

AHC AFTER SCHOOL PROGRAM

BRAIN TIME SUPPORT

Laney Parrott

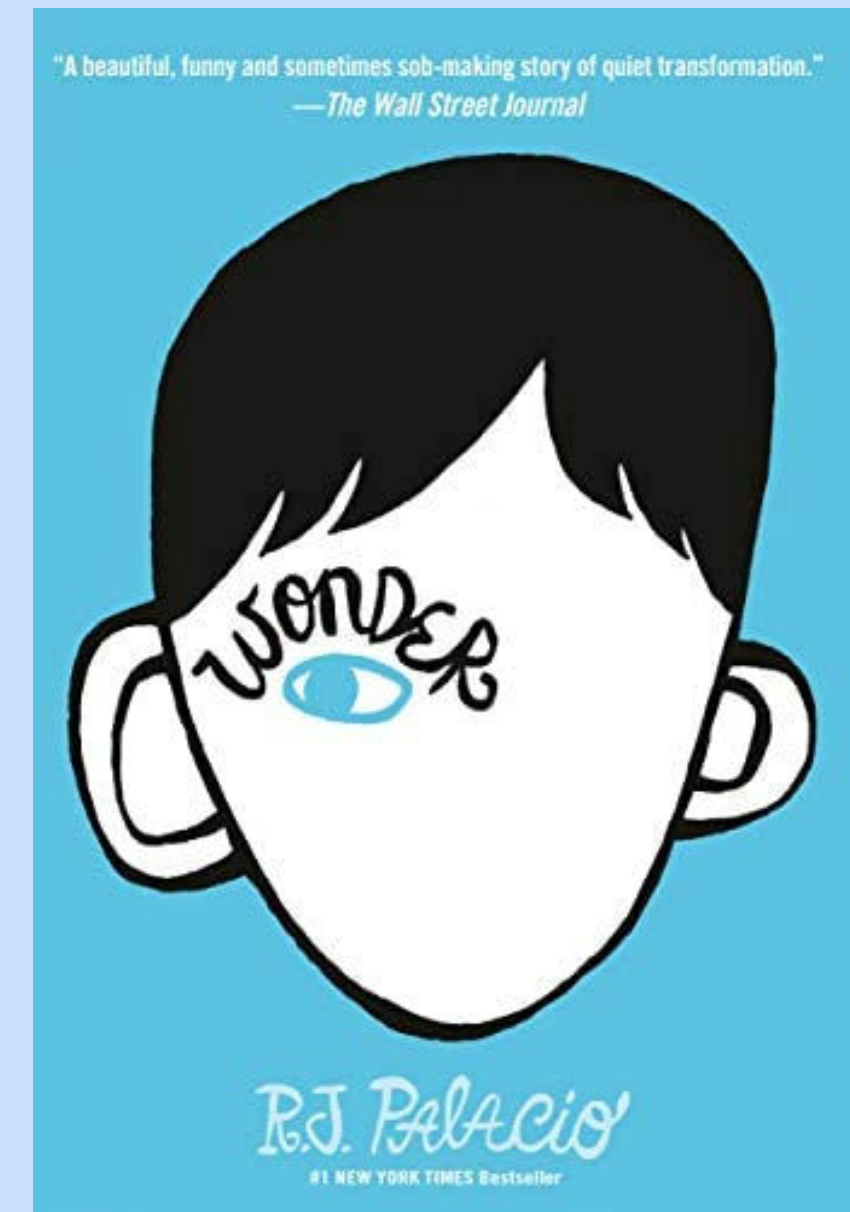
Program Manager for Elementary Education programs at AHC

Former 3rd grade teacher

Favorite book: Wonder by R.J. Palacio

GOALS FOR TODAY:

