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Welcome

This semester you will be a participant in Partners for Success, a service learning project that pairs Duke students in Program in Education classes with 4th and 5th grade students in area elementary schools. This handbook will serve as a guide and a resource throughout the semester. Hang on to it.

In the handbook, you will find information about the North Carolina Standard Course of Study (the instrument used by the state to evaluate students at the end of each year), lists of teacher-made lessons we provide for you, maps, guidelines, and answers to some of the questions you might have about Partners for Success. If you need further information, don't hesitate to ask. Best wishes for an enjoyable and productive semester.

Partners for Success

Duke University
Program in Education
A Duke-Durham Partnership
Initiative

What is Partners for Success?

- ❖ A service learning experience for Duke undergraduates.
- ❖ A tutoring program for local school children.
- ❖ A collaboration of Duke University and the Durham Public Schools.

PFS trains Duke students to be successful participants in a collaborative effort to help local elementary school students experience success in

What does Partners for Success hope to achieve?

The program has several goals: first, PFS is committed to providing trained tutors who will have a positive impact on elementary school children and their state test scores; second, the program strives to provide Duke undergraduates with a meaningful service learning experience; third, PFS hopes to provide a research-based model for effective tutoring programs.

It is great to see David's face when he feels like he has accomplished something. - Alicia Pastor, tutor

What exactly do Partners for Success participants do?

Participants:

- ❖ receive training from professional educators;
- ❖ tutor local Durham schoolchildren for at least two hours a week;
- ❖ take part in bi-weekly reflection sessions.

How can I participate in Partners for Success?

Participation is open to all Duke undergraduates. You do not have to be enrolled in an Education or a Psychology class to participate. However, you do need to commit to two hours of tutoring each week throughout the semester.

Contact:

Partners for Success
Program in Education
213 West Duke Building
Box 90739
Duke University
Durham, NC 27708

* * *

Liz Blair
(919) 660-2445; elblair@duke.edu

David Malone
(919) 660-3075; dmalone@duke.edu

A note on the Duke-Durham Partnership

The Duke-Durham Partnership is a campus-based effort to provide support for members of the University community who want to make a difference in the neighborhoods surrounding the Duke campus. Developed through Duke University's Office of Community Affairs, the Initiative supports a wide variety of outreach programs and activities.

A note on the Program in Education

The Duke Program in Education offers a variety of courses for undergraduates interested in examining critical issues in our society as they relate to education. Coursework is integrated with supervised field experiences in local public schools. The Program in Education also offers a sequence of coursework leading to North Carolina teacher certification. For more information, please call 660-3075.

I absolutely love coming to tutor. Its such a change from the Gothic Wonderland, and it really brings me back to the "real world." I have learned just as much from Charity as she has from me. - Jessica Vick, tutor

Contact Information

Partners for Success

Program in Education
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Box 90739
Durham, NC 27708
(919) 660-3075

Program in Education

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Helen Westmoreland	hdw@duke.edu	660-3079

Service Learning Assistants

Adrienne Duffy	amd15@duke.edu	
Amy Joseph	alj8@duke.edu	847-736-6262
Lauren Ruderman	lmr11@duke.edu	
Robin Sakakini	rjs10@duke.edu	919-475-1250
Katelin Sensibaugh	kes21@duke.edu	703-919-7155

Schools (Principals)

Cheryl Fuller	Powe	560-3963
Toni Hill	FV	560-3932
Nancy Sabiston	GW	560-3947
Tekeisha Ford (Asst. Prin.)	Lakewood	560-3939

Procedures

Check-in:

1. BE ON TIME.
2. Sign in at the main office (specific procedures will vary from school to school).
3. Put on your nametag.
4. Go to the lesson preparation and materials area.
5. Gather necessary materials and prepare lesson.
6. Get student from classroom (each teacher will have a preferred procedure here; please be considerate).
7. Find an appropriate area to work on your lesson and get to work.
8. Escort student back to class.
9. Return ALL materials to the prep/materials area.
10. Complete a journal entry and leave it in your folder.
11. Record your session in your folder and make any appropriate notes (this is your attendance record).
12. Sign out at the main office and leave your name tag.

