RELAY/GSE

Zearn Tutoring Playbook

A guide to math tutoring with Zearn

ZEARN

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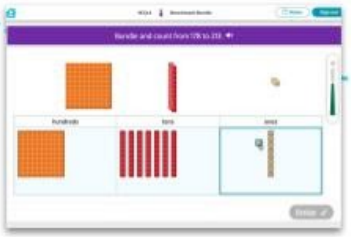
About Zearn

Zearn Math is the top-rated online math learning platform that is built to help all kids be math kids.

Zearn offers complete math tutoring content with a mix of hands-on problem solving and immersive digital learning that reinforces concepts learned in the classroom and doubles down on math learning. Everything Zearn does is driven by the belief that every kid is a math kid.

Kids engage in rich math discussions with their tutor, exploring different ways to solve word problems.

Kids log in to Zearn and complete interactive digital lessons where they learn new grade-level concepts.



Math Magic! An embedded daily diagnostic assesses understanding and automatically launches just-in-time support when kids need it.

Tutoring program includes:

The top-rated math learning materials for kids	
Digital math lessons covering every objective of K-8 math	✓
Just-in-time support & built-in Tier 1 intervention in all digital lessons	✓
Embedded daily digital diagnostic in every digital math lesson	✓

Easy-to-use materials for tutors	
Daily word problems and planning materials for tutors (in Spanish, too!)	✓
On-demand professional development to review instructional strategies	✓
Access to training from Zearn Certified Advisors at Relay GSE	✓

Real-time data visibility	
Detailed reporting for each student including where students need support	✓
School & district-wide reports with progress across tutoring sessions	✓

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About Relay Graduate School of Education

Relay's mission is to build a more just world where every student has access to outstanding educators and a clear path to a fulfilling life.

Relay Graduate School of Education (Relay GSE) is a national, accredited, nonprofit institution of higher education that was created to address the acute need for more highly effective teachers and leaders to guide students to success in college and life. Since earning its independent charter in New York State in 2011, Relay has established campuses in 19 cities and designed and delivered programs for nearly 15,000 educators nationwide.

Relay's approach to preparing teachers and leaders is unique to most institutions of higher education. It begins with a curriculum rooted in pedagogical theory and grounded in evidence of what works best in schools. Relay's programs emphasize the specific teaching and instructional leadership skills and mindsets that have the greatest impact on student learning and character development.

As an institution that teaches teachers, Relay is uniquely positioned to adapt teaching practices into a variety of contexts and modalities. For this reason, Zearn has partnered with Relay to create a series of highly interactive trainings on how to effectively tutor students in mathematics using Zearn.

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Training Overview

Math Tutoring with Zearn by Relay GSE focuses on how to cultivate strong relationships, learning habits, and mindsets with students while using Zearn as a math curriculum to address instructional gaps students may have. The training is offered as a three-part series. The first session, *Introduction to Math Tutoring with Zearn,* focuses on the fundamentals of high-quality tutoring and is facilitated by an instructor. The final two sessions, *Promoting Growth Mindset* and *Cultivating Self-Directed Learners*, delve deeper into topics covered in the first training and are offered in a self-paced, asynchronous format. Tutors will receive registration information for the self-paced sessions after they attend the instructor-led introduction.

Professional Learning Description	Length	Format
Introduction to Math Tutoring with Zearn: This foundational training is designed to get tutors started with Zearn! In this training, tutors will engage closely with the question: What do students need from their tutors to accelerate their learning on Zearn? Tutors will be prepared to set their students up for success on Zearn by learning strategies to build relationships with students, nurture self-directed learning habits on Zearn, and promote a growth mindset to support students in persevering through challenges. This training is offered directly to tutors or tutor trainers. When offered to tutor trainers, they will receive resources needed to turnkey the training to the tutors they are supporting.	4 Hours	Instructor-Led
Promoting Growth Mindset: This workshop is a follow-up to *Introduction to Math Tutoring with Zearn*. In the introductory training, we anticipate where students might get stuck while learning on Zearn and explore strategies tutors can use to help students persevere, including explicit teaching on growth mindset, use of problem-solving processes, and intentionality with language. In this follow-up training, tutors will dive into the science of growth mindset and engage in extended practice around how to promote growth mindset during a Zearn math tutoring session. This workshop is offered in an asynchronous format and intended as a self-paced learning experience for tutors.	3 Hours	Self-Paced
***Cultivating Self-Directed Learners*:** This workshop is a follow-up to *Introduction to Math Tutoring with Zearn*. In the introductory training, we establish the importance of supporting students in developing self-directed learning habits to thrive while learning on Zearn. In this training, tutors will revisit goal setting, an essential self-directed learning habit, along with other habits that will set students up for success. This workshop is offered in an asynchronous format and intended as a self-paced learning experience for tutors.	3 Hours	Self-Paced

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Recommended Schedule

Zearn recommends 45-60 minute tutoring sessions 3x a week. To maximize impact on student learning, tutors should work with no more than 3 students at a time. See below for a sample schedule.

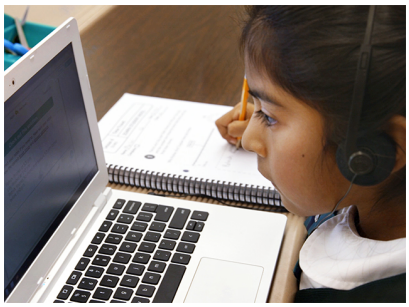
Example Tutoring Schedule: 45-60 min Sessions, 3x weekly

Session Opening (5 minutes)

Tutors start with a check-in and set the purpose for the tutoring session.

Problem Solving (10-15 minutes)

Tutors open each session with a grade-level word problem. Tutors facilitate rich math discussions where students explore different ways to solve problems and discuss their thinking aloud.



Digital Lesson (25-35 minutes)

Students log in to Zearn's online math platform and complete interactive digital lessons, starting with the first lesson of their grade. Students work at their own pace, automatically progressing as they complete activities. If they don't finish a lesson in one session, that's ok! They begin where they left off the next time they log in. Tutors prompt students to read the problem aloud, work out the problem on paper, revisit the Guided Practice, and work through the Boost.

Session Closing (5 minutes)

Tutors prompt students to reflect on the session and what they've learned.

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Abridged Schedule

Zearn recommends 45-60 minute tutoring sessions 3x a week. However, in the event that tutors have 30 minutes with students, then use a 30 minute A/B schedule, 4-5x a week. See below for a sample schedule.

Example A/B Tutoring Schedule: 30 min Session, 4-5x weekly

<table>
<tr><th>A</th><th>B</th></tr>
<tr><td>Session Opening (5 minutes)
Tutors start with a check-in and set the purpose for the tutoring session.</td><td>Session Opening (5 minutes)
Tutors start with a check-in and set the purpose for the tutoring session.</td></tr>
<tr><td rowspan="2">Digital Lesson (20 minutes)
Students log in to Zearn's online math platform and complete interactive digital lessons, starting with the first lesson of their grade. Students work at their own pace, automatically progressing as they complete activities. If they don't finish a lesson in one session, that's ok! They begin where they left off the next time they log in. Tutors prompt students to read the problem aloud, work out the problem on paper, revisit the Guided Practice, and work through the Boost.</td><td>Problem Solving (10-15 minutes)
Tutors open each session with a grade-level word problem. Tutors facilitate rich math discussions where students explore different ways to solve problems and discuss their thinking aloud.</td></tr>
<tr><td>Digital Lesson (5-10 minutes)
Students log in to Zearn's online math platform and complete interactive digital lessons, starting with the first lesson of their grade. Students work at their own pace, automatically progressing as they complete activities. If they don't finish a lesson in one session, that's ok! They begin where they left off the next time they log in. Tutors prompt students to read the problem aloud, work out the problem on paper, revisit the Guided Practice, and work through the Boost.</td></tr>
<tr><td>Session Closing (5 minutes)
Tutors prompt students to reflect on the session and what they've learned.</td><td>Session Closing (5 minutes)
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Preparing for Day 1 of Tutoring

