

- Alphabet Assessment (http://teams.lacoe.edu/documentation/classrooms/patti/k-1/teacher/assessment/alphabet.html)
  Students should be assessed to find out which letters and sounds of letters they can name.

- Levels of Phonemic Awareness (http://teams.lacoe.edu/documentation/classrooms/patti/k-1/teacher/assessment/levels.html)

- Phonemic Awareness Assessment Tools (http://teams.lacoe.edu/documentation/classrooms/patti/k-1/teacher/assessment/tools/tools.html)

- Spelling Development (http://teams.lacoe.edu/documentation/classrooms/patti/k-1/teacher/assessment/spelling.html)

- Spelling Inventories for Middle and High School Students (http://readingandwritingproject.com/public/themes/rwproject/resources/assessments/spelling/spelling_upper.pdf)
  These two tests, the primary and elementary spelling inventories, are designed to assess the word knowledge students have to bring to the tasks of reading and spelling.

Formative (Informal) Assessment Strategies

Most of these actives can also be thought of as engagement strategies in addition to assessing what students know and can do.

ACTIVITY	DESCRIPTION
Quick Write	Student writes for 2-3 minutes about what he heard from a lecture or
	explanation/read/learned. Could be an open ended question from teacher
12 Word	In 12 words or less, have students summarize important aspects of a particular
Summary	chunk of instruction or reading.
3-2-1	Students jot down 3 ideas, concepts, or issues presented.
	Students jot down 2 examples or uses of idea or concept.
	Students write down 1 unresolved question or a possible confusion.
Muddiest	Students are asked to write down the muddiest point in the lesson (up to that point,
Point	what was unclear)
Quick class	Give students paper plates, index cards, whiteboard, or large sheets of paper when
check	they enter. When asking a question have ALL students write the answer and at
	your signal, have ALL students hold up the plate (or whatever) so that you can see
	who/ how many got the answer. Discussion to elaborate can follow.
Class vote	Present several possible answers or solutions to a question or problem and have
	students vote on what they think is best.
Idea Wave	Each student lists 3-5 ideas about the assigned topic. One volunteer begins the
	"idea wave" by sharing his idea. The student to the right of the volunteer shares
	one idea; the next student to rights shares one idea. Teacher directs the idea wave
	until several different ideas have been shared. At the end of the formal idea wave,
	a few volunteers who were not included may contribute.
Tickets to	Teacher asks students a specific question about the lesson. Students then respond
enter and exit	on the ticket and gives to teacher, either on their way out or on their way in the next
	day. Teacher can then evaluate the need to re-teach or questions that need to be

	answered.
Four Corners	Teacher posts questions, concepts, or vocabulary words in each of the corners of
	the room. Each student is assigned a corner. Once in the corner, the students
	discuss the focus of the lesson in relation to the question, concept, or words.
	Students may report out or move to another corner and repeat. After students have
	moved, as a writing assignment they should be encouraged to reflect on changes in
	opinion or what they have learned.
Give One/Get	Students are given papers and asked to list 3-5 ideas about the learning. Students
One	draw a line after their last idea to separate his/her ideas from classmate's lists.
	Students get up and interact with one classmate at a time. Exchange papers, read
	your partner's list, and then ask questions about new or confusing ideas.
Concept	Explain/ model a concept map. After lecture, explanation, or reading, have
Mapping	students fill in concept map (partner or individually). Report out.
Flash Cards	After 10 minutes into a lecture or concept presentation, have students create a flash
	card that contains the key concept or idea. Toward the end of the class, have
	students work in pairs to exchange ideas and review the material.
Learning Cell	Students develop questions and answers on their own (possibly using the Q-
	Matrix). Working in pairs the first student asks a question and the partner answers
	and vice versa. Each student can correct the other until a satisfactory answer is
	reached. (Good way to encourage students to go back to the text book).
One Minute	Teacher decides what the focus of the paper should be. Ask students "What was
Paper	the most important thing you learned? What important question remains
	unanswered? Set aside 5-10 minutes of next class to discuss the results.
	May be used in the middle of a class also.
Signal	Create cards to check for understanding. green means "I got it", yellow means
Cards/thumbs	"I'm not sure, Maybe", and blue means "I'm lost. I have questions"
up-thumbs	
down	
Transfer and	Students list what they have learned and how they might apply it to their real lives.
Apply	Students list interesting ideas, strategies, concepts learned in class or chunk of
	class. They then write some possible way to apply this learning in their lives,
	another class, or in their community.
Circular	Students in groups are given a problem with a definite answer (good for math &
check	science). First students completes first step without contribution from others in
	group and passes it to the next student. Second student corrects any mistakes and
	completes next step, again without input from the group. Problem gets passed to
	next student and the process continues until the group has the correct answer.

