



Adult Literacy Program: Virtual Tutor Training

Decoda
Literacy Solutions

Working together for literacy

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Introduction

Literacy practitioners are looking for alternate methods for training volunteer literacy tutors. The COVID-19 pandemic accelerated the need. This series of virtual tutor training sessions is a first step to develop a current, relevant training for literacy programs that can be delivered in a variety of formats. The series includes an introduction to digital learning.

Literacy practitioners from Capilano University, Literacy Central Vancouver Island, Project Literacy Central Okanagan Society and Columbia Basin Alliance for Literacy came together to develop these introductory tutor training sessions. Decoda Literacy Solutions coordinated the project.

The material was introduced in three virtual train-the-trainer webinars in May 2021. It is designed to be used as needed. Sessions can be adapted, grouped together or delivered on their own, virtually or in a hybrid delivery model.

Training sessions

The materials developed for the train-the-trainer sessions, including lesson plans, PowerPoint (PPT) presentations and learning materials are available on the Decoda website (decoda.ca). An overview of each session is included in this guidebook.

Sessions include:

- Introduction to Digital Learning
- Tutor-Learner Relationship
- Principles of Adult Learning
- Introduction to Teaching Reading
- Introduction to Teaching Writing
- Introduction to Teaching IT
- Lesson Planning

Introduction to Digital Learning

The goal of this session is to identify and practice ways to bring good practice to online training.

There are a few things to consider before the workshop:

1. Have a cohost to handle the technical side while you concentrate on the content.
2. Practice with family or coworkers.
3. Send reading assignments, handouts and a resource list before the session if it will enhance the learning.
4. Ask participants to bring something to the training (e.g., something that inspires them, something that has special meaning or something that makes them happy). This brings more humanness to the screen.
5. Minimize distractions by closing all unnecessary documents and turning off your email and phone.

Land acknowledgement

Land acknowledgements should be intentional, meaningful and accurate.

- As the host, give recognition to the land that you are on.
- Acknowledge that many others may be on a different territory.



Create a safe place

Ask participants to introduce themselves by providing the following:

- name
- pronoun preferences
- location with land acknowledgement
- icebreaker question response

Consider whether recording the session is necessary and how that will affect participation. Let participants know if the session will be recorded and how and where the recording will be used. If they don't want to be part of the recording, suggest they turn off their camera.

Let participants know what to expect. Before using any of the platform functions, explain what they will see on their screen and what actions to take.

Discuss guidelines and etiquette with the group. Encourage participants to share verbally by unmuting their microphones. Remind them of the reaction and emoji options and show how to use them.

Icebreakers create a space for everyone to speak at the start of the meeting. Chances are, if participants have space to speak at the beginning, they will speak throughout. Icebreakers help people get a better sense of one another and this helps create another layer of connection.

Here are some icebreaker examples:

- Share a memory when you felt most like you.
- When I dance, I look like ...?
- If you were an ice cream, what flavour would you be?
- If you could walk through a door and be anywhere, where would you be?
- What is your favourite smell, favourite season, favourite place, favourite food ...?
- Where in the world were you when you had an “aha” moment?
- If you were stranded on a desert island, what three things would you bring?

Flow

Create the flow of the workshop as if you were doing it in-person. You might start with a discussion, and then go to the whiteboard to jot things down. Then you might give a slide presentation leading to small group discussions. You could create space for reflection by having individuals write, then share in pairs, then share in fours. You would check how people are doing along the way, and you would provide well-timed breaks.

You can do all this in an online workshop, too. To keep people engaged, try to be interactive every three to five minutes.

The chat can be used throughout the session for those who choose not to use their microphones. It's a place where people can put an idea, a question or share a link to a resource. The chat is also a good source for the presenter to gather what's needed in a follow-up email or another session.



Here are some ways to engage participants:

- Use polls and voting to interact. For example, you could use the ice breaker question, “What is your favourite season?”, list the four seasons, then launch the poll. You could ask, “What are your reasons for becoming a volunteer tutor?” and list some common reasons and have people vote. You can set up polls and voting ahead of time.
- When you have completed part of your presentation and are ready for discussion or questions, stop sharing your screen so that everyone can see one another.
- Use the annotation feature so participants can interact and contribute to your document when you are sharing your screen.
- Use the whiteboard so that everyone can add to the ideas.
- Use breakout rooms for small group discussions. Post a sentence stem or a clear question to get groups going. Schedule an appropriate time for the task and set the number of people in each group. If you can, assign a leader to each group.

Zoom Functions

- Breakout Rooms
- Annotation
- Whiteboard
- Polls and voting
- Q&A
- Chat

Closing

As you would in person, have a closing circle. You can go around the room to get people's reflections by asking a specific question, or you can use the "waterfall" technique to get everyone's feedback. Pose a question like, "Which two tutoring techniques will you try next time you're in session?" Ask everyone to type their response in the chat but wait to hit enter at the same time (on the count of three). This is a great way to discover what participants valued in the workshop or how they are feeling.

Resources

- [ABC Internet Matters](#)
- [QUILL Learning Network: E-resources](#)
- [Liberating Structures: Including and Unleashing Everyone](#)
- [The Silver Lining Café and Zoom Tools](#)
- [Zoom: Easy Read Guides](#)



Photo: Unsplash/Chris Montgomery

Introduction to Digital Learning

Welcome: Introductions and land acknowledgement

What we'll accomplish (our goal): Participants will identify and practice ways to bring good practice to online training.

What participants will do:

- practice using the Zoom platform
- identify how they can bring their best teaching and facilitation techniques to an online platform
- explore resources

What I'll do:

- model how to set up a safe, comfortable learning environment
- ensure balanced participation
- demonstrate Zoom facilitation functions:
 - Polls
 - Chat
 - Reactions
 - Q&A
 - Annotation
 - Whiteboard
 - Breakout Rooms

How long it will take:

20 minutes

What we'll need:

Zoom link
Co-host
PowerPoint slides
Resource list

How we will know if we have accomplished our goal: In breakout rooms, participants will identify at least two techniques they can bring to their online training. As a group, they will practice a variety of Zoom facilitation functions and explore online training resources.

Notes: You may want to provide an evaluation survey with questions like:

- Are you feeling more comfortable taking your training online?
- How will you enhance your virtual presence?
- What does success look like?

Tutor-Learner Relationship

This session will explore the tutor and adult learner relationship and will help tutors create a positive learning experience for all involved.

Getting started

Review the outline for the day. It is always helpful to read the outline aloud, so participants are clear on the outcomes of the session. Clarity is important to any adult learner.

Ask if there are any questions or comments about the outline. Address those that can be answered quickly, and remind tutors there is time allotted at the end of the session for any further questions and comments that may come up.

We are all learners

The first slides of the accompanying PowerPoint presentation focus on important tutor-learner relationship points. Use these as a way to engage in dialogue with tutors on the subject.