To prepare for tutoring, Zearn recommends that tutors do the following:

- ☐ Log into the Teacher Account assigned to you. Make sure that accounts exist for each student you are assigned. To do that, navigate to "Roster" at the top of your Zearn account.*
- ☐ In your Teacher Account, check that each of your students is assigned to the first digital lesson of their grade level. To do that, navigate to "Assignments" at the top of your Zearn account.**
- ☐ Print Login Cards with each student's password and username. To do that, navigate to "Roster" at the top of your Zearn account. If you have more than one class, choose the desired class from the dropdown menu. Click "Get Login Cards" and print from the new tab.
- ☐ Read the Mission Overview for Mission 1 to orient to the first unit of study. To do that, click the "Curriculum" tab in the top navigation bar, then select your grade-level assignment and "Mission 1." On the right-hand side of the screen, download "Mission Overview."
- ☐ Review Word Problems for Mission 1 to orient to the word problems and their solutions. To do that, click the "Curriculum" tab in the top navigation bar, then select your grade-level assignment and "Mission 1." In the "Teacher-Led Instruction" box, click on "Whole Group Word Problems."
- ☐ Try out a few Digital Lessons on your own from your Teacher Account so that you can be familiar with the student experience. To do that, click the "Curriculum" tab in the top navigation bar, then select your grade-level assignment and "Mission 1." Scroll down to Lesson 1 under the "Digital Lesson." Make sure you make a few mistakes as you work through Fluency, Guided Practice, and Independent Practice to notice how Zearn responds when mistakes are made.
- ☐ Print the following resources for reference while tutoring:
  - ☐ Getting Set-Up Checklist
  - ☐ Digital Lesson Components
  - ☐ How to Work Through Challenges
  - ☐ Praise to Highlight Process

*If you are having trouble finding or accessing accounts, please email support@zearn.org

** Each lesson includes an embedded daily diagnostic that assesses each student's understanding and automatically launches just-in-time support from previous grades or units. Therefore, to get started, tutors should place students at the first lesson of the student's grade level.

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Daily Tutoring Checklist

To prepare for daily tutoring sessions, Zearn recommends that tutors do the following:

- ☐ Print out and review the daily Tutoring Plan
- ☐ Review the Mission Overview and Digital Lesson your students are working on
- ☐ Gather any math materials your students may need (e.g., ruler, manipulatives)
- ☐ Print Student Notes and Weekly Goal Tracker for each of your students. To do that, click the "Curriculum" tab in the top navigation bar, then select your grade-level assignment and the Mission your student is working on. In the "Digital Lessons" box, click on "Student Notes and Exit Tickets." Do not print Exit Tickets, just Student Notes and Goal Setting Trackers.
- ☐ Identify the daily word problem for students. To do that, click the "Curriculum" tab in the top navigation bar, then select your grade-level assignment and "Mission 1." In the "Teacher-Led Instruction" box, click on "Whole Group Word Problems" to identify the word problem for the lesson your students are working on. Be sure students have a white board, notebook, or piece of blank paper to work through the problem.
- ☐ Check that technology is in good working condition—computer, charger, and headphones

As students work through Digital Lesson elements, keep the following in mind:

- ➢ During Fluency, reinforce that during the Sprint, it is about trying to get as many correct as you can to beat your personal best
- ➢ During the Guided Practice portion, guide students in taking Zearn Student Notes and how to correct them when prompted
- ➢ During Independent Practice, show students the Boost in the Tower of Power and how Zearn will give them help when they need it
- ➢ When students finish the Tower of Power, show students the badge they earned in My Stuff
- ➢ Support students when it comes to navigating the technology
- ➢ Lean on Zearn for all answers to content-related questions students may have
- ➢ Point out how the computer responds when a mistake is made. Reinforce that making mistakes is a great way to learn and that Zearn is a helpful teacher!
- ➢ Please keep in mind that your students may need more or less time on any given Digital Lesson depending on their needs. With this said, your students may accelerate at a pace that exceeds your expectations or may need more time than expected on any given lesson. That is okay! Please be patient with the pace that is developmentally appropriate for your learners.

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Days 1-6: Onboarding Scope and Sequence

In order to set students up for success, Zearn recommends scaffolding the first six tutoring sessions to gradually build the skills that students need to be successful during tutoring.

Tutoring Plan	Onboarding Focus	Digital Lesson*	Problem Solving
Day 1	Relationships & Getting Set-Up	Lesson 1	--
Day 2	Promoting a Growth Mindset	Lesson 1 (Continued)	--
Day 3	Setting Goals	Lesson 2	--
Day 4	Learning Habits	Lesson 2 (Continued)	--
Day 5	Problem Solving	Lesson 3	Problem Solving Begins
Day 6	Developing Independence	Lesson 3 (Continued)	1 Word Problem/Day
Standard Day 7 +	--	1 Lesson/Day	1 Word Problem/Day

*Please note that your students may need more or less time on any given Digital Lesson depending on their needs. With this said, your students may accelerate at a more rapid pace through the first four Digital Lessons or need more time on any given lesson. That is okay! Thus, please make sure to have students start on the part of the Digital Lesson that they left off on the previous day.

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Day 1: Introduction to Tutoring and Getting Started on Zearn

Goals: Tutor will…

- Begin building a relationship with their student
- Empower student voice through soliciting their student's input and feedback
- Get their student set-up to learn on Zearn
- Guide their student through the beginning of Lesson 1

Digital Lesson: 1	
Agenda	**Actions**
Session Opening (5 min.)	*Open Warmly:* Greet your student, introduce yourself in a creative way, and express gratitude for having time to check in individually as well as demonstrate that you care • *"Thanks so much for sitting down with me—getting to know you is the highlight of my day!"* • *"I am your Zearn tutor. We will meet ___ days a week to learn math on Zearn. A fun fact about me is…"* • *"Today we're going to do two things: 1) first, we're going to talk to get to know one another, and 2) then, we're going to get started on Zearn…"* • If you know your student well, personalize the opening by referencing something unique about them. For example: *"I know you had a football game this past weekend. How did it go?"*
Get to Know Your Student (5 min.)	*Listen Intently:* Ask open-ended questions to learn more about your student and how your student is doing emotionally. Let your student know you've heard what they've shared. • Check in on how they're doing: *"On a scale from 1-10, 10 being amazing, 1 being not good at all, how are you feeling these days?"* • *"When you're not in school, how do you enjoy spending your time?"* • Show that you are paying attention through paraphrasing: *"It sounds like…"* or "*What I hear you saying is…"*
Solicit Insight and Feedback (5 min.)	*Empower Voice:* Ask your student to share their thoughts about school and math • *"What is going right for you in school this year so far? What could be going better?"* • *"What do you think about math? On a scale from 1-10, 10 being amazing, 1 being horrible, how do you feel about math?"* Follow up with: "*Tell me more."* • *"I am committed to being the best possible tutor. What advice do you have for me?"*
Close with Appreciation and Transition to Digital Lesson (5 min.)	*Thank your Student:* Thank your student for sharing and name some ways you'll continue to connect with them personally • Let them know that you look forward to staying connected: *"Be sure to keep me posted about ____" or "I can't wait to hear more about __!"* • *"If you ever want to talk, we can always talk before or after tutoring…"*