Informal Assessment Strategies: A-Z for the Math Classroom

By: Dr. Chris Moersch, Executive Director LoTi Connection, chris@loticonnection.com 858/245-3746

Informal assessments allow teachers to track the ongoing progress of their students regularly and often. By using informal assessments, teachers can target students' specific problem areas, adapt instruction, and intervene earlier rather than later.

- Anecdotal Records
  - Anecdotal Records represent informal written descriptions of a student's academic progress in the classroom involving a specific problem or area of difficulty. The record is a result of a direct observation. Anecdotal records can be used to document student achievement in mathematics. Be

careful - anecdotal records should be written carefully, avoiding judgmental words.

- Application Cards
  - After teaching about an important theory, principle, or procedure, ask students to write down at least one real-world application for what they have just learned to determine how well they can transfer their learning.
- Blog
  - A Blog is short for weblog and represents an online journal that is frequently updated by the students based on the current content or problem under investigation. Blogs are typically updated daily and require little or no technical background to update and maintain the blog. Blogs can be used by students to create their own online math journal.
- Brainstorming
  - Brainstorming is a technique used to determine what a student may already know about a particular topic. Students often feel free to participate because there is no criticism or judgment.
- Chain Notes
  - Students pass around an envelope on which the teacher has written one question about the class. When the envelope reaches a student he/she spends a moment to respond to the question and then places the response in the envelope.
- Checklists
  - Checklists (e.g., Misconception/Preconception Checklist) specify student behavior or products expected during daily progression through the curriculum. The items on the checklist may be behavior or content area objectives. A checklist is considered to be a type of observational technique. Because observers check only the presence or absence of the product or behavior, checklists generally are reliable and relatively easy to use. Used over time, checklists can document students' rate and degree of accomplishment within the math curriculum.
- Debates
  - Debates enable the teacher to informally evaluate students' oral work by assessing their oral presentation skills in terms of their ability to understand concepts and present them to others in an orderly fashion.
- Directed Paraphrasing
  - Ask students to write a layman's "translation" of something they have just learned geared to a specified individual or audience -- to assess their ability to comprehend and transfer concepts.
- Exit Cards
  - Exit Cards are a quick assessment tool for teachers to help them become more aware of student understanding of concepts taught. Exit cards are written student responses to questions posed at the end of a class or learning activity, or at the end of a day. They may be used at any grade level and every subject area.
- Follow-up Questioning
  - Quality follow-up questions generated by either a teacher or student from an observation, comment, or prior question extend beyond simple rote memorization such as *What is...?* or *Where did...?* by encompassing the higher levels of Bloom's taxonomy.
- Gallery Walk
  - In small groups students move around the room from station to station at set times and discuss questions or problems raised during class. For example, a math teacher could post 3-5 questions about a particular math problem on separate sheets of paper taped as stations on the wall. Groups of students would pause at each station, discuss the question, write comments on the sheet, and then go to the next question when a signal is given.
- Graphic Organizers
  - Graphic Organizers or concept maps provide students with a visual representation that supports their understanding of simple or complex processes. Sample graphic organizers include: T-charts, Venn diagrams, and KWL charts. Graphic organizers can be used to assess students' understanding of relationships, ideas, or concepts.

