

## Tutor Workshop Plan 4

*Schedule:* 15 hours in six evenings (2.5 hours each)

Time	Minutes	Activity	Resources/Materials	Trainer
<b>Session 1: 2.5 hours</b>				
(10 min. before session)	20	<ul style="list-style-type: none"> <li>Registration</li> <li>Ameruss Menu</li> </ul>	<ul style="list-style-type: none"> <li>Registration list</li> <li>Name tags</li> <li>Workshop folders</li> <li>Ameruss Menus</li> </ul>	
	15	<ul style="list-style-type: none"> <li>Welcome, Introduction,</li> <li>History of EOTO</li> <li>Workshop Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>LTM <a href="#">WM 1-1</a> &amp; <a href="#">WM 1-3</a></li> <li>EOTO logo</li> <li>QRC</li> <li>Brief Outline/Agenda</li> <li>Workshop evaluation</li> </ul>	
	45	Low Literacy in Canada (definition, stats, discussion of causes, effects incl. menu ex.)	<ul style="list-style-type: none"> <li>LTM <a href="#">WM 2-1</a></li> <li>Posters, articles</li> <li>Video: Bluffing It</li> </ul>	
	10	<b>BREAK &amp; BROWSING</b>		
	40	Adult Learning (characteristics of adult learners, discussion of learning experiences, principles of teaching adult non-readers, interview with a student, learning styles)	<ul style="list-style-type: none"> <li>LTM <a href="#">WM 2-4</a></li> <li>Flip chart / board</li> <li>Handouts</li> </ul>	
	30	Reading Skills & Strategies (what is reading, demonstration of strategies, summary of word recognition strategies)	<ul style="list-style-type: none"> <li>LTM <a href="#">WM 3D-7</a> &amp; <a href="#">WM 3D-8</a></li> <li>Tutor Handbook</li> <li>Skills and Strategies for reading</li> <li>Sensitivity exercises</li> </ul>	
		<b>Homework:</b> Read Teacher's Manual 1 pp. 6-16, Tutor Handbook; completed learning styles inventory		
<b>Session 2: 2.5 hours</b>				
	10	Participant introductions	<ul style="list-style-type: none"> <li>LTM <a href="#">WM 1-2</a></li> </ul>	
	30	Introduction to Phonics (overview of sounds, voiced vs. unvoiced, continuants vs. stops, nasal)	<ul style="list-style-type: none"> <li>LTM <a href="#">WM 3D-1</a></li> <li>Speech sounds</li> <li>Diagram of face</li> </ul>	
	5	Overview of LWR (how it makes sense of difficult sound system)	<ul style="list-style-type: none"> <li>LTM <a href="#">WM 3A-1</a></li> <li>Display of LWR 1-4</li> <li>"Ellen Bell" sign</li> <li>Ladder of Literacy</li> </ul>	
	20	Ameruss Lesson (demonstration, Laubach principles)	<ul style="list-style-type: none"> <li>LTM <a href="#">WM 2-2</a></li> <li>Ameruss charts &amp; story</li> <li>English word pyramid</li> <li>Principles of Laubach Lessons</li> </ul>	

