



# The Role of the Learning Coach

## **ELEMENTARY GRADES K–3**

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# The Role of the Learning Coach

## Understanding the Role of the Learning Coach

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A learning coach is a parent, family member, or another adult that facilitates and supports the student through his or her courses.

The role of the learning coach is to:

- Guide the student through the lessons as needed.
- Discuss the concepts being taught.
- Assist with interactive tools and games.
- Oversee assignments.
- Help facilitate hands-on learning that may be in the course.
- Check for understanding of assignments.
- Keep the student on schedule and on pace.
- Ensure all components of the course are being done with fidelity (independent reading, novel studies, practice activities, etc.)
- Communicate with the teacher as needed.

## Preparing a Learning Space

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Learning spaces should not be limited to a desk and a chair. It is essential to create a learning space that provides opportunities for students to move as needed. The key is to set up space or spaces where the student is free from distractions and able to focus on completing tasks. Below are some suggestions for setting up a learning space:

- Make sure the desk and chair allow the student to sit upright at the computer.
- Have other seating options in the room for students to do offline assignments, such as a comfy chair or bean bag for independent reading, and a larger table with coloring supplies, glue and scissors for written work and projects.
- Create wall space to post a word wall, a world map, and other items that may be frequently referenced.
- Learning spaces do not have to be confined to one small area or room for example:
  - A student can have a desk to complete online work.
  - Offline work can be completed at a kitchen table with a caddy with coloring, writing, and other types of school supplies.
  - Complete independent reading and novel studies on the couch in the living or family room.
  - A refrigerator makes a great wall space. Add magnetic strips to the back of word wall cards to put on the refrigerator.

# Setting and Following a Schedule

Setting and following a schedule is important because it keeps the student in a routine. Keeping students in a routine helps them to stay focused on different tasks and provides them with an important life skill.

During a regular school day, an elementary student usually does more than just academic subjects. They spend time talking and communicating about things that they are learning, take breaks in the form of recess and lunch, and talk to their teachers about learning and development goals. These activities are important in helping students process what they are learning. Providing time in the day to talk about what a student is learning will reinforce learned concepts, providing him or her with a better chance of success towards mastery.

These things are done to provide students breaks so that they do not get overwhelmed or tired out by going from subject to subject. It is important to incorporate these types of activities into the day for your student as well.

The schedules listed are suggested to help guide you. It is important to set up a schedule that works best for your student, is easy to follow, and helps maintain a routine.

## K-3 Suggested Schedule:

Subject/Activity	Suggested Time
Morning Meeting (Discuss Calendar, Weather, Lessons for the day, Review goals)	15-20 minutes
Language Arts	60-75 minutes
Snack/Brain Break (play a game, exercise, move around)	20 minutes
Mathematics	45-60 minutes
Lunch/Free Play	40 minutes
Science	30-45 minutes
Brain Break	10 minutes
Social Studies	30-45 minutes
Brain Break	10 minutes
Electives (Art, Music, etc)	30 minutes
Afternoon Meeting (Discuss what was learned today across the subjects, a favorite thing a student learned, what goals were met, set goals for next day.)	15-20 minutes

# Previewing Courses

It is important to preview the lesson that in which the student will be working. Preview a course by logging into an observer account. You will only be able to preview the Resources Module and the lessons in which the students is working. You cannot jump ahead in a course. It is good practice to preview a lesson before a student, so you know what will be covered in that lesson.

When previewing a course, start with the Resources Module. This is the first module in every course. In this module, you will find:

- A section for the learning coach to learn more about their role as well as how to navigate through the platform.
- A course materials list.
- A getting started guide for the student (For K-3 students, you will want to go through this guide together).
- Additional course specific information.



A typical module has lessons for the student to learn and practice the concept, assignments for the student to complete, and assessments that are either completed online or during a synchronous session with the teacher. Each lesson has a learning coach tab. Clicking on the tab will provide the learning coach with information about the lesson as well as if any materials are needed for the lesson.



## A Typical Day: Morning Meeting

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To preview activities in the course, scroll down to the folders showing the resources and modules in the course. Open a folder by clicking on it. This will show the activities and assignments in the module. You can click on an activity to preview it. If there is a green checkmark, the student has completed that activity or assignment. As a parent/observer, you are only able to view what the student has already worked on, or what the student is currently working on.

