

Tutor Workshop Plan 1

Schedule: 10 hours in three sessions: 4 hours, 3 hours and 3 hours

Time	Minutes	Activity	Resources/Materials	Trainer
Session 1: 4 hours				
(10 min. before session)	15	Registration; Icebreaker	<ul style="list-style-type: none"> • Registration list • Name tags • <u>Workshop folders</u> 	•
	10	Welcome, Introduction, Workshop Outcomes	<ul style="list-style-type: none"> • LTM WM 1-1 • Brief Outline/Agenda • Workshop evaluation 	•
	20	Low Literacy in Canada (causes, effects, stats)	<ul style="list-style-type: none"> • LTM • Posters, articles 	•
	15	<ul style="list-style-type: none"> • History of EOTO • Overview of LWR (incl. readers, checkups, diplomas) 	<ul style="list-style-type: none"> • LTM WM 1-3 & WM 3A-1 • EOTO logo • QRC • Display of LWR 1-4 • “Ellen Bell” sign • <u>Ladder of Literacy</u> 	•
	15	Ameruss Lesson (demonstration, principles)	<ul style="list-style-type: none"> • LTM WM 2-2 • Ameruss charts and story • English word pyramid • Principles of Laubach Lessons 	
	30	Skill Book 1, Lesson 1 (Chart and Story)	<ul style="list-style-type: none"> • LTM WM 3A-2 • Chart 1, Story 1 • Cue card poster • SB 1 and TM 1 	
	10	BREAK & BROWSING		
	20	EOTO Practice of Chart 1	<ul style="list-style-type: none"> • LTM WM 3A-3 • TM 1 p. 22, SB 1, p. 2 	
	10	Printing (practice with non-writing hand)	<ul style="list-style-type: none"> • LTM WM 3A-4 • Writing Lesson • TM 1, pp. 14-15 • Printing handout 	
	20	Speech sound intro. (overview of sounds, voiced vs. unvoiced, continuants vs. <u>s t o p s , n a s a l</u>)	<ul style="list-style-type: none"> • LTM WM 3D-1 • Speech sounds • Diagram of face 	•

	10	BREAK & BROWSING		
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	20	Skill Book 1, Lessons 2-5 (descriptive phrases, practice of sounds, balance of lesson plan)	<ul style="list-style-type: none"> • LTM WM 3B-6 • Charts 2-5 • TM 1 and SB 1 • Lesson plan roster 	•
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Time	Minutes	Activity	Resources/Materials	Trainer
	25	Alternative method: Lessons 1-5 (demonstration, discussion, 15 min EOTO)	<ul style="list-style-type: none"> • LTM WM 3B-5 • Chart 1, Story 1 • “Mistakes” instructions • TM 1, pp 94-96 	•

	30	Skill Book 1, Lesson 6 (Partial chart demo, 15 min EOTO, balance of lesson)	<ul style="list-style-type: none"> • LTM WM 3B-7 • Lesson 6 Chart & Story • TM 1, p. 47, 49-50 • Lesson plan poster 	•

Homework: Reading, skill balance of SB 1

- Characteristics of adults with low literacy skills
- General tutoring principles

Session 2: 3 hours

	10	Participant introductions	• LTM WM 1-2	•
	30	Characteristics of Non-Readers (video, small group discussion, adult learning principles)	<ul style="list-style-type: none"> • LTM WM 2-4 • Video: Adults as Learners • Handouts 	•

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	25			

	15	Learning Styles (discussion, questionnaire)	<ul style="list-style-type: none"> • LTM WM 2-3 • Learning styles visual • Learning styles inventory 	•
	15	Skill Book 2, Lesson 1 (focus on story and comprehension, reading between the lines.)	<ul style="list-style-type: none"> • LTM WM 3C-1 • Chart and Story • “Roogle” passage • TM 2 and SB 2 	•

EOTO SB 2, Lesson 1

		(teaching the story)	<ul style="list-style-type: none"> • TM 2, SB 2 	
		BREAK & BROWSING		
		Other Reading Strategies (use of context, development of sight word vocab, fluent reading and duet reading)	<ul style="list-style-type: none"> • LTM WM 3D-8; 3E-2; 3E-3 • Cloze exercise • Flash cards • Duet reading • “Fashul eckspretions” 	
		Language experience (demonstration, 15 min. practice)	<ul style="list-style-type: none"> • LTM WM 3E-1 • Flipchart & markers • The language experience approach 	
	25	Student Writing (process of writing, encouraging students to <u>w r i t e</u>)	<ul style="list-style-type: none"> • LTM WM 3D-4 • Teaching students to write 	•
	15	Helping with Spelling (role of spelling in writing, ways to improve spelling)	<ul style="list-style-type: none"> • LTM WM 3C-3 • Display of aids & ideas • <u>Helping with Spelling</u> 	•

Time	Minutes	Activity	Resources/Materials	Trainer
Session 3: 3 hours				
	25	Ongoing Assessment (purposes, principles, practice assessing writing, tracking progress)	<ul style="list-style-type: none"> • LTM WM 4-3 • Ongoing Assessment • Sample(s) of student writing • Daily progress record/diary/portfolio 	•
	45	Lesson Planning (goal-setting, 30 min. group activity)	<ul style="list-style-type: none"> • LTM WM 4-2 • Hypothetical situation • Lesson plan outline 	
	10	Supplementary Materials (progressive browsing)	<ul style="list-style-type: none"> • LTM WM 3E-5 • Display of books, puzzles, etc. 	
	15	BREAK & BROWSING	<ul style="list-style-type: none"> • LTM WM 3C-4 	
	20	Skill Book 3, Lessons 1 & 2 (overview, syllables, word parts)	<ul style="list-style-type: none"> • SB 3 and TM 3 • Charts and Story • LTM WM 3C-5 	
	30	Reading for Living (20 min. group work)	<ul style="list-style-type: none"> • Worksheets • SB 3 and TM 3 	
	15	Laubach Organization (Proliteracy Worldwide, national and provincial organizations, local council)	<ul style="list-style-type: none"> • LTM WM 1-3 • Laubach “Body” • Newsletters, reports 	
	15	Orientation to Tutoring (role of tutor, first meeting)	<ul style="list-style-type: none"> • LTM WM 1-4 • Tutor job description • Reporting forms 	•
	5	<ul style="list-style-type: none"> • Workshop Evaluation • Presentation of certificates 	<ul style="list-style-type: none"> • LTM WM 4-4 • Evaluation forms • Tutor certificates 	•