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# **VOLUNTEER TUTOR RESOURCES**

# UNDERSTANDING THE BASICS

## *Three steps of learning*

The three steps of learning something new are described below. Step 2 and Step 3 are often combined, but understanding the difference between these steps is crucial to the student's accurate assessment of what he knows.

Step	Step Description	Student is...	Example
1	This is...	<b>Gathering</b> information	Here are some different colors: - This is red - This is blue - This is green
2	Show me...	<b>Recognizing</b> the concept	- Show me the red one. - Show me the blue one. - Show me the green one.
3	Which is this?	<b>Verbalizing</b> the concept	What color is this?

For instance, if asked to name the leading lady in the movie "Gone with The Wind," you might find it easier to pick Vivian Leigh's name from a list of actresses (Step 2) than to come up with her name without the list (Step 3).

As a tutor, if you ask a Step 3 question that your student cannot answer, backup and ask a Step 2 question. You will probably be pleasantly surprised that you do not have to start all over again.

# TIPS FOR TUTORS

Use your first few minutes to ask your student about their day/week before you begin schoolwork. Ask them about upcoming holidays or school events and any exams they may have. Give them opportunities to talk about their accomplishments and what made them feel proud in the past week.

## **Please Remember:**

- ❖ RELAX AND HAVE FUN!
- ❖ DO NOT WORRY that you will make a mistake! (In fact, students love it when they catch their tutors making a mistake!)
- ❖ BE POSITIVE AND ALWAYS ENCOURAGING!

## **What if I don't understand my student's homework?**

If you are having trouble with your student's homework, take a look online and see if you can find videos/tutorials on YouTube, Khan Academy, or one of the tutoring resources provided on the following pages. Also, ask your Site Manager, who may recruit other tutors or students to help out! Meanwhile, ask the student to get started on other work they may have or to take a short stretching break.

## **What if my student shuts down or suddenly gets very overwhelmed?**

Allow them to take a short break (set a timer if that helps) and try to get back on track after your student has a little time to calm down. Keep in mind, we all have bad days.

## **What if I have an overly active student?**

Students with short attention spans need frequent breaks and smaller chunks of focused activity. Try to plan these breaks when you are planning for the night. If your student is antsy, get creative: perhaps suggest a 'dance break' or have them 'shake their wiggles out'. If your student continuously has trouble focusing or has issues with staying on task, please record this information in your Session Log Sheet or Session Notes and also inform your Site Manager.

## **What if my student doesn't bring any homework?**

- Check with your site manager to see if the student's folder indicates any special activities the student's teacher or parent suggests.
- Grab a book to read with your student (See tips in the Reading section that follows).

- Do research together on a topic of their choosing, and ask them to write a brief summary of something new that they learned.
- Look up words in the dictionary.
  - Use the words in sentences
  - Find a long word and see how many short words you can find in it
- Write stories about:
  - Your favorite teachers
  - Your family
  - Your best friend
  - Your goals for the future
  - Your favorite activity
  - Good citizenship in action
- Use the student's tablet or a HOPE Tutoring laptop to find resources related to their subject area. (Limit computer time to 15 minutes.)
- Practice and improve math skills (See tips in the Math Problem Tips sheet that follows).
- Use some of the resources provided on the following pages in this handbook.
- Play an educational game.
- Work on executive functioning skills such as organizing their desk and materials, or planning ahead for assignments.
- *Ask the Site Manager for ideas! Take advantage of their experience and knowledge!*

**Note:** Think about your past tutoring sessions and what you noticed to be the areas in which your student is struggling. Try to choose an activity that is related to the subject in which your student is having difficulty.

### **What if my student has too much homework?**

If your student has too much homework, do the important work that is due the next day. Try to give them some guidance so they are able to complete the homework on their own throughout the week. Make a plan for the night so you can get it done efficiently.

# OVERCOMING BARRIERS

## *What is standing in the way of this student's learning?*

Discover barriers by talking about feelings and observing what the student says or does in and around the learning situation. What you may find out is that the student:

- Lacks confidence in what he knows and is uncertain that he can build on it.
- Fears walking alone and looking stupid.
- Lacks understanding of how everything is “glued” together.
- Is not connected with the tutor.

If your student has an attitude, it probably stems from one of the reasons above. Encourage the child to keep on trying. Even if your student says he/she does not understand, after you have explained, encourage them to share what they know. Continue to encourage and praise for any effort on the student's part.

