



VIRTUAL TUTORING

**Washtenaw Literacy
Virtual Tutoring
Coursepack**

Updated 6.11.2020



How to Use this Coursepack

This Virtual Tutoring Coursepack consists of two main sections:

- **Tutoring Platform Overview**
- **Tutoring Strategy Review**

In the **Tutoring Platform Overview**, you will find information about several recommended **free** platforms for virtual tutoring. Remember that these are only suggestions and not an exhaustive list of options; less popular platforms (e.g., IMO, WeChat, KaKaoTalk, LINE) have been left out of this coursepack. Ultimately, the best practice is to use whatever you and the learner find most comfortable. The types of information you will find about each platform in this coursepack include the following:

- Availability on devices
- Number of participants supported
- Time limits
- Features (e.g., chat box, screen sharing)
- Cautions

In the **Tutoring Strategy Review**, you will find information on a number of tutoring strategies recommended for virtual tutoring. It is important to remember that not all strategies work for all learners, and this list is also not exhaustive. The types of information you will find about each strategy in this coursepack include the following:

- Device Recommendations; *check for these icons:*

- Computer 

- Smartphone or Tablet 

- Non-smartphone (Regular Cellphone or Landline) 

- Skills
- Learner Levels
- Purpose
- Method
- Tips for Virtual Tutoring



Zoom

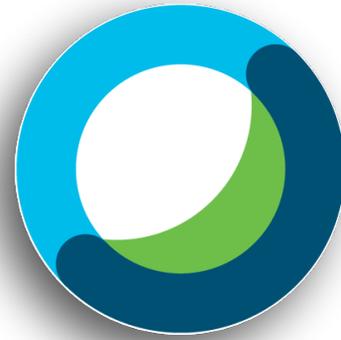
- **Computer, tablet, smartphone, non-smartphone***
- **Maximum 100 participants**
- **40-minute time limit (free version only)**
- **Features**
 - video / audio
 - chat box
 - screen sharing / file sharing
 - whiteboard / annotate
 - polling (paid only)
 - breakout rooms (paid only)
- **Cautions**
 - The 40-minute time limit may cut off your session. Fortunately, you can schedule multiple Zoom meetings in a row; simply create each meeting ahead of time. Be aware that meetings can be scheduled only on the half hour (e.g., schedule the first meeting at 10:00 and the second at 10:30 to jump from one to the next; schedule the first meeting at 10:00 and the second at 11:00 for a 20-minute break in between).
 - There have been recent concerns over security with Zoom. In order to avoid any issues, make sure you send your meeting invitation link directly to the learner(s) and do not post it in a public place (e.g., social media). You can also go to your Zoom account and change your meeting settings to require participants use a password or the Waiting Room feature.
 - If using a smartphone or tablet, Zoom requires a mobile app download.
 - For a one-on-one placement where the learner uses a non-smartphone*, Zoom is not a useful platform. However, with a group of learners who mostly have computers or other smart devices, a learner without these may choose the option to call in using a non-smartphone.





WebEx Meetings

- **Computer, tablet, smartphone**
- **Maximum 100 participants**
- **50-minute time limit (free version only)**
- **Features**
 - video / audio
 - chat box
 - screen sharing / file sharing
 - whiteboard / annotate
 - polling (only while screen sharing)
- **Cautions**
 - The 50-minute time limit may cut off your session. Fortunately, you can schedule multiple WebEx meetings in a row; simply create each meeting ahead of time. Be aware that meetings can be scheduled only on the half hour (e.g., schedule the first meeting at 10:00 and the second at 11:00 for a 10-minute break in between).
 - If using a smartphone or tablet, WebEx requires a mobile app download.
 - If using a computer, most features are available only via desktop app download or by using Chrome or Mozilla Firefox.



FaceTime

- **Computer, tablet, smartphone (Apple only)**
- **Maximum 32 participants**
- **No time limit**
- **Features**
 - video / audio
- **Cautions**
 - With a group of learners on iPhones, each learner will be able to see one another's phone numbers.





Skype

- **Computer, tablet, smartphone**
- **Maximum 50 participants**
- **No time limit**
- **Features**
 - video / audio
 - chat box
 - screen sharing / file sharing
- **Cautions**
 - Skype requires each user to have a Skype account, and in order to do this, the user must already have an email address.
 - If using a smartphone or tablet, Skype requires a mobile app download.



Google Meet

- **Computer, tablet, smartphone**
- **Maximum 250 participants**
- **No time limit**
- **Features**
 - video / audio
 - chat box
 - screen sharing / file sharing
 - live captioning
- **Cautions**
 - Google Meet requires each user to have a gmail account.
 - If using a smartphone or tablet, Google Meet requires a mobile app download.
 - If using a computer, Google Meet tends to work best on Chrome.





WhatsApp

- **Computer, tablet, smartphone**
- **Allows 200+ participants**
- **No time limit**
- **Features**
 - video / audio (mobile only)
 - chat box
 - file sharing
 - annotate on images (mobile only)
- **Cautions**
 - WhatsApp requires each user to have a phone number.
 - WhatsApp requires access to your phone contacts.
 - WhatsApp requires a smartphone with a mobile app download. If using the desktop or web app on your computer or tablet, WhatsApp still requires that you already have the mobile app installed on your smartphone.



Google Duo

- **Computer, tablet, smartphone**
- **Maximum 12 participants (increasing soon)**
- **No time limit**
- **Features**
 - video / audio
 - image sharing
 - annotate on video (mobile only)
- **Cautions**
 - Duo requires each user to have a phone number.
 - Duo requires access to your phone contacts.
 - If using a smartphone or tablet, Duo requires a mobile app download.
 - If using a computer, Duo requires Chrome.





Facebook Messenger

- **Computer, tablet, smartphone**
- **Maximum 50 participants**
- **No time limit**
- **Features**
 - video / audio
 - chat box
 - screen sharing / file sharing
- **Cautions**
 - Facebook Messenger requires each user to have a Facebook account, and in order to do this, the user must already have an email address. With a group of learners, each learner will be able to see one another's profiles.
 - If using a smartphone or tablet, Facebook Messenger requires a mobile app download.
 - If using a computer, Facebook Messenger tends to work best on Chrome.



Traditional Call

- **Smartphone, non-smartphone**
- **Maximum 2 participants (for most phones)**
- **No time limit**
- **Features**
 - audio
- **Cautions**
 - For a group of learners, you can set up a free conference call at www.freeconferencecall.com.
 - While many tutoring strategies are still viable on a traditional call, sharing materials necessary for those strategies may require additional planning and creativity (see next page).