Our experiences have shaped our beliefs and values, our memories, our confidence and our sense of self-worth. We bring this to every learning situation. Both tutors and learners bring their own experiences, and it is important to remember this. These experiences will help create a more authentic tutor-learner relationship.

Activity

- Have tutors write down a few characteristics they bring to the learning experience.
- Have tutors share their thoughts with the rest of the group.
- Note any similarities and differences.
- Remember to keep track of what tutors have shared.



Usually, what we bring to a learning situation is similar to what adult learners bring. We are all learners and come to learning situations with similar characteristics, although we have different experiences and backgrounds.

Tutors and learners come with a wealth of life experience

Activity

1. Ask tutors to think about who they are, what they like to do, etc.
2. Tell tutors to pick two things they would like to share with the group.
3. Ask tutors to share with group.
4. Summarize the different knowledge and experiences tutors have and explain the same is true for adult learners.

Everyone teaches and learns – leadership is shared

There is no “expert.” The tutor-learner relationship is focused on building mutual respect for the knowledge and experience each person brings to the process.

It is a relationship of dialogue, of people talking as equals – not a relationship based on power and authority. The tutor learns as much from the learner as the learner learns from the tutor.

Adult learners have a lot of courage and this is important to note and respect. This goes far in building a positive tutor-learner relationship.

Activity

Ask tutors the following questions and then discuss:

- How will you show respect to an adult learner?
- How do you want to be respected?
- Note similarities – both tutors and adult learners want to be respected in very similar ways.

For an adult learner feeling respected means the tutor acknowledges the adult learner’s experience and knowledge.

Respectful relationships are important

Learners will quickly sense if tutors see themselves as better than them. Their life experiences often involve getting through trying circumstances despite the odds. True respect is something you feel and express from inside.

Remind tutors to:

1. Show respect for the learner’s individuality and experience.
2. Be sensitive to the language they use so that learners are not inadvertently offended.
3. Be open to different perspectives.
4. Adopt a caring attitude and show it.

Role of the tutor

Having a successful relationship with the adult learner means knowing what a good tutor is. An adult who returns to learning has made a commitment that takes a great deal of courage. On the tutor’s part, it takes patience and sensitivity to sustain this courage.

Have tutors reflect on what makes a supportive tutor. This can include many things: listening to the learner, working on goal setting together, acknowledging where the learner is at, etc. They are many things that make a good tutor.

Activity

Ask tutors to complete the statement “tutors are ...”.

Examples could include:

- Patience: Learning can be slow. High expectations can increase the risk of frustration.
- Understanding: Learners may have problems in their lives that are compounded by their lack of literacy skills. These problems will have an impact on their concentration and ability to learn.
- Adaptability and creativity: Each learner is unique, adapt teaching to the individual’s needs and ability.
- Enthusiasm and encouragement: Praise learners for small successes.
- A sense of humor: A sense of humor reduces tension in what may otherwise be a stressful situation. A shared joke or a funny story will help keep the relationship on a light and equal footing.

Ethical dilemmas in tutor-learner relationships

At times, ethical dilemmas surface in tutor-learner relationships. As tutors gain the trust of learners, learners will be more likely to disclose personal information and to ask for assistance. The boundaries between the tutor and learner and between privacy and disclosure may begin to dissolve.

It is critical that tutors understand what their role is and what it is not.

Activity

Break participants on Zoom into different chat groups. Have each group discuss an ethical dilemma.

Examples include:

- A learner approaches you and asks you to loan them some money. They need the money to buy groceries. What would you say and do?
- A learner asks you for support to leave an abusive relationship. What would you say and do?



Photo: Decoda Literacy Solutions

Barriers to learning

We want to build understanding that adult learners may have a variety of barriers to learning. Tutors need to be empathetic towards learners and the barriers they may face.

In 2002, ABC Life Literacy Canada showed that adult literacy and English language learners (ELL) face a number of barriers that make it difficult for them to get help:

- trouble finding the time to learn
- lack of money
- lack of childcare
- the location of the program
- lack of transportation
- having a family that is not supportive
- low self-esteem
- lack of knowledge about programs
- physical disability
- sense of failure and inability to envision success
- lack of English language

Positive learning relationships

Ask tutors to think of a time when they learned something new. This will lead into the following activity.

Activity

Divide tutors into pairs or small groups and have them share their learning experiences with each other. This can also be done as a large group discussion. If tutors need help getting started, ask these questions:

- What were you trying to learn?
- What skills or knowledge did you use to learn?
- Did you have to practice?
- Did someone help you?
- Was it a positive or negative learning experience?
- If it was positive, what do you think made it work well?
- If it was negative, what could have turned it into a positive learning experience?
- How did you feel about the learning experience?

Have each pair or group share three things that make a good learning experience. Tell tutors they now have many examples of useful ways to create positive learning experiences.

What makes a good tutor-learner relationship?

Review what has been covered with tutors. Ask them to tell you what makes a good tutor-learner relationship.

These include:

- We are all learners.
- Both tutor and adult learners come with a wealth of life experience.
- Everyone teaches and learns – leadership is shared.
- Respectful relationships are important.
- Tutors must understand their role.
- Positive learning relationships matter.

“Literacy coordinators and tutors are more likely to be effective if they recognize the strengths and abilities of the learners, approach them as equal partners in the learning process and remember that they are adults with outside responsibilities.”

— Marie Elliott et. al. in *Empowering the Spirit II*

Closing

Ask tutors what they will take away with them following the session.

Resources

- [Building Strong Relationships with Learners](#)
- [Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults](#)
- [Learning Challenges Assessment Tool for Adult Literacy Learners](#)
- [Learning in Adulthood: A Comprehensive Guide](#)
- [Tutor: A Collaborative, Learner-Centred Approach to Literacy Instruction for Teens and Adults](#)



Photo: Decoda Literacy Solutions

Tutor-Learner Relationship

Welcome: Introductions and land acknowledgement

What we'll accomplish (our goal): This session will explore the tutor and adult learner relationship and will help tutors develop strategies to create a positive learning experience for all involved.

What participants will do:

- discuss and reflect on the tutor-learner relationship
- discuss and reflect on respectful relationships
- distinguish the role of the tutor
- engage in activities
- identify ways to create positive learning relationships

What I'll do:

- facilitate the session
- create a safe space for dialogue
- guide the participants in discussion and reflection
- provide space for questions and comments

How long it will take:

60 minutes
(this will vary on the size of group and length of discussion)

What we'll need:

Zoom
Co-host
PowerPoint slides
Facilitator guide

How we will know if we have accomplished our goal: Tutors will discuss and reflect on the tutor-learner relationship and respectful relationships in the large group. They will engage in activities to distinguish the role of the tutor and to identify ways tutors can create positive learning relationships with learners.

Notes: Allowing time for questions and comments at the end will assist with knowing whether tutors grasped the goal of the session.

Principles of Adult Learning

This session will introduce tutors to the adult learner, explore the principles of adult learning and identify ways to apply those principles to support adult learning.

