

# **LCS Tutoring Information Packet**

**Contact: Alyza, Ammar or Richa at  
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# Quick Facts About On-Campus Tutoring:

- Tutors are expected to tutor at least one hour per week.
- Suggested on-campus locations: Tower Café, Campus Center, Tisch Library, Carmichael Main Lounge, Miller Main Lounge, Lewis Main Lounge, Hodgdon Main Lounge, Bush Main Lounge, or Tilton Main Lounge (Note: Tutors should **not** meet with their students in their dorm rooms or off-campus houses!)
- Tutors are assigned students by the coordinators and will be contacted by e-mail with their student's contact information.
- Once you have been assigned a student:
  - You are responsible for contacting the student's parent to set up a meeting time and location within one week of assignment.
  - Exchange contact information with your student's family.
  - If you must cancel or reschedule your meeting, it's your responsibility to contact the family.
  - If there is any problem with your match, please let a coordinator know immediately. (Note: This will not prevent you from being reassigned.)
- Your student is responsible for providing their materials for each meeting.
- If the student does not have homework:
  - The parent should request additional work from the teacher.
  - Parents can also provide workbooks or flashcards to supplement the sessions
  - Tutors are not responsible for providing any material
- If you have any questions or concerns, please contact Tutoring Coordinators at [lcs.tutor@gmail.com](mailto:lcs.tutor@gmail.com) .

## Kindergarten to Second Grade

In general, children in this group:

- Are very active
- Need to have frequent breaks to do things that are fun
- Talk a lot and are rapidly increasing their vocabulary
- Have difficulty making decisions
- Are very imaginative and involved in fantasy-playing

### **Third to Fifth Grade**

In general, children in this age group:

- Are capable of prolonged interest
- Are eager to answer questions and spend a lot of time talking and discussing
- Want more independence but know they need guidance and support.
- Exhibit wide discrepancies in reading ability
- Show interest in people, awareness of differences, and a willingness to give more to others, but also expect more
- Often idolize heroes, television stars, and sports figures

### **Middle School**

In general, children in this age group:

- Need help with organization- thoughts, schoolwork, writing
- Have more interest in current events and social issues
- Love to argue and can begin to see more than one side of an issue
- Feel challenged rather than defeated by reasonably hard work
- Tend to be perfectionists, and may feel frustrated if they try to attempt too much
- May have bad diet and sleep habits, and, as a result, low energy levels
- Enjoy testing limits; may exhibit a know-it-all attitude
- Are very concerned with what others say and think about them

### **High School**

In general, children in this age group:

- May be reluctant to have a tutor
- Are more independent
- Will need motivation to do work during tutoring sessions
- Are capable of prolonged interest in one activity
- Feel it is Important to be treated as a teenager and as an equal
- Need help with organization- thoughts, schoolwork, writing
- May have bad diet and sleep habits, and, as a result, low energy level

## Tips for Tutoring

- ***Be positive.*** Praise goes a long way with learners who struggle in a subject. Provide positive feedback when the child gives correct responses.
- ***Be attentive.*** Stop learners immediately after an error. Show them what to do and provide them with the opportunity to do it correctly.
- ***Be precise.*** Provide clear and direct instructions
- ***Be mindful of mistakes made during the session.*** Record the child's performance. Review anything the student misses.
- ***Be diligent.*** Work from the beginning to the end of the tutoring session.
- ***Be innovative.*** Keep tutoring sessions energetic and dynamic. Explore new and exciting ways to explain different subjects.
- ***Be patient.*** Show the child that you care about them through your commitment and encouragement.
- ***Be on time.*** Arrive at least 15 minutes before the tutoring session begins. Make sure the session is able to begin as soon as the student arrives.
- ***Be committed.*** Once you have begun to tutor a student, remain with that student throughout the year.
- ***Be results-oriented.*** Gather learner performance data on a daily basis, and chart the data to allow a visual display of improvements made in the program.

## Tips for Working with Students

*Encourage critical thinking.* Although it may be tempting to tell the student everything you know about a given subject, resist the urge to do the work yourself. Instead, explain your own thinking process and help your students build their own academic skills.

*Write and write and write some more.* Students must write for a variety of purposes, so additional work on grammar, sentence structure, and punctuation may be needed. A tutor can harness the power of creativity. In your next session, experiment with poetry or try writing a screen play.

*Teach academic success skills.* Many students need explicit instructions on how to organize material, take notes, and study for tests. A tutor can help a student gain mastery in these areas by explaining and modeling. Bring your agenda to sessions to show how you organize your time.

*Set attainable goals.* It is imperative to set goals so that the session stays on task and results in concrete accomplishments. Reflect on the progress made (and ask the student involved to do the same!)