“Leading Youth to Lead”

A Guide For Tutoring Youth To Be Peer Tutors

Rule #1: Let them do it!

Rule #2: Give them the tools to do it.

Rule #3: Cheer them on.

Adult Ally Overview

⇨ There are a million benefits to setting up a peer tutoring program (OK, maybe not a million, but a lot)! Here are a few to inspire you:

- ★ Saves you time (now your tutors can help Johnny spell "spaceship")
- ★ Helps younger students learn (through increased individual support)
- ★ Helps older students participate in a meaningful way

⇨ There are several points that you should keep in mind to help make your program successful:

- ✪ Create a structure for the peer tutors. Share the schedule of when they will be tutoring (e.g. same day and time each week), arrange a weekly time when all tutors can meet together to share successes and debrief challenges (e.g. on Fridays at 2pm), etc.
- ✪ Use the attached set of handouts to give the tutors the skills they need to be better tutors. In this overview suggestions are provided on introducing the handouts to the youth with activities you can do to make the materials come alive for them (see below).
- ✪ Carefully consider the parameters of the program. Questions to consider:
  - ★ How are tutors and students being matched? Are 5th graders being paired up with 1st graders? Are middle school students tutoring students at a local elementary school?
  - ★ When and where is tutoring happening? During homework time? For 30 minutes? In the classroom? In the hallway?

⇨ Here are some suggestions on how to introduce the handouts. Decide whether to introduce the handouts all at once or cover one at a time at your weekly check-in meetings.

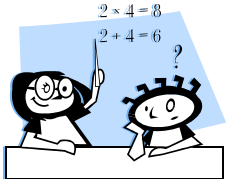
- ✪ Handout #1: *5 Essential Tutoring Tips*
  - ★ The best way to introduce the tutoring tips is to MODEL them!

- ✪ Handout #2: FOCUS!
  - ★ Have the tutors work in pairs to role play staying focused, one acting as the tutor, and one acting as the student who is easily distracted.

- ✪ Handout #3: Show, Don't Tell
  - ⋆ Post some long, unfamiliar words on a sheet of chart paper (e.g. management, allure, reaction), and allow the tutors to practice covering up the chunks to assist each other in sounding out the words.
  - ⋆ Write up some sentences that have words missing except for the first and last letters and see if tutors can figure out the words from the context. (e.g. "I saw the moon through the w_____w in my room." "The girl was wearing a pink d_____s and pink shoes." "Why did the c_____n cross the road?")
  - ⋆ Give tutors some children's books and ask them to select a few vocabulary words that they might explain to students before reading the story.
  - ⋆ Present tutors with a list of spelling word sentences. Ask them to choose out the ones that are really good and discuss in groups why those sentences are better than others.
  - ⋆ Divide the tutors into teams. Call out the math key words. The first team to raise their hand and match the key word to the math operation gets a point.
  - ⋆ Give tutors a page of math problems and have them work together to make sure they remember how to do them!
- ✪ Handout #4: If At First You Don't Succeed, Try, Try Again
  - ⋆ Give tutors a question and ask them to come up with three alternative ways of explaining it (e.g. What is an antonym? What is a mixed number?)
  - ⋆ Give tutors a series of word problems and ask them to draw pictures that illustrate the problems.
  - ⋆ Give tutors some simple arithmetic problems and ask them to describe them using real-world scenarios (e.g. One quarter of 100 is like one quarter of a dollar = 25!)
- ✪ Handout #5: Fill Their Toolbox with Skills
  - ⋆ Review the list of toolbox skills for each grade and survey tutors to see which ones were difficult for them growing up. Remind them that although the skills are hard to learn sometimes (as they probably remember), they are necessary building blocks!
  - ⋆ Brainstorm ideas for how to develop toolbox skills (e.g. fun ways to practice skip-counting, collecting parts of speech from around the room, race to find words in the dictionary).
- ✪ Handout #6: ***Have Fun!***
  - ⋆ Bring in some educational games and allow tutors time to play them. Ask them to identify which skills the game is addressing and what other games might also teach students needed skills.
  - ⋆ Brainstorm additional ideas for how to make tutoring fun and for potential rewards.

