



A PROGRAM OF JCRC

Greater Boston Jewish Coalition for Literacy

Remote Tutoring Samples

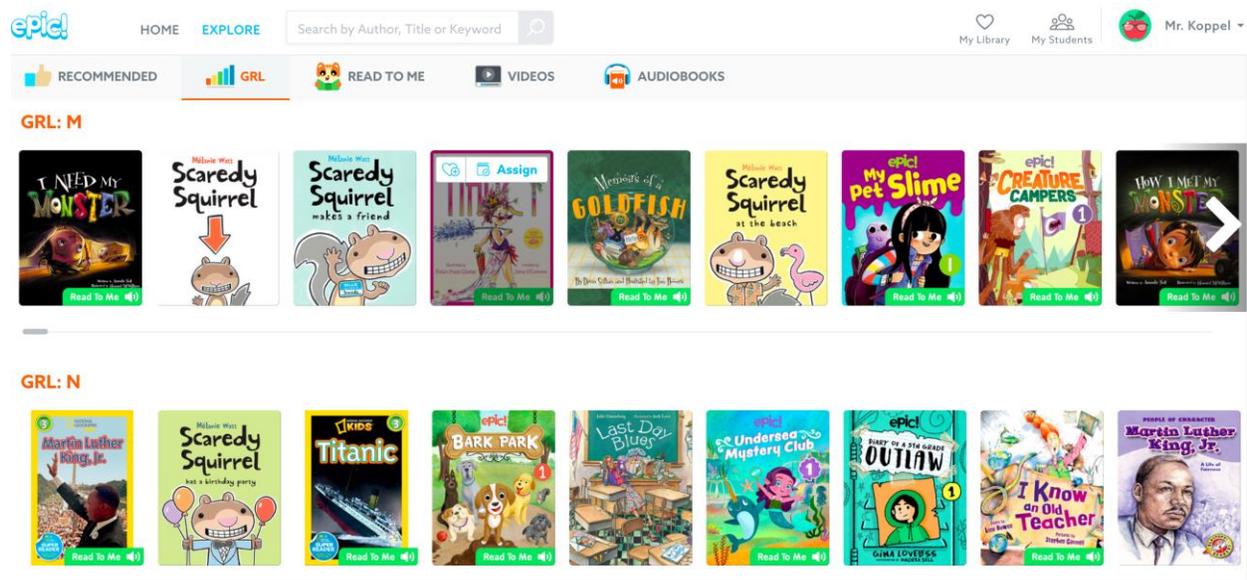
Andy Koppel

Winship Elementary School

Summer 2020

I have been volunteering as a remote reading tutor with three first-grade students two days per week during the summer session at the Winship School in Brighton, MA. The teachers use Zoom as the primary meeting tool. I use Epic for book selection and reading. I work in two separate breakout rooms, one with a single student at grade level and the other with two students who are above grade level. Between Zoom and Epic, the collaborative reading experience is remarkably effective. The students attend the sessions faithfully, and love the dedicated reading time. Epic is a great tool for identifying books by grade level, and Zoom enables the students to select their own books. This has been an eye-opening and exciting experience, especially enhanced by the students' positive attitudes and flexibility in dealing with this unprecedented and unanticipated immersion in remote learning. It is an experience that I hope to continue in the fall.

Below is a screen shot of an Epic selection of books for Grade Levels M and N. All rows scroll horizontally.



Naomi Lopkin

Jackson Mann Elementary School

Spring 2020

The decision was taken out of my hands. In the middle of March, schools were cancelled.

News about the coronavirus was on the front page of the Globe, worries about contagion were circulating, and I had been wondering whether or not it would be wise to continue my weekly tutoring schedule at the Jackson Mann School.

It saddened me to leave my students without even a goodbye. I wrote to Ms. DJ, the wonderful 2nd grade teacher in the class, to ask if there was any way I could help from afar. Ms. DJ responded immediately and said she would invite me to join in her google classroom. Thanks to modern technology, the class was able to meet on the computer. Despite some difficulties and distractions, Ms. DJ was able to gently guide her students through conversations about the pandemic and offer stability and sensitivity to this new reality. Sometimes, I read a story or a poem, but my primary role was to be another voice for interaction and support. After a few weeks, Ms. DJ asked if I would join in for the science class also. When the children were placed in break-out rooms for discussion, I was the adult in the room. In addition, at Ms. DJ's request, I read books to the children that were related to the lesson to reinforce their learning.

In past years, the JCRC provided books that were donated by publishers for distribution to the students. With social distancing, this was going to be a challenge, but we were able to surmount that problem. Ms. DJ and I met in the parking lot of the Jackson Mann School and we divided up the books (along with various other goodies that the school sent) so that each child in the class would get a parting 2nd grade gift. We drove to the students' homes, first calling them to be sure there would be someone to accept the package. It was very rewarding to see the excitement of each student as he/she opened the gift package, and it gave me a chance to give each child a long-distance goodbye hug.