Many learning coaches wonder what a typical day looks like for a virtual learning elementary student. This section of the guide is going to walk you through a typical day using the schedule included in the guide. This is just a suggestion. It can be tweaked and adjusted to fit your needs.

### **MORNING MEETING 15-20 MINUTES**

This is a time to meet with your student and go over some basic skills students should know. It is also a time to review goals that have been set and concepts learned. Below is a list of suggested activities for the morning meeting:

- Calendar: Have a calendar available that can be filled in for each day. Dry erase calendars are good for this. Each morning meeting ask your student:
  - What month is it?
    - ◆ Have the student point to the month on the calendar say it and spell it out loud.
  - What day of the week is today?
    - ◆ Have student point to today, say the day of the week, point to the word and spell it.
  - What is the date for today?
    - ◆ For Kindergarten, count from the beginning to the date. For example, if it is January 5, count from January 1st to 5th.
  - What day of the week was yesterday?
    - ◆ Have them point to the day before, say the day of the week, and spell it.
  - What day of the week will it be tomorrow?
    - ◆ Have them point to the day after, say the day of the week and spell it.
  - As students learn odd and even in math, you can ask students if it is an odd numbered day or even numbered day.
- Weather: Have students describe what the weather is like outside. Ask what they should wear for the weather.
- Seasons: Discuss the current season. How does the weather relate to the current season?
- Review concepts from lessons.
- Review goals for the day.

# A Typical Day: Language Arts

## LANGUAGE ARTS 60-75 MINUTES

In grades K-3 Language Arts, there are 18 modules. A student should complete one module a week, one lesson a day.

At the beginning of the school year, you will want to guide your students through the lessons, especially if they are a kindergartener or first grader. If a student is not able to read the lesson, be sure to show them where the speakers are and have them click on each speaker to have the content read aloud.



The screenshot shows a digital learning interface for a phonics lesson. At the top, the title "Phonics: Short a" is displayed in a blue header. Below the title, there are two instructional boxes. The first box contains a speaker icon and the text "ā is the sound of the week." The second box contains a speaker icon and the text "Short a makes the 'ahhh' sound. Click on the alligator and listen to him make the short a sound." Below these instructions, there is a green alligator illustration and a large, colorful letter 'a'. A red arrow points from the alligator towards the letter 'a'. At the bottom of the interface, there is another instructional box with a speaker icon and the text "After you listen to the alligator, listen to the song about the ā sound, then click on the slide show to hear the ā sound." The interface also features a vertical sidebar on the left with "Table of Contents" and "Learning Coach" buttons, and a vertical bar on the right with several colored circles.

Before a student clicks onto the next page, ask the student to summarize what was learned or ask questions about that page.

When a student plays an interactive game, watch for how many errors they make. Have the student redo the game if mistakes are made.



The screenshot shows the title screen for a game called "Spelling Bee". The title "Spelling Bee" is written in a large, yellow, bubbly font. To the right of the title is a cartoon bee character wearing a white t-shirt with the letter 'B' on it. Below the title and character are two buttons: a blue button labeled "Directions" with a right-pointing arrow icon, and a green button labeled "Begin" with a flag icon. The background is a light gray with a subtle pattern of small, light-colored letters.

## LESSON VIDEOS

Watch videos with the student. Ask questions about what the video is teaching. Have the student retell facts from the video.



## LESSON ASSIGNMENTS

When a student encounters an activity button on a lesson page, have the student click on it to download and print the assignment. If you have a workbook, direct the student to find the workbook page and complete it. If you are not using the workbook, get a folder and label it Language Arts. Have your student put completed assignments in the folder so that all work is together when it is time to submit to the teacher.

An instruction screen for a handwriting activity. On the left is a cartoon pink hippo holding a yellow pencil and a white card with the letter 'H'. The text reads: 'Click on the link below to view your handwriting activity. Be sure to use a pencil and your very best handwriting! Submit this to your teacher when you are done. Once you have turned in your handwriting to your teacher, click to the next screen and learn all about nouns.' Below the text is a yellow button with a star icon and the word 'Activity'. A red arrow points from the button to the right.