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	25	Skill Book 1, Lesson 1 (Chart and Story)	<ul style="list-style-type: none"> <li>• LTM WM 3A-2</li> <li>• Chart 1, Story 1</li> <li>• Cue card poster</li> <li>• SB 1 and TM 1</li> </ul>	
	10	<b>BREAK &amp; BROWSING</b>		
	20	EOTO Practice of Chart 1	<ul style="list-style-type: none"> <li>• LTM WM 3A-3</li> <li>• TM 1 p. 22, SB 1, p. 2</li> </ul>	
	10	Printing (practice with non-writing hand)	<ul style="list-style-type: none"> <li>• LTM WM 3A-4</li> <li>• Writing Lesson</li> <li>• TM 1, pp. 14-15</li> <li>• Printing handout</li> </ul>	
	20	Alternative method: Lessons 1-5 (demonstration, discussion, 15 min EOTO)	<ul style="list-style-type: none"> <li>• LTM WM 3B-5</li> <li>• Chart 1, Story 1</li> <li>• “Mistakes” instructions</li> <li>• TM 1, pp 94-96</li> </ul>	
<b>Session 3: 2.5 hours</b>				
	25	Blending of Sounds (SB 1, Lesson 6 Chart; 10 min. EOTO practice; word patterns)	<ul style="list-style-type: none"> <li>• Chart</li> <li>• SB 1, TM 1</li> <li>• Slip strip</li> <li>• Flipping Phonics</li> </ul>	
	20	Other Ways of Teaching Phonics (share ideas, skills practice sections, Focus on Phonics, Voyager Foundation)	<ul style="list-style-type: none"> <li>• Voyager</li> <li>• SB 1, Lesson 6</li> <li>• Books</li> </ul>	
	25	Learning Outcomes Approach (traditional vs. learning outcomes, advantages, overview of steps, levels)	<ul style="list-style-type: none"> <li>• LTM WM 2-4</li> <li>• LLOTS Manual</li> <li>• Visual aids</li> <li>• Content vs Student Focus handout</li> </ul>	
	20	Goal-Setting (related to hypothetical situation, introduce learning plans)	<ul style="list-style-type: none"> <li>• LTM WM 4-1</li> <li>• Samples</li> <li>• Goal-setting handout</li> </ul>	
	10	<b>BREAK &amp; BROWSING</b>		
	30	Ongoing Assessment (purposes, principles, methods, role of tutors in assessment, practice assessing reading, tracking progress)	<ul style="list-style-type: none"> <li>• LTM WM 4-3</li> <li>• Ongoing Assessment</li> <li>• Sample of demonstrations</li> <li>• Sample(s) of student reading</li> <li>• Daily progress record/diary/portfolio</li> </ul>	
	20	Sight Words (sensitivity exercise with flash cards)	<ul style="list-style-type: none"> <li>• LTM WM 3D-2</li> <li>• Ameruss charts, flash cards</li> <li>• List of sight words</li> </ul>	
		<b>Homework:</b> Cloze Exercise		

Time	Minutes	Activity	Resources/Materials	Trainer
<b>Session 4: 2.5 hours</b>				
	15	Other Word Recognition Strategies (use of context, word parts)	<ul style="list-style-type: none"> <li>• Video: Word Recognition</li> <li>• Cloze Exercise</li> </ul>	•
	30	Language experience (demonstration, 15 min. practice)	<ul style="list-style-type: none"> <li>• LTM <a href="#">WM 3E-1</a></li> <li>• Flipchart &amp; markers</li> <li>• The language experience approach</li> </ul>	
	15	Developing Fluent Oral Reading (Duet reading, sensitivity exercise)	<ul style="list-style-type: none"> <li>• LTM <a href="#">WM 3E-3</a></li> <li>• Flashcards</li> </ul>	
	15	Comprehension (roadblocks to understanding)		
	10			
	10	<b>BREAK &amp; BROWSING</b> Pre-reading Activities (prediction, use of background knowledge, vocabulary development, setting a purpose for reading)	<ul style="list-style-type: none"> <li>• LTM <a href="#">WM 3D-8</a></li> <li>• Video: Reading for Meaning</li> <li>• Challenger vocab exercises</li> <li>• Reading comprehension handout</li> <li>• Setting a purpose for reading handout</li> </ul>	
	15	Active Reading (Voyager Series exercise)	<ul style="list-style-type: none"> <li>• Active reading exercise</li> <li>• Voyager books (F-3)</li> </ul>	
		<ul style="list-style-type: none"> <li>• LTM <a href="#">WM 3D-8</a></li> <li>• “Mary had a Little Lamb”</li> </ul>		

