Breakout – Skill Book 2, Planning a Session
[55 minutes]

Materials
- English Teacher’s Manual 2
- Reading Teacher’s Manual 2
- Illustrations Book 2
- Student Skill Book 2
- Student Workbook 2
- Teacher’s Manual for Focus on Phonics 2A/2B
- Student workbook for Focus on Phonics 2A/2B
- Handouts #17,18
- Session One and Two Templates

Trainees will bring books distributed for use with their students. Extra copies must be available for those without assignments.

Suggested Teaching Methods
- Lecture
- Question and answer
- Hands-on review of materials
- Open discussion

Essential Presentation Elements

Note to Trainers: Timing of presentation should be as follows:
- Introduction – 10 minutes
- Session one template review – 15 minutes
- Session two template review – 15 minutes
- Group discussion – 10 minutes
- Wrap up – 5 minutes

Introduction – 10 minutes

- A one hour session (even 1.5 hours) is not enough time to cover an entire lesson in Laubach books.

- # of sessions required to complete a single lesson depends on:
  - amount of student education (less than 6 years of education – will be slower)
  - amount of English exposure (ESL students)
  - amount of practice student is able/willing to do between classes
  - other supplementary materials used during session
  - lapse of time between tutoring sessions – more review time needed
  - student’s specific goals
• A typical **ESL** session consists of five segments*:
  
  o listening/speaking  
  o reading  
  o writing  
  o homework assignment  
  o wrap-up  

  *First several sessions may not include all components.

• A typical **BL** session consists of four segments**:
  
  o reading  
  o writing  
  o homework assignment  
  o wrap-up  

  **Many BL students also need work with listening and speaking skills. Tutor may need to include some time to present these areas as well if weaknesses in oral expression have been identified.

• Consider the first session a “fact-finding” mission to assess the student’s abilities in order to better plan future sessions.

• Tutors may begin by using the template provided, but customize future lessons as appropriate to meet student-specific needs and goals.

• It is helpful to over-prepare for any session. Tutor can always use the unused material for homework or the next session.

• Web link to a guide from ProLiteracy is listed in handout #12 and may be useful for new ESL tutors for their first session.

**First Session Template** – 15 minutes

*Trainer to hand out template. Ask trainees to open TM to page 23 [ESL] and page 10 [BL]. Begin discussion.*

The first session is an opportunity for the tutor to:

• Introduce him/herself and set the students at ease  
• Ask students to introduce themselves  
• Ask students about their goals and go over Student Learning Goals sheet  
• Discuss tutor expectations about students’ commitment to attend classes, study, and practice English outside of class (use Student Eligibility and Policy Agreement as guide)  
• Reaffirm that tutor’s plan is to progress and the student’s role is to actively study, practice, and attend class to expedite the process.
Explain template:

- First column – **Bold** items are the major components. Bulleted items are possible activities.
- Second column – Materials to be used in session/tutor’s notes
- Third column – Specific activities being taught

**ESL Students**

- **Listening/Speaking**
  - Greeting – Chat with student.
    - Once tutor get to know student, topics will be more focused
      (examples: what did you do this weekend; how was work; how did you use your English this week).
    - Do not correct mistakes in grammar or pronunciation at this time. Make a note of areas that require correction and incorporate them into current or future lessons.
  - Conversation skills –
    - Dialogue – Teach the dialogue on page 24 as was demonstrated on Day 1 of the workshop. Handout #6 reviews the steps.
    - Constructively correct selected grammar and pronunciation areas in this part of the session.
    - Vocabulary. **Point out vocabulary words being introduced. Note there are more than seven new words in lesson.**
      - Introduce no more than five to seven new words in a session, if possible. Review and reinforce at subsequent sessions before moving on to new vocabulary.
  - Drills.
    - Do not belabor the drill if the student knows vocabulary. Move on.
    - Ask additional questions that help students apply these vocabulary words (for example, what kind of meat do you like to eat? what did you eat for lunch today?). Student responses also assist with conversation and pronunciation.
    - Structure Focus. *(Use of two modifiers is introduced on page 29, followed by an expansion drill.)*

All ‘Conversation Skills’ of a lesson may not be completed in a single session. Note stopping point and pick up at that point in the next session.
Homework and wrap-up
- End sessions on a positive note. Students should walk out of class feeling good about themselves and what they learned.
- Assign homework. Always explain the instructions and provide an example to ensure that students understand what they are to do.
- Confirm the next class. This can be casual – “I'll see you here on Wednesday.”