Saying to the tutor, “I don't understand any of the stuff” is not acceptable. Encourage your student to walk through the process with you, up to the point that is unclear. Then the student can ask for help. This approach exposes the student's thought process to the tutor, which will encourage a connection between student and tutor. A purposeful interaction between student and tutor will build trust and head off other stressful, non-productive situations. HOPE students generally bond with their tutors after a few sessions, making tutor attendance critical to the learning situation.

# GENERATING INTEREST

## *How can I make the learning more interesting to the student?*

You could play a game, take turns, or switch roles. Here is a sample situation through a tutor-student dialog:

Tutor: Let's work with the multiplication flash cards today.

Student: (groan)

Tutor: I was thinking about a different kind of game. We could start with the facts up to 6x6 until we get the hang of it. The game is like Concentration.

Student: I know how to play that.

Tutor: First, we turn the flash cards down on the floor so we can see the answer. When you select a card you have to say what you think the two numbers are on the other side.

Student: There is just one problem with this game...there's more than one pair of numbers that multiply, say, to get 12...and besides this seems more like Jeopardy!

Tutor: You really are shrewd today! You've already figured out what's going to keep this game interesting. I bet you're a whiz at Concentration. After we play one round of Flash Card Concentration, you can teach me how to play Flash Card Jeopardy using the multiplication facts from 6x6 to 12x12.

Student: You know you don't have a chance!

Tutor: Yep!

# PRAISE TO CONNECT AND MOTIVATE

## *Helping the student learn through praise*

The following is an example of how to help a student through the process of a math problem that was not completely correct. Here is a sample dialog between the tutor and student:

Tutor: You just added up eight big numbers and got an answer. Wow! While you were working your problem, I was working the same problem. Let's compare answers.

Student: Our answers are different.

Tutor: Should they be the same?

Student: Yes.

Tutor: You are absolutely right! The two answers should be the same. How can we determine where our work differs?

Student: We could start with the first column.

Tutor: What should we do to check the first column?

Student: Well, you could start at the top. I could start at the bottom, and then we could see if we get the same answer on that part.

Tutor: Let's do it!

# WAYS TO PRAISE A CHILD

Wow, way to go

Super, Super job

Outstanding

Excellent

Great, Great work

Good, Good for you, Good job

Well done

Remarkable, Remarkable job

Fantastic, Fantastic job

You figured it out

You're wonderful

You're brilliant

You really tried hard

You really tried today



# MATH PROBLEM TIPS

1. Glance over the whole question before starting. Read the directions and the question thoroughly. Determine what question(s) is being asked, then determine the process to be used.
2. Use what the student already knows: addition and multiplication make something bigger, subtraction helps find the difference between two numbers, and division helps to break numbers into parts.
3. Gather all information (directions, charts, diagrams, answer choices, common sense).
4. Use scratch paper.
5. Draw a simple math diagram to help see the problem. Don't let the student do it all in their heads.
6. Double check numbers. Did the student copy correctly?
7. If answer choices are given, use them as sources of information.
8. Look closely before choosing the answer, if answer choices are given. Does the answer make sense?
9. If the problem is difficult, reread it! Look for the math hidden in the words. Find what is important and ignore the rest.
10. Encourage students to line up their numbers when adding, subtracting, multiplying, and dividing.
11. Use flash cards if all homework is completed

## SAMPLE PROBLEMS:

- Judy bought 24 cookies at Tom Thumb. She has just come home from a vacation. She invites her six friends to come for cookies and juice. How many cookies could each friend have?
- Jim has eighteen marbles. His friend gave him twelve more. How many marbles will Jim have altogether? If Jim gives each of his two friends five marbles, how many will he have left?
- There are five dogs in the kennel. One was brown and the rest were black. If each dog eats six bones every day, how many bones will be needed to feed the dogs for one week?

# READING TIPS

## Pre-Reading

1. Take a few minutes to look through the book: title, cover, pictures, unusual features, etc.
2. Get the student to talk about what he/she thinks about the topic, or ask the student to make predictions about the story.

