

Tutor Workshop Plan 2

Schedule: 12 hours in two days (6 hours each)

Time	Minutes	Activity	Resources/Materials	Trainer
Day 1 Morning: 3 hours				
(10 min. before session)	15	Registration; Icebreaker	<ul style="list-style-type: none"> • Registration list • Name tags • Workshop folders • QRC 	•
	10	Welcome, Introduction, Workshop Outcomes	<ul style="list-style-type: none"> • LTM WM 1-1 • Brief Outline/Agenda • Workshop evaluation 	•
	5	History of EOTO	<ul style="list-style-type: none"> • LTM WM 1-3 • QRC • EOTO logo 	•
	30	Low Literacy in Canada (causes, effects, stats – particularly youth)	<ul style="list-style-type: none"> • LTM WM 2-1 • Posters, articles • Video: Bluffing It 	•
	30	Characteristics of Non-Readers (small group discussion, learning experiences, principles of teaching young adults)	<ul style="list-style-type: none"> • LTM WM 2-4 • Handouts 	
	15	Sensitivity: Ameruss Lesson (demonstration, Laubach principles)	<ul style="list-style-type: none"> • LTM WM 3A-1 • Display of LWR 1-4 • “Ellen Bell” sign • Ladder of Literacy 	
	10	BREAK & BROWSING		
	5	Overview of LWR	<ul style="list-style-type: none"> • LTM WM 3D-7 • Skills and Strategies for reading • Sensitivity exercises 	
	20	Reading Skills & Strategies (what is reading, reading strategies)	<ul style="list-style-type: none"> • LTM WM 2-2 • Ameruss charts and story • English word pyramid • Principles of Laubach Lessons 	
	20	Introduction to Phonics (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 	•
	30	Skill Book 1, Chart 1 (brief demonstration, use of key words, 20 min EOTO)	<ul style="list-style-type: none"> • LTM WM 3A-3 • Chart 1 • SB 1 and TM 1 	•

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Day 1 Afternoon: 3 hours				
	10	Participant introductions	<ul style="list-style-type: none"> • LTM WM 1-2 	
	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 	
	15	Learning Styles (discussion, questionnaire)	<ul style="list-style-type: none"> • LTM WM 2-3 • Learning styles visual • Learning styles inventory 	
	40	Learning Disabilities (introduction, questionnaire)	<ul style="list-style-type: none"> • LLOTS Manual • Visual aids 	
	10	BREAK & BROWSING		
	30	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 • “Eashul eckspretions” 	
	30	Language experience (demonstration, 20 min. EOTO practice)	<ul style="list-style-type: none"> • LTM WM 3E-1 • Flipchart & markers • The language experience approach 	
	20	Reading Comprehension (encouraging active reading)	<ul style="list-style-type: none"> • LTM WM 3D-8 • Video: Reading for Meaning 	
		Homework: Make up questions for reading passage: (pre-reading, during reading and after reading)		
Day 2 Morning: 3 hours				
	10	Icebreaker (problem scenarios)	<ul style="list-style-type: none"> • QRC 	
	30	Student Writing (process of writing, encouraging students to write)	<ul style="list-style-type: none"> • LTM WM 3D-4 • Teaching students to write 	
	20	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 • Helping with Spelling 	
	20	Helping with Math (math anxiety, video, math strategies)	<ul style="list-style-type: none"> • Video: Changing the Rules • Math resources 	
	10	BREAK & BROWSING		
	30	Reading for Living (20 min. group work)	<ul style="list-style-type: none"> • LTM WM 3C-5 • Worksheets • SB 3 and TM 3 	

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	60	Introduction to Challenger and Voyager series (comparison of three series; paired activity: review one lesson, objectives of lesson, activities, skills acquired/transferred)	<ul style="list-style-type: none"> • LTM WM 3E-6 • Visual aids • Samples of books 	
Day 2 Afternoon: 3 hours				
	30	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 	
	50	Lesson Planning (goal-setting, 30 min. group activity)	<ul style="list-style-type: none"> • LTM WM 4-2 • Hypothetical situation • Lesson plan outline 	
	15	Supplementary Materials (progressive browsing)	<ul style="list-style-type: none"> • LTM WM 3E-5 • Display of books, puzzles, etc. 	
	15	BREAK & BROWSING		
	30	Laubach Organization (Proliteracy Worldwide, national and provincial organizations, local council)	<ul style="list-style-type: none"> • LTM WM 1-3 • Laubach “Body” • Newsletters, reports 	
	30	Orientation to Tutoring (role of tutor, first meeting)	<ul style="list-style-type: none"> • LTM WM 1-4 • Tutor job description • Reporting forms 	
	10	<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 	