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	Gain Context: Check to see if your student is familiar with Zearn ● *"Have you used Zearn before?* If yes, ask: "*When did you use it and with which teacher? What do you think about it?"* If not, say something conveying excitement about the experience: *"I just learned about Zearn recently, but it's such a cool platform to learn on. I wish I'd had this in school when I was younger!"*
Digital Lesson (20-35 min.)	*Get your Student Set-up:* Intentionally set your student up to engage with their first Digital Lesson ● Review Getting Set-Up Checklist ● Demonstrate how to log in ● Demonstrate how to find your daily lesson *Getting Started:* ➢ Set the Vision: *"You will do the* Digital Lessons *by yourself, but we will spend the first six days of tutoring working through them together so that you know what to do when you begin working independently."* ➢ Show the Digital Lesson Flow chart to share the flow they will work through independently each day—Fluency warm ups, then Guided Practice, then the Tower of Power (Independent Practice) ➢ Set the Goal: *"Your goal is to work through as much of Lesson 1 as you can today. We will pick up the lesson when we see each other again."* ➢ Sit with your student as they get started on the first lesson. Make sure that your student gets through as much of Lesson 1 as possible. Keep in mind that on Day 2 your student will have time to complete Lesson 1. ➢ Point out the different buttons your student needs: the blue button starts the Digital Lesson and the audio buttons read the prompt aloud in their headphones if needed. *As Your Student is Working...:* ➢ During Fluency, reinforce that during the Sprint, it is about trying to get as many correct as you can to beat your personal best ➢ During the Guided Practice portion, guide your student in taking Zearn Student Notes and how to correct them when prompted ➢ During Independent Practice, show your student the Boost in the Tower of Power and how Zearn will give them help when they need it ➢ When your student finishes the Tower of Power, show student the badge they earned in My Stuff ➢ Support your student when it comes to navigating the technology ➢ Lean on Zearn for all answers to content-related questions your student may have ➢ Point out how the computer responds when a mistake is made. Reinforce that making mistakes is a great way to learn and that Zearn is a helpful teacher! ➢ Please keep in mind that your student may need more or less time on any given Digital Lesson depending on their needs. With this said, your student may accelerate at a pace that exceeds your expectations or may need more time than expected on

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	any given lesson. That is okay! Please be patient with the pace that is developmentally appropriate for your learners.
Session Closing (5 min.)	*Celebrate and Track Progress:* ● Acknowledge the progress your student made. Ask: *"Nice work today! What did you accomplish that you feel good about?"* ● Recognize what's been accomplished: "*Today we 1) began to get to know one another, and 2) you started working through your very first lesson on Zearn!"* ● Preview what's to come: *"We will be back together ____ (date). Next time, we will continue to 1) get to know each other and talk a little bit about how we learn and 2) continue to work through the first lesson. I look forward to it!"* *End on a Relational Note:* Let your student know you look forward to seeing them soon!

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Day 2: Promoting Growth Mindsets (Grades K-2)

Goals: Tutor will…

- Continue to build a relationship with their student
- Teach their student about how the brain develops
- Guide their student toward making progress on Digital Lessons ideally through the end of Lesson 1

Digital Lesson: 1 Continued	
Agenda	**Actions**
Session Opening (5 min.)	*Open Warmly and with Purpose:* ● Greet your student: *"Hello! Lovely to see you."* ● Ask questions to gauge how your student is doing emotionally: *"How are you today?"* ● Review agenda: *"Today we're going to 1) learn about how the brain works and 2) work toward completing lesson 1."*
Growth Mindset Mini-Lesson (10-15 min.)	*Opening:* Frame the mini-lesson ● *"Today before we get started on Zearn, I want to talk to you about brain science and how we learn!"* ● *"Most people don't know that when they practice and learn new things parts of their brain change and get larger, a lot like muscles do! This is true even for adults. So it's not true that some people are stuck being 'not smart' or 'not math people'. You can improve your abilities as long as you practice and use good strategies."*[1] ● Ask: "*Did you know that?"* Let your student respond and validate your student's response. *Teach the Science:* Ground your teaching about how the brain develops in the science ● Say: "*Let's take a closer look at how the brain works!"* ● Preview vocabulary: "*There are scientists who study the brain. The brain is a muscle inside of your head that helps to power your body. Scientists who study the brain are called neuroscientists."* ● Frame the video: "*In just a moment, we are going to watch a short video. In the video, you will meet a friendly monster named Mojo! You will learn that Mojo is struggling with math. As you watch the video, think: What does Mojo learn about his brain?"* ● Show Video: Growth Mindset for Students at https://youtu.be/2zrtHt3bBmQ ○ Ask your student to share what they learned ○ Then highlight this key point: Mojo learned that his brain is like a muscle, and that with practice you can learn new things! *Share a Testimony:* Provide a personal example of a time you persevered through a challenge ● Share a story with your student about a time when you worked through something challenging. Feel free to adapt the example below if you would like.

[1] Dr. David Yeager: The New Era of Growth Mindset Research

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	• When I was your age, I was learning how to ride a bike. I had training wheels and was pretty comfortable with my training wheels, but when my mom took off the training wheels I couldn't ride the bike! I kept getting on it, and then I'd tip over. My mom and I worked at getting me up on the bike. First she held onto the handles while I practiced pedaling backward. Then I started pedaling forward without her help! It took a few days, but I finally got the hang of it! Just like Mojo when he learned how to talk, I tried over and over and finally got it! *Make a Self Connection:* Ask your student to apply what they have learned to themselves • Ask your student: *"Have you ever learned something new by practicing, using strategies, and getting support? Tell me more about that experience and what it was like for you."* • Connect what your student says to your student's attitudes about math revealed to you during your Day 1 introductory conversation. For example: *"Yesterday you told me that you feel X about math. How does what you learned today connect to that?"* *Apply the Learning:* Check your student's understanding • Ask: "*What would you say to a student who says 'I'm just not good at math'?"* • Stamp the point: *"We'd tell them that actually the brain is like a muscle and gets stronger when you practice and work through challenging problems."* • Tell your student that the belief that intelligence can be developed is called having a growth mindset. Transition: Transition to the Digital Lesson • "*We'll be talking a lot about growth mindset during tutoring and that it's great to have a growth mindset while working through Digital Lessons.*"
Digital Lesson (25-35 min.)	*Get Your Student Set-up:* • Prompt your student to get set up • Check to see how much they can do on their own • Provide support where needed using Getting Set-Up Checklist as a resource *Getting Started:* • Set the Vision: "*As mentioned yesterday, you will do the* Digital Lessons *by yourself, but we will spend the first six days of tutoring working through them together so that you know what to do when you begin working independently."* • Review the Digital Lesson Components chart to share the flow they will work through independently each day—Fluency warm ups, then Guided Practice, then the Tower of Power (Independent Practice) • Set the Goal: *"Your goal is to to pick up where we left off yesterday and to try to make it to the end of the first lesson. Don't worry though! If you need more time on Lesson 1, we can use time in our next session to continue working through it."* • Pick up where you left off with your student on Day 1 with a focus on working through Independent Practice (Tower of Power) to complete Lesson 1

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	As your Student is Working...: ➢ During Fluency, reinforce that during the Sprint, it is about trying to get as many correct as you can to beat your personal best ➢ During the Guided Practice portion, guide your student in taking Zearn Student Notes and how to correct them when prompted ➢ During Independent Practice, show your student the Boost in the Tower of Power and how Zearn will give them help when they need it ➢ When your student finishes the Tower of Power, show your student the badge they earned in My Stuff ➢ Support your student when it comes to navigating the technology ➢ Lean on Zearn for all answers to content-related questions your student may have ➢ Point out how the computer responds when a mistake is made. Reinforce that making mistakes is a great way to learn and that Zearn is a helpful teacher! ➢ Please keep in mind that your student may need more or less time on any given Digital Lesson depending on their needs. With this said, your student may accelerate at a pace that exceeds your expectations or may need more time than expected on any given lesson. That is okay! Please be patient with the pace that is developmentally appropriate for your learners.
Close Intentionally (5 min.)	*Celebrate and Track Progress:* ● Acknowledge the progress your student made. Ask: *"Nice work today! What did you accomplish that you feel good about?"* ● Recognize what's been accomplished: "*Today we, 1) got to know each other better, 2) learned about how the brain works, and 3) made progress on your Zearn Digital Lessons.* ● Praise progress by naming concrete strategies your student used during the tutoring session to make progress. Use the Praise to Highlight Process resource as a guide. Provide constructive feedback if appropriate. ● Preview what's to come: *"We will be back together ____ (date). Next time, we will continue to 1) get to know each other and 2) pick up where we left off with our Zearn Digital Lessons. I look forward to it!"* *End on a Relational Note:* Let your student know you look forward to seeing them soon!

