VIRTUAL TUTORING

**Washtenaw Literacy
Virtual Tutoring Coursepack**

**For Training Only
Updated 11.25.2020**

This Virtual Tutoring Coursepack consists of four main sections:
- **Tutoring Platform Overview, p. 2-7**
- **Tutoring Strategy Review, p. 8-18**
- **Training Handouts, p. 19-26**
- **Index, p. 27**

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. 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, and time limits
- Features (e.g., chat box, screen sharing) and 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

The **Training Handouts** section includes additional materials necessary for Modules 2 and 3 of Virtual Tutor Training. These materials contain many links, indicated by blue text, to additional online resources.

Zoom

- **Computer, tablet, smartphone, non-smartphone***
- **Maximum 100 participants**
- **40-minute time limit for 3+ participants (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 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 must also indicate in your meeting settings whether participants are using a passcode or the Waiting Room feature (Zoom requires one or the other).
  - 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 100 participants**
- **60-minute time limit (free version only)**
- **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 free 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).

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.

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.

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).

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.

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 *know* about…?	**W = Want** What do you *want* to know…?	**L = Learn** What did you *learn*…?

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.

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.

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.

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.

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 learner seems 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.

Task: Choose a fun topic, one you might discuss while getting to know a learner (your family, job, hobby, last trip, pet, favorite restaurant, etc.). Share information about this topic in your Breakout Rooms.

Objective: Practice using these features…
- **Whiteboard**
- **Chat Box**
- **Screen Sharing / Annotate**

Whiteboard:
☐ Share the Whiteboard window.
☐ Type a simple question about your topic on the Whiteboard. (e.g., How many siblings do you have?)

Chat Box:
☐ Reply to the question from the Whiteboard privately using the chat box. Select only the person who typed the question to see your response.
☐ Discuss the replies briefly and then stop sharing the Whiteboard.

Screen Sharing / Annotate:
☐ Open a photo on your device relevant to your response or begin a Google Image Search for a relevant photo.
☐ Screen share just your photo or just your internet browser with your Google Image Search. *(Caution: Screen sharing your internet browser can accidentally result in photos or ads you don't want displayed on your screen! Be careful what you share and/or practice your image search before your session to make sure nothing inappropriate comes up.)*
☐ Talk about the photo briefly.
☐ Use Annotate to draw on and/or label people/places/things in the photo.
☐ Stop Screen Sharing.

Google Apps: All Google Apps are free to anyone with a gmail account, and most offer a free mobile app version. What's more, as long as you and your learner(s) have open the same Google file simultaneously, you can interact with the material and one another in real time...

- **Google Drive:** store and share all your Google files online

    Video tutorial

- **Google Docs:** create word documents, tables, and more

    Video tutorial 1, **Video tutorial 2**, **Video tutorial 3**

- **Google Jamboard:** create activities and games on a digital whiteboard

    Video tutorial 1, **Video tutorial 2**

- **Google Forms:** create polls/surveys, assessments, and practice forms

    Video tutorial

Choose 1-2 Google Apps that you want to know more about. Watch the video tutorials, create your own Google files to practice, and make notes below.

Google App:		
What was your favorite aspect of this tool?		
What was difficult about using the tool?		
How can you reduce these challenges for your learner(s)?		
What kinds of skills or activities could you use this with?		

Other free websites that are mobile-friendly and don't require learner accounts…

- **Quizlet:** play flashcard sets and games or create your own; mobile app available

    Video tutorials

- **Kahoot:** play quiz games or create your own; best for groups; mobile app available

    Video tutorial 1, **Video tutorial 2**

- **Flipgrid:** create short videos and prompt learners to respond with their own videos; best for groups; mobile app available

    Video tutorial

- **Padlet:** create digital bulletin boards with a variety of layouts, notably the map and timeline layouts; requires an upgrade after the first 3 padlets; mobile app available

    Video tutorial 1, **Video tutorial 2**

- **Wheel of Names:** create name/item pickers to add randomization to your activities

    Video tutorial

- **Baamboozle:** play flashcard games or create your own; best for groups

    Video tutorial

Choose 1-2 websites / mobile apps that you want to know more about. Watch the video tutorials, create your own accounts to practice, and make notes below.

Website / App:		
What was your favorite aspect of this tool?		
What was difficult about using the tool?		
How can you reduce these challenges for your learner(s)?		
What kinds of skills or activities could you use this with?		

Online game sites and generators (though *not* mobile-friendly)…

- **Word Searches**
- **Crossword Puzzles**
- **Hangman**
- **Math Games**

Other digital tools to consider…

Text	(text messages, emails, websites, online journal/writing sites)
Image	(infographics, digital flyers, memes, graphs, photos, comics)
Audio	(podcasts, voice recordings, songs)
Video	(**TED Ed**, **CNN10**, **AmericanArchive**, **YouTube**, streaming TV)
Multimodal	(**Hoopla**/**Libby** apps, virtual tours, interactive timelines)

Choose 1-2 game sites or other digital tools that you want to know more about. Look at samples, research or practice them, and make notes below.

Game / Tool:		
What was your favorite aspect of this tool?		
What was difficult about using the tool?		
How can you reduce these challenges for your learner(s)?		
What kinds of skills or activities could you use this with?		

Tutoring Strategies: Read the 10 tutoring strategies provided in the Virtual Tutor Training Coursepack.
Choose 4 strategies from the coursepack to take notes on.

One of these strategies, you will prepare to demonstrate in Module 3. You will only have 5 minutes for the demonstration, so think simple and clear, and imagine you are using the strategy for the first time with a learner you already know. Prepare any files, physical materials, or digital tools that you might need, but don't overthink it. (If you prefer a strategy that requires less prep or fewer materials, some recommendations are Echo Reading, Writing Instructions, Dictated Sentences, and Focused Listening.)

Tutoring Strategy:		
Skills & Levels		
What do you like about this strategy?		
What are the necessary materials for this strategy? How will you share them?		
What platform features and other tools might you use with this strategy?		
Other notes		

Tutoring Strategy:		
Skills & Levels		
What do you like about this strategy?		
What are the necessary materials for this strategy? How will you share them?		
What platform features and other tools might you use with this strategy?		
Other notes		

Which of these strategies will you demonstrate in Module 3? Use the extra space below for additional preparation notes if you want.

Graphic Organizers: As with the K-W-L Chart in your coursepack, many of the best strategies for adult learners make use of graphic organizers (tables, diagrams, etc.). Examples include Mapping, Continuums, Venn Diagrams, 5 W's Charts, and more. Check out these and others on our **Graphic Organizers webpage**.

Choose 1 graphic organizer that you like and make notes below.

Graphic Organizer:	
What skills, materials or activities might you use this graphic organizer with?	
Would you change or adapt anything about it?	
What platform features, tools or other preparations might you need to use this in virtual tutoring?	
Other comments	

Games: Remember that games are important for repetition without boredom! Some popular games in tutoring are…

- **Charades**
- **Pictionary**
- **Scattergories**
- **Bingo**
- **Concentration**
- **Battleships**

- **Liars**
- **20 Questions**
- **Word Chains**
- **Blind Draw**
- **Taboo**

Choose 1 game that you like, research or practice it, and make notes below.

Game:	
What skills might you use this game to practice? Be creative and think beyond what the game is normally used for!	
Would you change or adapt anything about it for tutoring?	
What platform features, tools, or other preparations might you need to use this in virtual tutoring?	
Other comments	

VIRTUAL TUTORING COURSEPACK

Please use this index to search the coursepack for tutoring platforms, tutoring strategies, and information on graphic organizers and games.