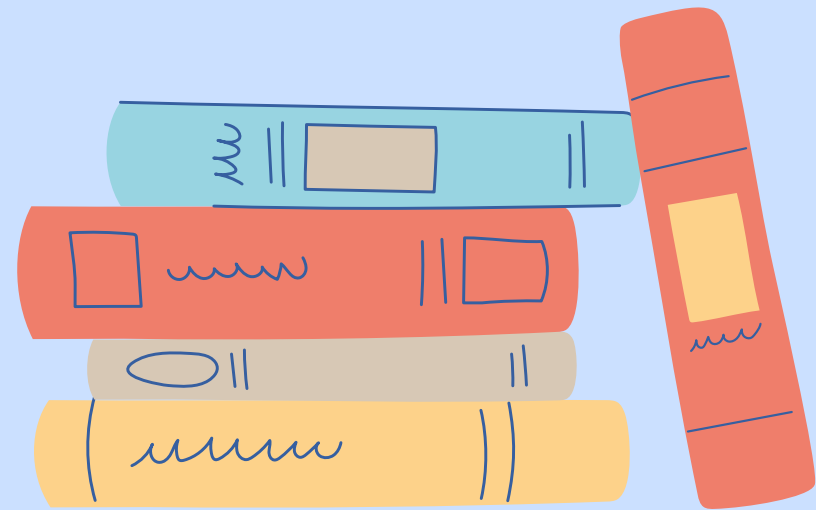
- Go over literacy kits and materials available at centers
- Learn tips for supporting students with literacy and math activities
- Q&A



RESOURCES

Books

Every site has a library of books!



Literacy Kits

Lessons and activities for individual students



Literacy Games

Sight word activities, storytelling games, word games, etc.



Phonics Board Game

CVCCVC

Read the card, roll the dice, move the game piece.

timid	tonsil
until	upset
valid	zigzag
mish	
picnic	

Directions:
Read a card.
Roll the dice.
Move your marker.

LITERACY KITS

CVC Rhyming Memory Game

Phonics
Morpheme Structures
Compound Concentration

P. 037

Objective
The student will form compound words.

Materials
Word cards
Select 8-12 target compound words.

Activity
Students combine individual words to form compound words.

- Place the word cards face down in rows on a flat surface.
- Taking turns, students select two cards and read them.
- Decide if cards can be put together to make a compound word. If possible, read the words together to make a compound word and place the cards side by side. If a word cannot be made, return cards to their original positions.
- Continue until all compound words are formed.
- Peer evaluation

End Adaptations
and words that are formed.
ds and play again.

Roll and Read
Lesson 26: l / l / part 1

lab	land	land	left	lag	lip
last	lap	lamp	lint	laps	lent
lift	list	legs	lad	lens	leg
let	last	lit	lids	lot	laps
limp	lips	lets	lump	lost	lug
logs	led	lags	log	lads	lid

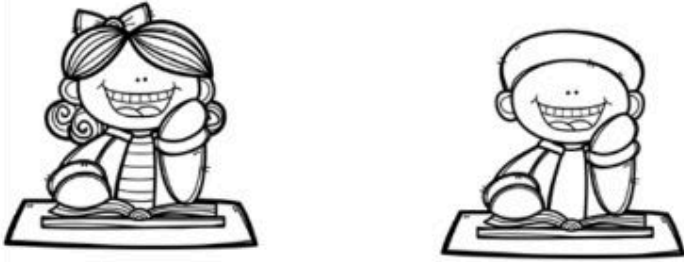
Which guide words would you find on a dictionary page with the word **risk**?

- rinse-road
- rigid-rise
- road-rock
- ribbon-rig

Which words are listed in alphabetical order?

- thank, thirty, there
- thank, there, thirty
- thirty, thank, there

Comprehension Bookmark



Who were the
characters?



What was the
setting?



What was the
problem?



What was the
solution?

Comprehension Bookmark



- Why do you think the author chose this title for the story?
- What was an important turning point in the story?
- What were the most important events in the story?
- Can you relate to these characters in any way?
- If you could ask a character from the story a question, what would it be?
- What would you have done differently if you were the main character?

Comprehension Bookmark



- Who were the characters?
- What was the setting?
- What was the problem in the story?
- How did they solve the problem in the story?
- What happened at the beginning?
- What happened in the middle?
- How did the story end?



BEGINNING READERS 1ST - 3RD GRADE

- blending sounds (m-a-t = mat)
- Identifying short v. long vowels (apple vs. take, dog vs. pole)
- identifying initial sounds and blends ('br' in bring, 's' in snake)
- identifying digraphs (ch, sh, th)
- Identifying characters, plot, setting, problem, solution
- Using text features in nonfiction text (photos, labels, bold words)
- Using a glossary to learn key vocabulary and unfamiliar words in nonfiction text



SO HOW CAN I HELP?