Google Docs / Email / Text Messages



- **Computer, smartphone, non-smartphone**
- **Cautions**
 - Google Docs and other Google apps (e.g., Google Forms, Google Jamboard) require each user to have a gmail account.
 - If using a smartphone or tablet, Google Docs and other Google apps require a mobile app download.
 - Text messages require each user to have a cell phone with available data. With a group of learners, each learner will be able to see one another's phone numbers.
- ***These are not substitutes for tutoring. Adult learners are most successful when they are learning and practicing skills in real time with a tutor. However, each of these tools can still serve several creative functions...***
 - **Pre-Session:** Use any of these tools to share materials and/or pre-session questions and tasks with the learner(s).
 - **During Session:** Use email and text messages to provide individualized instructions when working with a group of learners, or create activities that get learners practicing by contacting one another. Use Google Docs or Google Jamboard as a “digital whiteboard” for typing, polling, sharing images, etc., when screen sharing software is not an option. With a group of learners, create multiple Google Docs or Google Jamboards to split the learners into smaller work groups.
 - **Post-Session:** Use any of these tools to share materials and/or homework tasks with the learner(s).
 - **Between Session:** Use email and text messages to keep up a routine of friendly communication with the learner(s).



Language Experience Approach (LEA)

Skills: Reading, Writing, Speaking, Listening

Level: Beginning, Intermediate



Purpose: To show the learner how his or her experience and speaking ability link to the written word even when the learner has little or no writing abilities.

Method:

1. Ask the learner to tell a story about an experience.
2. Print exactly what the learner says.
Use correct spelling and punctuation, but do not change any words. Leave a blank line between each printed line in case you must make changes. For beginning readers, you don't need to write the whole story—three to five sentences is long enough.
3. Ask the learner to suggest a title for the story.
4. Read the story back to the learner, and ask for any corrections or changes.
5. Read each sentence aloud, tracking the words with your fingers, while the learner watches and listens.
6. Ask the learner to read each sentence after you.
7. Ask the learner to read the entire story.
8. Review the story at the next session. Type it, if possible, and print one copy for you and one for the learner. Place your copy in a binder or folder as part of a permanent collection of the learner's writing.

(Teaching Adults: A Literacy Resource Book, 2013)

Other Prompt Ideas:

- Pictures, photos, videos, songs
- Family, school, work, daily routine
- Concerns about health, finances, insurance
- Favorite recipes, letters to a friend, memories, biographies of family
- Be creative! Check out the 101 LEA Ideas on the WL website.



Suggestions:

Skill	Activity
Word study	Use for phonics/phonemic awareness; have learners identify the initial letter sounds and/or have the learners find words with specific sounds
Vocabulary	Use for vocabulary expansion; antonyms, synonyms, word parts
Editing	Use more complex vocabulary words to make the passage more powerful or interesting. Tell learners there are X number of errors and have them try to find and fix.
Sequencing	Practice putting the words and/or sentences in different orders to see how the meaning changes. Put individual words from a sentence on flashcards and have learners recreate.

Tips for Virtual Tutoring:



- Share your screen or type the LEA into the chat box for the learner.
- To be more interactive, create a Google Doc for the LEA to share with the learner. Have it open on both your devices as you talk over the phone and later use the cursor to highlight text as you read together, as well as to change the formatting on vocabulary and/or letters you want the learner to focus on.
- Alternatively, write on paper or whiteboard to show through your video camera.



- Skip Steps 5-7, or postpone them to the following session. Before that next session, consider ways to pre-send the LEA to the learner; discuss with them whether it's all right to send photos of it through text message, or materials through postal mail.



Total Physical Response (TPR)



Skills: Listening, Vocabulary, Grammar

Level: Beginning

Purpose: To teach new vocabulary and processes in a way that allows learners to show they understand without requiring them to produce new words from memory.

Method:

1. Select five to seven new commands (and any related vocabulary) to teach.
2. Before the session, make a list of all the commands in the order you plan to teach them. (The list will both serve as a record and help you plan later review.)
3. Gather any equipment, props or pictures you will need to set the context or illustrate the meaning of the commands. For example, if you are teaching *stand up, sit down, pick it up, and put it down*, you would list those commands and make sure you have a chair and some objects to use for demonstration.
4. If you are working with a group, select two or three learners for the demonstration. (Teaching more than one learner at the same time takes the pressure off any individual learner. The other learners in the class will also be learning as they watch. When you finish the demonstration, you can invite others to carry out the commands they saw you teach.)
5. Teach the commands.
 - a. Model the action as you give the first command. Speak slowly and clearly. As you do this, try using gestures and facial expressions to help learners understand what you want them to do.
 - b. Perform the action several times, giving the command each time.
 - c. Give the command without performing the action yourself. Encourage the learner to indicate comprehension by performing the action.
 - d. If the learner has difficulty carrying out the command, model the action again as you say it. Always be ready to help out if necessary.
 - e. Repeat steps a-d for each command you plan to teach. Before introducing each new command, review the commands you have already taught. Review them in the same order that you taught them.
 - f. Finally, review all the commands in random order.
 - g. If working with a group, have select learners practice giving commands.

(Teaching Adults: An ESL Resource Book, 2013)



Tips for Virtual Tutoring:



- Use any video platform to teach using real-life activities in the home (e.g., cooking, addressing an envelope, putting on protective gear to go outside, washing one's hands, cleaning, routines for waking up and going to work).
- **Extension:** Practice specific digital literacy tasks on the learner's device. Begin by practicing simple features on whatever tutoring platform you are both using (e.g., mute/unmute, type in the chat box). Build up to sharing your screens so the learner can practice performing tasks in other programs (e.g., Word, email). Share your screen first to model several times, then have the learner share their screen to demonstrate their practice. If the learner wants to practice using Google Docs and/or other useful Google Suite apps, this will not require sharing your screen, although that may still be helpful.



- Try TPR as a review activity instead of using it to teach something new. Be mindful that as you cannot see what the learner is doing, you cannot confirm they have understood and correctly followed your commands.



Daily Routine



Skills: Writing, Speaking, Listening, Vocabulary

Level: Beginning, Intermediate

Purpose: To encourage learners to write and talk about their daily routines.

Method:

1. Show the learner a picture story of someone's routine. (This could be your own routine or a fictional character's routine.) Explain that a routine is a set of tasks or activities that people complete every day. Have the learner look at the pictures and tell you what the person in the picture story does every day. Encourage the learner to come up with their own explanations for the pictures. There are no right or wrong answers, but you can help as needed with the vocabulary, pronunciation, or phrasing.
2. Help the learner to construct a sentence about each picture. The sentences can begin, "Every morning, he/she..." or "At (time), he/she...". If the learner makes errors in phrasing sentences, suggest improvements.
3. Have the learner put the sentences together in a paragraph that begins, "Every morning, he/she...".
4. Once the learner has completed the paragraph, have him or her read the paragraph to you. Make revisions as needed.

(Teaching Adults: An ESL Resource Book, 2013)

Tips for Virtual Tutoring:



- Share your screen or a file of the picture story with the learner.
- To be more interactive, create a Google Doc with the picture story to share with the learner. Have it open on both your devices as you talk over the phone, and have the learner type their sentences directly into the Google Doc.
- Alternatively, show a copy of the story through your video camera.
- **Extension:** Practice using Google search to find and save the learner's own images for a follow-up story about their daily routine.