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Day 2: Promoting Growth Mindsets (Grades 3+)

Goals: Tutor will…

- Continue to build a relationship with their student
- Teach their student about how the brain develops
- Guide their student toward making progress on Digital Lessons ideally through the end of Lesson 1

Digital Lesson: 1 Continued	
Agenda	**Actions**
Session Opening (5 min.)	*Open Warmly and with Purpose:* ● Greet your student: *"Hello! Wonderful to see you."* ● Ask questions to gauge how your student is doing emotionally: *"How are you today?"* ● Review agenda: *"Today we're going to 1) learn about how the brain works and 2) work toward completing lesson 1."*
Growth Mindset Mini-Lesson (10-15 min.)	*Opening:* Frame the mini-lesson ● *"Today before we get started on Zearn, I want to talk to you about brain science and how we learn!"* ● *"Most people don't know that when they practice and learn new things parts of their brain change and get larger, a lot like muscles do! This is true even for adults. So it's not true that some people are stuck being 'not smart' or 'not math people.' You can improve your abilities as long as you practice and use good strategies."*[2] ● Ask: "*Did you know that?"* Let your student respond and validate your student's response. *Teach the Science:* Ground your teaching about how the brain develops in the science ● *"Let's take a closer look at how the brain works! I'm going to show you a quick video about neuroplasticity. Neuroplasticity is the scientific way of saying the brain has the ability to adapt and change as a result of learning and practice."* ● *"As you watch the video, I want you to think about these questions:* ○ *What is neuroplasticity and how does it work?* ○ *How can you rewire your brain?"* ● Show this video: Neuroplasticity at https://www.youtube.com/watch?v=ELpfYCZa87g ● After watching, ask your student the above questions and stamp that yes—you rewire your brain through practice! *Share a Testimony:* Provide a personal example of a time you persevered through a challenge ● Share a story with your student about a time when you worked through a challenge ● If you want, you can use the story below from PERTs Mindset Kit: *"When I was in middle school, I remember struggling with adding negative numbers. I had a hard time figuring out what a 'negative' even meant when talking about a number—how can you*

[2] Dr. David Yeager: The New Era of Growth Mindset Research

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	have less than nothing? I ended up going through many practice problems and continuing to get many of them wrong. I was a very shy kid, so I didn't ask my teacher many questions. My thought was that I had reached 'the peak' of my math talent, and it was all downhill from here. I eventually asked my mom about this topic, and she explained to me the basic concept of negative numbers. This helped me understand it a little, but it was still fuzzy to me. I then researched online for some real-life contexts to show what these mysterious numbers represented outside of some abstract universe. Some of them made sense, and others didn't. I still didn't entirely get it, and I was so frustrated that I wanted to just give up (or continue hoping that negative numbers were not going to appear in math class ever again). I started to dislike math simply because I couldn't understand it anymore. Instead of entirely giving up on my academic career, I eventually mustered up the courage to ask my teacher for help as well. She explained it in a few different ways and gave me new strategies to try out. After some practice with these new strategies, I started to solidify my understanding of negatives, which allowed me to quickly pick up basic algebra afterward. While it was a lot of work and I wanted to give up at many points during my journey, I eventually was able to 'rewire' my brain so that negative numbers actually made sense to me." *Make a Self Connection:* Ask your student to apply what they have learned to themselves ● Ask your student: *"Have you ever learned something new by practicing, using strategies, and getting support? Tell me more about that experience and what it was like for you."* ● Connect what your student says to your student's attitudes about math revealed to you during your Day 1 introductory conversation. For example: *"Yesterday you told me that you feel X about math. How does what you learned today connect to that?"* *Apply the Learning:* Check your student's understanding ● Ask: "*What would you say to a student who says 'I'm just not good at math'?"* ● Stamp the point: *"We'd tell them that actually the brain is like a muscle and gets stronger when you practice and work through challenging problems."* ● Tell your student that the belief that intelligence can be developed is called having a growth mindset. Transition: Transition to the Digital Lesson ● "*We'll be talking a lot about growth mindset during tutoring and that it's great to have a growth mindset while working through Digital Lessons.*"
Digital Lesson (25-35 min.)	*Get Your Student Set-up:* ● Prompt your student to get set up ● Check to see how much they can do on their own ● Provide support where needed using Getting Set-Up Checklist as a resource *Getting Started:* ● Set the Vision: "*As mentioned yesterday, you will do the* Digital Lessons *by yourself, but*

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	we will spend the first six days of tutoring working through them together so that you know what to do when you begin working independently." ● Review the Digital Lesson Components chart to share the flow they will work through independently each day—Fluency warm ups, then Guided Practice, then the Tower of Power (Independent Practice) ● Set the Goal: *"Your goal is to to pick up where we left off yesterday and to try to make it to the end of the first lesson. Don't worry though! If you need more time on Lesson 1, we can use time in our next session to continue working through it."* ● Pick up where you left off with your student on Day 1 with a focus on working through Independent Practice (Tower of Power) to complete Lesson 1. *As Your Student is Working...:* ➢ During Fluency, reinforce that during the Sprint, it is about trying to get as many correct as you can to beat your personal best ➢ During the Guided Practice portion, guide your student in taking Zearn Student Notes and how to correct them when prompted ➢ During Independent Practice, show your student the Boost in the Tower of Power and how Zearn will give them help when they need it ➢ When your student finishes the Tower of Power, show your student the badge they earned in My Stuff ➢ Support your student when it comes to navigating the technology ➢ Lean on Zearn for all answers to content-related questions your student may have ➢ Point out how the computer responds when a mistake is made. Reinforce that making mistakes is a great way to learn and that Zearn is a helpful teacher! ➢ Please keep in mind that your student may need more or less time on any given Digital Lesson depending on their needs. With this said, your student may accelerate at a pace that exceeds your expectations or may need more time than expected on any given lesson. That is okay! Please be patient with the pace that is developmentally appropriate for your learners.
Close Intentionally (5 min.)	*Celebrate and Track Progress:* ● Acknowledge progress: *"What did you accomplish that you feel good about?"* ● Recognize what's been accomplished: "*Today we, 1) got to know each other better, 2) learned about how the brain works, and 3) made progress on your Digital Lessons.* ● Praise progress by naming concrete strategies your student used during the tutoring session to make progress. Use the Praise to Highlight Process resource as a guide. Provide constructive feedback if appropriate. ● Preview what's to come: *"We will be back together ____ (date). Next time, we will continue to 1) get to know each other and 2) pick up where we left off with our Zearn Digital Lessons. I look forward to it!"* *End on a Relational Note:* Let your student know you look forward to seeing them soon!

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Day 3: Goal Setting

Goals: Tutor will…

- Continue building a relationship with their student
- Set goals for learning on Zearn
- Roll out goal setting tracker
- Guide their student through Digital Lessons ideally with a focus on beginning Lesson 2

Digital Lesson: 2	
Agenda	**Actions**
Session Opening (5 min.)	*Open Warmly and with Purpose:* ● Greet your student: *"Hello! Great to see you."* ● Ask questions to gauge how your student is doing emotionally: *"How are you today?"* ● Review agenda: *"Today we're going to 1) set goals for learning on Zearn and 2) work toward beginning Lesson 2."* To be responsive to your student's needs, please adjust the goal for the Digital Lesson based on progress your student has made.
Goal Setting Mini-Lesson (10-15 min.)	*Goal Setting:* Set goals with your student for learning on Zearn ● Introduction: "*Today we're going to set goals for learning in Zearn, and I am going to share a tool you can use to track your progress toward your goals."* ● Share about a time you set a goal and accomplished it: for example, *"When I was your age, I really wanted to learn how to play the piano. So I set the goal of playing the song 'X,' and I asked my parents to sign me up for piano lessons. Then I learned how to play 'X' song! It was really hard for me at first, but I practiced a lot. Just like we learned last time we were together, I strengthened the pathways in my brain through working through challenges as I practiced."* ● Engage Student: *"How about you? Share about a time you set and met a goal."* ● Set Goal: *"Our goal is to complete 3 lessons a week on Zearn! We're going to work up to this goal. It may take some time to get there. But we're going to work toward it, and I know you can do it.* ● Share Goal Setting Tracker: "*Here is the tool we're going to use to track your progress."* ● Engage Student: Direct your student to begin filling out the tracker for week 1—noting the date and adding checks for lessons completed already. ● Preview Check-Ins: "*At the end of each tutoring session, we'll get a chance to talk through the progress you're making on Digital Lessons."*
Digital Lesson (25-35 min.)	*Get your Student Set-up:* ● Prompt your student to get set up ● Check to see how much they can do on their own ● Provide support where needed using the Getting Set-Up Checklist as a resource *Getting Started:* ● Set the Vision: "*As I've shared, you will do the* Digital Lessons *by yourself, but we will*