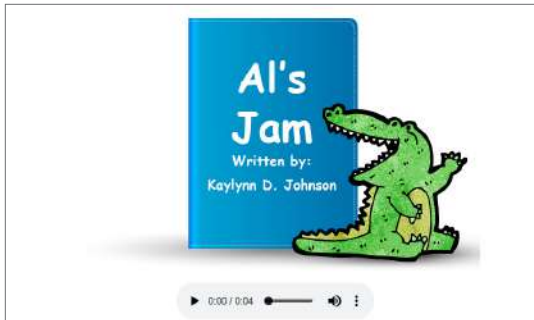
A handwriting practice sheet. At the top left is a pink bear holding a pencil. Next to it is a line for 'My name is \_\_\_\_\_'. A yellow pencil is on the right. The instructions are: '1) Use your finger to trace the examples below' and '2) Trace the examples. Then, practice writing the letters on your own with a pencil.' The examples are 'Cc Gg Oo Qq Ss' on a set of three lines. Below are two rows of dashed letters for tracing: 'Cc' and 'Gg'. At the bottom right, it says 'Continue on the next page.'



## LESSON STORIES

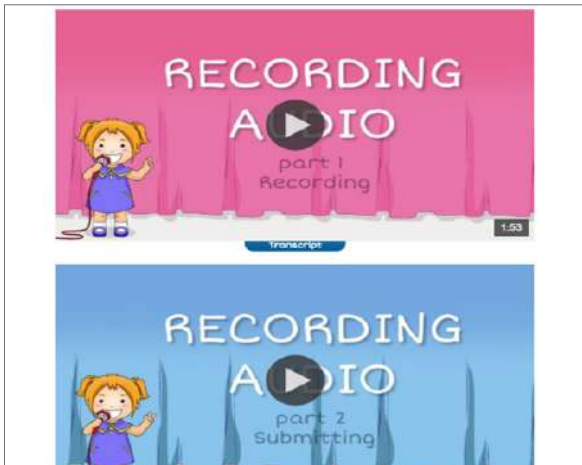
When a student encounters the story in the lesson, have him or her do the following:

1. Click on the speaker to have the story read aloud.
2. Have the student go back and read the story out loud to you.
3. Ask the student to identify how many times each sight word appears in the story.
4. Ask the student to identify words that correlate to the phonics lessons for the week (for example, short a words).
5. Ask the student to identify the characters, setting, problem, etc.



## AUDIO RECORDINGS

In Language Arts, students will be asked to submit audio practice activities in each module. The Resources Module tells students how to record and submit an audio recording in both the Learning Coach section and the Getting Started Section.



## INDEPENDENT READING

Part of the Language Arts course is independent reading for a minimum of 30 minutes a day.

The school you are working with may have a virtual independent reading program that will provide books at your student's reading level to read. If they do not, you can use the "Choose a Just Right Book" guide to help your student find a book at their reading level. Even if the school does provide a virtual reading program, you can still find books on your own. Take your student to a local library or go through their own book collection. To find a just right book have the student do the following:

How to Choose a Just Right Book:

1. The student should first preview a book and see if it looks interesting.
2. If it looks interesting, practice the “5-Finger Rule”.
3. Read one page and hold up a finger for each word that can’t be read.
4. Five or more fingers up, choose a different book.
5. Four or less fingers up, it is a just right book.

The Learning Coach should listen to the student read the book and keep track with the student.



#### INDEPENDENT READING SUGGESTIONS

1. If choosing books together at a library, have the student pick at least three books to check out.
2. Set up a place to hold the books for independent reading, such as a book basket or tub.
3. During Independent Reading time, have your student choose one of the books to read for 30 minutes. You want your student to read these books multiple times during the week in order to become familiar with them.
4. If your student is a kindergartner, ask him or her to identify the title of the book, the author, and the illustrator. Have the student point to the beginning and end of sentences on the pages.
5. After a student has read the story, ask him or her questions about the characters, setting, plot, etc. Have the student go through the book and find sight words or spelling words for the week.
6. Discuss the book with the student before the student completes the assignment.

**Note:** These documents can be typed in. A student can download the documents. Save the document in their documents. Pull up the saved version in which to type. Save when finished

Name \_\_\_\_\_


## Independent Reading Log

You may choose a book to read independently each week. The librarian at the local library can help you find appropriate books to read, or you can visit the website shown below.