- Tell your own daily routine as a model to get the learner prepared to speak about theirs afterward.
- Alternatively, consider ways to pre-send the picture story to the learner; discuss with them whether it's all right to send images through text message, or worksheet materials through postal mail.



Filling Out Forms



Skills: Reading, Writing, Vocabulary

Level: Beginning, Intermediate, Advanced

Purpose: To encourage the learner to use reading, writing and technology to meet practical, everyday needs.

Method:

1. Collect samples of the types of forms the learner wants to work on (such as employment applications from area businesses or medical forms from a doctor's office). Make copies of the forms you decide to work with so that the learner can practice and won't feel pressure to get everything right on the first try.
2. Work with the learner to fill out one of the forms.
3. Ask the learner to complete another form independently using the information from the one you did together. Provide help as needed.

(Teaching Adults: A Literacy Resource Book, 2013)

Tips for Virtual Tutoring:



- Have the learner take a photo of the form to send to you in email or text message.
- Alternatively, if the learner doesn't have the form, consider ways to pre-send it to them; discuss with them whether it's all right to send images through email or text message, or materials through postal mail.
- **Extension:** Practice real-life online forms (e.g., medical forms, insurance forms, job applications, taxes, census, unemployment forms, school forms, other assistance). If the form can be found on a website, share your screen of that website with the learner. Alternatively, have it open on both your devices as you talk over the phone.



Pictures for Health Literacy



Skills: Speaking, Listening, Vocabulary

Level: Beginning, Intermediate, Advanced

Purpose: To encourage learners to practice health vocabulary and discuss topics related to health and well-being.

Method:

1. Choose from a series of health stories on topics such as nutrition, depression, emergencies and domestic violence, at www.cal.org/caela/esl_resources/Health/healthindex.html.
2. Ask the learner what is happening in the pictures. Point to each frame to discuss it. Ask level-appropriate questions to elicit specific details or observations.
3. Ask the learner to make suggestions for the characters in the stories. Ask the learner whether they have ever encountered similar issues and/or how they would deal with these issues.

(Teaching Adults: An ESL Resource Book, 2013)

Tips for Virtual Tutoring:



- Share your screen or a website of the health story with the learner.
- To be more interactive, create a Google Jamboard with the individual frames of the health story to share with the learner. Have it open on both your devices as you talk over the phone, and have the learner practice describing the frames as they put them in order and/or adding their own captions.
- Alternatively, show a copy of the health story through your video camera.



- Tell your own health story as a model to get the learner prepared to speak about theirs afterward.
- Alternatively, consider ways to pre-send the health story to the learner; discuss with them whether it's all right to send images through text message, or worksheet materials through postal mail.



Teaching Basic Computer Use



Skills: Speaking, Listening, Vocabulary, Digital Literacy

Level: Beginning, Intermediate

Purposes: To help learners start to use a computer. To help learners write short stories about themselves on a computer.

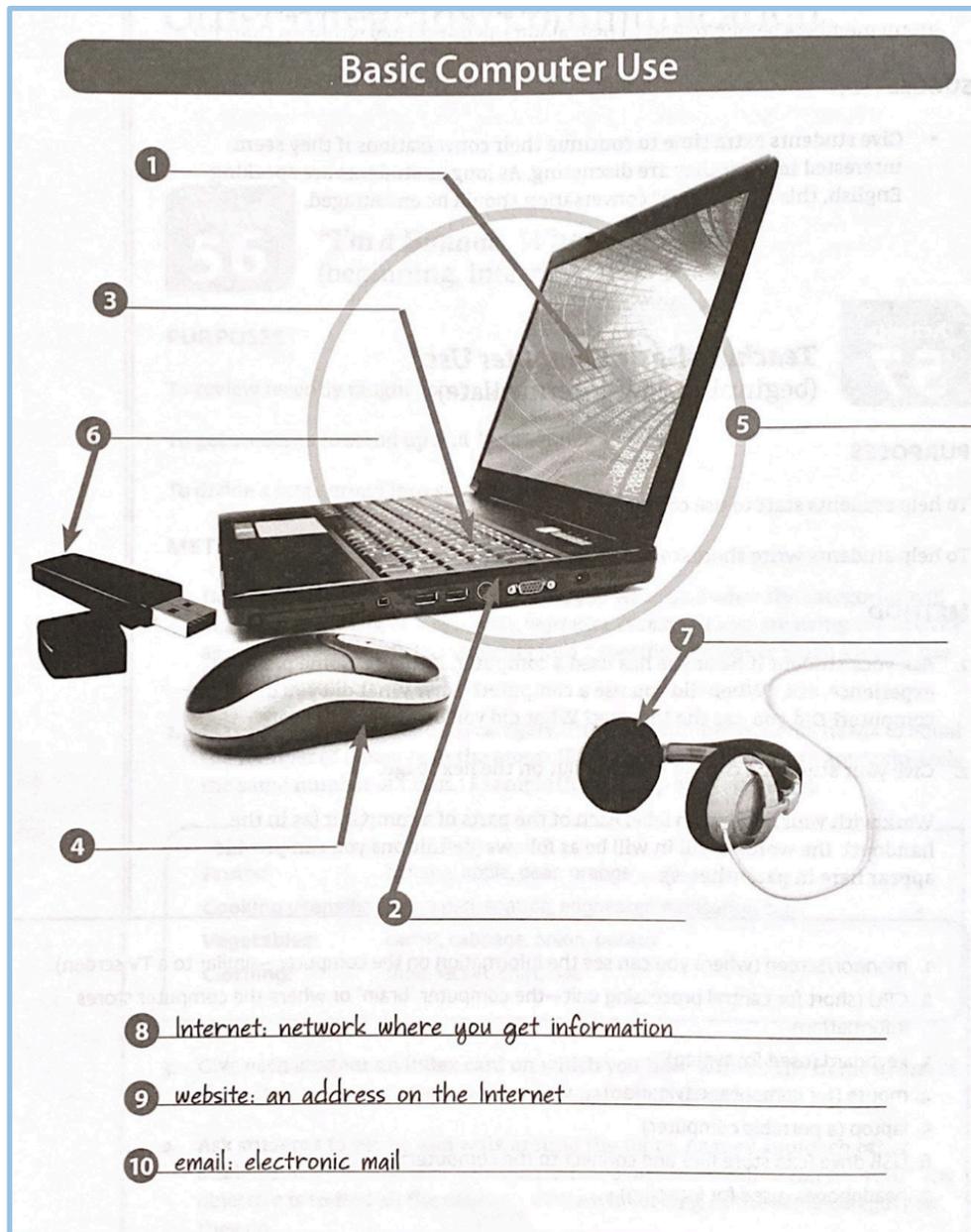
Method:

1. Ask the learner if he or she has used a computer. If there is some previous experience, ask, “When did you use a computer? Why? What did you do on the computer? Did you use the Internet? What did you do on the Internet?”
2. Give the learner a copy of the handout on the next page. Work with the learner to label each of the parts of a computer (using the handout on the next page or one similar). The words to fill in will be as follows:

1. monitor/screen (where you can see information; similar to a TV screen)
2. CPU (short for “central processing unit”; the computer “brain”)
3. keyboard (for typing)
4. mouse (for computer navigation)
5. laptop (a portable computer)
6. USB drive (can store files and connect to the computer)
7. headphones (for listening)

On lines 8 – 10, review the new words and their definitions. Have the learner repeat each new word several times to become familiar with pronunciation.