- guess my word (spell or slowly sound out)
- use letter tiles or cards to spell and sound out words
- sort words by long vowel or short vowel sound
- go on a word hunt in the book their reading to find blends, words that start with the same sound
- Ask questions! Read together!
- Find the title, author, illustrator
- Make a prediction
- Describe a character or a setting
- Retell the story - provide students with the events and have them put it in order



ADVANCING READERS 3RD-5TH

- Retelling events in a story, historical events, or sequence of a process
- identifying characters, plot, setting, problem, solution
- make inferences
- Describe characters based on their words and actions
- Infer the message of a story
- Summarize the most important information in a nonfiction text
- Identify the cause and effect





SO HOW CAN I HELP?

- Tell them a story and have them retell or guess what may come next
- Write the events of a process (a recipe, how to make a lego set, play soccer, etc.)
- Play a guessing game, use riddles to help with inferring
- Have students describe their friends as if they were book characters
- Provide a list of character traits and have students identify friends/characters who match the traits
- Retell the story



ASK QUESTIONS

What was your favorite part of the story? Why?

Who was the most important character?

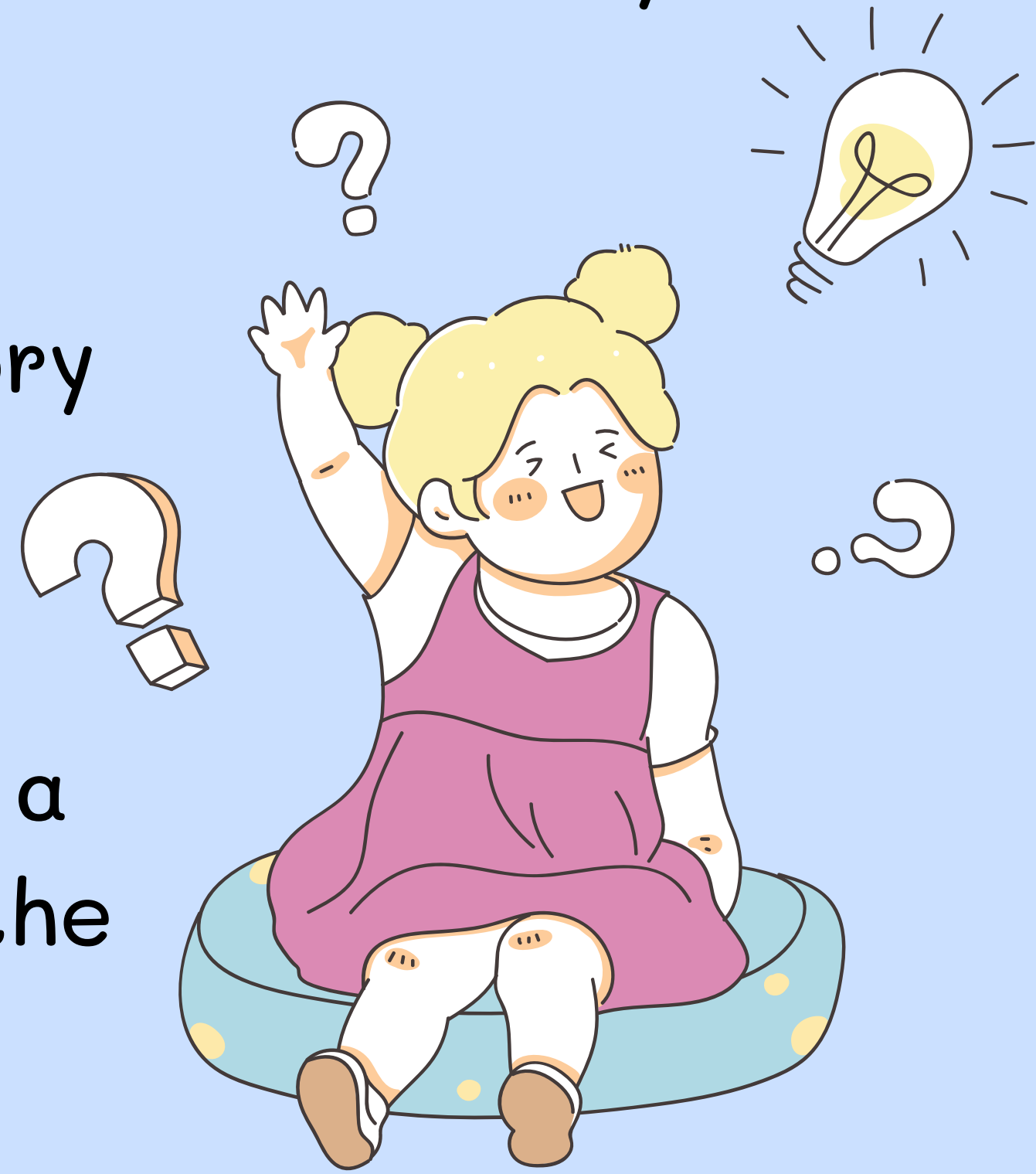
What was the problem in the story? How did the problem get solved?