## Individual Reading

1. Encourage student to ask for help with difficult vocabulary.
2. Encourage use of a marker. Use a file card or finger as the marker.
3. Purpose of oral reading:
  - a. Help with skills
  - b. Model fluent reading
  - c. Entertainment
  - d. Share information
4. Ways to read aloud
  - a. Tutor reads first – models good reading
  - b. Choral read together
  - c. Tutor reads a page; student reads a page
  - d. If student makes too many mistakes, tutor takes over, or they just stop reading for the day
  - e. Don't force the student to read orally if they are embarrassed – just a few sentences at a time until confidence is built up

## Reading Strategies

1. If a student gets confused in the middle of a sentence say, “Stop, go back and try that again.”
2. If a sentence or page is too hard for student, let them follow along while you read it.
3. Point out syllables, prefixes, endings, base words, etc. If there are not enough clues, say the word for the student. Some words could just be too hard for the student.
4. If a student is ESL (native language is not English), try to find material that student can relate to and is written at his/her level of English understanding. If a child appears not to understand any English, tell the site manager.
5. If a student gets stuck on a word, wait 30 seconds and then help by filling in the word in order to keep the fluency going. If the child gets “stuck” continuously, then the book is too difficult.
6. Poetry makes an excellent reading source for shared reading when the tutor reads first. Read the poem again, inviting the student to read with you when they

are ready. The cadence and rhyming help the student pick up on words as they begin to read with you.

**REMEMBER TO PRAISE OFTEN. SAY “RIGHT” OR “WELL DONE” OR SOME OTHER NICE THING!**

**Use the student’s name: “That’s great reading, Sam!”**

**READING SHOULD BE FUN!**

# READING: FINDING A SUCCESSFUL STARTING PLACE

## The Five Finger Test

You are a facilitator, rather than a teacher. You don't have the student long enough, nor should it be your responsibility to teach skills in depth. At HOPE Tutoring we want to use material that builds speed, confidence, and increased comprehension on the part of the student. We want the reading experience to be motivating.

You should look for a level where the student on average misses less than 5 words out of 100. Some grade-leveled reading passages follow on the next few pages.

How do you get to the correct level?

- Pick an approximately one-hundred-word passage from a book that seems interesting to the student. Start with the reading level indicated on the teacher letter in the student's folder, if one is provided. If not, use the grade level of the student as your starting place.
- One-hundred-word passage equivalents: 2-3 pages of a picture book, 1 page in a chapter book, or about 2-3 paragraphs.
- As the student reads this passage you can put a finger down every time he can't figure out a word.
- If the student misses more than 5 words go down a reading level. Don't press it or indicate disappointment. Just stop, say thank you, and together you can find another book where you will do the same 5 finger test.
- If no words are missed move to a harder level book.
- Please note that when a HOPE library cart is present, the HOPE library books are graded by colors on the spine of the book. The level of each color is posted on the side of the library cart.
- Throughout all reading, accentuate the positive!

## **Level 3**

### **Seeing Redhorses**

Have you ever seen a redhorse? A redhorse is not a kind of horse, but rather it is a medium-sized fish.

As Ashley and Tommy and their parents were driving along a road in the woods in northern Wisconsin, they saw an old man standing on a small wooden bridge. Tommy's father stopped the car, and Tommy jumped out. He asked the old man what he was looking at. The man showed him a huge school of fish that was swimming down the creek. Tommy asked the man what kind of fish they were, and the man said that they were called redhorses. Then the rest of the family got out of the car to look at the fish.

The creek had hundreds and hundreds of redhorses swimming in it. There were so many that some were swimming almost on top of each other. A redhorse is a fish about a foot or more long with a red colored head and a gray body. Since they swam near the bottom of a creek or river, they are called "bottom-feeding fish."

After a while, Ashley, Tommy, and their parents left. However, they drove by the creek again an hour later. The redhorses were still swimming down the creek. Most people that the children talked to later said that redhorses are not very good to eat. Many of these people had never seen such a big school of them either. No one seemed to know how they got their funny name.

## **Level 4**

### **Shark Facts**

There are almost 400 different kinds of sharks. Each kind of shark looks different, has a unique diet, and behaves differently. There are sharks in all of the oceans around the world. Some sharks are longer than a school bus, while others are so small they can live in fish tanks. Sharks come in all kinds of colors. Most of the time, their skin color helps them blend in with their surroundings. But, some sharks that live in the deepest part of the ocean actually have parts that glow in the dark. Most sharks live in salt water, but some can live in fresh water.