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	spend the first six days of tutoring working through them together so that you know what to do when you begin working independently." ● Review the Digital Lesson Components chart to share the flow they will work through independently each day—Fluency warm-ups, then Guided Practice, then the Tower of Power (Independent Practice) ● Set the Goal: *"Your goal is to pick up where you left off with your Digital Lesson last time and to work toward beginning Lesson 2. Don't worry though! If you need more time on Lesson 1, that is okay."* ➢ Pick up where you left off with your student on Day 2. If appropriate, encourage your student to get started on Lesson 2. *As Your Student is Working...:* ➢ During Fluency, reinforce that during the Sprint, it is about trying to get as many correct as you can to beat your personal best ➢ During the Guided Practice portion, guide your student in taking Zearn Student Notes and how to correct them when prompted ➢ During Independent Practice, show your student the Boost in the Tower of Power and how Zearn will give them help when they need it ➢ When your student finishes the Tower of Power, show your student the badge they earned in My Stuff ➢ Support your student when it comes to navigating the technology ➢ Lean on Zearn for all answers to content-related questions your student may have ➢ Point out how the computer responds when a mistake is made. Reinforce that making mistakes is a great way to learn and that Zearn is a helpful teacher! ➢ Please keep in mind that your student may need more or less time on any given Digital Lesson depending on their needs. With this said, your student may accelerate at a pace that exceeds your expectations or may need more time than expected on any given lesson. That is okay! Please be patient with the pace that is developmentally appropriate for your learners.
Close Intentionally (5 min.)	*Celebrate and Track Progress:* ● Acknowledge the progress your student made. Ask: *"Nice work today! What did you accomplish that you feel good about?"* ● Recognize what's been accomplished: "*Today we 1) got to know each other better, 2) set goals for learning on Zearn, and 3) you continued to make progress on your Digital Lessons!"* ● Praise progress by naming concrete strategies your student used during the tutoring session to make progress. Use the Praise to Highlight Process resource as a guide. Provide constructive feedback if appropriate. ● Preview what's to come: *"We will be back together ____ (date). Next time, we will continue to 1) get to know each other and 2) pick up where we left off with our Zearn Digital Lessons. I look forward to it!"* *End on a Relational Note:* Let your student know you look forward to seeing them soon!

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Day 4: Working through Challenges

Goals: *Tutor will…*

- Continue building a relationship with their student
- Teach their student how to persevere through challenges on Zearn
- Guide their student in making progress on Digital Lessons ideally with a focus on completing Lesson 2

Digital Lesson: 2 Continued	
Agenda	**Actions**
Session Opening (5 min.)	*Open Warmly and With Purpose:* ● Greet your student: *"Hi, there! Lovely seeing you as always."* ● Ask questions to gauge how your student is doing emotionally: *"How are you today?"* ● Review agenda: *"Today we're going to 1) talk about what happens when we get stuck and learn strategies for getting unstuck and 2) work toward completing Lesson 2."* To be responsive to your student's needs, please adjust the goal for the Digital Lesson based on progress your student has made.
Getting Unstuck Mini-Lesson (10-15 min.)	*Strategies for Working through Challenges:* Teach your student how to persevere through challenges on Zearn. Use the How to Work through Challenges resources as a guide. ● Share about a time when something felt really hard: for example, *"When I was your age, I wanted to climb the monkey bars, but it was just way too hard for me!"* ● Engage Student: *"Can you guess what I did to finally get across the monkey bars?"* Listen for responses (started with one bar, then worked up to two bars, then three, etc. until you can get across all bars) and validate them. ● Engage Student: *"How about you? Share about a time when something felt really hard for you."* ● Anticipate Challenges: "*There will likely be times when learning on Zearn will feel very hard and that's okay! Like we learned together, working through challenging problems is what makes our brain stronger! Mistakes are how we learn! If you find yourself getting stuck, there are some strategies you can lean on to work through those challenges!"* ● Engage: "*Imagine that your computer begins to glitch! What are some strategies you can use to fix the glitching?"* Listen for responses from your student and validate. ● Share Strategies to Work Through Computer Glitches: "*If your computer glitches, try...* ○ *Refresh the browser* ○ *Log out and log back in* ○ *Restart your computer* ○ *If your work doesn't save, enter your answer again"* ● Engage: "*Imagine that you come across a tough problem. What might you do?"* Listen for responses from your student and validate. ● Share Strategies to Work through Tough Problems: "*If you need support working through a tough problem...*

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	○ *Look at your notes for help* ○ *Read the problem again* ○ *Take a guess! Zearn will help you.* ○ *Rewatch the video* ○ *Remember: Mistakes grow your brain!* ○ *Get scratch paper and try a new strategy* ○ *Go back to a Math Chat or Learning Lab from My Stuff to review any previously learned content"* ● Share the How to Work through Challenges resource with your student. Do not review Read, Draw, Solve. Let your student know that you'll be reviewing the Read, Draw, Solve strategy next time you're together. ● End on an Encouraging Note: *"Remember that it's okay if things are challenging sometimes. Your brain will get stronger as you work through those challenges. Using these strategies and asking for help to find new strategies will set you up for success. Remember, I am here for you and believe in you!"*
Digital Lesson (25-35 min.)	*Get Your Student Set-up:* ● Prompt your student to get set up ● Check to see how much they can do on their own ● Provide support where needed using the Getting Set-Up Checklist as a resource *Getting Started:* ● Set the Vision: "*As mentioned, you will do the* Digital Lessons *by yourself, but we will spend the first six days of tutoring working through them together so that you know what to do when you begin working independently."* ● Review the Digital Lesson Components chart to share the flow they will work through independently each day—Fluency warm-ups, then Guided Practice, then the Tower of Power (Independent Practice) ● Set the Goal: *"Your goal is to to pick up where we left off yesterday and to work toward completing Lesson 2. Don't worry! If you need more time on Lesson 2, we can use time in our next tutoring session to continue to work through this lesson."* ● Pick up where you left off with your student on Day 3. If appropriate, encourage your student to push toward completing Lesson 2. *As Your Student is Working...:* ➢ During Fluency, reinforce that during the Sprint, it is about trying to get as many correct as you can to beat your personal best ➢ During the Guided Practice portion, guide your student in taking Zearn Student Notes and how to correct them when prompted ➢ During Independent Practice, show your student the Boost in the Tower of Power and how Zearn will give them help when they need it ➢ When your student finishes the Tower of Power, show your student the badge they earned in My Stuff ➢ Support your student when it comes to navigating the technology

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	➢ Lean on Zearn for all answers to content related questions your student may have ➢ Point out how the computer responds when a mistake is made. Reinforce that making mistakes is a great way to learn and that Zearn is a helpful teacher! ➢ Please keep in mind that your student may need more or less time on any given Digital Lesson depending on their needs. With this said, your student may accelerate at a pace that exceeds your expectations or may need more time than expected on any given lesson. That is okay! Please be patient with the pace that is developmentally appropriate for your learners.
Close Intentionally (5 min.)	*Celebrate and Track Progress:* ● Acknowledge the progress your student made. Ask: *"Nice work today! What did you accomplish that you feel good about?"* ● Recognize what's been accomplished: "*Today we, 1) got to know each other better, 2) learned strategies for working through challenges, and 3) you continued to make progress on your Digital Lessons!"* ● Mark Progress on Goal Setting Tracker: Direct your student to mark progress on tracker. ● Praise progress by naming concrete strategies your student used during the tutoring session to make progress. Use the Praise to Highlight Process resource as a guide. Provide constructive feedback if appropriate. ● Preview what's to come: *"We will be back together ____ (date). Next time, we will continue to 1) get to know each other, and 2) we'll pick up where you left off in your Digital Lessons."* *End on a Relational Note:* Let your student know you look forward to seeing them soon!