Getting started

Review the outline for the day. It is helpful to read out the outline, so participants are clear on the outcomes of the session. Clarity is important to an adult learner.

Ask if there are any questions or comments about the outline. Address those that can be answered quickly, and remind tutors there is time allotted at the end of the session for further questions and any comments that may come up.

The adult learner

We are all learners. We all hold knowledge and want to be heard. Literacy plays a crucial role in making this possible. From reading and writing, to sharing our stories, literacy is the fundamental piece that assists an individual to fully participate in society.

When tutors recognize that we are all learners, then we become better prepared to work with other adult learners. Learning is a two-way street.

Activity

As a group, brainstorm who is an adult learner. It's important for tutors to recognize that we are all learners, as this assists in building a good tutor-learner relationship.

Ask who lives in the community?

Helpful suggestions to get the conversation going could include newcomers, people of diverse faith, seniors, parents, workers, people who are homeless or underhoused, etc.

This discussion highlights the diversity that exists in communities and the diverse background of learners a tutor may come in touch with.

As tutors brainstorm who an adult learner is, and see themselves reflected in this, they are better able to understand the principles of adult learning. Encourage them to think of themselves as the learner and how the principles apply to them.

8 thoughts about adult learners

1. Adults are experienced.

Adults have lived for a considerable length of time. They have been to school, learned a trade or profession, have hobbies, family responsibilities, debts, investments, dreams, hopes, etc. They often enjoy sharing their knowledge.

2. Adults make choices.

Most of the people coming for tutoring chose to do so.

3. Adults have physical needs.

Of course, tutors know this. But it is good to remind them that sitting for one to two hours may be hard. It is helpful to take regular breaks.

Some adult learners may have other physical needs to accommodate, such as sight, hearing or mobility.

4. Adults may be reserved.

The last time a learner attended school might have been a while ago, perhaps in a different country. Learners may be apprehensive and unsure of themselves.

5. Adults may expect to be told.

Some adult learners may have grown to depend on some kind of authority system. Parents, teachers and bosses may have created a dependent relationship with power and authority.

6. Adults want acknowledgement.

As children we all liked personal attention and care. Must we do without these just because we are adults?

7. Adults want to be treated like adults.

Remind tutors to never talk at an adult learner or ask a lot of questions when the learner feels unsure of the answers.

A caring and respectful relationship is the cornerstone of adult tutoring.

8. Adults like to have fun!

Even dry subjects can be taught in an atmosphere of warmth, humor, care and friendliness.

It is important to emphasize the social differences between the tutor and learner. We need to work across these differences to create an environment that is safe, supportive and provides a feeling of comfort. Quite often, a learner's silence is attributed to shyness or language barriers, when in fact, their silence is because they are not part of the dominant culture.

Activity

Ask tutors:

What might contribute to a learner's reluctance to speak during a tutoring session?

What can tutors do to ensure that learners feel confident about speaking?

Principles of adult learning

Activity

Watch the "6 Assumptions of Adult Learning" video.

The video explains Malcolm Knowles theory of andragogy, the art and science.

Knowles emphasizes that adults are self-directed and expect to take responsibility for their decisions.

The following six points further explain these concepts.

1. Adults are autonomous and self-directed.

Tutors must actively involve adults in the learning process and serve as facilitators, rather than fact generators.

Encourage tutors to get participants' perspectives on the topics to cover and have learners work on projects that reflect their interests.

2. Adults have a foundation of life experiences and knowledge. Tutors need to connect learning to their learners' knowledge and experience base. It is important that they encourage learners to share relevant experience and knowledge.

3. Adults are goal oriented.

Learners appreciate an educational program that is well organized and has clearly defined learning outcomes. Tutors should show learners how the learning activities relate to their learning outcomes.

4. Adults are relevancy oriented.

Tutoring needs to be relevant to learners' lives. Material must be meaningful, or learners will not continue.

Jane Vella, professor and author of *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults* (2002) wrote about the importance of immediacy. This refers to the fact that adult learners need to see the connection to what they are learning right away. Adult learners are busy, practical and learn by doing.

Adults learn best when:

- there is immediate application for the learning
- they participate actively in the learning process
- they can practice new skills or test new knowledge before leaving a learning session

5. Adults are practical.

Adults may not be interested in knowledge for knowledge's sake and would rather focus on what is most useful to them.

6. Adults must be shown respect.

Tutors should acknowledge the abundance of experience and knowledge participants bring.

Applying the principles of adult learning

Adult learners are decision makers in the learning process

Building off the principles of respect and the self-directed nature of adult learners, tutors need to recognize learners as decision makers. This goes a long way toward creating a respectful relationship with the learner and can lead to better learner success.

Adults do not want to be treated as objects. When working with adult learners, tutors should be comfortable with the fact that learners decide what happens in the learning process. They have a key decision-making role in their own learning process.

Encourage tutors to engage learners in dialogue when showing them new content. Suggest they ask a question such as: "What else do you need to learn about this topic?"

Engagement

Engagement with the learner applies to many of the principles of adult learning. Adults want a learning experience that is goal-oriented, relevant, immediate, respectful and practical.

Engagement is about active learning. Tutors should engage with the learners, as opposed to making tutoring a passive experience for them.

Learners may disengage from the learning process if tutors tell them what to expect and don't talk about what their learning goals are.

Working together as a team and being active in the learning process through dialogue with the learner is a useful way to create engagement with the learner and help them achieve their goals.

Activity

Ask tutors, "How will you engage an adult learner in the learning process?"

Have tutors to share their responses in the large group.

Motivation

Make sure the adult learner understands “why?” This is an important point to explain to tutors, as understanding why helps adult learners engage in the learning process and become motivated to learn.

To assist adult learners in understanding why, encourage tutors to involve learners in goal setting and planning of lessons.

This is an example of respect for the adult learner and assists them in believing they can succeed.

Adult learners may bring with them a history of negative experiences. They may be anxious and intimidated by learning and may not wish to take risks. Learners need practice at realizing success.

Activity

Ask tutors to imagine a learner asked them the following questions:

- Why do I need this information?
- How will I benefit from it?
- How can I make use of it in a practical, real way on the job?
- How will it make me a better worker?

Discuss how tutors would respond in breakout groups.

- Do not preach. Do not talk down. Do not use your time with the learner as a forum to show how much you know. If the learner does not understand, assume the clarity or complexity of the directions are at fault.
- Build and expand on what learners already knows. Do not teach things they already know.
- Be careful not to overwhelm or overburden the learner. Many adult learners are dealing with jobs, families and financial challenges, in addition to trying to improve their skills.

Closing

Go back to the outline for the day and engage tutors to review with you:

- Adults as learners: What have we learned?
- Principles of adult learning: Ask the group to name and explain a few. You could also ask which ones resonate with them and why. Ask how tutors will apply these principles when working with adult learners.