Sharks are actually a type of fish. There are some similarities as well as differences between sharks and typical fish. Shark skeletons are made of cartilage. Fish skeletons are made of bones. Cartilage is the bendy, tough substance in people's ears and noses. Like other fish, sharks have gills that help them breathe. Unlike fish, people use lungs to get oxygen from the air. Fish get oxygen from the water using their gills. Water needs to move over the gills so the sharks can get enough oxygen. To keep the water moving, most sharks need to be swimming in water that has a very strong current.

Sharks have a lot of teeth. Sharks have many rows of teeth, rather than just one row like people. The teeth from the outside row gradually fall out. Then teeth from the next row take their place. Some sharks will lose 30,000 teeth in a lifetime! Each species of shark has different kinds of teeth and they eat various kinds of food. Some sharks eat food as small as plankton. Other sharks eat animals as big as sea turtles. Most sharks do not eat very often. Some sharks will go weeks between meals.

Sharks are at the top of the ocean food chain. This position is very important. It keeps all of the other animal populations from growing out of control. This process helps ensure there is a diversity of life in the oceans.

## **Level 5**

### **Henry Ford**

Henry Ford is famous for making cars easier for most people to buy. He did this by producing the cars using an assembly line.

Henry Ford was born in 1863 in Michigan. He had four siblings, and his family owned a farm. He worked on the farm when he was young, but he soon discovered that he loved taking things apart to see how they worked, then putting them back together again. He worked on watches a lot, and ended up helping many people fix their watches. In 1879, when he was 16 years old, he moved to Detroit to start working with machines, though he did come home and work on the farm a little, too.

Ford got married to Clara Bryant in 1888, and worked on a sawmill. He eventually became an engineer. Ford worked for the Edison Illuminating Company and even got to meet Thomas Edison! Edison encouraged him to keep working on his plans for his horseless carriage, powered by a motor. Ford's gasoline-powered horseless carriage was called the Quadricycle.

He sold the Quadricycle and started his own company to continue his work making vehicles. He did not stay with the first company for very many years. He eventually started the Ford Motor Company. He spent many years developing cars, which were made only a few at a time.

Ford was not the first person to create a car, but he was the one who

began to make them accessible to a lot of people in the United States. His "Model T" car, released in 1908, was easy to drive and to repair, which made many people want one. He needed to make a lot of cars very quickly. His company hired workers to work on an assembly line. The car would move through the line, and each worker had a job along the line. One worker might put on the steering wheel, while at a different spot on the line, another worker put on tires. Every Model T was painted black. The company could make many cars at a time this way, which made them cheaper to produce.

In addition to using the assembly line to produce cars, Ford was also known for paying his workers fair wages. Henry Ford died in 1947, but his company is still making cars today.



## **Level 6**

### **The Ant World**

Biologists have said that of all the lower animals, the ant is most nearly like humans. Ants are probably the most fascinating of all the insects when their amazing habits are considered.

There are countless ant colonies or cities in all parts of the world. The queen ant rules the ant colony much in the way a mayor rules a city. However, the queen ant does this by chemical substances which she secretes and passes out to the worker ants. This substance is passed from ant to ant by their mouths. The passing of this substance tells the ant what their job is supposed to be.

Any ant colony, no matter how large, has only one queen. Interestingly, it also has many workers and some soldiers, all of whom are female. There are a few male ants in any colony whose job it is to mate with the queen ant after which he dies.

A new ant colony is formed when a mated queen establishes a new nest, usually in a location on the ground or in rotten wood. She then lays eggs, and when they are hatched, the larvae feed on material secreted by her.

An ant has three body parts – a head, a midsection or thorax, and an abdomen. Legs are attached to the thorax, and so are wings in the case of queens and males. All ants have skeletons on the outside and organs on the inside. Ants have a stomach in which they can store food, and another stomach for digesting food. Ants eat seeds, sweets, and many other types of food. An ant also has a heart which consists of a hollow tube going from the head to the rear part of the body. Most ants have very good eyes, and their vision is good at close range. They have compound eyes, which means that their eyes are made up of many, tiny, individual eyes.

Some ants follow scent trails to locate food. The first ant that finds food returns to the nest and touches its abdomen to the ground as it moves, leaving tiny traces of scent. Other ants then follow this trail to the located food.