3. Have the learner sit in front of their computer or look at yours. On the computer, point to the various parts that you have taught, and ask the learner to name these parts for you.
4. If a learner has very little computer experience, guide them to the following websites to practice typing and using a mouse:
 - a. www.typing.com
 - b. www.pbclibrary.org/mousing/mousercise.htm



5. Have the learner practice with you using a word processing program such as Microsoft Word or Google Docs to write about themselves. First, point out a few important keys on the keyboard, such as the delete/backspace key, the space bar, the arrow keys, the shift key, and the enter/return key. As you work through the following exercise, keep in mind that the goal is to get the learner comfortable using the keyboard, not to master it.
6. To test basic keyboard skills, ask the learner to type their first and last names. Check for use of the space bar and shift keys for capitalization. When ready, give the learner a model of the story you want him or her to write. Alternately,



you can write a story about yourself to share. Encourage the learner to write more if possible.

7. If you have access to a printer, help the learner print the story. You can use the story for further reading and expansion practice, such as cloze activities.

(Teaching Adults: An ESL Resource Book, 2013)

Tips for Virtual Tutoring:



- **Hardware:** Speak with the learner to determine what device brands and models they have, and use this information to find images of their device(s) in a Google search. Alternatively, take photos or use a video call to show the hardware features on your own devices to the learner; use this as a starting off point for discussion about the similarities they find in their own devices.
- **Software:** Share your screen, a file, or a website. To be more interactive, create a Google Doc or other relevant Google Suite app to share with the learner, or have the learner share their screen with you so they can practice tasks as you watch in real time.
- **Extension:** Consider using this strategy to teach about smartphone technology, as well. Always connect the learner to the “real world” by showing them how to use the internet for email, filling out forms, getting information from their library or school websites, doing a Google search for other information, etc.



Sight Words



Skills: Reading (Word Study)

Level: Beginning

Purpose: To help the learner recognize as many words as possible by sight in order to improve reading speed and comprehension.

Method:

1. Work with the learner to choose words they want to learn. Examples:
 - Words that the learner uses often in daily life or words that are found in the learner's language experience stories.
 - Words that appear often in print (high frequency words) such as the, there, this, and was.
 - Words with irregular spellings that are difficult to sound out phonetically, such as height, though and beautiful.
 - Everyday words and family names that appear on forms and applications, on job-related materials, on road signs, or in public places.
2. Ask the learner to print the selected words on index cards.
3. If the learner has trouble remembering the word, ask the learner to use it in a sentence. Write the sentence. Ask the learner to copy the sentence on the back of the flashcard. You can also ask the learner to draw a picture of the word on the back.
4. Ask the learner to look at each card and read it. Review the words often. Encourage the learner to review the flashcards at home.

(Teaching Adults: A Literacy Resource Book, 2013)

Tips for Virtual Tutoring:



- Share your screen or type the sight words into the chat box for the learner.
- To be more interactive, create a Google Jamboard with the sight words or a Google Doc with a larger text containing sight words, and share that with the learner. Have it open on both your devices as you talk over the phone.
- Alternatively, show sight word flashcards through your video camera.



- If the learner is confident enough, spell the sight words over the phone so they can write them down. Alternatively, consider ways to send them sight words through text message, or flashcards through the postal mail.



Word Patterns



Skills: Reading (Word Study)

Level: Beginning

Purpose: To help the learner recognize new words more quickly without having to sound out and blend each individual sound in the word.

Method:

1. Make sure the learner understands the concept of rhyming. Say several pairs of words, and ask if they rhyme.
2. Then choose a word pattern with which you can create several rhyming words. Example: *-it*
3. Write the word pattern at the top of a piece of paper, and ask the learner to say the sound. If the learner doesn't know, say it yourself.
4. Write a rhyming word under the word pattern. Example: *sit*. Ask the learner what the word is. If the learner doesn't know, read it yourself.
5. Write another word by changing the initial consonant. Example: *bit*. Ask the learner to read it. If the learner has difficulty, give a hint: "if s-i-t is sit, then what is b-i-t?"
6. Keep adding words and asking the learner to read them. Ask the learner to add other words using the same pattern.
7. Ask the learner to read through the entire list.

(Teaching Adults: A Literacy Resource Book, 2013)

Tips for Virtual Tutoring:



- Share your screen or type the word patterns into the chat box for the learner.
- To be more interactive, create a Google Doc or a Google Jamboard to share with the learner. Have it open on both your devices as you talk over the phone.
- Alternatively, write on paper or whiteboard to show through your video camera.



- If the learner is confident enough, spell the letters you want over the phone so they can write them down. Alternatively, consider sending them word patterns through text message.



Prefixes



Skills: Reading (Word Study)

Level: Beginning, Intermediate, Advanced

Purpose: To help the learner recognize how adding a prefix changes the meaning of a word.

Method:

1. Select the prefix you want to work on, and discuss its meaning.
2. Make a two-column chart. List words that begin with that prefix in the first column. Help the learner read them.
3. In the second column, write sentences using words the learner already knows. Leave a blank for the missing word.
4. Ask the learner to select the correct word from the first column to complete each sentence. Example:

unhappy	I left in a hurry with the beds _____.
uncomfortable	I found two _____ bills on the table.
unmade	She seemed _____ in the movie.
unpaid	The chair was hard and _____.
uninterested	He looked tired and _____.

(Teaching Adults: A Literacy Resource Book, 2013)

Tips for Virtual Tutoring:



- Share your screen or type into the chat box for the learner.
- To be more interactive, create a Google Doc or a Google Jamboard to share with the learner. Have it open on both your devices as you talk over the phone.
- Alternatively, write on paper or whiteboard to show through your video camera.



- If the learner is confident enough, dictate the practice sentences and word spellings as necessary over the phone so they can write them down. Alternatively, consider ways to pre-send the words and sentences through text message, or worksheet materials through the postal mail.



Phonics Bingo



Skills: Reading (Word Study)

Level: Beginning

Purpose: To provide fun practice reading words that begin with consonant blends.