Handout #1:

5 Essential Tutoring Tips



★ FOCUS!

- ✪ If a problem is hard, the student you are working with might want to talk about anything but the problem (your outfit, a movie, other students). Keeping a student focused on his or her work is one of the best things you can do as a tutor!

★ Show, Don't Tell

- ✪ You can read the book. You can answer the math problem. But your job as a tutor is to help students do those things by themselves.

★ If At First You Don't Succeed, Try, Try Again

- ✪ Try explaining things in more than one way. Try drawing a picture or using real-life examples while you are explaining.

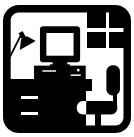
★ Fill Their Toolbox With Skills

- ✪ If students are unable to do their work, see if you can figure out what is hard for them. Maybe they don't know their multiplication facts, maybe they need to go over the sounds that the letters make. Help them build skills that will be useful all the time.

★ ***Have Fun!***

- ✪ Learning should be fun!

Handout #2: FOCUS!

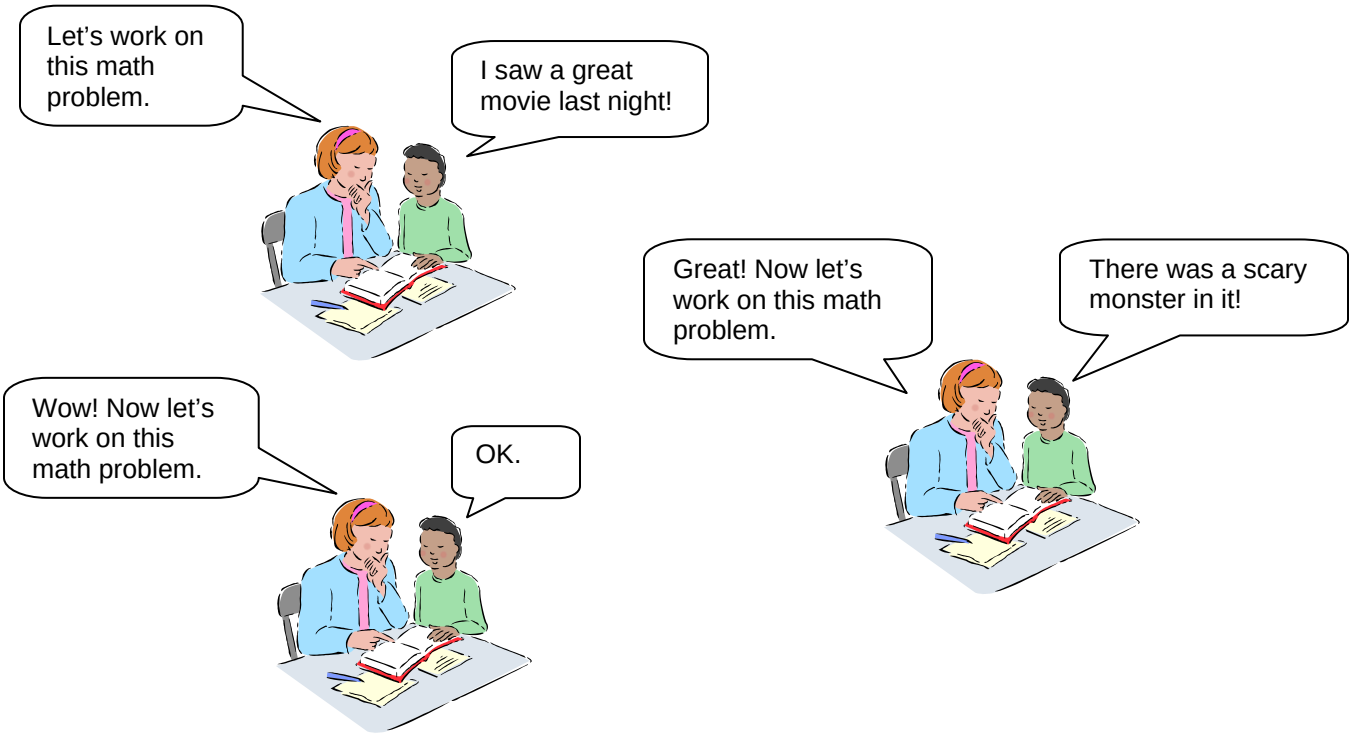


Find a quiet place to work. If you are working with a student in a noisy room where their friends are busy playing, it is going to be difficult for them to concentrate.