<https://lexile.com/findabook/>

Weekly Reading Log Questions  
Each week, you will be asked to answer the following questions about the book you read. Make sure you can answer these questions by the end of each week.

Fiction	Non-Fiction
1. Who was the main character(s)? 2. Describe two events in the story that you liked. 3. What did the main character learn or do in the end?	1. What is it about? 2. Describe/Explain three things that you learned.




Name \_\_\_\_\_

## Weekly Reading Log Questions

If you read a fiction book, answer the questions in the Fiction column. If you read a non-fiction book, answer the questions in the non-fiction column.

Fiction	Non-Fiction
1. Who was the main character(s)? 2. Describe two events in the story that you liked. 3. What did the main character learn or do in the end?	1. What is it about? 2. Describe/Explain three things that you learned.

Enter Answers Here



### SUBMITTING ASSIGNMENTS

At certain points in a module, your student will be asked to submit assignments. The “Getting Started Lesson” in the Resources Module describes how to submit assignments. Below is a list of the types of assignments that could be submitted.

- **Module Weekly Written Work:** This is where your student will submit assignments assigned throughout the lesson. You can scan the assignments and submit them in the dropbox. You can also select the video feature in the dropbox, hold up each page for the teacher to view and grade, and select upload when finished.
- **Story Retell:** This assignment will ask your student to record themselves retelling the story for the week. The student may use the recording option in the lesson to record or simply hit the microphone in the submission pages to complete his or her recording within the dropbox. When the recording is complete, the student will upload it to the dropbox.
- **Independent Reading Assignment/Assessment:** The student will submit his or her Independent Reading Log and questions here.
- **Module Spelling Test (Grades 1-3):** The completed test can be scanned and uploaded.

### LEARNING COACH READ ALOUD STORY TIME

End the Language Arts Independent Reading section by reading aloud a story to your student. Choose a different story each day to read aloud to your student. While reading the story, stop at certain points and ask questions about the story. Share your favorite parts when finished reading.

# A Typical Day: Snack Time and Brain Break

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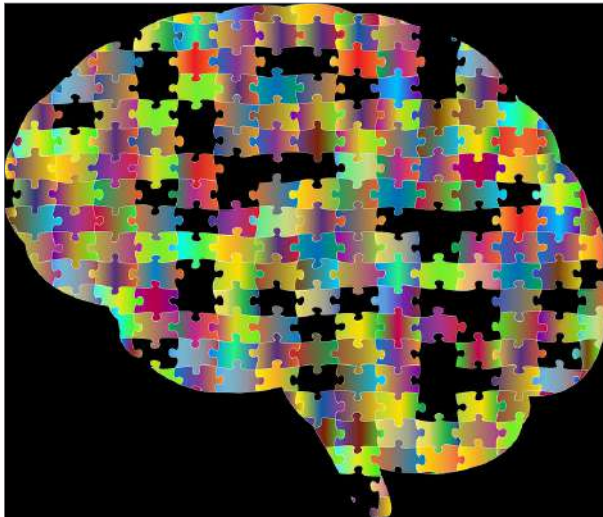
## **SNACK TIME 10 MINUTES**

It is important for elementary students to take breaks and experience movement. A good time for a break is after finishing the Language Arts assignments for the day. Start with snack time. This is a good time to discuss good nutrition practices. Encourage your student to choose a healthy snack, such as fruits and vegetables with water to drink.

## **BRAIN BREAK 10 MINUTES**

Before starting Math, take about 10 minutes to do a movement activity. Some suggestions are below:

- Alphabet (letter and sound recognition), Sight Word, Spelling Word Hop: The Alphabet part of this activity can be omitted in grades 1-3 if student has mastered the alphabet. Print or write out the letters of the alphabet capital and lowercase, sight words that have been taught, and spelling words for the week. Place the papers randomly on the floor. Have the student hop from paper to paper saying the word, letter, and letter sound. If the student makes a mistake, he or she must start back at the beginning. This game could be updated by adding new words that are introduced each week and taking away words and letters as they are mastered.
- Be A Spelling Word: Have the student stand up and spell their words for the week. The student must try to make each letter as he or she says it using their body.
- Yoga: Search for child friendly yoga poses and spend 10 minutes doing them.
- Go Noodle: This is a website that has many songs that get kids up and dancing.