Remind tutors that it takes a lot of courage for adults to return to learning to acquire skills that many of us take for granted. An adult’s past learning experiences may have been frustrating, humiliating, frightening or even neglected altogether.

There is not one right way to learn. Tutors can help the adult learner’s return to learning be a positive experience.

Resources

- [ESLSAP Tutor Handbook](#)
- [A Frontier College Tutor’s Guide: Working with Adults](#)
- [A Guide for Tutoring Adult Literacy Students](#)
- [Journeyworkers: Approaches to Literacy Education with Adults: Tutor’s Handbook](#)
- [Literacy Tutor’s Guide: Reading for Meaning and the Writing Experience](#)
- [Teaching Adults: A Literacy Resource Book](#)
- [Tutor: A Collaborative, Learner-Centred Approach to Literacy Instruction for Teens and Adults](#)
- [Tutor Tools](#)

Tips for tutors

The points below can help tutors create a positive learning experience for both the tutor and the learner:

- Reassure and encourage the learner. They may have been away from school for a long time, or school may have been a discouraging place.
- Show an interest in the learner. Your interest will build confidence and trust. Respect the line between interest and prying and treat all information as confidential.
- Praise the learner frequently. Look for areas of improvement. Remember to only praise for genuine success.
- Make sure your directions and instructions are clear and at the appropriate level for the learner.

Principles of Adult Learning

Welcome: Introductions and land acknowledgement

What we'll accomplish (our goal): This session will introduce the adult learner, explore the principles of adult learning and identify ways to apply those principles to support adult learning.

What participants will do:

- engage in discussion and activities
- discuss adults as learners
- explore the principles of adult Learning
- identify ways to apply the principles

What I'll do:

- facilitate the session
- create a safe space for discussion
- guide participants in reflection and discussion
- provide time for questions and comments

How long it will take:

60 minutes
(this will vary on the size of group and length of discussion)

What we'll need:

Zoom
Co-host
PowerPoint slides
Facilitator guide

How we will know if we have accomplished our goal: In large and small groups, tutors will discuss the adult learner, engage in activities to explore the principles of adult learning and identify ways to apply those principles.

Notes: Allowing time for questions and comments at the end will assist with knowing whether tutors grasped the goal of the session.

Tips for Tutors Handout

Remember that it takes a lot of courage for adults to return to learning and to readdress skills that many of us take for granted. An adult's past learning experiences may have been frustrating, humiliating, frightening or even neglected altogether. As a tutor, you can help the adult learner's return to learning be very different.

The points below, will help create a positive learning experience:

- Reassure and encourage the learner. They may have been away from school for a long time, or school may have been a discouraging place.
- Show an interest in the learner. Your interest will build confidence and trust. Respect the line between interest and prying, and treat all information as confidential
- Praise the learner frequently. Look for all areas of improvement. Remember, however, to praise only for genuine success.
- Make sure your directions and instructions are clear and at the appropriate level for the learner.
- Do not preach. Do not talk down. Do not use your time with the learner as a forum to show how much you know. If the learner does not understand, assume the clarity or complexity of the directions is at fault, not the learner.
- Build and expand on what the learner already knows. Do not teach things he already knows.
- Be careful not to overwhelm or overburden the learner. Many adult learners are dealing with jobs, families and financial challenges in addition to trying to improve their skills.



Photo: Decoda Literacy Solutions

Introduction to Teaching Reading

In this session tutors will develop knowledge and strategies to work with adult learners with reading goals.

Tutors can change someone's life. They help build confidence, create opportunities, enhance skill development, create a love of reading and bring hope.

Getting started

Depending on the group size, do an activity to introduce the group to each other and check in to see how participants are feeling about the session. Review the material that will be covered.

The session begins with talking about training tutors to work with adult learners. Tutors can change someone's life. They help build confidence, create opportunities, enhance skill development, create a love of reading and bring hope.

Activity

- Watch the video: <https://youtu.be/EL1H2oWnCAo>
- Ask the group "What brought you to tutor training?" Have tutors enter responses in the chat or discuss in breakout groups.

Remember learning to read

Remembering what learning to read was like can help tutors build a connection and empathy with their learners.

Activity

Ask tutors: How did you learn to read? Can you describe the experience? They can respond in the large group or write in the chat.

There are many skills people bring to reading they don't realize they have. It's helpful to identify those skills and verbalize them to learners. The reading toolbox includes word recognition and comprehension strategies:

- using letter clues to sound out words
- using context clues to predict words
- using grammar clues (noun, verb, adjective) to predict words
- using monitoring strategies to see if predictions make sense and sound right

When adults or children are learning reading skills, they are developing their reading toolbox. The tutor's role is to help their learner develop and use the tools in their toolbox. This helps build confidence.

Activity

Tell tutors you are going to read aloud together with mute off. It will sound crazy with Zoom latency. This activity, which is called the cloze procedure, is a key strategy in the reading toolbox.

Count to three to start the group.

_____ upon a time, an _____ lady lived all alone in a little _____ in the woods. She l_____ the animals and _____ to them every day. One day she heard a loud _____ and all the _____ flew up into the _____. The lady knew _____ season had begun, and she felt _____ sad.

After reading ask:

- How did you know the words that were missing?
Answer: We use our background knowledge and text information to predict unfamiliar words.
- How did you know the first word was 'once'?
Answer: We use our knowledge of story structure.

Keep it learner centred

Effective instruction is learner centred:

- Identify clear learner made goals.
- Revisit goals often.
- Use the learner's goals to choose relevant reading material and authentic activities.

Effective instruction is responsive:

- Use the learner's reading assessment to inform instruction.
- Use material at the learner's reading level.
- Build upon the learner's strengths.
- Use appropriate strategies from the reading toolkit to promote fluency.

Activity

Ask tutors to think back to what they learned about the characteristics of adult learners. Have them type one thing they know about adult learners in the chat box. Ask them to use examples or stories from their experience.

Read some of the things typed in the chat box to the group.

Explore strategies for tutoring beginning readers

Activity

Ask tutors, "In your opinion/experience, what are some effective activities to work with beginning readers?"

Tutors can respond verbally or write in the chat. Discuss their answers.

Language experience stories is a core instructional strategy. Sight words and cloze are good strategies for teaching word recognition. K-W-L is a good strategy for teaching comprehension.

Language experience

Language experience is an effective technique to use with beginning readers. The technique uses learners' own words and experience to produce text that is familiar and meaningful. This technique helps to build confidence because the text is highly predictable and easy to read.

To get started, tutors and learners brainstorm topics to write about. The learner dictates the ideas. The tutor records the ideas, making sure the learner can see the words being printed. The tutor says each word as it is printed. The tutor does not make any changes or corrections, even if the learner's sentences contain grammatical errors. When complete, the tutor reads the story back to the learner. The learner can make changes if desired. Read the story together several times, tracking the words with your finger. Once the learner feels ready, they can read the story alone.

More advanced learners can write their own stories.

