

# CovEd Mentorship Tips

Thank you for helping us compile tips / tricks for virtual learning! Please include any insight you have from working with students (or classes/mentors) below. We're hoping we could share this resource to teachers who are also working tirelessly in transitioning to remote learning!

If you've contributed in any way (could be as much or as little as you like!) and would like to be credited as a collaborator, please include your name below and we will include you in the **Acknowledgments** section in our compiled handbook.

## **RULES (Please Read):**

1. No profanity, hate speech, or rudeness. If you see any instances of the aforementioned, please email [coveducation@gmail.com](mailto:coveducation@gmail.com) (or message **Evelyn Wong** in Slack) immediately.
2. Do **NOT** delete anything another mentor has mentioned. If you have opposing views on a technique (i.e. pros/cons) - feel free to add a comment!
3. Please include your tips in the appropriate sections. Feel free to add a section if it has not been mentioned!
4. If you'd like to list yourself as a collaborator for due credit, please include your name at the bottom! Feel free to share this document with any mentor you think might have good tips, or who would benefit from this resource.

## **General Resources:**

- CovEd Mentor Guidelines: <https://www.coved.org/mentorguidelines>
- CovEd Resources Database (currently being updated): <https://www.coved.org/resources>
- Useful Mentor Guide from UCI's Undergraduate Mentoring Program (the Basics): <https://ps.uci.edu/mentors/node/20>

## **Resources for Designing Lesson Plans (for Teachers):**

- [Article on Learning Design](#) - how to create effective online presentations to keep students engaged, including tips on developing engaging content

## **Online Teaching & Technical Resources/Tips:**

- **Open Educational Resources:** These are free resources that can be used and sometimes adapted to enhance your students' learning. Examples:
  - [Khan Academy](#): free online courses, lessons, and practice
  - [PBS Learning](#): teaching resources for students and educators
  - [Smithsonian Education](#) provides distance learning resources to assist caregivers, teachers, and students through remote learning, as well as educational content.

- [Open Stax](#): developed course cartridges, lecture slides, etc. to help instructors teach and enhance the learning of students
- [CK-12](#) - a library of free online textbooks, videos, exercises, and flashcards and real world applications for over 5000 concepts.
- **Massive Open Online Courses (MOOCs)**: are [free online courses](#), such as EdX, available for anyone to enroll. MOOCs provide an affordable way to learn new skills, advance your career, and deliver quality educational experiences at scale. (Source: mooc.org)
- **Fun tools to practice content/vocabulary**:
  - [SpellingCity](#): improve knowledge of vocabulary words
  - [Quizlet](#): online flashcard making tool (can use public sets as well)!
  - [Kahoot!](#): Fun interactive quizzes to engage your students in learning (optimal size at least 3-4 players).
- **Take your mentee on virtual tours**: [Google Tour Creator](#)

## General Mentorship / Student Engagement

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| <b>Early Childhood Learning</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Elementary (Grades K-5)</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Middle (Grades 6-8)</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>High School (Grades 9-12)</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>General (Applicable to all)</b> | <ul style="list-style-type: none"> <li>● <b>Set expectations early!</b> Ask your mentee &amp; family how frequently they expect to meet, and discuss expectations that you have for each other (i.e. showing up to meetings on time, being prepared, etc.) As your sessions go by, you should be flexible to change as both yours and your mentees learning circumstances may change.</li> <li>● <b>Softball activities</b>: Before introducing a new technical resource, offer your students a simple step-by-step activity with a guaranteed successful outcome. Student <i>confidence</i> is crucial to online instructions! (Source: <a href="http://elearningworld.org/online-teaching-hacks">elearningworld.org/online-teaching-hacks</a>)</li> <li>● <b>Ideas for Drawing Demonstrations via Zoom</b> (without an iPad/drawing tablet, if you have a smartphone with the Zoom app):           <ul style="list-style-type: none"> <li>○ Screenshare videos, online demos, etc.</li> <li>○ One method I've found really helpful as a TA: download Zoom on your phone, then plug your phone into the computer and join the</li> </ul> </li> </ul> |