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Day 5: Introduction to Problem Solving

Goals: Tutor will…

- Continue building a relationship with their student
- Release their student into working more independently on Digital Lessons
- Praise their student for using learning strategies to persevere through challenges
- Prompt student to use learning strategies if needed
- Introduce problem solving and the Read, Draw, Solve method

Digital Lesson: 3	
Agenda	**Actions**
Session Opening (5 min.)	*Open Warmly and With Purpose:* ● Greet your student: *"Hello! I am so happy to see you."* ● Ask questions to gauge how your student is doing emotionally: *"How are you?"* ● Set Agenda: *"Today, we're going to 1) work through a math word problem on paper and 2) begin working on Lesson 3."* To be responsive to your student's needs, please adjust the goal for the Digital Lesson based on progress your student has made. *Prompt Your Student to Reflect on Learning:* ● Ask: *"What is going well for you with Zearn math? What is still challenging?"* ● Reinforce growth mindset messaging using the Praise to Highlight Process resource ● Using How to Work through Challenges to identify strategies to overcome challenges
Introduction to Problem Solving (10-15 min.)	*Transition*: *"Before we begin our Digital Lesson, we are going to work through a word problem on paper!* *Introduce Read, Draw, Solve (RSD):* ● Vision Setting: *"Every day in tutoring, you will have two big jobs—1) to complete 1* Digital Lesson *and 2) to complete 1 word problem."* ● Set the Goal: *"Today, I am going to introduce you to what it will look like to complete word problems during Zearn tutoring."* ● Engage: *"We are going to use the Read, Draw, Solve strategy. Have you heard of it before?"* Listen to what your student shares and be affirming. ● Explain: *"Say, the Read, Draw, Solve strategy is simple and very helpful—every time we come to a word problem, you're going to read it very closely, then draw a picture or create a model to illustrate what's happening in the story problem, and then you'll create an equation to solve the problem. You'll see this strategy outlined on your* How to Work through Challenges resource." ● Practice: Work through one word problem with your student using the Read, Draw, Solve method. Remember that your student should be doing the heavy lifting. As needed, use the prompts in the Read, Draw, Solve resource to guide your student in working through the problem. You'll see those prompts pasted below as well.

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	Read: ○ Prompt your student to read the story problem: "*Can you read the problem aloud to me?"* ○ Ask your student to restate what the question is asking, including the units of the answer: *"In your own words, can you tell me what the question is asking you to do or figure out? What units are you working with?"* **Draw:** ● Prompt your student to visualize what's happening in the problem: *"What do you picture happening in this problem?"* ● Prompt your student to represent the problem with pictures or models: *"Can you show me what's happening in this problem with pictures or models? What can you draw or show with models to make sense of the problem?"* ● Prompt your student to label the known and unknown information in the models: "*Can you use labels to point out the known and unknown information in your drawing or model?"* **Solve:** ● Prompt your student to write and solve a number sentence: "*Can you write a number sentence that matches what is happening in the problem? Can you solve the number sentence?"* ● Prompt your student to write their answer in a complete sentence including the specified units: "*What is the answer to the problem? Can you write it in a complete sentence? Don't forget to include the units!"*
Transition to Digital Lesson (5 min.)	*Transition:* Transition your student to their Digital Lesson *Set-up:* ● Prompt your student to get set-up ● As needed, support your student using the Getting Set-Up Checklist *Set Goals and Monitor Progress:* ● Review Weekly Goal: *"What is our weekly goal?"* ● Affirm that the weekly goal is to complete 3 full lessons and that it may take time to get there, but that they will in time! Make sure that this goal is reflected on their Goal Setting Tracker. ● Set Daily Goal: Tell your student that their daily goal is to pick up where they left off with the Digital Lesson they were working on last time. If appropriate, encourage your student to begin working on Lesson 3. *Getting Started:* ● Provide your student with more independence than on Days 1-4. Support only where needed. ● Wait until your student gets started. Then, leave to check-in on other students or to give some independent space. ● Remember to support your student when it comes to navigating the technology.

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	Lean on Zearn for all answers to content-related questions your student may have.
Monitor Your Student as They Work Independently on Zearn (20-30 min.)	*Check for Engagement*: Observe evidence of engagement and check to see if your student is: ● staying focused ● making progress, and/or ● using strategies to work through challenges (e.g., using notes, trying on paper, reviewing a prior check-point) *Reinforce Habits:* ● While your student is working independently on Zearn, reinforce habits your student uses when encountering a challenge on Zearn ● If your student solicits your help, guide your student to identifying and using the strategies to work through challenges. Use the How to Work through Challenges and Praise to Highlight Process resources as needed.
Close Intentionally (5 min.)	*Celebrate and Track Progress:* ● Acknowledge the progress your student made. Ask: *"Nice work today! What did you accomplish that you feel good about?"* ● Recognize what's been accomplished: "*Today you 1) applied the Read, Draw, Solve strategy to a word problem! And 2) continued to make progress on your Digital Lessons!"* ● Mark Progress on Goal Setting Tracker: Direct your student to mark progress on tracker. ● Praise progress by naming concrete strategies your student used during the tutoring session to make progress. Use the Praise to Highlight Process resource as a guide. Provide constructive feedback if appropriate. ● Preview what's to come: *"We will be back together ____ (date). Next time, we will continue to 1) work through* Digital Lessons *and 2) work on problem solving."* *End on a Relational Note:* Let your student know you look forward to seeing them soon!

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Day 6: Preparing for Increased Independence

Goals: Tutor will…

- Continue building a relationship with their student
- Release their student into working more independently on Digital Lessons
- Praise their student for using learning strategies to persevere through challenges
- Prompt their student to use learning strategies if needed
- Reinforce the Read, Draw, Solve method

Digital Lesson: 3 Continued	
Agenda	**Actions**
Session Opening (5 min.)	*Open Warmly and With Purpose:* ● Greet your student: *"Hey! It's a joy to see you today."* ● Ask questions to gauge how your student is doing emotionally: *"How are you feeling?"* ● Set Agenda: *"Today, we're going to 1) work through a math word problem on paper and 2) work toward completing Lesson 3."* To be responsive to your student's needs, please adjust the goal for the Digital Lesson based on progress your student has made. *Prompt Your Student to Reflect on Learning:* ● Ask: *"What is going well for you with Zearn math? What is still challenging?"* ● Reinforce growth mindset messaging using the Praise to Highlight Process resource ● Using How to Work through Challenges to identify strategies to overcome challenges
Introduction to Problem Solving (10-15 min.)	*Transition*: *"Just like yesterday, we are going to work through a word problem before we log into Zearn."* *Reinforce Read, Draw, Solve (RSD):* ● Reset Vision: *"As mentioned yesterday, everyday in tutoring, you will have two big jobs—1) to complete 1* Digital Lesson *and 2) to complete 1 word problem."* ● Set the Goal: *"Yesterday, we completed our first word problem together. Today, we are going to work through another word problem."* ● Engage: *"Can you remind me of the strategy we use to solve word problems?"* ● Practice: Work through one word problem with your student using the Read, Draw, Solve method. Remember that your student should be doing the heavy lifting. As needed, use the prompts in the Read, Draw, Solve resource to guide your student in working through the problem. You'll see those prompts pasted below as well. **Read:** ○ Prompt your student to read the story problem: "*Can you read the problem aloud to me?"*