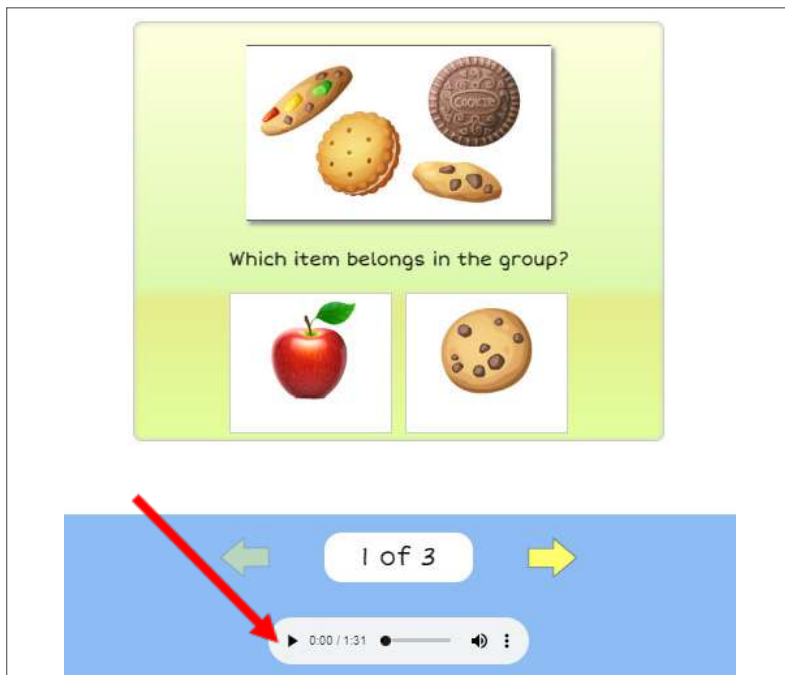


# A Typical Day: Math

## MATH 45-60 MINUTES

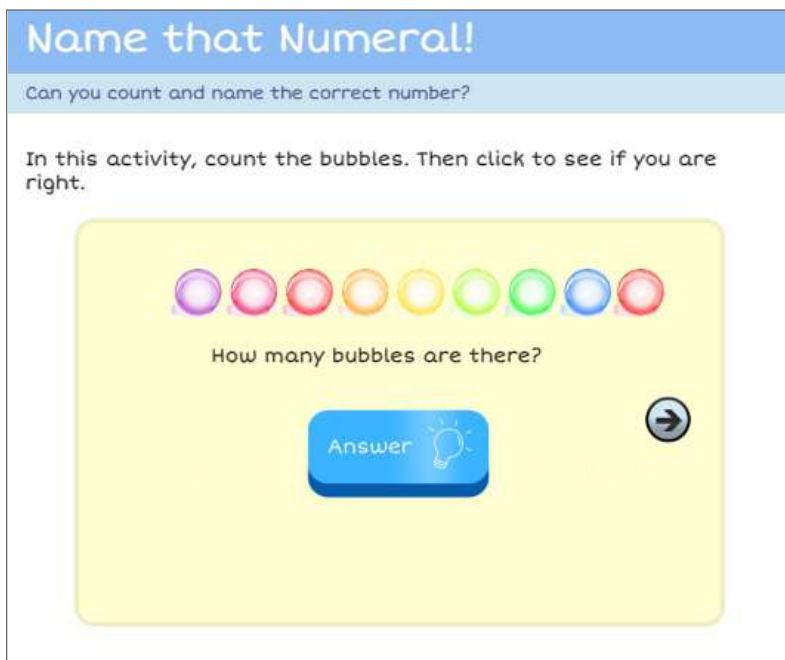
In grades K-3 Math, there are 18 modules. A student should complete one module a week, one lesson a day in grades K-1. In grades 2-3, the lesson numbers will vary, so focus on one module a week for grades 2-3.

In the beginning of the school year, you will want to guide your student through the lessons, especially if the student is a kindergartner or first grader. If a student is not able to read the lessons, be sure to show the student where to click the play button to have the content read aloud.