Activities for tutoring:

There are many ways to use language experience stories. All use the learner's own words.

- Take a sentence and cut it into words. Mix up the words and then rebuild the sentence. Talk about sentence structure.
- Circle all the verbs (or another part of speech). Talk about types of words.
- Ask students to circle five words they would like to learn. Add these to the learner's sight word list. Play word-matching games with the words.
- Select one of the learner's sight words, such as work. Say, "work" starts with the letter "w". The sound /w/ goes with the letter "w". Can you find some other words in the story that start the letter "w"?
- For more advanced learners, add more detail to the story to create a picture. Talk about who the audience might be.

Activity

Watch the video from Reading Connections: https://youtu.be/GSGqw2te_8A. It shows one way to use language experience, using a prompt to get learners started.

Tutors could try:

- Tell me about ... your first job, a gift you made for someone, your favourite show.
- What would you do if you won the lottery?
- If you could have dinner with anyone in the world, who would it be?

Sight words

Sight words are words readers recognize because they are stored in visual memory. One goal of tutoring is to increase a learner's bank of sight words.

Sight words may include environmental print, function words (like the, but, an), high frequency words and words the learner wants to learn, such as family names.

Collect words that the learner wants to learn by sight or finds challenging. Let the learner choose if words go into the collection. Teach about five words a session. Use the words in different ways to increase familiarity.

If working on Zoom remotely with a learner, try setting up a private Facebook group with the tutor and learner. Collect words in posts. Use the group to reflect on the work you do together.

Cloze

Cloze activities encourage learners to focus on meaning and use context clues to predict unfamiliar words.

Tutors can use learners' own writing, such as a language experience story, or a passage that learners can read. There are also cloze activities available online.

Activity for tutoring

1. Select a piece of writing at an appropriate reading level for the learner.
2. Delete or cover some of the predictable words in the text (about 1 in 10). Leave the first sentence or two to provide some meaning.
3. Ask the learner to read the passage and predict what the missing words might be. Their predictions must make sense and sound right in the sentence.

KWL

Activity

Introduce the topic of comprehension by asking "When you went to school, how was comprehension taught?" Tutors can discuss this in breakout rooms or respond in the chat.

Discuss their answers. Conclude by saying that in the past, comprehension was usually tested, rather than taught.

Learners will benefit by learning comprehension strategies.

The Know-Wonder-Learn (KWL) is a comprehension strategy that promotes active reading through the use of a graphic organizer. It can be used with all learners. KWL activates background knowledge and sets a purpose for reading. It also builds a feeling of success and accomplishment.

KWL can be done orally or on paper. It works well with non-fiction text like articles from a local paper or [The Westcoast Reader](#).

Identifying what a learner wants to know more about helps to keep them focused and looking for information in the text.

Brainstorm with the learner before reading: What do I know about this subject? What do I want to learn? After reading, make a list of what was learned.

Reading together remotely

Suggest that tutors spend time reading in each tutoring session and encourage reading at home. Tutors and learners can share a book on Zoom, taking turns reading and stopping to ask questions and talk about what they are reading.

There are many good book series for adult literacy learners. [Grassroots Press](#) has a varied selection for sale. Many are available free to borrow from the [Decoda Literacy Library](#).

Active and passive readers

Introduce the concept of active and passive readers by asking, “Have you ever read in bed at night and suddenly realized that you don’t remember a thing?” Tell them, “This is because you are tired and have stopped constructing meaning. You are simply reading the words.”

The majority of learners who have difficulty comprehending text are word callers who can pronounce the words; but are not reading actively. If a learner has difficulty comprehending text, ask them, “What do you think about when you are reading?” If the student replies by saying, “nothing,” you will know they are not reading actively.

Active readers engage with text, they:

- are strategic readers
- set goals for their reading – they read with a purpose
- use their background knowledge
- monitor their comprehension and correct it in a variety of ways
- make inferences
- reread
- summarize and reflect on what they’ve read

Passive readers often:

- read from start to finish
- lack decoding skills
- have a limited vocabulary
- read slowly and labour over every word
- have trouble connecting ideas
- lack background knowledge to figure out meaning or make predictions
- don’t reflect on what they have read
- don’t read as often or as widely as skilled readers – they don’t practice reading

The tutor’s job is to encourage learners to develop skills to become more active readers.

There are many strategies to help a learner develop active reading skills. A good place to start is the *Active Reader* series from Grassroots Press.

The series include pre-reading discussion questions that encourage learners to connect the passage to their lives. They include “stop and think” questions; post-reading questions that promote reflection, critical reading, and discussion; and a mini lesson that provides explicit instruction to reinforce a key comprehension strategy.

There are also activities that develop word attack skills, vocabulary and dictionary skills.

Closing

Activity

To close the session, ask tutors to put three words that describe the session for them in the chat and to press enter when you hear the word “waterfall.”

Resources for tutors

- [*Literacy Tutor’s Guide: Reading for Meaning and The Writing Experience*](#)
- [*Meaning Matters series*](#)
- [*Partners in Reading – San Jose Public Library YouTube Channel*](#)
- [*Teaching Adults: A Literacy Resource Book*](#)
- [*Teaching Beginning Readers*](#)
- [*Teaching Reading to Adults: A Balanced Approach*](#)
- [*Working with Beginning Readers*](#)

Resources for learners

- [*The Active Reader series*](#)
- [*Amazing Animals series*](#)
- [*Grass Roots Press Biographies*](#)
- [*Grass Roots Press Photostories*](#)
- [*Vocabulary Boosters series*](#)
- [*The Westcoast Reader*](#)

Introduction to Teaching Reading

Welcome: Introductions and land acknowledgement

What we'll accomplish (our goal): In this session tutors will develop knowledge and strategies to work with adult learners with reading goals.

What participants will do:

- reflect on learning to read
- explore strategies for tutoring beginner readers
- engage in discussion and activities
- distinguish active and passive readers
- share favourite resources

What I'll do:

- move through the slides
- set up large and small group activities
- facilitate discussion and interaction
- respond to participant questions and comments

How long it will take:

60 minutes

What we'll need:

Zoom link
Co-host
PowerPoint slides and notes
YouTube clips opened so they are ready to play
Examples of recommended resources

How we will know if we have accomplished our goal: Participants will reflect on learning to read and participate in activities that simulate the experience of being a new reader. In the large group, they will explore tutoring strategies, distinguish active and passive readers and share resources.

Notes: You can check in on how participants are feeling through the “waterfall” of lessons learned, participant comments, questions and feedback.

Introduction to Teaching Writing

In this session tutors will develop knowledge and strategies to work with adult learners with writing goals.

Getting started

This session begins with introductions and a warm-up activity.

Activity

Ask tutors to write one thing they know about writing or the writing process.

