

Name: _____

Peer-to-Peer Tutoring

TRAINING

A tutor provides expertise, experience, and encouragement.

They do not provide "answers," instead they assist in problem solving, and getting answers through questioning.

Tutoring strategies:

Clearly establish expectations for your tutee

Have a clear idea of what you and the tutee hope to accomplish during tutoring sessions

Keep consistency with the agreements

Agree with the tutee on the necessary rules to make the session meaningful

Know your tutee

Discover his or her strengths and challenges in math. Under what circumstances does he or she learn best? poorly?
(Do not assume that everyone's learning styles or conditions are the same, or similar to yours)

Build a relationship and trust.

- **Be aware of the differences** between you and your tutee. You are not trying to change the person, but to help him/her improve their skills
- **Don't be afraid of questions—instead encourage them!**
- **Give positive feedback, use encouraging vocabulary.** Find success, and reinforce effort, in even minor accomplishment
- **Summarize and review**
- **Celebrate accomplishment!**

Guideline for Math Peer Tutors

Step 1: Read a question/topic together

Step 2: Stop and discuss:

Ask at least one of these questions:

- What is this question asking us?
- What are the key vocabulary words?
- Can you illustrate the question?
- What plan do you have to answer this question?
- What does this reminds you of?

Step 3: Based on what the student responded re-read the question, clarify any misconceptions, let them answer the question, and/or answer the question with them.

Step 4: After the question is finished, ask the following questions:

- How can we check your work is correct?
- Does your answer make sense?

You and your tutee will meet during 4th period in room 326 and you must meet with them at least one more time. Whenever works for the two of you.

Connections Literacy Program
Guideline for Reading Peer Tutors

Step 1: Read together small amounts (one or two paragraphs)

Step 2: Stop and discuss:

Ask at least one of these questions:

- What is the main idea?
- What happened?
- Can you summarize it?
- What do you think will happen next?
- Why is it important?
- What do you learn about the character from this?
- Can you connect this with another reading, stories, your life, etc?

Step 3: Based on what the student responded re-read the paragraph, clarify any misconceptions, or continue reading.

Step 4: Repeat steps 1, 2 and 3.

You and your tutee will meet every Friday during 4th period in room 315A and you must meet with them at least one more time. Whenever works for the two of you.

GETTING TO KNOW EACHOTHER

THINK-PAIR-SHARE

(FRONT)

My tutor/tutee's name is _____ . Class: _____

Age: _____

Native Country: _____

Native Language: _____

Interests/hobbies:

Phone number: _____

(BACK)

Something I hope to get from this peer-tutoring program is _____
_____. To do so, I will

_____.

We decided we will meet on the following dates and times:

_____ from _____ to _____ in room _____.

_____ from _____ to _____ in room _____.

_____ Friday's from 11:55 to 12:30 in room _____.

One rule we agreed on is _____.

WHEN AND WHERE?

Times and places where you can have a tutoring session:

Monday-Friday	8:00-8:30 am	Room 326
Tuesdays	3:30-4:30	Room 325
Wednesday	2:45-3:30	Room 326
Thursday	3:30-4:30	Room 327
Friday	3:30-4:30	Room 326
EVERYONE: Friday Team period		Room 326
Monday-Friday	LUNCH	Room 326

TUTOR ID CARDS

(SAMPLES)

Flushing International H.S.

Cheng Cheng



Math
Peer-tutor



Flushing International H.S.

Michel Gomes



Math
Peer-tutor