- Guided Reciprocal Peer Questioning
  - Guided Reciprocal Peer Questioning enables students to develop questions about new material or recognize what they don't know. Students are given open-ended questions (e.g. "explain how...", "what if...?", "how does ____ affect ____?") that they ask each other
- Hand Signals
  - Hand signals range from students raising their hands to respond to a question posed by the teacher to a group "thumbs up/down" signal to determine students "acknowledged" understanding of a concept or process.
- Interviews
  - Perform either a structured or unstructured interview with one or more students to ascertain their understanding of a particular concept or process.
- Journals - Learning/Reflection
  - Reflection or Learning Journals enable students to reflect on the learning going on within the classroom. Daily journals provide students with a daily conversation with themselves allowing them to reflect on key concepts or ideas raised during class.
- KWL Chart
  - A KWL Chart is one type of graphic organizer that allows students to determine "What they *know* about a specific topic," "What they *want to know/learn* about a specific topic," and "What they *learned* from the lesson." This method is used to gauge students' understanding of a particular concept or process.
- Learning Logs
  - Learning Logs provide opportunities to gauge student progress. A learning log represents a student's ongoing commentary relating to a particular course of study. Entries are made frequently and are dated.
- Minute Paper
  - The Minute Paper is an informal assessment technique that asks students a simple question about some aspect of the class that they can answer in a minute. The responses are then collected by the teacher on 3x5 cards, reviewed, and distributed back to the students with comments or other interesting points.
- Muddiest Point
  - The Muddiest Point is an informal assessment strategy used to help the teacher identify a lesson's most confusing points. Students are asked to write down the most confusing or problematic concept from a given lesson via a 3x5 card or email message to the teacher. The teacher, in turn, collects the "muddiest points" from the students and then addresses these issues more completely during a follow-up lesson to improve students' understanding.
- "No Hands Up"
  - A "No Hands Up" rule gives the whole class thinking time to prepare a response, before the teacher chooses a student. Another approach is allowing hands up only when a student has a question of his/her own.
- Open-ended Questions
  - Open-ended Questions resist a simple or single right answer; are deliberately thought-provoking, counterintuitive, and/or controversial; require students to draw upon content knowledge and personal experience; and address the highest level of Bloom's Taxonomy (Evaluation).
- One-sentence Summary
  - This simple technique challenges students to answer the questions "Who does what to whom, when, where, how, and why?" (represented by the letters WDWWWWHW) about a given topic, and then to synthesize those answers into a simple informative, grammatical, and long summary sentence.
- Pairs Check
  - Pairs Check is a technique in which teams of 4 work in pairs on a problem. One student works on the problem while a second student coaches and then these students switch roles. In the next step, each pair checks their work by checking with the other pair.
- Performance Task
  - A Performance Task is a learning event that allows for multiple solutions, relates to the student's prior knowledge, has personal meaning, and is challenging. Performance tasks are used to

determine what students know and what they are able to do relating to the eligible content.

- Quick Write
  - A Quick Write is an informal assessment tool requiring students to write for a short time (less than 10 minutes), focusing on content, not grammar.
- Roving Reporter
  - A Roving Reporter is a member of a team who roams around the room seeking ideas and help from other groups.
- RSQC2 (Recall, Summarize, Question, Comment and Connect)
  - RSQC2 is a classroom assessment technique in which students are asked to recall and review information presented in prior lessons. Students are asked to write down a few of the main points from a previous lesson (recall) and then bring those separate ideas together into a single summary statement (summarize). Students then generate one yet unanswered question (question) they have from the previous lesson and then provide connection from the concepts in that lesson to the overall goals for the course (connect). Student can also be asked for comments they may have regarding their understanding of the concepts.
- Rubrics
  - A Rubric provides written guidelines by which student work is assessed. Grading rubrics articulate clearly how student work is judged and give standards needed to achieve each grade. Rubrics are useful for both students (what is expected on them is clearly articulated) and staff (makes grading easier and less subjective).
- Short Quizzes
  - Short Quizzes are usually one to three questions and may be in the form of short answer, multiple-choice, fill-in-the-blank, or open-ended. Short quizzes are used informally to gauge what students have learned about the content.
- Student-generated Test Questions
  - Student-generated test questions allow students to write test questions and model answers for specified topics in a format consistent with course exams. This approach gives students the opportunity to evaluate the course topics, reflect on what they understand, and determine good potential test items.
- Surveys/Rating Scales
  - Surveys and Rating Scales provide an easy-to-use format to acquire information about students' understanding of important content. Online surveys, in particular, give students an opportunity to express their understanding of a concept or process without any potential embarrassment issues. Results from all students are tabulated online and aggregated into a class graph or data table.
- Traffic Light Cards
  - Every student has a red, yellow and green card. If a student shows their yellow card, it means the teacher is going too fast. If they want to stop and ask a question, they show red. The teacher can then choose a child showing green or yellow to answer.
- Think-Pair-Share
  - Think-Pair-Share involves students thinking about a question, pairing off and discussing the question with a classmate, and then sharing their answers with the whole class.
- Turn-to-Your-Neighbor
  - This is a very useful technique for any size class. With this approach, staff give their students a problem to work on (e.g., figures or tables to interpret, a written question) and simply ask them to "turn to their neighbors" in the class and discuss the problem. Students should work in small groups of 3-4.
- Umpire
  - Umpire is a technique whereby one student responds to a teacher question, then the teacher immediately looks down the row of chairs or tables and points to another student or group of students to determine if they agree with the initial student's response (e.g., "Do you agree with Tim's definition of circumference?", "Is his answer correct?", or "What do you think?"
- Videos of Student Portfolio Conferences
  - Using Video to document student products is a convenient way to determine what students have