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|  | <p>meeting you set up (don't join with audio). You can flip the camera on your phone so that the front camera is on, and then either hold it in your non-dominant hand as you write, or stick it between several textbooks so that it's like a projector onto the page you are writing on.</p> <ul style="list-style-type: none"> <li>○ When you enter the meeting with your phone, you might want to disable audio when it asks you so that there isn't an echo :)</li> <li>○ If you can't download the app, another way is on the Zoom screen, you can project a math problem or "Share Screen - Whiteboard," and this allows both you and the mentee to draw on the screen at once. (Screen Share menu &gt; "Annotate"). You don't even have to use the Whiteboard for drawing - if you shared your screen for a practice problem online, you could draw on that as well using your mouse!</li> </ul> <ul style="list-style-type: none"> <li>● Doesn't have to be purely academic - we had a mentor take their Kindergartener on a virtual trip to Disneyland once (via ppt)! Feel free to watch movies together, grab ice cream (virtually), etc.!</li> </ul> |
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## English/Writing

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| <b>Elementary<br/>(Grades<br/>K-5)</b> | <ol style="list-style-type: none"> <li>1. To build spelling and vocabulary - have younger students grab various household/backyard items (or animals) and practice spelling with them!</li> <li>2. If you have a drawing pad / whiteboard - would be good to incorporate colors and play fun games like HangMan together.</li> <li>3. Cool way to come up with creative writing prompts: ask your mentee: <ol style="list-style-type: none"> <li>a. What's your favorite color? <b>(Ex. red)</b></li> <li>b. Name an animal that lives in the jungle/sea/etc. <b>(Ex. shark)</b></li> <li>c. Name your favorite food <b>(Ex. burgers)</b></li> <li>d. "Awesome - I want you to write a short story that has all of these things in there, and we can read it together afterwards!" - Opportunity to go over grammar/spelling mistakes, and for older kids - how to be more descriptive.</li> <li>e. The key is to <b>make it fun and engaging</b> - usually this means allowing your mentee the freedom to write about things that excite them, their favorite hobby, etc.</li> </ol> </li> <li>4. To determine if your student is understanding what they're reading, stop occasionally and ask them what just happened in the story and ask them to point to where in the text they got their answer from (for 4-5 grade students).</li> <li>5. Use the "Who, What, Where, When, Why, How" method to start an outline for a chapter summary, and then have them put together their thoughts from answering these questions into a longer summary.</li> <li>6. When you've reached the end of a paragraph while reading together, ask them which words they didn't recognize. Then go through each word and ask them to use context clues to first guess what the word could</li> </ol> |
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|                                            | mean, then give them an example using the word in a sentence, and then if they're still stuck, you can give them some synonyms and a definition and then ask them to use it in a sentence or give an example in their life of when they may use/feel/see/etc that word.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Middle<br/>(Grades<br/>6-8)</b>         | •                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>High School<br/>(Grades<br/>9-12)</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>General<br/>(Applicable<br/>to all)</b> | <ul style="list-style-type: none"> <li>• Starting a <b>Book Club</b>: We've created a Slack Channel for those who may be interested in getting together with other mentors for informal book club meetings. Follow invite link <a href="#">here</a>, and join the #bookclub channel.</li> <li>• Have your mentee gather 1-2 interesting news articles (New York Times, Washington Post, local news, etc.) per week and have them write a short reflection, and highlight new vocabulary / look up the definition. <ul style="list-style-type: none"> <li>○ Challenge: Have them find two articles on the same issue, but with opposing viewpoints!</li> <li>○ These may also spring discussions into interesting topics: i.e. COVID cases are blowing up in certain states but not others &gt; this could start a discussion about epidemiology.</li> </ul> </li> <li>•</li> </ul> |

## History

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| <b>Elementary<br/>(Grades<br/>K-5)</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Middle<br/>(Grades<br/>6-8)</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>High School<br/>(Grades<br/>9-12)</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>General<br/>(Applicable<br/>to all)</b> | <ul style="list-style-type: none"> <li>• People learn best when they're invested. One frequent issue with history education is how boring and irrelevant it seems, especially given the frequent focus on learning dates and the like instead of people and concepts. Some ways to aid students struggling in history are to change the presentation (focus on trends, individuals, concepts, etc over rote memorization of dates and names without people attached to them) or to</li> </ul> |

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|  | digress and have the student practice the skills of history education on a subject they are interested in, like the history of cars or cuisine, that are not in standard curriculums but may help jumpstart the skills of the uninvested student. |
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## Math