Method:

1. Select the consonant blends you want to work on.
2. Divide two pieces of paper into squares like a bingo card (five columns across and five columns down).
3. On the first card, write a consonant blend in each of the spaces. (You can use some more than once.) Give this card to the learner. Write the same blends on the second card, but put them in different places. Keep this card for yourself.
4. Select a word that starts with each blend you wrote. Write these 24 words on separate pieces of paper, and put them facedown in a pile.
5. Ask the learner to pick a word from the pile, read it aloud, and then give the sound of the blend.
6. Have him or her cover the matching blend on his or her own card with a square of blank paper or a coin. You should do the same.
7. The person who first covers five blends in a row (horizontally, vertically, or diagonally) wins and becomes the “caller” for the next game.

(Teaching Adults: A Literacy Resource Book, 2013)

Tips for Virtual Tutoring:



- Do Steps 2-3 individually; dictate the contents of each square on the learner’s Bingo board if they need support. The pile of words on paper can be with either you or the learner, depending on their preference and reading level.
- Alternatively, consider ways to pre-send the learner’s Bingo card; discuss with them whether it’s all right to send images through text message, or materials through postal mail.
- **Extension:** Use Bingo also for vocabulary, sight words, and discussion topics (e.g., stay-at-home bingo, health bingo).



Building Vocabulary with Pictures



Skills: Vocabulary

Level: Beginning, Intermediate, Advanced

Purpose: To help learners understand and remember new vocabulary words.

Method:

1. Choose four to six new words that are contextually related. Examples: *doctor, hospital, medicine, temperature, health*. Choose words related to a context that is important to the learner, such as work-related, family-related, money-related, or sports-related terms. Include some verbs in the new vocabulary. Find pictures, symbols, or graphics that help the learner connect the words to a visual image.
2. Introduce the vocabulary words, one at a time, using the visual cues. Say the word, show the word in print form, and use the word in a sentence.
3. Ask the learner to use the word in a sentence. Ask the learner to write the word. Ask the learner to write a sentence using the word.
4. Ask the learner to create a flashcard that will help him or her remember the meaning of the word. Have the learner write the word on one side of the card, and on the other side, have him or her put the meaning, a visual cue, other words similar to the word, or a sentence with the word.
5. Continue the process with other vocabulary words. Then, have a conversation using several of the words. Practice using the words by reading text that uses some of the words.

(Teaching Adults: A Literacy Resource Book, 2013)

Tips for Virtual Tutoring:



- Create a Study Set of Flashcards on quizlet.com, or create a Google Doc or a Google Jamboard to share with the learner. Have it open on both your devices as you talk over the phone, and build on it over time so that it serves as a digital vocabulary journal.
- Alternatively, collect the images in a Word Document, email thread or text message thread for the learner to keep.
- **Extension:** Practice using Google search to find and save the learner's own images for their vocabulary.



Echo Reading



Skills: Reading (Fluency)

Level: Beginning, Intermediate, Advanced

Purpose: To provide support by modeling the reading before asking the learner to read it aloud independently.

Method:

1. Select material that is somewhat above the learner's independent reading level.
2. For a beginning reader, read each sentence aloud, and then ask the learner to read it aloud. For a more advanced reader, model each paragraph instead of each sentence.
3. Encourage the learner to try reading independently as soon as he or she is comfortable doing so.

Suggestions:

- After you both have read several sentences (or paragraphs), you might ask the learner to read the entire section again.
- You can also use this strategy with materials at the learner's reading level if the learner needs help reading fluently.
- You can make recordings of the reading selections so the learner can practice reading aloud at home. You can also use audio e-book, available for free or for purchase online, or books with read-along recordings, available from various publishers. Also, many public libraries offer free audiobooks for download.

(Teaching Adults: A Literacy Resource Book, 2013)

Tips for Virtual Tutoring:



- Share your screen, a file, or a website of the text with the learner.
 - To be more interactive, create a Google Doc with the text to share with the learner. Have it open on both your devices as you talk over the phone, and one or both of you can use the cursor to highlight the text as you go.
 - Alternatively, if one person has the original text in paper form, they can take a photo of it and email or text the image to the other.
-
- Dictate a short text (a few sentences) to the learner first, or have them dictate a text to you (based on their level and confidence).
 - Alternatively, consider ways to pre-send them the text through text message, or materials through the postal mail.



Alternate Reading



Skills: Reading (Fluency)

Level: Beginning, Intermediate, Advanced

Purpose: To provide an opportunity for the learner to read aloud independently while also giving the learner breaks to relax and listen as someone else reads.

Method:

1. Use materials that are at or slightly below the learner's independent reading level.
2. Read aloud one sentence (for beginning readers) or a paragraph (for more advanced readers).
3. Ask the learner to read the next sentence or paragraph aloud.
4. Repeat this process until you finish the passage.

(Teaching Adults: A Literacy Resource Book, 2013)

Tips for Virtual Tutoring:



- Share your screen, a file, or a website of the text with the learner.
 - To be more interactive, create a Google Doc with the text to share with the learner. Have it open on both your devices as you talk over the phone, and one or both of you can use the cursor to highlight the text as you go.
 - Alternatively, if one person has the original text in paper form, they can take a photo of it and email or text the image to the other.
-
-  • Dictate a short text (a few sentences) to the learner first, or have them dictate a text to you (based on their level and confidence).
 - Alternatively, consider ways to pre-send them the text through text message, or materials through the postal mail.



Using a K-W-L Chart



Skills: Reading (Comprehension), Writing

Level: Beginning, Intermediate, Advanced

Purpose: To help the learner to understand and learn from nonfiction readings by setting goals for and keeping track of what they learn from a reading.

Method:

1. Prepare a K-W-L chart similar to the sample below.

K = Know What do you <i>know</i> about...?	W = Want What do you <i>want</i> to know...?	L = Learn What did you <i>learn</i> ...?

2. Ask what the learner already knows about the topic. With a beginning reader, write ideas in the first column as the learner talks.
3. Review the titles, subtitles, photos, and other graphics with the learner.
4. Ask what the learner wants to find out by reading this text. You or the learner then records these questions in the second column.
5. Have the learner refer to the K-W-L chart while reading. As questions are answered, you or the learner writes the answers in the third column.
6. Have the learner add any information they still want to know about the topic. Discuss where/how the learner can find that information.

(Teaching Adults: A Literacy Resource Book, 2013)



Tips for Virtual Tutoring:



- Show the K-W-L chart to the learner through your video camera, a file, or screen sharing so they can draw it on their own paper.
- To be more interactive, create a Google Doc with the chart to share with the learner. Have it open on both your devices as you talk over the phone so you can both type directly into the Google Doc.
- Share your screen, a file, or a website of the text with the learner.
- Alternatively, if the learner has the text (e.g., a piece of mail), have them take a photo to send to you in email or text message.