Before a student clicks onto the next page, ask the student to summarize what was learned or ask questions about that page.

When a student plays an interactive game, watch for how many errors they make. Have the student redo the game if mistakes are made.



## LESSON VIDEOS

Watch videos with the student. Ask questions about what the student learned in the video and have them retell facts.




## LESSON ASSIGNMENTS

When a student encounters an “Activity Button” on a lesson page, have the student click on it to download and print the assignment. If you have a workbook, direct the student to find the workbook page and complete it. When the student finishes the worksheet, have him or her submit the worksheet by scanning it and putting it in the submission page when prompted to in the course (this is usually after the lesson).

### Fishing for Answers

Help catch the fish!


In this activity, you will color to make 9. When you are finished, submit it to your teacher for a grade. 2 points for each correct answer.

Activity 

### Fishing For Answers

Student Name: \_\_\_\_\_

Color the fish below that show ways to make 9.



$4+5$     $5+3$

$3+5$     $9+0$     $10-2$

$15-6$     $12-3$     $14-3$

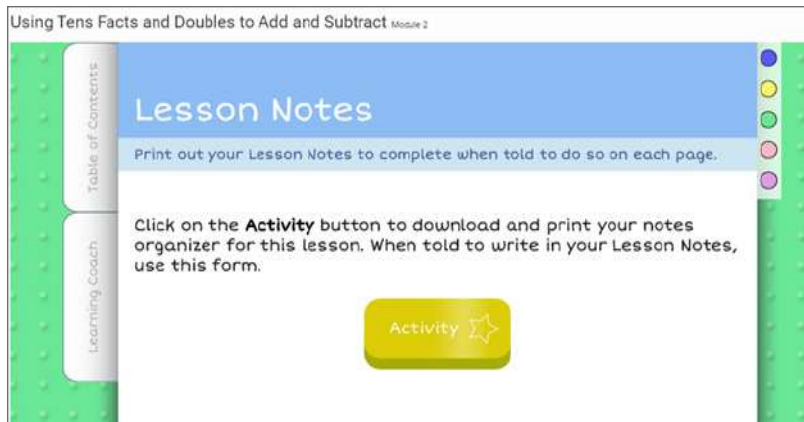
$13-10$     $2+7$     $1+8$

## MODULE QUIZZES

There is a quiz at the end of each module. If your student is a kindergartner, you may want to read the quiz questions and answer choices to the student until the student is able to read the questions and answer choices on their own.

## LESSON NOTES (GRADES 2-3):

Second and third grade students will be asked to download lesson notes. Students are expected to fill out notes as they go through the lessons in the module. The lesson will direct them when to fill out the notes. Offer guidance and support as they fill out the notes. Take time to discuss the content of the notes. When prompted in the course, the student will submit the notes for a grade. Some notes will have the student type in the document, save, and then submit. Please refer to the Resources Module to learn how to type in and submit PDF documents.




Using Tens Facts and Doubles to Add and Subtract Module 2

### Lesson Notes

Print out your Lesson Notes to complete when told to do so on each page.

Click on the **Activity** button to download and print your notes organizer for this lesson. When told to write in your Lesson Notes, use this form.

**Activity** 

Student Name: \_\_\_\_\_

Using Tens Facts and Doubles to Add and Subtract

### Lesson Notes

#### Math Vocabulary

Write the number words.

Number	Number Word
11	Enter text here
12	Enter text here
13	Enter text here
14	Enter text here
15	Enter text here
16	Enter text here

## MATH GAMES:

Before a student starts a lesson and after a student finishes a lesson, it will be good practice to play a math game that reinforces the concepts being taught for each lesson. There are many places to find math game ideas online.

# A Typical Day: Lunch/Free Time

## LUNCH/FREE TIME (40 MINUTES):

This is a time to take a longer break of about 20 minutes. Have your student help make lunch and use this time to discuss good nutritional choices. After eating lunch allow your student to have 20 minutes of free time to play. If it is a nice day, play outside. If it is a rainy day, have them choose things to play inside. Use this time as a screen-free break with no television, computer, or tablet.

# A Typical Day: Science

## SCIENCE 30-40 MINUTES:

In grades K-3 Science, there are six modules. A student should complete one module in three weeks.