Tutor reflection –
- Make notes about each student (strengths, weaknesses) to assist you in preparing for the next session. Think about what went well, not so well and what might be done differently during the next meeting. What additional materials might be useful?
- Record hours for the LCMC monthly report.

BL Students
- Listening/Speaking
  - Greeting – Chat with student.
    - Once tutor get to know student, topics will be more focused (examples: what did you do this weekend; how was work; how did you use your English this week).
    - Do not correct mistakes in grammar or pronunciation at this time. Make a note of areas that require correction and incorporate them into current or future lessons.

- Reading
  - Every lesson contains a chart and a story.
    - Story taught/read after chart is reviewed.
  - If student completes all readings in the lesson, use More Stories from the current lesson, Student Lines or supplementary reading materials from the LCMC Library.
  - Use Focus on Phonics, if needed, to reinforce sound-symbol relations and aid student in sounding out and spelling words.
  - Create/use supplementary or authentic materials to add relevancy to student’s learning.

- Writing (Point out exercises in the student skill book, page 4.)
  - Dictate or create simple writing exercises for their student for additional practice.
  - Create/use supplementary or authentic materials to add relevancy to student’s learning.

Confirm understanding of lesson one, session one template with trainees. Answer any general questions.
The Second and Subsequent Sessions – 15 minutes

Trainer to hand out session two templates. Have trainees open TM to page 25 [ESL] and 12[BL]. Begin discussion.

ESL Students
Additional components (review, pronunciation, reading, and writing) will be added to the second and subsequent sessions.

- Greet student and engage in a few minutes of general conversation.

- Review (Review format on page 25 of TM with pictures from home or illustrations book.)
  - Begin by reviewing homework, if assigned.
  - Review anything that was difficult for students in the previous session, especially anything related to pronunciation.
  - Work on trouble spots when students have the most energy. End on a positive note.

- Pronunciation (Practice at beginning of session when student is fresh. Refer trainees to Handout #10, minimal pairs)
  - minimal pairs or intonation activities, as needed.
  - No more than five to 10 minutes.

- Vocabulary & Structure Focus (Discuss where to pick up from previous session)

- Oral Evaluation (Discuss set up and execution found at the top of page 36 in the TM. To be completed once all conversation skills have been taught.)

- Reading
  - Every lesson contains a chart and a story.
    - Story taught/read after chart is reviewed.
    - If student has not completed all conversation components, use reading material from previous lesson (e.g., Student Lines, More Stories)
    - If student completes all readings in the lesson, use More Stories from the current lesson, Student Lines or supplementary reading materials from the LCMC Library.
    - Use Focus on Phonics, if needed, to reinforce sound-symbol relations and aid student in sounding out and spelling words.
    - Create/use supplementary or authentic materials to add relevancy to student’s learning.

- Writing (Point out exercises in the student skill book, page 4.)
  - Dictate or create simple writing exercises for additional practice.
  - Create/use supplementary or authentic materials to add relevancy to student’s learning.
BL Students
• Greet student and engage in a few minutes of general conversation.

• Review
  o Begin by reviewing homework, if assigned.
  o Review anything that was difficult for students in the previous session.
  o Work on trouble spots when students have the most energy. End on a positive note.

• Pronunciation—if needed *(beginning of session when student is fresh. Refer students to Handout #10, minimal pairs)*
  o minimal pairs or intonation activities, as needed.
  o No more than five to 10 minutes.

• Reading
  Continue with the reading activities of the lesson — Reading Between the Lines.

• Skills Practice (listening activity)

• Writing *(Point out exercises in the student skill book)*
  o Review sentences (if assigned)
  o Create/use supplementary or authentic materials to add relevancy to student’s learning.