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	○ Ask your student to restate what the question is asking, including the units of the answer: *"In your own words, can you tell me what the question is asking you to do or figure out? What units are you working with?"* **Draw:** ● Prompt your student to visualize what's happening in the problem: *"What do you picture happening in this problem?"* ● Prompt your student to represent the problem with pictures or models: *"Can you show me what's happening in this problem with pictures or models? What can you draw or show with models to make sense of the problem?"* ● Prompt your student to label the known and unknown information in the models: "*Can you use labels to point out the known and unknown information in your drawing or model?"* **Solve:** ● Prompt your student to write and solve a number sentence: "*Can you write a number sentence that matches what is happening in the problem? Can you solve the number sentence?"* ● Prompt your student to write their answer in a complete sentence including the specified units: "*What is the answer to the problem? Can you write it in a complete sentence? Don't forget to include the units!"*
Transition to Digital Lesson (5 min.)	*Transition:* Transition your student to their Digital Lesson *Set-up:* ● Prompt your student to get set-up ● As needed, support your student using the Getting Set-Up Checklist *Set Goals and Monitor Progress:* ● Review Weekly Goal: *"What is our weekly goal?"* ● Affirm that the weekly goal is to complete 3 full lessons and that it may take time to get there, but that they will in time! ● Set Daily Goal: Tell your student that their daily goal is to pick up where they left off with the Digital Lesson they were working on last time. If appropriate, encourage them to focus on completing Lesson 3. Assure your student that if they need more time on Lesson 3, then they can devote time to progressing through Lesson 3 during the next tutoring session. *Getting Started:* ● Provide your student with more independence than on Days 1-5. Support only where needed. ● Wait until your student gets started. Then, leave to check-in on other students or to give some independent space. ● Remember to support your student when it comes to navigating the technology. Lean on Zearn for all answers to content-related questions your student may have.

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Monitor Your Student as They Work Independently on Zearn (20-30 min.)	*Check for Engagement*: Observe evidence of engagement and check to see if student is: ● staying focused ● making progress, and/or ● using strategies to work through challenges (e.g., using notes, trying on paper, reviewing a prior check-point) *Reinforce Habits:* ● While student is working independently on Zearn, reinforce habits your student uses when encountering a challenge on Zearn ● If the student solicits your help, guide your student to identifying and using the strategies to work through challenges. Use the How to Work through Challenges and Praise to Highlight Process resources as needed.
Close Intentionally (5 min.)	*Celebrate and Track Progress:* ● Acknowledge the progress your student made. Ask: *"Nice work today! What did you accomplish that you feel good about?"* ● Recognize what's been accomplished: "*Today you 1) applied the Read, Draw, Solve strategy to another word problem! and 2) continued to make progress on your Digital Lessons."* ● Mark Progress on Goal Setting Tracker: Direct your student to mark progress on tracker. ● Praise progress by naming concrete strategies your student used during the session to make progress. Use the Praise to Highlight Process resource as a guide. Provide constructive feedback if appropriate. ● Preview what's to come: *"We will be back together ____ (date). Next time, we will continue to 1) work through* Digital Lessons *and 2) work on problem solving."* *End on a Relational Note:* Let your student know you look forward to seeing them soon!

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Standard Tutoring Plan

Goals: *Tutor will…*

- Continue building a relationship with their student
- Support their student in setting and monitoring goals (3 Digital Lesson/Week)
- Support their student with learning strategies (where needed)
- Praise their student for using learning strategies to persevere through challenges

Agenda	Actions
Session Opening (5 min.)	*Open Warmly and With Purpose:* ● Greet your student: *"Hi! It's wonderful to see you today."* ● Ask questions to gauge how your student is doing emotionally: *"How are you today?"* ● Set Agenda: *"Today, you're going to 1) complete one word problem on paper and 2) make progress on your Digital Lessons."* *Prompt Your Student to Reflect on Learning:* ● Ask: *"What is going well for you with Zearn math? What is still challenging?"* ● Reinforce growth mindset messaging using the Praise to Highlight Process resource ● Using How to Work through Challenges to identify strategies to overcome challenges
Problem Solving (10-15 min.)	*Transition:* Transition your student to their daily word problem *Read, Draw, Solve:* ● Direct your student to use the Read, Draw, Solve process to work through the problem ● As needed, support your student using prompts in the Read, Draw, Solve resource
Transition to Digital Lesson (5 min.)	*Transition:* Transition your student to their Digital Lesson *Set-up:* ● Prompt your student to get set-up ● As needed, support your student using the Getting Set-Up Checklist *Set Goals and Monitor Progress:* ● Review Weekly Goal: *"What is our weekly goal?"* ● Affirm that the weekly goal is to complete 3 full lessons and that it may take time to get there, but that they will in time! ● Set Daily Goal: Tell your student that their daily goal is to pick up where they left off with the Digital Lesson they were working on last time. *Getting Started:* ● Provide your student with independence. Support only where needed. ● Wait until your student gets started. Then, leave to check-in on other students or to give some independent space.

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	• Remember to support your student when it comes to navigating the technology. Lean on Zearn for all answers to content-related questions your student may have.
Monitor Students as They Work Independently on Zearn (20-30 min.)	*Check for Engagement*: Observe evidence of engagement and check to see if your student is: • staying focused • making progress, and/or • using strategies to work through challenges (e.g., using notes, trying on paper, etc.) *Reinforce Habits:* • While your student is working independently on Zearn, reinforce habits your student uses when encountering a challenge on Zearn • If your student solicits your help, guide your student to identifying and using the strategies to work through challenges. Use the How to Work through Challenges and Praise to Highlight Process resources as needed.
Session Closing (5 min.)	*Celebrate and Track Progress:* • Acknowledge progress your student made: *"Nice work today! What did you accomplish that you feel good about?"* • Recognize what's been accomplished: "*Today you did X, Y, and Z!"* • Mark Progress on Goal Setting Tracker: Direct your student to mark progress on tracker. • Praise progress by naming concrete strategies your student used during the tutoring session to make progress. Use the Praise to Highlight Process resource as a guide. Provide constructive feedback when needed. • Preview what's to come: Preview what's to come: *"We will be back together ____ (date). Next time, we will do X, Y, and Z."* *End on a Relational Note:* Let your student know you look forward to seeing them soon!

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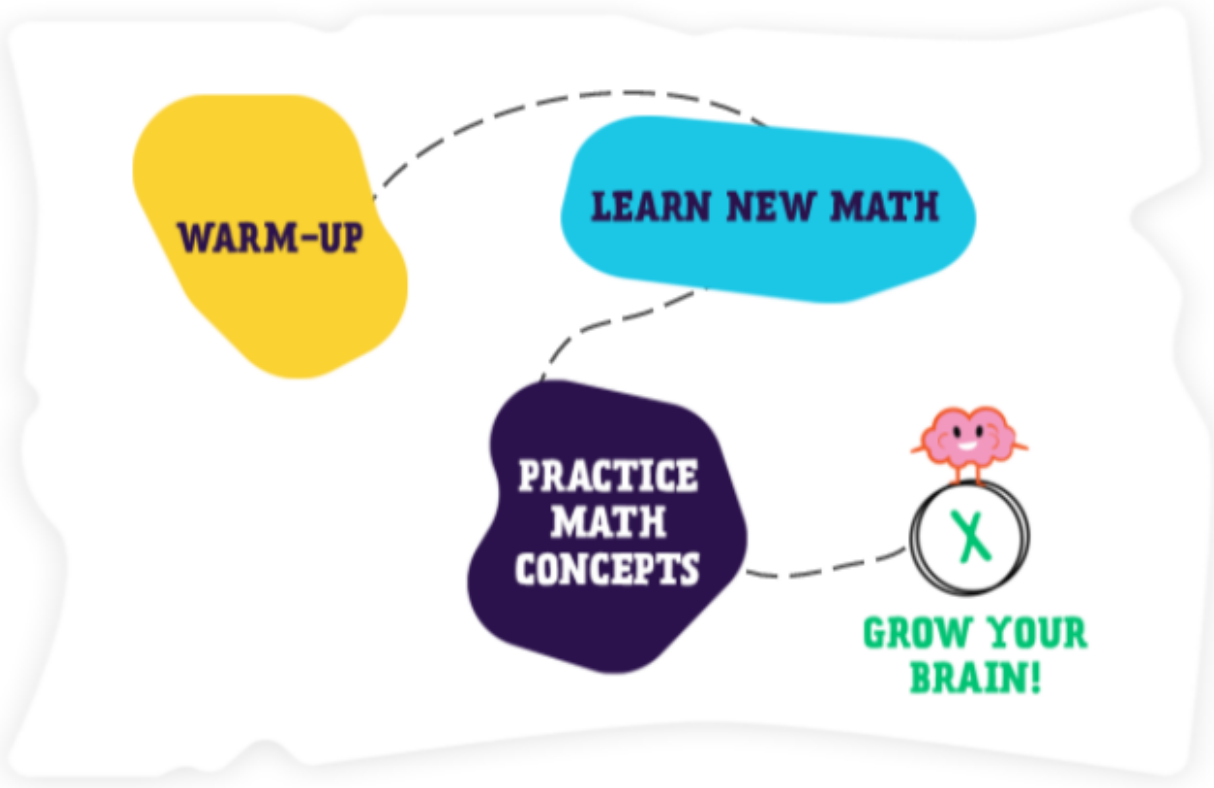
Digital Lesson Components