Younger students cannot concentrate on one thing for too long. Make sure you take some time in the middle of tutoring to stand up or change the activity.

It might seem crazy to sound like a broken record, but sometimes you need to repeat yourself a few times before a student understands that it is time to get to work. Make it clear that you are there to get to work!

Example:

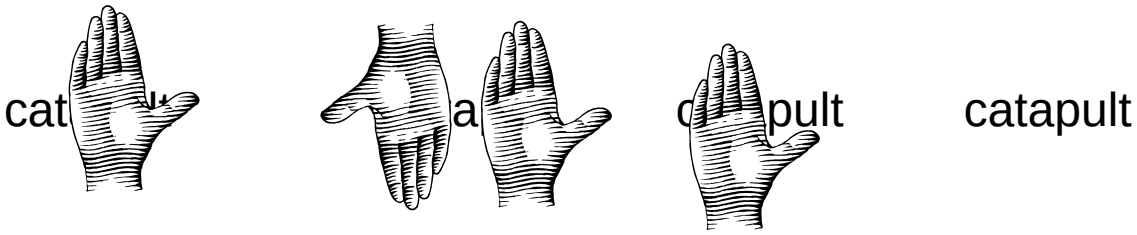


Handout #3: Show, Don't Tell

Reading Tips

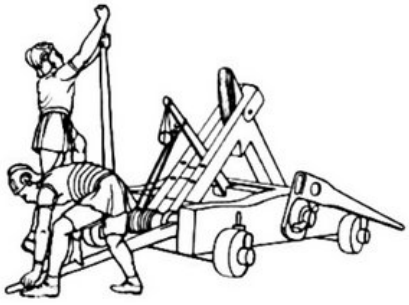
If a student is reading out loud and comes to a word he or she can't read:

✪ **HELP THE STUDENT SOUND IT OUT:**
- ⋆ Cover up part of the word and let the student sound out each letter or syllable one at time



✪ **HELP THE STUDENT USE CONTEXT CLUES:**
- ⋆ Have the student read the whole sentence again and guess what word would make sense there (students can look at the pictures for clues).

The army used a _____ to toss rocks over the wall.



In this example, if the students says "machine," you can ask, "Does 'machine' start with the letter "c"? If the student then says "cannon," you can ask, "Does cannon end with the letter "t"?

✪ **BUILD VOCABULARY:**
- ⋆ Maybe the student has never heard the word "catapult" before and doesn't know what it means. If you know a story has some new or difficult words, before the student starts to read, flip through the book to review some of those words.

Writing Tips

Students have all kinds of writing homework. Sometimes they have to make sentences with spelling words. Sometimes they have to write a book report. Sometimes they have to write an essay.

FOR spelling WORDS:

✪ "But I don't know what to write!"

1) Ask the student to say the sentence out loud to you before writing it down. Sometimes students get stuck because they are concentrating too hard on trying to write it all down.
2) Once they say the sentence out loud to you, you can repeat the sentence back to them slowly so that they can write it down.
3) Check to make sure that a student isn't writing the same sentence over and over: **Bad Spelling Word Sentences:** I like catapults. I like armament. I like warriors. **Good Sentences:** Catapults can launch rocks over a wall. Soldiers wear armament to protect themselves. Some warriors fight with swords.

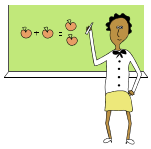
✪ "What does this word mean?"