## **Level 7**

### **Florence Nightingale: The Lady of the Lamp**

As she prepared to sail home in 1856, Florence Nightingale was triumphant. Since her arrival at Scutari, Turkey, almost two years earlier, she had not only improved medical care for British soldiers, but she had also transformed the public's view of nursing. Grateful citizens in London eagerly awaited her return.

Nightingale had long wanted to help others. Born into a wealthy family in 1820, she spent her early life traveling across Europe. Through her family's travels, Nightingale saw the finest European society. In contrast, she also saw the poverty, sickness, and hardship of Europe's common citizens. While still a teenager, she decided to spend her life helping others.

Nightingale's parents expected her to marry, but she refused all proposals. She did not want to be a wife and mother. At the age of 24, she decided to become a nurse. Her family was horrified.

In those days nursing was not a respected vocation. Hospitals were dirty, dangerous places. Nurses were seen as careless and dishonest. Moreover, respectable women would never do such work. Though her parents discouraged her, Nightingale secretly read and studied everything she could about caring for the sick. Eventually she left her parent's home to begin her nursing studies, first in Germany and then in France.

After finishing her studies, Nightingale returned home. Despite her family's objections, she accepted a job running a hospital. In her new job she immediately set about making improvements in the care being given to patients. She had hot water piped into the hospital and insisted that the wards be kept spotless. She ordered that bed linens be cleaned and changed regularly. Most importantly, she hired properly trained nurses. Not all her changes pleased her employers, but Nightingale persisted. She was soon recognized as the leading hospital expert in England.

## **Level 8**

### **Queen of Scream**

Jennifer “Juniper” Jairala grips the rail of one of the water slides at Universal Studios’ new theme park in Osaka, Japan. She knows the drop is coming, but she still feels a thrill as the boat she is on plunges over the edge. Unlike most people who ride the roller coasters and water rides at the new theme park, Jairala is more than just a casual observer. As one of the park’s ride-show engineers, Jairala helps design, assemble, and test some of the scariest rides in the world. You might even call her the Queen of Scream.

How did Jairala get what she calls her dream job? She says it all started with a childhood interest in how things work. While she was growing up in Chicago, Jairala was constantly trying to fix anything in her house that broke. Moreover, she was a good student. She says that when people asked her what her favorite subject was, she would reply, “All of them.” After graduating from high school, Jairala went to Cornell University where she earned a bachelor’s degree in mechanical engineering. Now she works for one of the biggest theme-park corporations in the world.

Although the theme park where Jairala works has been open for approximately a year, she has worked there for about two years. Before the park opened, she oversaw the construction of the rides. Although customers are hoping to be scared on the rides, the park obviously doesn’t want to really imperil its customers. It was Jairala’s job to inspect the rides at each step to make sure they were being built correctly. The rides go through many tests before any human passenger is allowed to climb aboard. For example, the roller coasters are first tested with sandbags that each weigh about the same as a human passenger. In addition, Jairala and other engineers took numerous test rides. Jairala enjoys the thrill of testing a new ride, but she keeps safety foremost in mind.

## **“Get to Know You” Questions**

Here are some questions you may want to ask your student to get to know them better. They do not have to complete all fields. Feel free to share your answers with your student as well!

All About \_\_\_\_\_

My birthday is \_\_\_\_\_. I am \_\_\_\_\_ years old.

I live with my \_\_\_\_\_

I like to \_\_\_\_\_

My Favorite Things:

Color \_\_\_\_\_

Holiday \_\_\_\_\_

Sport \_\_\_\_\_

Food \_\_\_\_\_

Subject \_\_\_\_\_

Candy \_\_\_\_\_

TV Show \_\_\_\_\_

Animal \_\_\_\_\_

When I grow up, I want to be \_\_\_\_\_

My least favorite subject is \_\_\_\_\_

A fun fact about me is \_\_\_\_\_

One goal for this year is \_\_\_\_\_

What do you hope to accomplish through tutoring?

\_\_\_\_\_

How can your tutor help you reach your goal?