- If the learner is already familiar with the K-W-L chart, have them draw it on their own paper. If they are new to the chart, help them prepare one by telling them to draw three large boxes, side-by-side, on their paper. Make sure they understand that the boxes should cover the entire paper.
- Use a text that the learner has access to at home. Have the learner read it aloud while you take notes and ask questions to help them fill in their chart. Alternatively, consider ways to pre-send the text; discuss with the learner whether it's all right to send images through text message, or materials through postal mail.
- **Extension:** Practice a real-life information search (e.g., on the internet, making phone calls) based on the learner's needs or interests. Use the K-W-L chart to help the learner set goals and track information.



WWWWWH



Skills: Reading (Comprehension), Writing, Speaking

Level: Beginning, Intermediate, Advanced

Purpose: To enable the learner to understand and discuss character development, setting, and plot when reading fiction.

Method:

1. Introduce the five Ws and H, and explain that the learner should be able to answer questions about each story he or she reads.
 - Who are the characters?
 - Where does the story take place?
 - When does the story take place?
 - What happened in the story?
 - Why did the character do that?
 - How did they solve the problem?
2. Use some of the questions or activities below to help the learner to ask and answer W and H questions.
 - What kind of person was _____?
 - Locate the place(s) on the map.
 - Make a timeline for the story. Put the earliest event on the left.
 - Why did the events in the story happen? List reasons.
 - Summarize the story in your own words.
 - How does your experience compare with the story?

(Teaching Adults: A Literacy Resource Book, 2013)

Tips for Virtual Tutoring:



- Share your screen, a file, or a website of the text with the learner.
- To be more interactive, create a Google Doc with the text to share with the learner. Have it open on both your devices as you talk over the phone.
- Alternatively, if one person has the original text in paper form, they can take a photo of it and email or text the image to the other.
- **Extension:** Practice writing, typing, and/or texting the question responses.



- Use a text that the learner has access to at home. Have the learner read it aloud while you take notes about questions to ask later.
- Alternatively, consider ways to pre-send the text and/or questions; discuss with the learner whether it's all right to send images through text message, or materials through postal mail.



Creating Independent Readers



Skills: Reading (Comprehension)

Level: Beginning, Intermediate

Purpose: To encourage the learner to begin to improve understanding while reading independently.

Method:

Print questions on index cards (as shown below) for the learner to take home.

Before I Read

1. What is this going to be about?
2. What do I already know about this topic?
3. What's my purpose for reading this?

While I Read

4. What do I think the next part is going to be about?
5. Was I right or wrong?
6. What else do I want to know about this topic?

After I Read

7. What did the article tell me?
8. What did I have to figure out?
9. What else do I want to know about this topic?

(Teaching Adults: A Literacy Resource Book, 2013)

Tips for Virtual Tutoring:



- Share your screen, a file, or type the questions into the chat box for the learner.
- Alternatively, take a photo of actual index cards with these questions and send it to the learner in email or text message.
- Dictate the questions to the learner over the phone so they can write them down. Alternatively, consider ways to pre-send the questions or actual index cards; discuss with the learner whether it's all right to send images through text message, or materials through postal mail.



Say It a Different Way



Skills: Reading (Comprehension), Writing, Speaking

Level: Beginning, Intermediate, Advanced

Purpose: To encourage the learner to explore different forms and styles of writing and storytelling.

Methods:

Have the learner...

1. Take the role of a character in a story he or she just read and write a letter to another character in the story.
2. Select a portion of a fiction story and create a play with dialogue.
3. Write a letter to the editor about an article in the newspaper.
4. Write a news article about a sporting event or something that happened in the community.
5. Write a review of a book or movie.
6. Cut out comic strips from the newspaper, cover the words, and write new ones.
7. Dictate or write a classified ad, a memo, or directions to his or her home.

(Teaching Adults: A Literacy Resource Book, 2013)

Tips for Virtual Tutoring:



- Share your screen, a file, or a website of the original text with the learner.
- To be more interactive, create a Google Doc or a Google Jamboard to share with the learner. Have it open on both your devices as you talk over the phone.
- Alternatively, if one person has the original text in paper form, they can take a photo of it and email or text the image to the other.



- Use an original text that the learner has access to at home. Have the learner read it aloud or provide a summary while you take notes. Alternatively, consider ways to pre-send the text to the learner; discuss with them whether it's all right to send images through text message, or materials through postal mail.
- As the learner transitions into telling their new version, encourage them to write it on paper, but also copy down their words yourself, so that you can compare and review later.



Cloze Sentences



Skills: Reading (Comprehension), Writing, Vocabulary, Grammar

Level: Beginning, Intermediate, Advanced

Purpose: To help a learner who can copy words and sentences begin to use writing to communicate meaning. To help a learner practice using context to fill in missing words in a sentence or paragraph.

Methods:

1. To practice writing —

- Ask the learner to complete sentences by selecting missing words from a set of choices. Example:

I asked _____ to get _____ from the store. (*bread, Fred*)

- Write a list of words and a sentence. Ask the learner to write the sentence several times, using a different word each time. Example:

brother sister father mother mechanic

My _____ fixed the brakes on the car.

My mother fixed the brakes on the car.

- Ask the learner to dictate a description of an experience, a person, or instructions for doing something. For example, ask the learner to give you directions from their home to the nearest post office. Then rewrite those directions as a cloze exercise. You may include word choices. Example:

Turn _____ (*right, left*) at the light at the corner of Maple and _____ (*Grant, Oak*). Walk three _____ (*blocks, streets*). The post office is just past the _____ (*laundromat, hardware store*).

- Select a paragraph from a passage the learner has read. Rewrite or type it as a cloze exercise. If necessary, provide a list of words.

(*Teaching Adults: A Literacy Resource Book, 2013*)



2. To practice reading —

- Select a passage that is at or below the learner’s reading level. Leave the first sentence intact. For beginning readers, delete approximately every tenth word. (You can make this exercise more challenging for a higher-level reader by deleting more words.)
- Have the learner read the sentences and fill in the missing words.
- This exercise works well as review for vocabulary and grammar, as well.

(Teaching Adults: An ESL Resource Book, 2013)

Tips for Virtual Tutoring:



- Share your screen, a file, or type the cloze sentences into the chat box for the learner.
- To be more interactive, create a Google Doc or a Google Jamboard to share with the learner. Have it open on both your devices as you talk over the phone.
- Alternatively, write on paper or whiteboard to show through your video camera.



- If the learner is confident enough, dictate the practice sentences and the spellings of the word choices as necessary over the phone so they can write them down. Alternatively, consider ways to pre-send the sentences and word choices through text message, or worksheet materials through the postal mail.



Making Lists



Skills: Writing

Level: Beginning, Intermediate, Advanced

Purpose: To help the learner write lists both to use as a simple writing activity and to organize ideas or remember important information.