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| <b>Elementary<br/>(Grades<br/>K-5)</b>     |                                                                                                                                                                                                                                                                                                                                                             |
| <b>Middle<br/>(Grades<br/>6-8)</b>         |                                                                                                                                                                                                                                                                                                                                                             |
| <b>High School<br/>(Grades<br/>9-12)</b>   |                                                                                                                                                                                                                                                                                                                                                             |
| <b>General<br/>(Applicable<br/>to all)</b> | <ul style="list-style-type: none"> <li>• See “<b>Ideas for Drawing Demonstrations via Zoom</b>” under General Mentorship Tips above!</li> <li>• Often an underlying concept makes much more sense when applied to problems, especially real world problems. Try to find real world applications to make sure they fully understand the concepts.</li> </ul> |

## Science

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| <b>Elementary<br/>(Grades<br/>K-5)</b>     |  |
| <b>Middle<br/>(Grades<br/>6-8)</b>         |  |
| <b>High School<br/>(Grades<br/>9-12)</b>   |  |
| <b>General<br/>(Applicable<br/>to all)</b> |  |

## College Prep (SATs/ACTs/APs)

\*NOTE: For this section, feel free to include links to any online resources!

|                                        |                                                                                                                                                                                                                                                            |
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| <b>SAT</b>                             | <ul style="list-style-type: none"><li>• <a href="#">List of Free SAT Resources</a>: including Question of the Day, full-length practice tests, SAT documents, etc.</li><li>• <a href="#">Union Test Prep</a>: free study guides for the SAT Exam</li></ul> |
| <b>ACT</b>                             |                                                                                                                                                                                                                                                            |
| <b>AP</b>                              |                                                                                                                                                                                                                                                            |
| <b>IB</b>                              |                                                                                                                                                                                                                                                            |
| <b>General<br/>(Applicable to all)</b> | <ul style="list-style-type: none"><li>•</li><li>•</li></ul>                                                                                                                                                                                                |

## College Prep (Essays/Applications)

\*NOTE: For this section, feel free to include links to any online resources, or tips you have that students should know when undergoing the college application process!

|                                                                 |                                                                                                                                                                                             |
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| <b>Personal Statement/<br/>Essays</b>                           | <ul style="list-style-type: none"><li>• <a href="#">Through the Vine</a>: have your college essay reviewed for free within a week and be matched with a college mentor who's btdt</li></ul> |
| <b>Common App</b>                                               | <ul style="list-style-type: none"><li>• Fill it out and submit before the school year starts. The essay takes the most time, so don't try to do a last-minute finesse.</li></ul>            |
| <b>Asking for Letters of Rec</b>                                |                                                                                                                                                                                             |
| <b>Interviews</b>                                               |                                                                                                                                                                                             |
| <b>General<br/>(Applicable to all, including underclassmen)</b> |                                                                                                                                                                                             |

## Economics

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| <b>Middle<br/>(Grades 6-8)</b> |  |
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| High School<br>(Grades<br>9-12)   | <ul style="list-style-type: none"> <li>• <a href="#">ACDC Economics with Jacob Clifford</a></li> <li>• <a href="#">AcDec Econ Power Guide</a></li> </ul> |
| General<br>(Applicable<br>to all) |                                                                                                                                                          |

## Studio/Visual Art/Design

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|-----------------------------------|--|
| Elementary<br>(Grades<br>K-5)     |  |
| Middle<br>(Grades<br>6-8)         |  |
| High School<br>(Grades<br>9-12)   |  |
| General<br>(Applicable<br>to all) |  |

## Music/Theatre/Performing Arts

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| Elementary<br>(Grades<br>K-5)   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Middle<br>(Grades<br>6-8)       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| High School<br>(Grades<br>9-12) | <ul style="list-style-type: none"> <li>• <b>Public Speaking:</b> <ul style="list-style-type: none"> <li>○ Have debates with your students! We had a mentor once debate their mentee on whether dogs or cats were the superior animal.</li> <li>○ Have your mentee watch a movie (or do this together) - and ask them to create a presentation or skit related to a particular theme of the movie.</li> <li>○ Have your mentee practice various kinds of speeches--scripted, extemporaneous (limited preparation), and impromptu (no preparation time)--improving skills in one helps in all.</li> </ul> </li> </ul> |

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| <b>General<br/>(Applicable<br/>to all)</b> |  |
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## Computer Science

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| <b>Elementary<br/>(Grades<br/>K-5)</b>     |  |
| <b>Middle<br/>(Grades<br/>6-8)</b>         |  |
| <b>High School<br/>(Grades<br/>9-12)</b>   |  |
| <b>General<br/>(Applicable<br/>to all)</b> |  |

## Special Education (SPED)

\*NOTE: Please see previously compiled doc [here](#).