Share the Zoom whiteboard for participants to write their ideas:

1. click on Share Screen
2. click on Whiteboard
3. click on Share
4. use the Whiteboard tools (click 'T' to open a textbox)
5. begin typing

Do a Zoom poll with two questions:

- How do you feel about your reading skills?
- How do you feel about your writing skills?

Say, "Often people feel differently about reading and writing. Why might that be?" Ask tutors to enter their ideas in the chat box. Discuss.

Keep it learner centred

In Pat Campbell's book *Teaching Beginning Readers* she talks about using a balanced literacy program that integrates reading and writing instruction. Reading and writing go hand-in-hand.

Be sure to use authentic materials that connect to the learner's life. Let the learner's goals drive the activities. Use materials from the learner's life: email, grocery list, journal and forms.

Use a balanced approach

Learners with reading and writing goals will often rely more on print-based strategies or more on meaning-based strategies.

Print-centred activities draw attention to letters and sounds. They include phonics and working with letters and sounds. Meaning-centred activities focus on meaning. They use background knowledge and encourage risk taking.

Place equal emphasis on print- and meaning-based learning activities.

Explore the writing process

There are many ways we use writing in our lives. Not everyone is trying to be a novelist or short story writer; they just want to be able to communicate in writing.

Activity

In breakout rooms, ask tutors to discuss, "What does it mean to be able to communicate effectively in writing?"

Have groups each generate a list of things they wrote yesterday and share them in the chat box.

In the large group, discuss the types of writing tutors do in their daily lives. Ask them to consider how learners might use writing in their lives.

Often, we have a narrow view of what writing is. When working with adult learners, we need to be sure that the activities we do link directly to the types of writing they do in their lives:

These may include:

- grocery lists
- correspondence
- emails to schools, employers
- workplace reports

Writing is complex. Often, learners think about the mechanics of writing. The ideas they express are equally important. Tutors can help learners understand that ideas and conventions are both important and do activities together that include both.

A writer must:

- have something to say
- know how to print or write
- know how to spell some words
- understand basic sentence structure
- know about punctuation
- organize ideas in print

Often people think of writing as a solo, linear activity. Writing has stages and often involves others giving feedback and helping with revisions. These stages can include prewriting, drafting, editing and publishing.

It's important to do prewriting activities to set up a learner for success.

Not all writing is taken through the whole process.

Identify writing activities

There are many approaches to teaching writing. Language experience, listing and mapping, and free writing are good places to start.

Language experience

Language experience is a good tool for teaching writing as well as for teaching reading. Reading and writing go together!

The language experience approach has several extension activities that benefit beginning writers – such as frame sentences, cloze activities and sight word lists. Emergent writers or beginning writers can benefit from copying small passages or sentences.

Language experience is learner centred. It aids comprehension, creating meaningful text for learners, and it is enjoyable, allowing learners to share about themselves.

Activity

Watch this video on using language experience in a group: https://youtu.be/1nQpo1_gwMU. Tutors can use language experience in a similar way with an individual learner.



Photo: Unsplash/J. Kelly Brito

Lists and mapping

Mapping helps learners think of details, organize ideas before and during writing, and know where to start.

When mapping:

1. Start with a topic. Discuss the topic.
2. Write down ideas and details as they branch off the topic.
3. Group ideas that are similar.

Create mind maps together with learners. Then move toward learners making maps more independently. Finish with showing learners how to use the mind-maps to guide their writing.

Free writing

Free writing is a way to get learners practicing the activity of writing. Used as a warm-up activity, it is an excellent way to help the learner get focused and centred in learning. It encourages a flow of ideas and the physical act of writing.

Tutors can encourage learners to:

- keep their hands moving
- not judge or edit their work
- not cross anything out
- not worry about spelling, punctuation or grammar
- leave some writing at this stage

Not all writing needs to be corrected or edited. Tutors can leave some writing at this stage, then take other pieces to the next stage of the writing process.

Learners benefit from practicing writing in a penalty-free environment – they are more likely to take risks and thus learn new things. Focus on clarity and meaning, rather than writing to avoid errors.

If tutors and learners wish to edit a piece of writing, they can share it online using Google Docs. The formatting tools (title, heading, body text) can help build the structure of the piece of writing. This is also a good time to discuss audience, as tone, language and style will depend on the audience for the writing.

Activity

Ask tutors to write a quick grocery list of five items in the chat for themselves. Then, ask them to write it again with the same items, but for their partner or friend. Ask, “Did the list change?”

Then, ask them to write the list a third time, with the same items but for someone new to Canada. Ask, “How did the list change?”

Photo stories

Photo stories are a great way to connect with a learner’s life and what is important to them. A very simple version has one sentence describing a photo. There could be paragraphs, or even chapters with photos.

This type of writing can lead to a conversation about point of view, audience and types of words. It can be used as a language experience activity, starting with spoken word and leading to written words and reading.

This could lead to using other, non-personal photos as writing prompts.

Activity

In breakout groups, share ideas about these activities or other activities you have used with writing. Share in the large group.

Great Writing

National Geographic Learning’s *Great Writing* is a helpful resource for working on grammar, vocabulary and spelling. It has levels from Foundations through Level 5 and a new online workbook.

Great Writing is available through the [Decoda Literacy Library](#).

Closing

Activity

Have tutors write an idea they have to share, an idea they will take from the session or a question they have in the chat.

Resources

- [Great Writing series](#)
- [Just Write! Guide](#)
- [Literacy Tutor’s Guide: Reading for Meaning and the Writing Experience](#)
- [Spelling Toolbox series](#)
- [Teaching Beginning Readers](#)
- [Vocabulary Boosters series](#)
- [The Westcoast Reader](#)
- [Writing Out Loud](#) (reprint)

Introduction to Teaching Writing

Welcome: Introductions and land acknowledgement

What we'll accomplish (our goal): In this session tutors will develop knowledge and strategies to work with adult learners with writing goals.

What participants will do:

- explore the writing process
- engage in discussion and activities
- identify activities for work with new writers
- explore ideas and resources

What I'll do:

- move through the slides
- set up large and small group activities
- facilitate discussion and interaction
- respond to participant questions and comments

How long it will take:

60 minutes

What we'll need:

Zoom link
Co-host
PowerPoint slides and notes
YouTube clips opened so they are ready to play
Examples of recommended resources

How we will know if we have accomplished our goal: In the large group, participants will explore the writing process through discussion and activities and will identify writing activities to work with learners with writing goals.

Notes: You can check in on how participants are feeling through participant comments, questions and feedback.

Introduction to Teaching Information Technology

In this session tutors will explore the role of the technology tutor and identify strategies for teaching tech.

Getting started

Activity

Check in on participants' expectations of the session. This could be done in a verbal check in, in the chat, or on the Zoom whiteboard, depending on the size of the group.

Create a Zoom poll to ask participants how they are feeling about the session: curious, worried, excited, nervous, interested, other? Or use the Whiteboard and ask participants to use a stamp or draw how they are feeling.

Make note of any specific questions or concerns that came up in the check in. Let participants know that you will try to address questions and will follow up on any that are not addressed in the session.