Method:

1. Ask a question or set a task related to a reading or the learner's life. Examples:
 - List the names of people in your family.
 - List the jobs you have held and the dates you worked in them.
 - Make a list of chores for family members.
 - Make a list for chores to do inside and chores to do outside.
 - Make a list of items you need at the grocery store.
 - Name the tools you need to fix a flat tire.
 - Make a list of what you have to do this week. Include days/times.
2. Discuss the list with the learner. Is the list complete? Has anything been left out that should be added? Could the list be organized in a way that would make it more useful?

(Teaching Adults: A Literacy Resource Book, 2013)

Tips for Virtual Tutoring:



- Have the learner share their screen with you as they type, or vice versa.
- To be more interactive, create a Google Doc or a Google Jamboard to share with the learner. Have it open on both your devices as you talk over the phone.
- Alternatively, have the learner write on paper and show a photo of their work through email, text message, or their video camera.



- Provide Step 1 to the learner by reading aloud or sending a text message.



Writing Instructions



Skills: Writing

Level: Beginning, Intermediate, Advanced

Purpose: To connect writer's thinking skills and writing skills in a practical activity.

Method:

1. Show the learner a simple set of instructions, such as a basic recipe. Read the instructions together. Explain that this is an example of written instructions.
2. Explain that when writing instructions, it is important not to leave out any steps. It is also important to list the steps in the correct order.
3. Help the learner choose a familiar topic to write about, such as getting his or her children ready for school, preparing to go to a job interview, feeding a pet, or making a pot of coffee.
4. Ask the learner to write the first step in the activity, then the other steps in order.
5. Read the instructions with the learner, and mimic doing each step. Are the instructions correct? Ask the learner if he or she follows the steps whether the activity will be completed correctly.
6. Have the learner add any missing steps or rearrange the steps, if needed.

(Teaching Adults: A Literacy Resource Book, 2013)

Tips for Virtual Tutoring:



- Have the learner share their screen with you as they type, or vice versa.
- To be more interactive, create a Google Doc or a Google Jamboard to share with the learner. Have it open on both your devices as you talk over the phone.
- Alternatively, have the learner write on paper and show a photo of their work through email, text message, or their video camera.
- **Extension:** Review a task the learner previously practiced by having them write out its steps. Additionally, practice using Google search to find and save the learner's own images to illustrate their instructions.



- Provide Step 1 to the learner by reading aloud or sending a text message.
- Alternatively, direct them to find a recipe or other set of instructions from within their own home that they can read aloud to you; take notes while they read to find vocabulary or grammar to highlight.



Writing Memos



Skills: Writing

Level: Beginning, Intermediate, Advanced

Purpose: To connect writing to a practical work-related skill.

Method:

1. Provide the learner with an example of a memo written at a comfortable reading level, or ask the learner to bring in a non-confidential memo from work.
2. Read the memo together, and point out the headings (To, From, Date, Subject) and other features.
3. Create a memo together using a scenario that the learner can relate to.

Sample Scenarios

- The office will be closed for summer break. To prepare for the office to be closed, please clean up your workspace, empty the trash, and make sure your office windows are closed and locked.
- Parents: If you pick up your children after school, please park in the back of the school near the gym doors. Buses will be out front, and parents are no longer allowed to park in front of the school at dismissal time.

4. Reread the memo together, and ask the learner to make any changes.

(Teaching Adults: A Literacy Resource Book, 2013)

Tips for Virtual Tutoring:



- Have the learner share their screen with you as they type, or vice versa.
- To be more interactive, create a Google Doc to share with the learner. Have it open on both your devices as you talk over the phone.
- Alternatively, have the learner write on paper and show a photo of their work through email, text message, or their video camera.
- **Extension:** Practice emails, text messages, social media posts, etc.



- Provide Steps 1 & 3 to the learner by reading aloud or sending a text message.
- Alternatively, direct them to find a notice from their mail or their child's school that they can read aloud to you; take notes while they read to find vocabulary or grammar to highlight.



Journals



Skills: Writing

Level: Intermediate, Advanced

Purpose: To encourage the new writer to use writing to freely express thoughts and feelings without having to share them with anyone else and without worrying about correct grammar or spelling.

Method:

1. Have the learner get a lined notebook, find an online journal site, or help the learner to set up a journal document on their own laptop or tablet.
2. Explain that the journal or diary serves as a record of events or as a place to express feelings or ideas. Add that journals are private; the learner shares the journal only if he or she wants to.
3. Provide time in each session for the learner to write in the journal. Encourage the learner to make additional entries on their own.
4. Tell the learner not to worry about spelling, punctuation, or entry length. Suggest topics if necessary. Examples:
 - the weather
 - what the learner did during the day
 - how the learner feels that week
 - something special that happened recently
 - something new learned in tutoring
5. Ask the learner to review the journal periodically. Discuss signs of progress.

(Teaching Adults: A Literacy Resource Book, 2013)

Tips for Virtual Tutoring:



- Have the learner share their screen with you as they type, or vice versa.
- In addition to using an online journal site or a Word document on their device, consider collecting the journal entries in a Google Doc, email thread, or text message thread for the learner to keep.



- Have the learner collect their journal entries in a private notebook, which they can choose to read aloud to you or not. Consider ways to pre-send one or two models of a journal entry through text message, or materials through the postal mail.



Dictated Sentences



Skills: Writing, Listening

Level: Beginning, Intermediate, Advanced

Purpose: To reinforce spelling skills; to teach basic capitalization and punctuation.

Method:

1. After the learner practices spelling words, ask the learner to write the sentences that you will dictate.
2. Make up a few sentences (just 3 or 4 at first) that:
 - are short and simple;
 - use words from the spelling list of the day;
 - often relate to the learner's life and include the names of the learner's family or friends;
 - sound conversational, not contrived, even if the sentence includes difficult words.
3. Repeat the sentence and help the learner with spelling, capitalization, and punctuation as needed.

(Teaching Adults: A Literacy Resource Book, 2013)

Suggestions:

- For more advanced learners, try this activity to practice new vocabulary and/or to improve writing speed.
- For learners who struggle with listening or pronunciation, use this activity to practice listening with vocabulary and grammar they already know.
- With groups, have learners take turns dictating sentences for one another.

Tips for Virtual Tutoring:



- Have the learner share their screen with you as they type.
- To be more interactive, create a Google Doc to share with the learner. Have it open on both your devices as you talk over the phone.
- Alternatively, have the learner write on paper and show a photo of their work through email, text message, or their video camera.



- For Step 3, have the learner repeat the sentences back to you, spelling out each word, discussing the grammar, and/or describing the capitalization and punctuation they used. Alternatively, consider having the learner send their work to you through a text message.



Focused Listening



Skills: Listening

Level: Beginning, Intermediate, Advanced

Purpose: To practice listening comprehension and speaking skills in the context of a story.