Does this book remind you of another book?

How does this story make you feel?

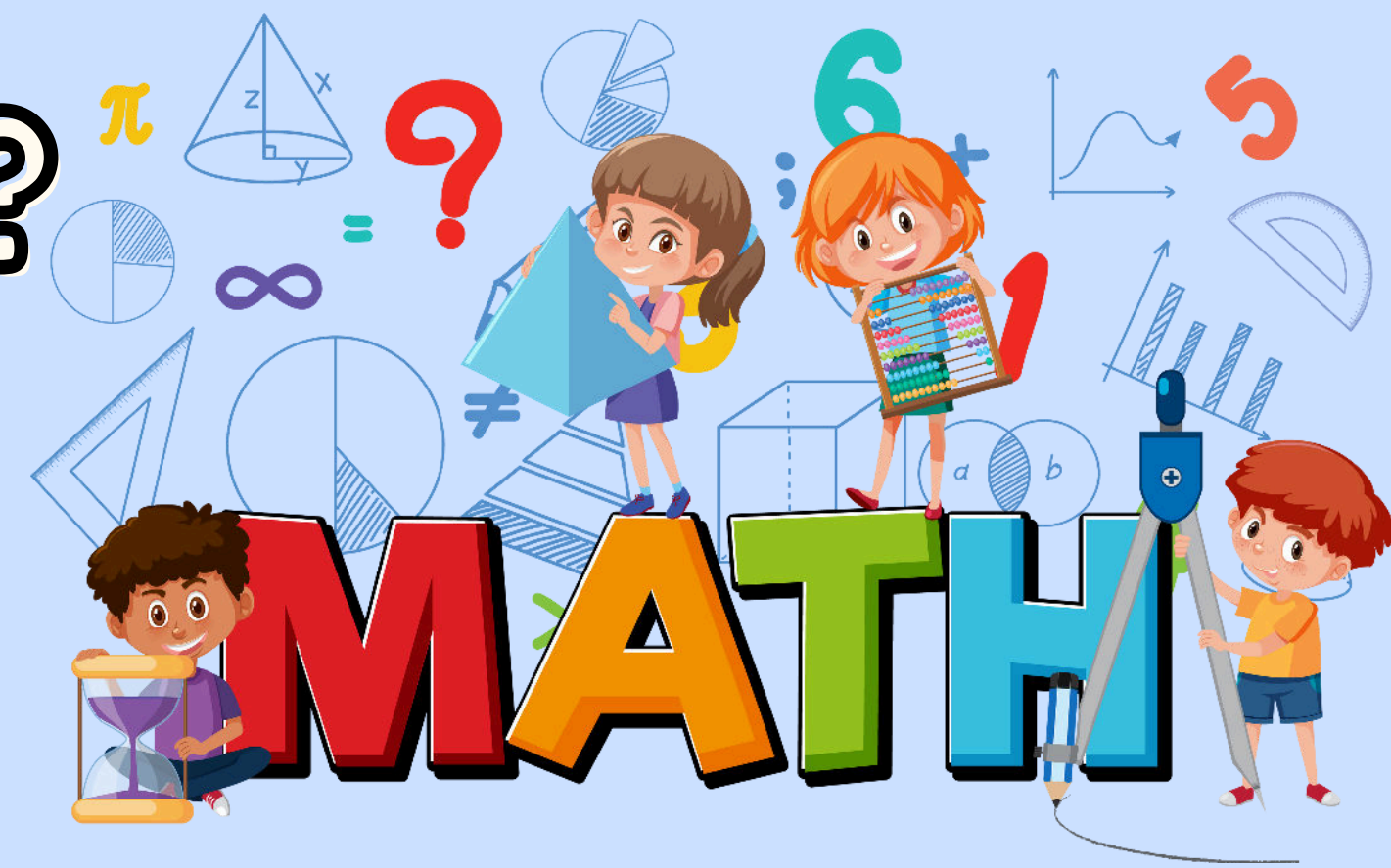
Can you make a connection to the characters?

What was the author trying to teach you?



WHAT ABOUT MATH?