Activity

Play the "[Medieval Help Desk](#)" video.

After watching the video, ask, "How do you feel when you are learning something new for the first time? Think of both positive and negative feelings." Get tutors to respond in the chat or use breakout rooms.

Remind tutors that when working with a tech learner, it's important to remember what it's like to learn something new.

Keep it learner centred

The areas of tech learning that tech tutors and learners work on is varied and reflect learners' goals.

Tech learners have a wide range of experience and abilities. Often there are gaps. A person may know how to do online banking, but not know how to attach a photo to an email.

Tutors and learners should spend time talking about the learner's tech goals. They should revisit these goals often, to update them and to provide an opportunity for the learner to feel a sense of accomplishment.

Explore the role of the tech tutor

There are several key things tutors should consider when working with tech learners.

Don't play the expert

Remind tutors to be a guide to learning. Stating up front that you aren't an expert makes it easy to say, "I don't know, but let's find out together." This puts the tutor in a better place to model tech learning.

As tutors work with a tech learner, they should verbalize how they would approach things, e.g. "If I needed to find out how to do that, I would start by "

Build confidence

Adult learners have many skills and life experiences. Tutoring should build from there.

Tutors should:

- get to get to know their learners
- develop a relationship with them
- find learners' strengths are and start from there
- celebrate small wins

Pace it

Many tech learners talk about the frustration of people doing things for them and not going slowly enough.

Tutors should:

- avoid touching their learner's device if working in person
- sit on their hands
- break things down into small steps
- watch for cues that time is up

It is critical that tutoring sessions don't go beyond the learner's attention span and ability to focus.

Tech is a changing landscape

Often tech learners find it frustrating that their device looks different than others' devices. Their device may look different after an update or if they "went in" in a different way.

Tutors can help learners develop problem-solving skills by looking at things widely and intuitively instead of as a set sequence of steps.

They can use the image of looking at a house through different windows or doors. If you enter a room from a different door, things look different. But it is the same room.

Identify strategies for tech learning

Spiral Learning

Learning is like a spiral. We keep coming back to the same concept and material, but our learning deepens.

Often tech learners are hard on themselves when they "forget" or need to "relearn" something. Tutors can then build confidence by letting them know that this is how learning happens – we revisit, relearn, repeat – to deepen our understanding.

Activity

Put tutors into break-out groups. Ask them to think of a time they have "revisited" some learning and gone deeper with it, then discuss with their group.

Teach it three times

There is a role for repetition in learning. Repeating an activity with lessening support helps to build independence and confidence.

Encourage tutors to:

1. Do an activity together.
2. Have the learner do the activity with support.
3. Have the learner do the activity independently.

Working with different ages

Remind tutors to be aware of physical limitations and challenges. They can help tech learners know where on their device they can find accessibility settings to adjust font size, cursor speed, etc.

Older adults may have challenges with:

- eyesight
- hearing
- slower information processing

Build toward confidence

Practice. Practice. Practice.

Tell tutors to send learners home between sessions with some practice activities. This will help learners realize how independent they are with their new skills. Suggest they start each session with reviewing what learners have done since the last session to check on challenges and new questions.

Goals for tech learning

The goal of tech tutoring is to build functional skills. The goal is not to have learners know the answers to all their questions, but to know where to go and how to find the answers themselves.

Suggest tutors introduce learners to resources like YouTube, Google and other web browsers. Learners can practice using search words to narrow search results.

Learners can look at internet search results to explore what the information source is, read the search preview, and identify which line of text is the active link to the website.

Closing

Activity

Create a Zoom waterfall of lessons learned and tips to share.

Tell tutors, “In the chat, write a few things you are taking away from today’s workshops. If you have other tips to share include them. When you hear the word ‘waterfall’ press enter.”

Read aloud some of the tips and lessons as the chat fills. Save the chat and email it to the group after the session.

Resources

- [1:1 Digital Literacy Skills Volunteer Tutor Plan](#)
- [ABC Life Literacy Internet Matters](#)
- [ABC Life Literacy Youth Teaching Adults](#)
- [Adult Basic Education in the Age of New Literacies](#)
- [Computer Literacy for Seniors: Workshops and Lesson Plans](#)
- [DigitalLearn.org](#)
- [GCF LearnFree.org](#)
- [TELUS Wise for Seniors](#)
- [Working with Multimodality: Rethinking Literacy in a Digital Age](#)
- [Your local Literacy Outreach Coordinator](#)



Photo: Joan Exley

Introduction to Teaching Information Technology

Welcome: Introductions and land acknowledgement

What we'll accomplish (our goal): In this session tutors will explore the role of the tech tutor and identify strategies for teaching tech.

What participants will do:

- explore the role of the tech tutor
- engage in discussion and activities
- identify strategies for tech learning
- explore ideas and resources

What I'll do:

- move through the PPT slides
- set up large and small group activities
- facilitate discussion and interaction
- respond to participant questions and comments

How long it will take:

60 minutes

What we'll need:

Zoom link
Co-host
PowerPoint slides and notes
YouTube clips opened so they are ready to play
Examples of recommended resources

How we will know if we have accomplished our goal: In the large group, participants will explore the role of the tech tutor. Through discussion and large and small groups activities they will identify strategies for tech learning.

Notes: You can check in on how participants are feeling through the waterfall of lessons learned; participant comments, questions and feedback.

Lesson Planning

The goal of this session is to identify the parts of a lesson plan and to develop the sections of a lesson plan.

Getting started

A lesson plan usually consists of three different parts: a warm-up, main activities and a closing activity. It is important to decide how long a lesson will be so time can be allotted to each stage accordingly.

Warm-up

A warm-up is an activity done at the beginning of a lesson to set up the mood for learning and to get the learner's attention. For this reason, it is best to choose an activity that is motivating and engaging. Another thing to consider for a good warm-up is that it be relevant to the lesson. This way, the warm-up can serve as an interesting introduction to the main topic. It may take the form of a game, a short conversation, a questionnaire, a story, etc. The purpose of the warm-up is to generate interest, motivate learning, and activate prior knowledge.

Main activities

Main activities are the core of a lesson. These activities support the goal or objective of the lesson. They include all the things to be learned and practiced in a single session.

Closing activity

A closing activity is done toward the end of the lesson to wrap it up. The closing activity should relate to the lesson's content, and it may serve different purposes. For example, it may provide extra practice, an opportunity for the learner to apply new knowledge and skills in simulated situations, or an opportunity for the tutor to evaluate the learner's progress. Choose the closing activity only after its purpose is determined.

Notes

A section for notes and comments can be included in the lesson plan for future reference and/or planning.