\_\_\_\_\_

## Online Tutoring Resources

### Education.com

- Basic materials are free.
- Aligned to Common Core (national) standards rather than Texas Essential Knowledge & Skills (TEKS)
- Grades PK-8 available
- Pros
  - Has a wide variety of resources, including activities, workbooks, online games, and songs
  - Easy to access and navigate
  - Can look up a specific topics
  - Great supplemental resource
- Cons
  - Provides no guided curriculum
- To access:
  - Go to [Education.com](https://www.education.com) | [#1 Educational Site for Pre-K to 8th Grade](https://www.education.com)
  - Click on **Sign up** at the top right.
  - Click on My Child and enter your email and a password for a free account.
  - Enroll as a parent of a homeschooler (select any grade you'd like – you can explore content from all grades).
  - NOTE: HOPE Tutoring maintains a full-access subscription that can be utilized. If you wish to access the full site, your site manager can sign you in during your tutoring session.

### Eureka Math

- Free forever for Texas residents
- 100% aligned with Texas Essential Knowledge & Skills (TEKS)
- Grades K-5
- Pros
  - Abundance of curriculum resources
  - Video explanation for each module provided
  - Teacher edition guidebook is helpful
  - Assessments provided
- Cons
  - Materials are geared for a classroom setting, so they are hard to condense to an hour of tutoring
- To access:
  - Go to: <https://texashomelearning.org/by-subject-math>
  - Scroll down and click on **Register Here**
  - Fill out the form with your personal email as if you were a parent. Use Arlington ISD as the district and McNutt EL as the school.
  - You will receive an email with passcode from DigitalWelcome@greatminds.org

### Carnegie Learning Texas Math

- Free forever for Texas residents
- 100% aligned with TEKS
- Grades 6-8
- Pros
  - Full instructional content is provided
  - Videos and work are well-explained

- Many digital interactive activities available
- Assessments are available
- Great support materials provided
- Digital lessons could be a great tool for in-person tutoring – practical and not overwhelming
- It has a Spanish option
- Digital “MATHia workspaces” are progression based
- Cons
  - Lengthy teacher implementation guides
- To access:
  - Go to <https://discover.carnegielearning.com/Texas-Math-Solution.html>
  - Click on **Get Free Access**
  - Register as a parent

### **Amplify TX Elementary Literacy Program**

- K-5 is free forever, Grades 6-8 is free until 9/23
- 100% aligned with TEKS
- Grades K-8
- Pros
  - Supplemental resources available
  - Reading assignments are interesting
- Cons
  - Comprehensive teacher guides
  - Units are long
  - Specific topics are hard to pinpoint and extract
  - Not be a good tutoring resource for virtual tutors
- To access:
  - Go to [By Subject RLA — TexasHomeLearning](#)
  - Under RLA Instructional Materials, select various grade levels to explore.
  - Scroll down to explore sample materials and course overviews.
  - Also, go to [Texas K-5 Solution \(home learning\) | Amplify](#) and view samples there.
  - For a deeper dive, go to [Texas Reading Curriculum for K–8 - TEKS Aligned Curriculum | Amplify](#)
  - Select Grades K-5
  - Fill out the form with your personal email as if you were a parent. Use Arlington ISD as the district and McNutt EL as the school.
  - You will receive an email with passcode from DigitalWelcome@greatminds.org
  - Log in and explore the full content.

### **Saga Coach**

- Free resource for individual tutors
- Provides tutor development training only
- Pros
  - Great training resource with good courses to take
- Cons
  - You cannot select specific topics of interest
  - The forced progression of courses means it could take considerable time to complete all courses
- To access:
  - Go to [Saga Coach for Tutors & Educators — Saga Education](#)
  - Scroll down and click on Register.

### **Texas STAAR Practice Resources**

- Free resource to access practice tests with answer keys.
- To access printable materials:
  - Go to <https://tea.texas.gov/student-assessment/testing/staar/staar-released-test-questions>
  - Scroll down and select the grade, subject and most recent year.

### **MORE RESOURCES:**

#### **CK-12 ([www.ck12.org](http://www.ck12.org))**

This collection of online learning resources covers pretty much every topic. Lessons include reading, activities, videos, and more to engage students. They also have free online textbooks.

#### **NeoK12 ([www.neok12.com](http://www.neok12.com))**

Educational videos and interactive learning tools on a variety of science, social studies, and math topics. Also has some fun brain games and puzzles you can play together with your student.

#### **Zooniverse (<https://www.zooniverse.org/projects>)**

The Zooniverse is a platform for people-powered research. This research is made possible by volunteers, so anyone can be a researcher.

Date

## Tutoring Session Notes

[illegible]