Group Discussion — 10 minutes
• Ask trainees to review their student’s intake form:
  o Does student’s first language use the Roman alphabet? — if no, progress may be slower
  o # years education — impacts speed of learning
  o Literate in home language? — impacts speed of learning
  o Any learning challenges noted? (BL) — may need to try different learning strategies
  o Goals — what do they want to accomplish? — consider when planning lessons and using supplementary materials
  o Employment — is student using English on the job? — impacts speed of learning and vocabulary
  o Comments
    ▪ What does student know and do well?
    ▪ Where are his/her weaknesses?
  o Identify the beginning lesson in the curriculum (noted on intake form) **NOTE:** Especially important for tutors with re-assigned students.

• Refer to Learning Styles Handout #5 — keep styles in mind when meeting with student. Use a variety of styles to identify which are most effective and then teach in that manner.
Ask trainees to reflect on how the information on the intake sheet will help them with lesson planning. Elicit thoughts and ideas as to how they will plan and customize their sessions based on their student’s needs.

**Summary** – 5 minutes

- Templates are a framework. Not all students will complete the activities planned in session one and two templates. Tutors must adjust accordingly.

- Plan to start where they left off in the previous session.

- Always review homework assignments, especially writing assignments or students may not complete them.

- Groups: Review exercises with the group; then repeat with each student individually.

- Note any bad habits a student may have picked up (incorrect grammar or pronunciation) or activities that students are unable to do successfully. These topics should be incorporated into future sessions.

- Expect students to bring questions or materials to class (for example: note from teacher; brochure from medical professional; jury summons; advertising pitches designed to look “important”). Incorporate these items into lesson, as appropriate.

- A blank template can be found in Handout #18, as well as guidelines for planning your sessions.

**Conclusion**

Once tutors get to know their students, their abilities and goals, planning sessions can be customized to accommodate students’ needs.
### Session Planner, Level 2

**ESL Student:** Susie Student  
**Lesson # 1, Session 1**  
**Date:** February 5

<table>
<thead>
<tr>
<th>Session Component</th>
<th>Materials Used/Notes</th>
<th>Session Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening/Speaking</strong></td>
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</tbody>
</table>
| **Greeting** | Listen:  
- Are they using correct verb tense?  
- Are they using correct articles?  
- What sounds are they having difficulty pronouncing?  
- What sounds are missing?  
- Are there other grammar issues?  
This conversation will give you clues on the focus areas for your student. | Spend some time getting to know your student. Examples of topics:  
- home country,  
- children,  
- weather,  
- Job  
Discuss your student's goals. |

**Conversation**

- Review

- Pronunciation

- Dialogue  
Handout #6  
LWE TM, page 24
<table>
<thead>
<tr>
<th>Activity</th>
<th>Reference</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>LWE TM, page 25</td>
<td>Use Illustrations book or bring your own pictures REMEMBER: Teach no more than 5 – 7 NEW vocabulary words in any session. Review of chart &amp; story words Wear, put on, take off NOTE: Additional vocabulary (articles of clothing &amp; jewelry, etc) may be introduced if student is already familiar with the above words.</td>
</tr>
<tr>
<td>Structure Focus</td>
<td>LWE TM, pp 29-30</td>
<td>Two modifiers Indirect object with to Expansion drills</td>
</tr>
<tr>
<td>Listening Comprehension</td>
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<tr>
<td>Oral Evaluation</td>
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</tbody>
</table>

**Reading**

- Review
- Chart
- Story
- Skills Practice
- Focus on Phonics
<table>
<thead>
<tr>
<th><strong>Writing</strong></th>
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<tbody>
<tr>
<td>• Review</td>
</tr>
<tr>
<td>• Current Lesson</td>
</tr>
<tr>
<td>• Supplementary Activities/Authentic Materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Homework</strong></th>
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<tbody>
<tr>
<td>Ask student to bring pictures of his/her family, if available.</td>
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<tr>
<th><strong>Wrap-up</strong></th>
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<tbody>
<tr>
<td>Acknowledge strengths</td>
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<tr>
<td>Confirm time/place of next meeting</td>
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<tr>
<th><strong>Tutor Reflection</strong></th>
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<tbody>
<tr>
<td>What went well? What didn’t go well? What will I do differently in the next session? What other materials might be useful?</td>
</tr>
<tr>
<td>Record tutor hours/activities/goals met for monthly report.</td>
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</tbody>
</table>