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|------------------------------------------|--|
| <b>Elementary<br/>(Grades<br/>K-5)</b>   |  |
| <b>Middle<br/>(Grades<br/>6-8)</b>       |  |
| <b>High School<br/>(Grades<br/>9-12)</b> |  |

| <p><b>General<br/>(Applicable to all)</b></p>                               | <div data-bbox="402 212 850 869"> <h3>Designing for users on the autistic spectrum</h3> <table border="1"> <thead> <tr> <th>Do...</th> <th>Don't...</th> </tr> </thead> <tbody> <tr> <td>use simple colours</td> <td>use bright contrasting colours</td> </tr> <tr> <td>write in plain English<br/><b>Do this.</b></td> <td>use figures of speech and idioms</td> </tr> <tr> <td>use simple sentences and bullets</td> <td>create a wall of text</td> </tr> <tr> <td>make buttons descriptive<br/><b>Attach files</b></td> <td>make buttons vague and unpredictable<br/><b>Click here!</b></td> </tr> <tr> <td>build simple and consistent layouts</td> <td>build complex and cluttered layouts</td> </tr> </tbody> </table> <p>For more information, contact: <a href="mailto:access@digital.homeoffice.gov.uk">access@digital.homeoffice.gov.uk</a></p> </div> <div data-bbox="867 212 1315 869"> <h3>Designing for users with dyslexia</h3> <table border="1"> <thead> <tr> <th>Do...</th> <th>Don't...</th> </tr> </thead> <tbody> <tr> <td>use images and diagrams to support text</td> <td>use large blocks of heavy text</td> </tr> <tr> <td>align text to the left and keep a consistent layout</td> <td>underline words, use italics or write in capitals<br/><b>DON'T DO THIS</b></td> </tr> <tr> <td>consider producing materials in other formats (for example, audio or video)</td> <td>force users to remember things from previous pages - give reminders and prompts</td> </tr> <tr> <td>keep content short, clear and simple</td> <td>rely on accurate spelling - use autocorrect or provide suggestions<br/><b>dyslexia</b> <b>dsyle</b></td> </tr> <tr> <td>let users change the contrast between background and text</td> <td>put too much information in one place</td> </tr> </tbody> </table> <p>For more information, contact: <a href="mailto:access@digital.homeoffice.gov.uk">access@digital.homeoffice.gov.uk</a></p> </div> <ul style="list-style-type: none"> <li>General tip: Students specifically with LD's "learning disabilities" often have pretty low self esteem and frustration with learning. As a kid I found it helpful to learn a bit about the upsides of LD's. One example is that "The scientists with dyslexia were better at picking out the black holes from the noise, an advantage useful in their careers."<br/><a href="https://www.scientificamerican.com/article/the-advantages-of-dyslexia/">https://www.scientificamerican.com/article/the-advantages-of-dyslexia/</a></li> </ul> | Do... | Don't... | use simple colours | use bright contrasting colours | write in plain English<br><b>Do this.</b> | use figures of speech and idioms | use simple sentences and bullets | create a wall of text | make buttons descriptive<br><b>Attach files</b> | make buttons vague and unpredictable<br><b>Click here!</b> | build simple and consistent layouts | build complex and cluttered layouts | Do... | Don't... | use images and diagrams to support text | use large blocks of heavy text | align text to the left and keep a consistent layout | underline words, use italics or write in capitals<br><b>DON'T DO THIS</b> | consider producing materials in other formats (for example, audio or video) | force users to remember things from previous pages - give reminders and prompts | keep content short, clear and simple | rely on accurate spelling - use autocorrect or provide suggestions<br><b>dyslexia</b> <b>dsyle</b> | let users change the contrast between background and text | put too much information in one place |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|--------------------|--------------------------------|-------------------------------------------|----------------------------------|----------------------------------|-----------------------|-------------------------------------------------|------------------------------------------------------------|-------------------------------------|-------------------------------------|-------|----------|-----------------------------------------|--------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------|
| Do...                                                                       | Don't...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |          |                    |                                |                                           |                                  |                                  |                       |                                                 |                                                            |                                     |                                     |       |          |                                         |                                |                                                     |                                                                           |                                                                             |                                                                                 |                                      |                                                                                                    |                                                           |                                       |
| use simple colours                                                          | use bright contrasting colours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |          |                    |                                |                                           |                                  |                                  |                       |                                                 |                                                            |                                     |                                     |       |          |                                         |                                |                                                     |                                                                           |                                                                             |                                                                                 |                                      |                                                                                                    |                                                           |                                       |
| write in plain English<br><b>Do this.</b>                                   | use figures of speech and idioms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |          |                    |                                |                                           |                                  |                                  |                       |                                                 |                                                            |                                     |                                     |       |          |                                         |                                |                                                     |                                                                           |                                                                             |                                                                                 |                                      |                                                                                                    |                                                           |                                       |
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| build simple and consistent layouts                                         | build complex and cluttered layouts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |          |                    |                                |                                           |                                  |                                  |                       |                                                 |                                                            |                                     |                                     |       |          |                                         |                                |                                                     |                                                                           |                                                                             |                                                                                 |                                      |                                                                                                    |                                                           |                                       |
| Do...                                                                       | Don't...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |          |                    |                                |                                           |                                  |                                  |                       |                                                 |                                                            |                                     |                                     |       |          |                                         |                                |                                                     |                                                                           |                                                                             |                                                                                 |                                      |                                                                                                    |                                                           |                                       |
| use images and diagrams to support text                                     | use large blocks of heavy text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |          |                    |                                |                                           |                                  |                                  |                       |                                                 |                                                            |                                     |                                     |       |          |                                         |                                |                                                     |                                                                           |                                                                             |                                                                                 |                                      |                                                                                                    |                                                           |                                       |
| align text to the left and keep a consistent layout                         | underline words, use italics or write in capitals<br><b>DON'T DO THIS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |          |                    |                                |                                           |                                  |                                  |                       |                                                 |                                                            |                                     |                                     |       |          |                                         |                                |                                                     |                                                                           |                                                                             |                                                                                 |                                      |                                                                                                    |                                                           |                                       |
| consider producing materials in other formats (for example, audio or video) | force users to remember things from previous pages - give reminders and prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |          |                    |                                |                                           |                                  |                                  |                       |                                                 |                                                            |                                     |                                     |       |          |                                         |                                |                                                     |                                                                           |                                                                             |                                                                                 |                                      |                                                                                                    |                                                           |                                       |
| keep content short, clear and simple                                        | rely on accurate spelling - use autocorrect or provide suggestions<br><b>dyslexia</b> <b>dsyle</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |          |                    |                                |                                           |                                  |                                  |                       |                                                 |                                                            |                                     |                                     |       |          |                                         |                                |                                                     |                                                                           |                                                                             |                                                                                 |                                      |                                                                                                    |                                                           |                                       |
| let users change the contrast between background and text                   | put too much information in one place                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |          |                    |                                |                                           |                                  |                                  |                       |                                                 |                                                            |                                     |                                     |       |          |                                         |                                |                                                     |                                                                           |                                                                             |                                                                                 |                                      |                                                                                                    |                                                           |                                       |