1) It is important for students to be able to use a dictionary. Instead of telling a student what the word means, look through the dictionary together and help the student figure it out!
2) Even after you've looked it up, you may have to explain the definition and give an example. (e.g. Dictionary Definition: "Catapult: n. A military machine for hurling missiles, such as large stones or spears, used in ancient and medieval times." Your explanation: "It's a machine people used in the olden days that can throw rocks or shoot spears, kind of like an old-fashioned cannon.")

FOR Book Reports AND Essays:

★ Check that students are using capital letters at the beginning of sentences and periods at the end.
★ If the report or essay is very short, ask the student questions about what they have already written. After they have answered you, help them write down what they told you. (For example, you might ask: Why was Little Red Riding Hood going to her Grandma's house? Why was she called Little Red Riding Hood? How do you think she felt as she was walking through the woods?)
★ Use a separate piece of paper to write down words that students ask you to spell. That way they can copy the whole word from the paper into their book report or essay.

Math Tips



Word Problems:

Most of the time in word problems students don't know if they should add, subtract, multiply, or divide. Here are some **KEY WORDS** that you can use as clues:

- **Add** = Sum, All Together, Both, Combine, In All, Perimeter, Increase By, Total
- **Subtract** = Difference, Left, Less, How much More, Remaining, Decrease, Reduce
- **Multiply** = Product, Area, Times, Total
- **Divide** = Among, Each, Share, Distribute, Average, Quotient, Per, Out of, Ratio

Arithmetic:

Math should be organized. It is important to focus on **PROCEDURES**. Here are some reminders:

Addition:

- ★ Make sure the columns are all lined up
- ★ Make sure students are starting with the right-hand column
- ★ Make sure students are carrying over when the column adds up to more than 10

$$\begin{array}{r} {\scriptstyle 1} \\ 1{,}234.58 \\ +7{,}110.12 \\ \hline 8{,}344.70 \end{array}$$

Subtraction:

- ★ Make sure students are borrowing from the correct column, crossing out the number they are borrowing from, and writing in the new number

$$\begin{array}{r} {\scriptstyle 4} \\ 15{\scriptstyle 1}0 \\ -6 \\ \hline 144 \end{array}$$

Multiplication:

- ★ Make sure students put a zero in the second row as a place holder

$$\begin{array}{r} {\scriptstyle 1} \\ 123 \\ \times 44 \\ \hline 492 \\ +4920 \end{array}$$

Long Division:

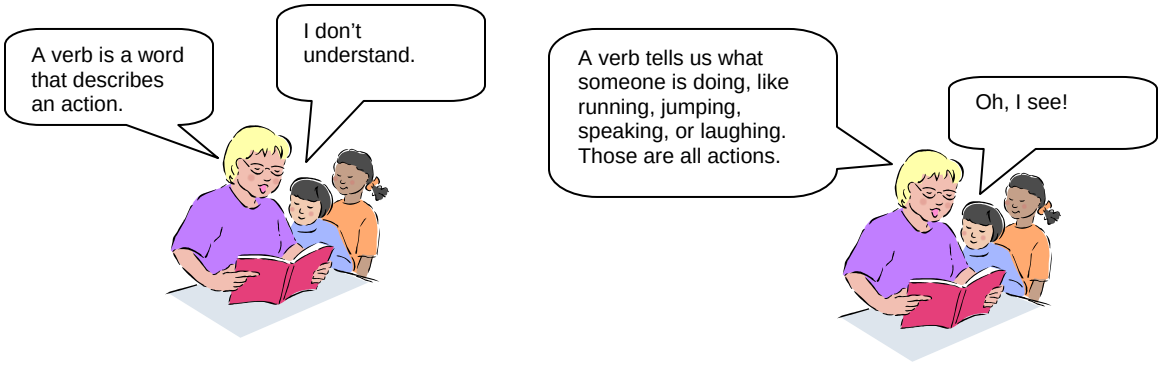
- ★ If a number is too small to be divided by the divisor, make sure the student writes in a zero
- ★ Make sure students are following the proper order of operations: "Divide, Multiply, Subtract, Bring Down"

$$\begin{array}{r} 105 \\ 2\,|\,210 \\ 2\downarrow \\ 01 \\ 0\downarrow \\ 10 \end{array}$$