**NOTE:** In this first session, all time is spent on listening/speaking skills. Reading and writing will be incorporated in the next session and in all future sessions.
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<td>Conversation</td>
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<tr>
<td>• Review</td>
<td>Pictures/photos student brought as homework or use pictures you introduced in previous lesson.</td>
<td>Using format introduced in first session, <em>Who is this?</em>, ask student questions about photos. Include two modifier practice. Using drills, review any vocabulary or structures your student may have struggled with in last session.</td>
</tr>
<tr>
<td>• Pronunciation</td>
<td>LWE TM, page 34</td>
<td>Short e and i</td>
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<td></td>
<td>Handout #10</td>
<td>Minimal pairs as needed</td>
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<td></td>
<td>Create exercises if student has revealed pronunciation problems.</td>
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<tr>
<td>• Dialogue</td>
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<tr>
<td>• Vocabulary</td>
<td>LWE TM, pp 26-28</td>
<td>Articles of clothing &amp; jewelry</td>
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<td></td>
<td>Illustrations book</td>
<td>Substitution drill</td>
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<td></td>
<td>Teacher supplied pictures</td>
<td>NOTE: Additional vocabulary (names of colors with light and dark) may be introduced if student is already familiar with clothing and jewelry vocabulary.</td>
</tr>
<tr>
<td>Structure Focus</td>
<td>LWE TM, pp 30-33</td>
<td>Indirect object with for Questions with Who Short answers to Who questions Expansion drill Transformation drill</td>
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<td>Review</td>
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<tr>
<td>Chart</td>
<td>Chart Words - LWE TM, pp36-39 Student skillbook page 2</td>
<td>The short i sounds</td>
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<tr>
<td>Story</td>
<td>LWE TM, page 40 Student skillbook page 3</td>
<td>Story – A Ring for Kim</td>
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<tr>
<td>Skills Practice</td>
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<td>Writing</td>
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<tr>
<td>• Review</td>
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</tbody>
</table>
| • Current Lesson | LWE TM, pp 45-47  
Student skillbook page 4 | Student to write chart words. |
| • Supplementary Activities/Authentic Materials |

**Homework**

Ask student to study chart words and practice writing them. If student is comfortable with writing chart words, ask student to write sentences using these words.

**Wrap-up**

Acknowledge strengths  
Confirm time/place of next meeting

**Tutor Reflection**

What went well?  What didn’t go well?  What will I do differently in the next session?  
Record tutor hours/activities/goals met for monthly report.

**NOTE:** Student may be more proficient in reading and writing than in speaking. As a result, tutor may need to create additional reading and writing activities to engage the student and/or use More Stories 2 or Student Lines.

Once the tutor and student have completed the first lesson, the tutor should have a better idea about:
- student’s learning style
- areas of strength and weakness
- whether the student is better at speaking, reading or writing
- student’s goals
Using this knowledge, tutor can plan future lessons to include all components (listening, speaking, reading and writing) in accordance to the student’s needs and include additional material (workbook, Focus on Phonics, etc.) to reinforce areas of weakness. Tutor can plan lessons to incorporate vocabulary and/or sentence structures pertaining to student’s goals.
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<td><strong>Listening/Speaking</strong></td>
<td>NOTE: While the main focus for our Basic Literacy students is on reading and writing, many students also need remedial work in listening and speaking.</td>
<td><strong>Session Activities</strong> &lt;br&gt;This conversation will give you clues on the focus areas for your student&lt;br&gt;&lt;br&gt;Spend some time getting to know your student. Their goals. Examples of topics: &lt;br&gt;• home country, &lt;br&gt;• children, &lt;br&gt;• weather, &lt;br&gt;• job</td>
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<td>• Dialogue</td>
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<td><strong>Session Activities</strong> &lt;br&gt;This conversation will give you clues on the focus areas for your student&lt;br&gt;&lt;br&gt;Spend some time getting to know your student. Their goals. Examples of topics: &lt;br&gt;• home country, &lt;br&gt;• children, &lt;br&gt;• weather, &lt;br&gt;• job</td>
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<td><strong>Comprehension</strong></td>
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<td><strong>Oral Evaluation</strong></td>
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</table>

