**Instructions for After-School Tutors**

Thank you for being willing to be after-school tutors! Not only will you be earning CAS hours and adding an impressive activity to future job applications and resumes, but you will also be providing a great deal of help to a student who is new to this country dealing with a new culture and a new language!

You will be paired to tutor a student one-on-one. However, if you want, you can decide with other tutors to form small groups of two-to-three tutors and two-to-three students. Then, you just have to decide to do the same activities and still provide one-on-one support to your student. If you do not speak Spanish and need occasional help to communicate with your student, you can ask a tutor who is bilingual or ask Raquel, an after-school staff person.

Your goal is to help your students learn English and, at the same time, try to have some fun doing it.

Mr. Ferlazzo will help get things started each day but then will have to leave for meetings. Raquel is a member of the after-school staff and will be your “supervisor” and helper if you have any problems or questions.

You and your student are expected to work for one hour. You are expected to complete the “Tutor Reflection Form” after each tutoring session and give it to Mr. Ferlazzo the next day. The form will be signed and returned after he reviews it, and you can use it for your CAS materials.

See the next page for ideas for activities to do with your students.

**ACTIVITIES TO DO DURING TUTORING SESSION:**

Mr. Ferlazzo will bring a milk crate or two filled with materials you can use with your student. YOU - and your student - have the freedom to decide which you want to use for how much of the time. Return all materials to the crates & Mr. Ferlazzo will pick them up the next morning. These activities could include:

1. Using the *English in Action* book. Students should write their name in one of the books, and they can write in it, too. Tutors can take a book that the can use, too. You should start at the beginning for most students, but some might be more advanced. In those cases, it’s fine to begin where they want.
2. Using the bilingual dictionaries. You can teach students some of the words and phrases in the dictionaries by modeling them and asking them to repeat them. Then, “test’ them by covering up the words and asking what the items are.
3. Using the mini-whiteboards and markers. After students have learned and practiced words and sentences, you can dictate them to the students and they can try writing them down on the whiteboards, which you can then check.
4. Practice conversations. There are copies of short conversation sheets in the box that you can practice with students - and you can modify them. Again, follow-up with having them write them on the whiteboards.
5. Choral Reading. There are simple books in the crate. You and your student can look at them, you read a sentence pointing to the words, and then they repeat them. Again, you can use the whiteboards to follow-up.
6. Use what is called the Language Experience Approach. This means you do an activity with your student that takes ten-to-fifteen minutes. Then you ask them to write sentences about what you both did - you can help them write those sentences and you can write simple ones, too, to help them out. For example, you can take a frisbee from the box and play a game of catch outside of the library and come back and write about what you did first, second, third, etc.
7. Play a board game. There will be some board games in the box you can play to help your students learn English.
8. Any other classwork. For example, your students may want help in math.

TUTOR FORM

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DATE OF TUTORING \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAME OF YOUR STUDENT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WHAT ACTIVITIES DID YOU DO WITH YOUR STUDENT?

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WHAT DO YOU THINK WENT WELL & WHY?

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WHAT WOULD YOU DO DIFFERENTLY?

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WHAT HELP DO YOU NEED FROM MR. FERLAZZO?

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