Handout #4: If At First You Don't Succeed, Try, Try Again

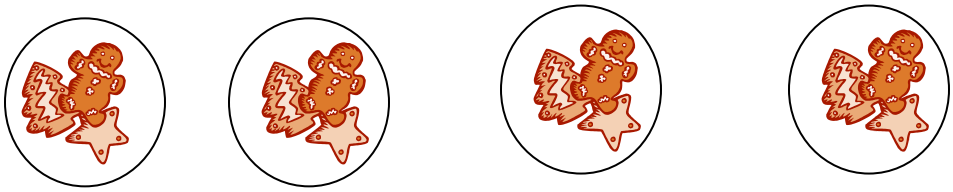
✪ **Try Again**

You may need to explain something more than once to a student. Try to be as patient as possible. Change the words you are using, speak slowly, allow students to ask questions.



✪ **Draw Pictures**

"A student has four plates of cookies. Each plates has three cookies in it. How many cookies does the student have all together?" This problem might sound complicated to a student. Work with the student to draw a picture of the problem:



= 12 cookies

✪ **Use Real-Life Examples**

Maybe the idea that two halves make one whole doesn't make sense to a student you are working with. But the student will probably understand that if you cut a pizza into two pieces you still have a whole pizza!

Handout #5: Fill Their Toolbox With Skills

Here are some things that students should know at each grade level. If a students doesn't seem to know something from his/her grade level (or a grade level below), spend some of your tutoring time working on these valuable skills! Ask the After School Site Coordinator for materials to help you!

- **First Grade:** Numbers up to 100, Simple Addition and Subtraction Problems, Skip Counting by 2, 5 and 10, Letters and Letter Sounds, Rhyming Words
- **Second Grade:** Adding and Subtracting Three-Digit Numbers, Skip Counting, Adding and Subtracting Money, Synonyms and Antonyms, Prefixes (re, un, de) and Suffixes (ful, er, est)
- **Third Grade:** Long Division, Multi-Digit Multiplication, Times Tables, Simple Fractions, Parts of Speech (nouns, verbs, adjectives, etc.), Recognize Vowel Patterns (ai, ou, ight)
- **Fourth Grade:** Add and Subtract Fractions, Solve Decimal Math Problems, Perimeter and Area, Use a Dictionary
- **Fifth Grade:** Ratios, Angle Measurements, Using a Graph, Root Words
- **Sixth Grade:** Multiply and Divide Fractions and Mixed Numbers, Solve Percentage Problems
- **Seventh Grade:** Square Roots, Solve Math Problems with Negative Numbers, Analogies, Metaphors, Similes
- **Eighth Grade:** Formulas, Graph Functions
- **Ninth and Tenth Grade:** Able to use Modern Language Association Handbook and The Chicago Manual of Style, Laws of Sine and Cosine
- **Eleventh and Twelfth Grade:** Integrate Databases, Graphics, and Spreadsheets into Word-Processed Documents, Graphing Quadratic Equations

Handout #6: **Have Fun!**

Think about some of the things that make learning fun for you!

Games:

There are many educational games that can make learning fun!

- ✪ Board games like Scrabble and Boggle give students practice making words. Give bonus points if students can use their letters to make their spelling words!

- ✪ You can change the card game "war" so that each player has to flip up two cards at a time and adds the values together. The player with the highest score takes all the cards.

- ✪ See if the school site has a book of puzzles or games that you can make copies of. Cross word puzzles, word searches, and math code pages are fun to do together with the student you are tutoring!

Praise:

Students love being praised when they are doing a good job!

- ✪ Effective praise is personal, specific, and genuine. "I am so proud of the way you helped your friend read today, Samantha," sounds much more meaningful than, "Great job Samantha."

Rewards:

Here are some ideas for creative rewards:

- ★ Free Time (visit with friends, play outside, relax)
- ★ Special Projects (cooking or art projects, tournaments, movie)
- ★ Group Games (heads up seven-up, charades, 20 questions)
- ★ Classroom Helper (clean the blackboards, line leader, serve snacks)
- ★ Lunch with the Site Coordinator