Zearn digital math lessons offer a consistent structure of learning activities, designed to accelerate learning by integrating unfinished learning into the context of new learning.



Fluency practice	**Number Gym** is an adaptive fluency experience that helps students build foundational number sense. After Number Gym, students complete **Lesson-Aligned Fluencies** that develop procedural fluency and prepare students for new content.
Learn new math	After fluency practice, students learn new concepts during **Guided Practice** activities. Each activity explores new concepts with real on-screen teachers, interactive digital manipulatives, and pause points where students stop and do math. Throughout each activity, students are prompted to complete guided paper-and-pencil **Student Notes**.
Show what you know	Students demonstrate their understanding of the lesson in Zearn's **Tower of Power**. An embedded daily diagnostic that assesses understanding and automatically launches just-in-time support when students need it. After students complete a Tower of Power, they earn a digital **Badge** and automatically progress to the next lesson.

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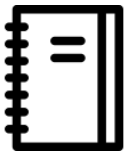
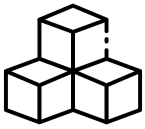
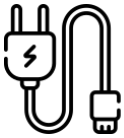
Getting Set-Up Checklist[3]

1. Take Out Learning Materials

- ☐ Student Notes/Workbook 
- ☐ Paper for Problem Solving
- ☐ Math Tools (sometimes) 
- ☐ Pencil

2. Set Up Computer

- ☐ Plug in headphones
- ☐ Plug into charger 
- ☐ Log in to Zearn
  - ☐ Your Login:
  - ☐ Your Password:
  - ☐ Class Code:

3. Now you're ready to Zearn!

[3] Images: Flaticon.com. These images have been designed using resources from Flaticon.com

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Name:_____

Weekly Goal Tracker

Week of:	My goal is to earn badges for lessons: _____ _____ _____ _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____ _____ _____ _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____ _____ _____ _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____ _____ _____ _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____ _____ _____ _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____ _____ _____ _____	Teacher Signature:
Week of:	My goal is to earn badges for lessons: _____ _____ _____ _____	Teacher Signature:

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How to Work Through Challenges[4]

Challenge	Student Actions
If your computer is glitching then... 	☐ Refresh the browser ☐ Log out and log back in ☐ Restart your computer ☐ If your work doesn't save, enter your answer again
If you come across a tough problem then… 	☐ Look at your notes for help ☐ Read the problem again ☐ Take a guess! Zearn will help you. ☐ Rewatch the video ☐ Remember: Mistakes grow your brain! ☐ Get scratch paper and try a new strategy ☐ Go back to a Math Chat or Learning Lab from My Stuff to review any previously learned content
If you need support working through a word problem… 	***Read:*** ☐ Read the story problem ☐ Restate what the question is asking you to figure out, including the units of the answer ***Draw:*** ☐ Visualize what's happening in the problem ☐ Visually represent the problem with pictures or models ☐ Label the known and unknown information in the models ***Solve:*** ☐ Write and solve a number sentence ☐ Write your answer in a complete sentence including the specified units

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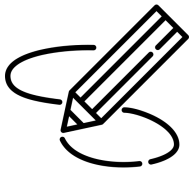
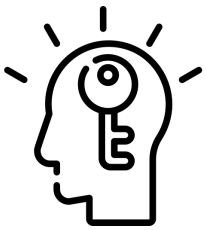
Read, Draw, Solve[5]

Step	Student Actions + Teacher Prompting
Read 	Student Actions: ☐ Read the story problem ☐ Restate the question, including the units of the answer Teacher Prompting: ○ Prompt your student to read the story problem: "*Can you read the problem aloud to me?*" ○ Ask your student to restate what the question is asking, including the units of the answer: "*In your own words, can you tell me what the question is asking you to do or figure out? What units are you working with?*"
Draw 	Student Actions: ☐ Visualize what's happening in the problem ☐ Visually represent the problem with pictures or models ☐ Label the known and unknown information in the models Teacher Prompting: ● Prompt your student to visualize what's happening in the problem: "*What do you picture happening in this problem?*" ● Prompt your student to represent the problem with pictures or models: "*Can you show me what's happening in this problem with pictures or models? What can you draw or show with models to make sense of the problem?*" ● Prompt your student to label the known and unknown information in the models: "*Can you use labels to point out the known and unknown information in your drawing or model?*"
Solve 	Student Actions: ☐ Write and solve a number sentence ☐ Write your answer in a complete sentence including the specified units Teacher Prompting: ● Prompt your student to write and solve a number sentence: "*Can you write a number sentence that matches what is happening in the problem? Can you solve the number sentence?*" ● Prompt your student to write their answer in a complete sentence including the specified units: "*What is the answer to the problem? Can you write it in a complete sentence? Don't forget to include the units!*"

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Praise to Highlight Process[6]

Research in developmental psychology[7] shows that we can promote a growth mindset through explicitly using language that communicates that students can get better at math with effort. Here are some ways you can praise students in a way that promotes a growth mindset to foster a positive attitude toward learning.

Praise for troubleshooting technology	• I saw that you... *insert strategy below here*... Great work relying on the strategies you know to work through tech challenges!
	  ○ Log out and log back in
	  ○ Restart your computer
	  ○ Refresh your browser

Praise while students work on Digital Lessons	• I see you looking back at your notes for help. Great work using that strategy to work through the problem in app! • I can see that you answered incorrectly. Mistakes are how our brains grow. Great work using the advice of Brainy to learn more about how to solve this tough problem! • Way to rewatch the video again to make sure you are understanding the lesson. That strategy of rewatching will help strengthen those connections in your brain! • Nice work trying a different strategy to solve the problem!
Praise while students work through Word Problems	***Read:*** • Nice job reading the story problem closely! • You've accurately restated what the question is asking. Perfect! • I see that you've noted units of the problem. Great job being specific! ***Draw:*** • I see that you've visually represented the problem with pictures/models. Nice job illustrating what's happening in the story problem! • You've accurately represented what is happening in the story problem through labeling the known and unknown information in the models. Nice! **Solve** • Good job remembering to write the number sentence. That strategy will help as you solve the problem. • I see that you've solved based on your number sentence. What a helpful math strategy you've selected! • I see that you've included specific units in your number sentence. That will help you as you solve the problem.

[6] Images: Flaticon.com. These images have been designed using resources from Flaticon.com
[7] Dr. David Yeager: "Can a Growth Mindset Help Students Learn their Potential?" Accessed at: https://www.apa.org/research/action/speaking-of-psychology/growth-mindset

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