accomplished and what they know relative to the content standards.

- Wikis
  - A wiki is a website or similar online resource which allows users to add and edit content collectively.
- Write Before Discussion
  - Write Before Discussion is an approach used to enhance a discussion with "low stakes" writing. Students are asked a question and given a few minutes to briefly write answers or comments. What they write is for their use only and not handed in to the teacher. Students need to understand why this is useful for the discussion and can help them write better (otherwise they may not take the exercise seriously).
- X Games
  - X Games is a spin-off of the extreme sports version whereby students are given "extreme" math problems to solve working in teams of four. The games can be held quarterly and broken into seasons based on the current math benchmark.
- Y Graphic Organizer
  - A Y Graphic Organizer is a three-part chart embedded in a pie chart. In other words, the pie chart is divided into three sections forming the letter, Y. A student can use a Y-Chart to help organize what they know about a topic by writing and/or drawing what the topic looks like, feels like, and sounds like. The student must think about a topic with respect to three of their senses, sight, hearing, and touch.
- Z Chart
  - Z Charts show student progress over time and can result in many different charts to show various viewpoints. A Z-chart can reduce at least three different line charts into one simple line chart. When reviewing progress of their performance in class, students will want to look at :
  - In the short term, I want to know 'How did I do this month (/week/etc.)?'.
  - In the longer term, the rate of academic growth or decline may be of significant interest.
  - In the intermediate term, it is interesting to connect these two, to see how short-term achievement is building up to longer-term goals.

Literacy Strategies

Phonics	• When a student is stuck on a word, instead of saying "sound it out," try "make the first sound." • With multisyllable words, help students cover the word and uncover one syllable at a time. Then help them blend the parts together, if needed.
Fluency	• The goal is smooth, conversational-sounding reading with appropriate pauses to aid comprehension, all at an appropriate conversational pace. • Encourage younger students who point under the words to "glide" their finger instead of pointing separately to each word. • Model the reading of certain text elements: ?, !, ..., **bold.** • If the words are correct but the speed is slow, play a game to see if they can keep up with your finger as it glides above the words. • Do an echo read: Tutor reads it, we read together, student reads.
Voabulary	• For words that you think may be unfamiliar (or they look confused), ask "Do you know that word?" • Ask them to act out a word or use it in a sentence to show that they can use it. • At the end of a page that was confusing, ask "What words do you want to learn more about?
Comprehension	• At the end of each page, ask "What is happening here?" or "What was that page about?" or "What are you picturing?" • If they cannot answer confidently, say "Well, then we read it again and try to picture what is happening in our heads."

Literacy Strategies

	• Read again and stop to clarify vocabulary, concepts as you go.
Writing	• If they are working on a written assignment, choose 2 skills to target: capitalization at beginning of sentences, end punctuation, spelling phonetically regular words, contractions, etc. Have them find and fix those errors. • Tell them the spelling for phonetically irregular words.