### GUIDING QUESTION:

Before the student starts the lesson take time to have a discussion. Using the “Guiding Question” about the topic. For example, if the lesson is about the phases of the moon ask the student: “I wonder why the moon changes shape. What do you think?”

Discuss the possible theories and then have the student work on the lesson. As the student goes through a lesson, ask them questions. Guiding questions will be included in the course guide for your grade level in Science.

### GOING THROUGH A LESSON:

In the beginning of the school year, you will want to guide your student through the lessons, especially if the student is a kindergartner or first grader. If a student is not able to read the lessons, be sure to show the student where to click the play button to have the content read aloud. Before a student clicks onto the next page, ask the student to summarize what they learned or ask them questions about that page.

**Phases of the Moon**

Go outside and observe the moon. Draw a picture of the moon at its particular phase in your calendar.

**Steps:**

	NEW MOON	FIRST QUARTER	FULL MOON	LAST QUARTER
1. Go outside at night and observe the moon. Draw a picture of the moon at its particular phase in your calendar. Do this each night throughout the month. If it is a cloudy night and you can't see the moon, draw a cloud in your calendar.				
2. Remember summer? Think about the sounds, smells, sights and flavors of summer. Draw a picture in your science scrapbook that represents summer. You may also do this exercise on a separate piece of paper and glue it into your scrapbook.				

Complete the activity shown below as you go through this lesson. At the end of the lesson, submit it to your teacher for a grade.

Activity

1 of 4

0:00 / 0:30



## LESSON VIDEOS

When a student is watching a video, watch it with them. Ask them questions about what they learned in the video.




## ASSIGNMENTS













When a student encounters an **Activity Button** on a lesson page, have the student click on it to download and print the assignment. If you have a workbook, direct the student to find the workbook page and complete it. When the student finishes the worksheet, have him or her submit the worksheet by scanning it and putting it in the drop box when prompted to in the course (this is usually after the lesson).

**Steps:**

- Go outside at night and observe the moon. Draw a picture of the moon at its particular phase in your calendar. Do this each night throughout the month. If it is a cloudy night and you can't see the moon, draw a cloud in your calendar.
- Remember summer? Think about the sounds, smells, sights and flavors of summer. Draw a picture in your science scrapbook that represents summer. You may also do this exercise on a separate piece of paper and glue it into your scrapbook.

Complete the activity shown below as you go through this lesson. At the end of the lesson, submit it to your teacher for a grade.



**Activity** 

NEW MOON	FIRST QUARTER	FULL MOON	LAST QUARTER
			
			
			

**Main Lesson Book:**  
**Moon and Seasons Assignment**

- Go outside at night and observe the moon. In the box below draw a picture of the way you see the moon. Label the phase on your picture.
- On the next page record the phases of the moon on your moon calendar.

Name: \_\_\_\_\_



## MATERIALS:

In Science, students may have activities that are hands-on experiments. Be sure to preview the materials list to find the materials needed and have them on hand.

## WRAP UP:

After a student completes a lesson, review the “Guiding Questions” discussed at the beginning of the lesson. Ask what the student learned. Ask what questions the student still has. Have the student record answers in a science notebook. End the session by reading a story related to the learned topic. Your local library will have a good selection of children’s science books.

## SCIENCE IN THE NEWS

Learning about science in the news can make a student’s learning meaningful and relevant. Take some time to research the topics in science to try to find current events that are related to that topic. Share your findings with your student.

## A Typical Day: Brain Break

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### BRAIN BREAK 10 MINUTES

Before starting Social Studies, take about 10 minutes to do a movement activity. Some suggestions are below:

- Map Hop: Get a laminated world map and put it on the floor. Call out a continent and have the student hop to that continent. Repeat until the student has visited each continent.
- Act it Out: Gather five vocabulary words from Science or Social Studies. Say the word. Ask the student to act out the meaning of the word.
- 10-minute Creation Challenge: Give your child a random grouping of materials (straws, pennies, pipe cleaners, glue, scissors, etc.) Ask them to create something using all the materials.
- Yoga: Search for child friendly yoga poses and spend 10 minutes doing them.
- Go Noodle: This is a website that has many songs that get kids up and dancing.