	10	Asking Questions (literal, inferences, application)	<ul style="list-style-type: none"> <li>• <a href="#">WM 3D-8</a></li> <li>• Questions handout</li> </ul>	•
	30	Reading for Living (20 min. group work)	<ul style="list-style-type: none"> <li>• LTM <a href="#">WM 3C-5</a></li> <li>• Worksheets</li> <li>• SB 3 and TM 3</li> </ul>	•

**Homework:** Make up questions for SB2’s story: Pre-reading, during reading and after reading.

<b>Session 5: 2.5 hours</b>				
	10	Questions Exercise		
	45	Learning Disabilities (introduction, simulated exercises, ways to help students)	<ul style="list-style-type: none"> <li>• LLOTS Manual</li> <li>• Visual aids</li> </ul>	•

	20	Student Writing (process of writing, 5 min. practice revising and <u>e d i t i n g</u> )	<ul style="list-style-type: none"> <li>• LTM <a href="#">WM 3D-4</a></li> <li>• Teaching students to write</li> </ul>	•
	10	<b>BREAK &amp; BROWSING</b>		

Time	Minutes	Activity	Resources/Materials	Trainer
	20	Student Writing cont'd (encouraging students to write, written conversations, journals, free writing, <u>practice assessing writing</u> )	<ul style="list-style-type: none"> <li>• LTM <a href="#">WM 3D-4</a></li> <li>• Samples</li> <li>• Visual aids</li> </ul>	
	25	Helping with Spelling (role of spelling in writing, ways to improve spelling)	<ul style="list-style-type: none"> <li>• LTM <a href="#">WM 3C-3</a></li> <li>• Display of aids &amp; ideas</li> <li>• <u>Helping with Spelling</u></li> </ul>	
	20	Lesson Planning (introduction, goal-setting)	<ul style="list-style-type: none"> <li>• LTM <a href="#">WM 4-2</a></li> <li>• Hypothetical situation</li> <li>• Goals List</li> <li>• <u>Lesson plan outline</u></li> </ul>	
<b>Homework:</b> Plan lesson for Hypothetical Student				
<b>Session 6: 2.5 hours</b>				
	10	Icebreaker	<ul style="list-style-type: none"> <li>• Scenarios</li> <li>• ORC</li> </ul>	
	25	Lesson Planning (discussion of homework <u>i d e a s</u> )		
	20	Helping with Math (math anxiety, video, math strategies)	<ul style="list-style-type: none"> <li>• <a href="#">WM 3E-4</a></li> <li>• Video: Changing the Rules</li> <li>• Math resources</li> </ul>	
	15	Interview with Student and Tutor		
	10	<b>BREAK &amp; BROWSING</b>		
	20	Supplementary Materials (Scavenger hunt)	<ul style="list-style-type: none"> <li>• LTM <a href="#">WM 3E-5</a></li> <li>• Display of books, puzzles, etc.</li> <li>• Focus of Phonics</li> <li>• <u>Patterns in Spelling</u></li> </ul>	
	20	Laubach Organization (Proliteracy Worldwide, national and provincial <u>organizations, local council</u> )	<ul style="list-style-type: none"> <li>• LTM <a href="#">WM 1-3</a></li> <li>• Laubach "Body"</li> <li>• Newsletters, reports</li> </ul>	
	25	Orientation to Tutoring (role of tutor, first meeting)	<ul style="list-style-type: none"> <li>• LTM <a href="#">WM 1-4</a></li> <li>• Tutor job description</li> <li>• <u>Reporting forms</u></li> </ul>	
	5	<ul style="list-style-type: none"> <li>• Workshop Evaluation</li> <li>• Presentation of certificates</li> </ul>	<ul style="list-style-type: none"> <li>• LTM <a href="#">WM 4-4</a></li> <li>• Evaluation forms</li> <li>• Tutor certificates</li> </ul>	