Extra Activities for Literacy Development

→Have them write as many words as can in 5 minutes. Then have them read them to you. **Writing**

→Play 20 questions out loud. Great vocabulary development and strategizing. **Vocabulary**

→Sort magnetic letters into consonants and vowels. **Phonics**

→Make a word chain with magnetic letters: make hen, can you change it to pen, then pet, how do you change to petted, then spotted, then potted, then spots, etc. Great phonics practice. **Phonics, Vocabulary**

→Make rhyming pairs with magnetic letters or orally. Can you make some with similar spelling patterns and some with different spelling patterns. **Phonics, Vocabulary**

What I Can Do to Comprehend *During* Reading

- Visualize words, concepts & situations
- Clarify confusing words & sentences, sometimes with outside references
- Summarize main events or important ideas
- Question the author & myself, when summarizing & clarifying
- Connect the text with my own experiences, or other reading
- Predict what will happen or be covered next

Conversation During Reading Aloud

- Talk about the book before reading it
- Talk about the pictures
- Balance conversation to keep the story going.
- Talk to support children's comprehension of the story.
- Talk after reading the story.
- Reread the story.
- Make a list of books you and the child have read together.

Prompts to Help Children in Reading

- I like the way you worked that out.
- Try it.
- Go back and read that again. Think of what would make sense (or sound right).
- I like the way you noticed that and fixed it yourself
- Go back, read that again, and start the work. (Demonstrate).
- You're nearly right.
- Do you know something about that word?
- Do you know a word like that?
- What do you know that can help?
- Look at the beginning of the word. Now say more of the word.

Ten Ways Literacy Volunteers Can Help Children

- Talking with Children
- Reading to Children
- Reading with Children – Shared Reading
- Helping Children Read on Their Own
- Writing for Children
- Writing with Children – Shared Writing
- Helping Children Write on Their Own
- Understanding Phonics, Letters, and Words
- Making Books
- Connecting with Children's Homes

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GUIDELINES FOR WORKING WITH ENGLISH LEARNERS

- Always introduce yourself and listen as the student introduces himself/herself.
- Call the student that you are working with by name; look him/her in the eye.
- Establish what you are going to be doing together. (We're going to review the days of the week, and then work on "have, has")
- Give clear, step-by-step instructions. If students do not understand what they are supposed to be doing, or why they are doing something, explain again. Model what you want the student to do.
- Model. Model pronunciation by saying the word, or phrase, many times. They need to hear you say a sound, a word, or a sentence over and over. Remember, there are many aspects to pronunciation, and to structure. They need the opportunity to hear things many times. Model!
- Let them repeat many times. This is their "safe" place to practice. They have to say a word many times to be able to reproduce that pronunciation later. They have to say a structure many times for it to seem correct. Don't worry about them being bored. They are not bored – they are concentrating and trying to do something difficult.
- When doing a substitution drill, only change one variable at a time.
- Always practice more than you think is enough.
- Give plenty of "wait time" (time for them to answer after you ask a question, or time for them to produce the structure). What they are doing is more complicated than you realize. Give them time to think.
- Avoid grammar terms, or explain them as you go. Examples are better than long explanations.
- Write down your examples. Use the written word to support what you are saying. Remember, many students are visual learners. English is a difficult language to write as well as pronounce; they need visual support. Say it before you write it, but then write it down.
- Correct their pronunciation if the word is difficult to understand. Don't just let them continue to say a word incorrectly. They may not be able to say it perfectly, but they will be able to improve if you model it and give them the chance to practice.
- Be selective with the errors you correct. The goal is that the student be understood, therefore some errors are not as important as others. Stating the subject of the verb is essential. Pronunciation is very important. Articles don't matter much at all. Ask yourself, "Will someone at work or in a store understand?" If the answer is yes, don't correct.
- Ask the student if she/he has questions at regular intervals.
- Limit teacher talk. This is the student's chance to learn and practice. Try to maximize the amount of English the student uses and minimize the time you are talking.
- Don't underestimate adult English language learners; they are competent adults.
- Limit your praise. Although it is natural for you to say "Great! Good job!" these phrases can be condescending when talking to adults and break the rhythm of student speech.
- Think about the students as individuals. Consider how you can help each one. Make an honest effort to connect with each student. Get to know them.
- Smile a lot. Have fun!