## A Typical Day: Social Studies

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### SOCIAL STUDIES 30-40 MINUTES

K-1 Social Studies has 18 modules a semester. There are approximately two lessons a module, the lessons are meant to be spread over one week so that a student would complete one module a week. In second and third grade there are six modules a semester, there are approximately three lessons a module, one lesson should be completed a week so that a student would take three weeks to complete a module.

### DAILY MAP SKILLS

Purchase a children's atlas. Each day focus on a map from the atlas and ask your student questions about the information on the map. Have your student identify the compass, the map key, lines of longitude and latitude, and other features of the map.

### GOING THROUGH A LESSON:

In the beginning of the school year, you will want to guide your student through the lessons, especially if the student is a kindergartner or first grader. If a student is not able to read the lessons, be sure to show the student where to click the play button to have the content read aloud. Before a student clicks onto the next page ask the student to summarize what was learned or ask them questions about that page.


### LESSON VIDEOS

Watch videos with the student. Ask questions about the video and have the student retell the information they learned.



## LESSON ASSIGNMENTS


When a student encounters an “**Activity Button**” on a lesson page, have the student click on it to download and print the assignment. If you have a workbook, direct the student to find the workbook page and complete it. When the student finishes the worksheet, have him or her submit the worksheet by scanning it and putting it in the submission page when prompted to in the course (this is usually after the lesson).



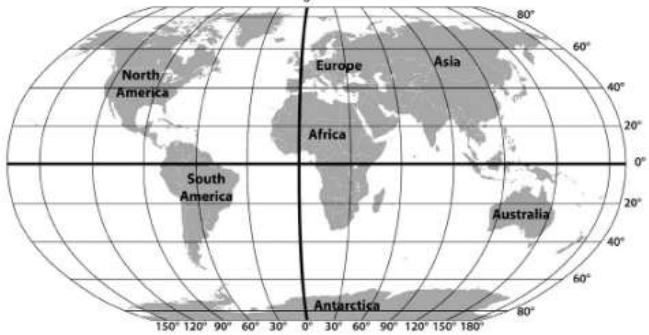
Find a map to use as a reference. Locate the legend on your map. Locate objects that are symbolized in the legend.

These tools, the lines of longitude and latitude, the compass rose, and the legend, are all used to read maps. They tell us what symbols mean and give us a way to describe where locations are in the world!

Complete the activity shown below as you go through this lesson. At the end of the lesson, submit it to your teacher for a grade.



### World Map



- Look at a globe or this world map to answer the questions below. Use complete sentences.

1. What country do you live in?
2. What hemisphere do you live in?
3. What is the closest longitude to you?

## MATERIALS:

Any materials needed for Social Studies will be in the “**Materials List**” found in the “**Resources Module**” of the course. Be sure to preview the materials list to find the materials needed and have them on hand.

## WRAP UP:

After a student completes a lesson, review the concepts learned in that lesson.

## A Typical Day: Electives

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### **ELECTIVE COURSES: 30 MINUTES**

If your student is enrolled in more than one elective course, the electives can be rotated each day. For example, if your student has Art and Physical Education, do Art one day and PE the next.

## A Typical Day: Afternoon Meeting

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### **AFTERNOON MEETING 15-20 MINUTES**

This is a time to meet with your student and review the day.

- Discuss what was enjoyed most, what is something new they learned, what was the least favorite activity, and/or what needs review or extra help.
- Review the goals that were set, discuss if the goals were met, if they need to be readjusted, and set new goals if needed.
- For Grades 1-3, take a minute to review spelling words. Ask the students to spell the word and use it in a sentence. Make it a challenge with new sentences each day.
- Review the math concepts for the day and quiz students on what they are learning.

## Synchronous Sessions and Teacher Communication

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Your student's teacher will have contact information posted so that anytime you have questions or need to contact the teacher you can. Communication with your student's teacher is key to a successful learning environment. Never hesitate to reach out when needed.

Another way the teacher will contact students is through synchronous sessions. During this time, the teacher will administer assessments, go over assignments, discuss grades, and student progress. It is important that you sit in on these sessions but allow the session to be run by the teacher. Be a silent observer during the session allowing the teacher and student to have a discussion. Make a note of teacher tips and suggestions given to the student in order to reinforce those things at home. When the teacher is done with the student for that session, ask any questions you may have.



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