Method:

1. Use a story that you would like to introduce to the learner. Tell the learner that you will complete a listening exercise related to the story.
2. Share the title of the story with the learner and any pictures that are part of the story. Ask the learner to predict what the story will be about.
3. Identify any vocabulary from the story that might be unfamiliar, and pre-teach it.
4. Tell the learner to listen carefully while you read the story. Ask them to listen for the general idea of the story—details will come later. Without showing the text, read the story aloud at a moderate to slow pace.
5. Ask the learner to retell the story. Ask: “What do you remember?”
6. Read the story aloud a second time. This time, pause occasionally in your reading to ask comprehension questions. Alternatively, you can predetermine with the learner some types of information and questions they should listen for.

(Teaching Adults: An ESL Resource Book, 2013)

Tips for Virtual Tutoring:



- Share your screen or a file of the story title, relevant pictures and vocabulary words with the learner. Have the learner prepare to take notes on paper.
 - To be more interactive, create a Google Doc to share with the learner. Have it open on both your devices as you talk over the phone, and use it to share the story title, relevant pictures and vocabulary words, as well the learner’s own notes from their listening.
-
- For Steps 2-3, have the learner also write down the story title and vocabulary words. Dictate spelling and/or describe relevant pictures if necessary.
 - Alternatively, consider ways to pre-send the story title, vocabulary and/or pictures; discuss with the learner whether it’s all right to send them through text message, or materials through postal mail.



Substitution Drills



Skills: Writing, Speaking, Vocabulary, Grammar

Level: Beginning, Intermediate, Advanced

Purpose: To provide practice using personal pronouns in prepositional phrases.

Method:

Use this substitution drill only after you have already taught the target grammar or vocabulary (e.g., object pronouns: me, you, him, her, it). If you find the learner is having difficulty using the target language during any activity, stop and do this substitution drill. Then, return to the activity and give the learner another chance.

1. Say the following sentence, and ask the learner to repeat it: “Throw the ball to me.”
2. Say the pronoun and repeat the sentence: “Me. Throw the ball to me.” Ask the learner(s) to say the sentence again.
3. Say another pronoun and substitute it in the same sentence: “Him. Throw the ball to him”. Ask the learner(s) to repeat the new sentence.
4. Say another pronoun as a cue word: “Her”. Ask (or gesture for) the learner(s) to say the same sentence, substituting the new pronoun: “Throw the ball to her.”
5. Substitution drills can be spoken or written. You can use them to practice pronouns, prepositions, verb forms, groups of vocabulary (e.g., family members, days of the week, etc.), and more.

(Teaching Adults: An ESL Resource Book, 2013)

Tips for Virtual Tutoring:



- Share your screen or type the substitution drill into the chat box for the learner.
- To be more interactive, create a Google Doc or a Google Jamboard to share with the learner. Have it open on both your devices as you talk over the phone.
- Alternatively, write on paper or whiteboard to show through your video camera.



- If the learner is confident enough, dictate the practice sentences and word spellings as necessary over the phone so they can write them down. Alternatively, consider ways to pre-send the words and sentences through text message, or worksheet materials through the postal mail.
- Have the learner respond aloud and/or send their sentences in a text message.



Dialogues



Skills: Speaking, Listening

Level: Beginning, Intermediate, Advanced

Purpose: To give learners initial practice speaking in situations similar to those they will encounter in daily life.

Method:

1. Work with the learner to identify a setting or situation in which they need to be able to verbally communicate (e.g., a post office), one activity that commonly takes place there (buying stamps), and who the two people in the dialogue will be (postal clerk and customer).
2. Decide how long the dialogue will be. Three complete exchanges is good for beginners. At this level, dialogues should be simple and brief.
3. Write the dialogue. Depending on the learner level, you can work with them to create it or write it in advance.
4. Decide what props or pictures you may need (e.g., pictures of the inside and outside of a post office, forever stamps, several one-dollar bills, and change). Props and pictures are especially important to help beginning learners envision the setting for the dialogue.
5. Pre-teach any new vocabulary words (next, stamps, forever) and grammar (I'd like...) the learner will need to know.
6. By yourself, recite the whole dialogue (both parts) two to three times. As you say each part, provide visual cues to help the learner differentiate between the two roles. Also use whatever props are necessary to indicate the nature of the conversation between the two speakers.
7. Take the first role; have the learner take the second. Then switch roles.

Suggestions:

- You can “recycle” dialogues you have already taught by rewriting them to add more detail. For example, in the case of the post office dialogue, the customer could buy international stamps in addition to the forever stamps or could mail a package.
- You can work with learners to write dialogues on topics that you are studying. It's a great way to measure the language they already know and build on it.



- Telephone conversations are a great practice for dialogues. You can practice how to handle wrong number calls, telemarketers, and more.

(Teaching Adults: An ESL Resource Book, 2013)

Tips for Virtual Tutoring:



- Share your screen, a file, or type the dialogue into the chat box for the learner.
- To be more interactive, create a Google Doc or to share with the learner. Have it open on both your devices as you talk over the phone, and one or both of you can use the cursor to highlight the text as you go.
- Alternatively, write on paper or whiteboard to show through your video camera.
- **Extension:** Practice using Google search to find and save the learner's own images for necessary props, people and/or the setting.



- If the learner is confident enough, dictate the dialogue over the phone so they can write it down. Short dialogues of quick exchanges and pronunciation practice don't require much memorization and can be done easily. Slightly longer dialogues that require some memorization are better suited for learners who are advanced enough to be able to write down the dialogue first from your dictation.
- Alternatively, consider ways to pre-send the dialogue through text message, or worksheet materials through the postal mail.



Role Plays



Skills: Speaking, Listening

Level: Beginning, Intermediate, Advanced

Purpose: To give learners an opportunity to use newly learned words and expressions in conversation in a nonthreatening environment. To increase learners' confidence in their ability to use English to meet their needs in the outside world.

Method:

1. Teach a basic dialogue related to a specific situation (see previous page).
2. Explain that you'll practice the dialogue in a setting a little more like real life. Include any props needed for the role play.
3. Take the role of the first speaker. Say the same line you practiced in the dialogue. Then beckon the learner to give the next line.
4. Modify your second line of the dialogue slightly to see how the learner responds.
5. Practice again, modifying the dialogue even more.
6. If the learners seem comfortable with role plays, practice again, but have them modify what they say. Encourage them to be creative.
7. More advanced learners can do role plays without the preliminary dialogue. Simply pre-teach any vocabulary words or grammar you think are necessary and ask them to incorporate those words into the role play.

(Teaching Adults: An ESL Resource Book, 2013)

Tips for Virtual Tutoring:



- Share your screen or type the original dialogue into the chat box for the learner.
- To be more interactive, create a Google Doc with the dialogue and new vocabulary to share with the learner. Have it open on both your devices as you talk over the phone, and one or both of you can use the cursor to highlight the text as you go. Additionally, help the learner see Steps 4-6 by editing the dialogue text directly in the Google Doc.



- Dictate vocabulary words over the phone so the learner can write them down. Alternatively, consider ways to pre-send the dialogue and vocabulary through text message, or worksheet materials through the postal mail.