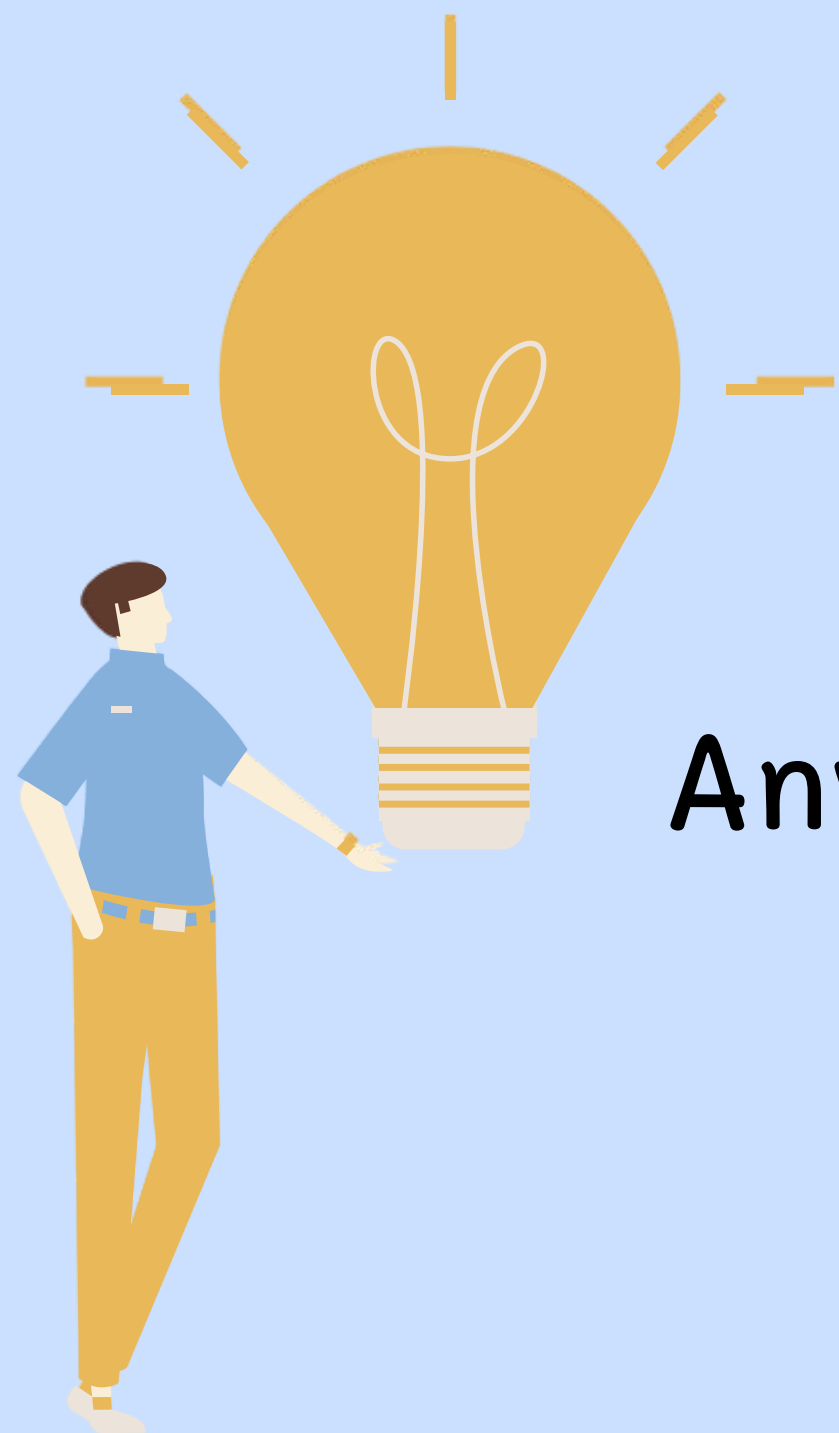
- Fact fluency!
 - K-1st grade - counting up and back to 120 math facts within 10
 - 2nd grade - adding and subtracting facts within 20
 - 3rd grade - multiplication 0s, 1s, 2s, 5s, 10s
 - 4th -5th - all multiplication facts through 12



- a deck of playing cards
- dice
- math fact flash cards
- counters

Focus on the basics!
Roll and add, roll and subtract,

THANK YOU



What questions do you have?

Any other questions or thoughts, please feel
free to send me an e-mail!
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