Resources

- [*Creating Courses for Adults: Design for Learning*](#)
- [*Rural Routes ESL Tutor Handbook*](#)
- [*Planning Instruction for Adult Learners*](#)
- [*Teaching Adults: A Literacy Resource Book*](#)
- [*Teaching Beginning Readers*](#)
- [*Tutor: A Collaborative, Learner-Centred Approach to Literacy Instruction for Teens and Adults*](#)

How to Plan Tutoring Sessions Handout

Take some time to get familiar with your learner's goals before you start planning tutoring sessions. Goals are important because they help to guide learning. They provide a focus for each lesson and motivation to your learner.

Learning goals are like a destination, and as tutors, we plan our lessons to create a pathway for our learners towards that destination.

Find out:

- Where is your learner on their learning journey?
- Where are they hoping to go from there?
- How will you help them get there?

Once you know more about your learner's goals, it is important to break the goals down into manageable steps or smaller objectives.

Use the tutoring strategies outlined in the previous sessions to develop meaningful learning activities that will help learners reach their goals. This will help your learner grow toward being an active learner.

Keep in mind that each session should offer your learner an opportunity to get closer to their goal and make progress towards the things that are most important to them. Lesson plans are a great tool to use for this purpose.

Lesson plans

A lesson plan is a detailed description of what it is to be accomplished in a single session. It takes into consideration what is to be learned, how it is to be learned and when.

Step one

The first step in lesson planning is to determine your lesson plan's objective. To do this, ask yourself this question at the beginning of your planning session: what should my learner be able to do at the end of this lesson?

Here are a few examples relevant to ELL and literacy students:

- order food from a menu at a restaurant
- book a dentist appointment
- make a short grocery list
- understand written instructions to mail a package
- fill out a contact form

One way to narrow down your learner's goals is to come up with a list of topics that are relevant to them and write down objectives based on each topic. Here are a few examples:

A. A job

- make small talk with co-workers
- take meeting minutes
- write an email to a co-worker requesting clarification

B. Health services

- cancel a dentist appointment
- read and understand a health bill

C. Financial services

- fill out a form to open a bank account
- perform a teller-assisted transaction

Invite your learner to be part of the planning process as much as possible, so you can both choose topics and prioritize objectives for the sessions. If clearly stated, a lesson plan objective can help you select the best strategies and materials to accomplish it, which leads us to the next steps in the planning process.

Step two

The second step is about finding activities that will help achieve your lesson's objective. Keep in mind that the more specific a learning objective is, the easier it will be for you to come up with relevant activities. Ask yourself this question: what needs to happen during the lesson so that my learner can learn how?

Let us take one of the lesson objectives mentioned previously as an example. What activities could help your beginner ELL learner learn how to make a short grocery list? First, you will want to make sure they know what a list is. Second, you may want to verify what grocery items they already know in English. And third, you may want to do an activity to introduce new items and learn how to write their names. Of course, these are just ideas.

Lesson plans work best when they are used as a flexible tool to guide learning – it is perfectly fine to choose to do a different activity in the middle of a lesson if you think your learner will benefit more from that change. Also, there could be times when your learner might encounter a challenging situation during their day; they may want to talk to you about it and practice the things that will help them prepare for a similar situation in the future, e.g., asking for clarification when given directions to get to a place on time. If that is the case, your lesson will take on a new objective, and you will want to choose other activities to achieve the new objective.

Step three

The third step is about deciding which resources or materials you need to do the activities you have planned. These may be physical or virtual resources and materials. Examples include books, notebooks, pictures, flashcards, articles, web resources, videos, audios, etc. There is no limit to the number of materials you can use, but it is important that they be relevant to your lesson.

Sample Lesson Plan for ELL Learners

Objective: To make a short grocery list	
Materials: Notebook/notepad, pens, markers, Oxford Picture Dictionary (Groceries Unit)	
Activities:	Time:
Warm-up Make small talk with your learner. Let them know that the lesson is going to be about groceries. You may ask: <ul style="list-style-type: none">Where do they go for groceries?What do they usually buy? Can they name the items?Show your learner a grocery list and tell them you will make one together	10
Main Activities Show your learner pictures of grocery items. Ask them to use a green marker to circle the ones they know in English. Then, ask them to use a blue marker to circle the items they do not know in English. Then: <ol style="list-style-type: none">Review the spelling of familiar items: Ask your learner to write down the names of the items they already know. Check for spelling and accuracy.Pick 5-10 new items to focus on: Ask your learner to pick 5-10 new items. You may write down the 5-10 new names and show them to your learner.Practice spelling new names: Ask your learner to write down the new names in their notebook. Check spelling.	35
Closing Ask your learner to make a grocery list combining the items they already knew and the ones they just learned. They may draw pictures of the new items next to their names to remember them more easily in the future.	15
Comments/Notes:	

Sample Lesson Plan for ELL Learners

Objective: To make a short grocery list

Materials: Notebook/notepad, pens, markers, Oxford Picture Dictionary (Groceries Unit)

Activities:

Time:

Warm-up

Make small talk with your learner. Let them know that the lesson is going to be about groceries. You may ask:

- Where do they go for groceries?
- What do they usually buy? Can they name the items?
- Show your learner a grocery list and tell them you will make one together

10

Main Activities

Show your learner pictures of grocery items. Ask them to use a green marker to circle the ones they know in English. Then, ask them to use a blue marker to circle the items they do not know in English. Then:

1. Review the spelling of familiar items:
Ask your learner to write down the names of the items they already know. Check for spelling and accuracy.
2. Pick 5-10 new items to focus on:
Ask your learner to pick 5-10 new items. You may write down the 5-10 new names and show them to your learner.
3. Practice spelling new names:
Ask your learner to write down the new names in their notebook. Check spelling.

35

Closing

Ask your learner to make a grocery list combining the items they already knew and the ones they just learned. They may draw pictures of the new items next to their names to remember them more easily in the future.

15

Comments/Notes:

Sample Lesson Plan

Objective: Materials:	
Activities:	Time:
Warm-up	
Main Activities	
Closing	
Comments/Notes:	

Lesson Planning

Welcome: Introductions and land acknowledgement

What we'll accomplish (our goal): The goal of this session is to identify the parts of a lesson plan and to develop a lesson plan.

What participants will do:	What I'll do:	How long it will take:	What we'll need:
<ul style="list-style-type: none">ask and answer questionsengage in conversationidentify parts of a lesson plandevelop sections in a lesson plan	<ul style="list-style-type: none">present the topicask questions and encourage interactiongive instructions for group activityprovide lesson plan objective for group activityput participants into breakout groups so each group can develop a section for a lesson planreview sections participants developed in group activity – ask “Is the lesson plan complete? What can we add?”answer questions	90 minutes	<ul style="list-style-type: none">Zoom linkPowerPoint PresentationLesson planning notesWordNotepadPens or pencils

How we will know if we have accomplished our goal: Participants will identify the parts of a lesson plan. Breakout groups will each develop a section of a lesson plan.

Notes: You can check in on how participants are feeling through participant comments, questions and feedback.

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Notes

Handwriting practice lines consisting of 20 horizontal dotted lines.



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