**Reading**

- It is useful to review LWR TM, pp 6 – 9 to provide further background knowledge

- **Review**

- **Chart**
  - Chart Words - LWR TM, pp10-12
  - Student skillbook page 2
  - The short i sound

- **Story**
  - LWR TM, pp12-13
  - Student skillbook page 3
  - Story – A Ring for Kim

- **Skills Practice**

- **Focus on Phonics**

- **Supplementary Activities/Authentic Materials**

**Writing**

- **Review**

- **Current Lesson**
  - LWR TM, pp13-14
  - Student skill book page 4
  - Student to write chart words.
  - Assist student with spelling errors.
<table>
<thead>
<tr>
<th>Homework</th>
<th>Ask student to study chart words and/or re-read story. Review any errors in writing exercises and ask student to practice. If student has made no errors, ask student to complete page 5 in skill book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrap-up</td>
<td>Acknowledge strengths Confirm time/place of next meeting</td>
</tr>
<tr>
<td>Tutor Reflection</td>
<td>What went well? What didn’t go well? What will I do differently in the next session? Record tutor hours/activities/goals met for monthly report.</td>
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</tbody>
</table>

NOTE: Time is spent in this first session getting to know your student.
### Session Planner, Level 2

**BL Student:** Barry Basic Literacy  
**Lesson #1, Session 2**  
**Date:** February 5, 2013  
**Page 1 of 3**

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<tr>
<td>• Review</td>
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</tbody>
</table>
| • Pronunciation           | Handout #10  
Create exercises if student has revealed pronunciation problems.  | Minimal pairs as needed                                  |
| • Dialogue                |                                                          |                                                        |
| • Vocabulary              |                                                          |                                                        |
| • Structure Focus         |                                                          |                                                        |
| • Listening Comprehension |                                                          |                                                        |
| • Oral Evaluation         |                                                          |                                                        |
### Reading

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>• Review</td>
<td>Review any words student may have struggled with in previous session.</td>
</tr>
<tr>
<td></td>
<td>Review story.</td>
</tr>
<tr>
<td>• Chart</td>
<td>Chart Words - LWR TM, pp10-12 Student skillbook page 2 LWR TM, page 12</td>
</tr>
<tr>
<td>• Story</td>
<td>LWR TM, page 13</td>
</tr>
<tr>
<td>• Skills Practice</td>
<td>Reading between the lines</td>
</tr>
<tr>
<td>• Focus on Phonics</td>
<td>Recognizing short i sound, beginning &amp; ending sounds, noun endings –s and –’s</td>
</tr>
<tr>
<td>• Supplementary Activities/Authentic Materials</td>
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</table>

### Writing

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review</td>
<td>Review words student has written in skillbook for homework.</td>
</tr>
<tr>
<td>• Current Lesson</td>
<td></td>
</tr>
<tr>
<td>• Supplementary Activities/Authentic Materials</td>
<td>Dictate chart words for student to write. If this is easy for the student, dictate sentences from the story.</td>
</tr>
</tbody>
</table>

### Homework

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Ask student to write five sentences using chart words.</td>
</tr>
</tbody>
</table>
| Wrap-up | Acknowledge strengths  
|         | Confirm time/place of next meeting |
| **Tutor Reflection** | What went well? What didn’t go well? What will I do differently in the next session? | Record tutor hours/activities/goals met for monthly report. |

Once the tutor and student have completed the first lesson, the tutor should have a better idea about:

- student’s learning style
- areas of strength and weakness
- whether the student is better at speaking, reading or writing
- student’s goals

Using this knowledge, tutor can plan future lessons to include all components (listening, speaking, reading and writing) in accordance to the student’s needs and include additional material (workbook, Focus on Phonics, etc.) to reinforce areas of weakness. Tutor can plan lessons to incorporate vocabulary and/or sentence structures pertaining to student’s goals.