## English as a Second Language (ESL)

|                                               |                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Elementary<br/>(Grades K-5)</b></p>     |                                                                                                                                                                                                                                                                                                           |
| <p><b>Middle<br/>(Grades 6-8)</b></p>         |                                                                                                                                                                                                                                                                                                           |
| <p><b>High School<br/>(Grades 9-12)</b></p>   |                                                                                                                                                                                                                                                                                                           |
| <p><b>General<br/>(Applicable to all)</b></p> | <ul style="list-style-type: none"> <li>You can pretty much download any ESL worksheets online by Googling "ESL Worksheets" and working with your mentee through them. Here's an example: <a href="https://www.englishclub.com/esl-worksheets/">https://www.englishclub.com/esl-worksheets/</a></li> </ul> |

## Languages (excluding English):

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Elementary<br/>(Grades<br/>K-5)</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Middle<br/>(Grades<br/>6-8)</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>High School<br/>(Grades<br/>9-12)</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>General<br/>(Applicable<br/>to all)</b> | <ul style="list-style-type: none"><li>• Have conversations with your mentee in the language of instruction! Encourage them to try to stick through the whole session without reverting to English. (Variation: do this for the first 15-30 min of each session).</li><li>• Have your mentee tell you about their day/week in the language. For any new words, help them through it and ask them to keep a log of new vocab words.</li></ul> |

## Collaborators

(Include Name + Contribution and/or email, if you want)

- **Katelyn Li, Harvard College**, Special Needs Handbook
- **Taniya Mishra, Director of AI Research**, Special Needs Handbook
- **Emily Chen, McGill University**, English/Writing for Elementary (Grades K-5)