What if I am sick?

1. The most important person to contact is your cooperating teacher – call her or him at the school and leave a message on her or his voice mail at the least if she or he is not available. Your school's phone number is: (560-3963 at Powe; 560-3947 at Watts; 560-3939 at Lakewood; 560-3932 at Forest View).
2. Next, call and/or leave a message with your tutor coordinator (Sarah List) to cover your bases.
3. Try to make up the session by scheduling another one with your cooperating teacher, or discuss it with Dr. Malone, Dr. Wynn, or Dr. Jentleson.

What if my student isn't there?

1. Your cooperating teacher has been asked to pair you with another student in her or his class who is participating in our program.
2. If another student is not available, you may either stay in the class as a general assistant (if the teacher wants you to be there), or return to Duke. Record your visit in your folder.

The Tutoring Session:

1. The full session for you is one hour; the full session for your student will probably be no more than 30 or 40 minutes.
2. Use the first 10 or 15 minutes to prepare your lesson.
3. The next 30 or 40 minutes are for direct tutoring.
4. The final 10 to 20 minutes is for completion of your reflection journal, returning all materials, recording your visit in your folder, and meeting with the service learning coordinator, the service learning assistant at your school or the program coordinator.

TUTORING DO'S and DON'TS



DO be on time and prepared.

DON'T drive your tutee(s) anywhere.

DO feel free to ask for advice and suggestions from your site coordinator and Helen.

DON'T entertain inappropriate questions or discuss things that make you uncomfortable.

DO report any instances of abuse or illegal behavior.

DON'T wear suggestive clothing (no alcohol/drug references, no midriff shirts, etc.).

DO set goals for your tutoring sessions.

DON'T give rewards such as candy, prizes, and presents.

DO challenge your tutee(s)!

DON'T give empty praise – make it meaningful.

DO accept your role as a mentor, not as a friend.

DON'T take the children outside the designated area or promise non-tutoring time together (if you want to schedule an activity, such as a museum trip, talk to Helen first).

DO respect personal space, both yours and your tutee(s).

DO feel proud for your service!

DO congratulate yourself for making a difference in a child's life!

DO continue next semester!

What's Hot and What's Not!

Your Guide to the Durham Public Schools' Dress Code

According to the Board of Education...

I. Students are prohibited from wearing clothing, jewelry, book bags, or other articles of personal appearance which:

- a. depict profanity, vulgarity, obscenity, or violence;
- b. promote use or abuse of tobacco, drugs, or alcohol;
- c. may create a threat to the health or safety of the student or others;
- d. are associated with intimidation, violence or violent groups and about which students have been notified, or
- e. may create a significant risk of disruption to the educational process or to the operation of the school.

ii. The following specific items are also not permitted:

- a. clothing worn in such a manner so as to reveal underwear, cleavage, or bare skin between the upper chest and mid-thigh;
- b. bare feet, bedroom slippers;
- c. spaghetti straps, strapless tops, halter tops;
- d. see-through, mesh garments;
- e. trousers, slacks, shorts worn below waist level;
- f. clothing that is excessively baggy or tight;
- g. skirts and shorts shorter than mid-thigh;
- h. sunglasses worn inside school building;
- i. hats, caps, hoods, sweat bands and bandannas or other head wear worn inside school building; and
- j. any other article of appearance that is physically revealing or provocative.



You set an example for these students. Please adhere to the DPS dress code.

Guidelines for Accessing the Lesson Plans

In order to access the lesson plans on the Program in Education website please follow these steps:

1. Go to <http://www.duke.edu/web/pfs>
2. Click on **Lessons and Resources** from the side menu.

Lessons are categorized by:

- 4th and 5th grade math lessons – these lessons match up with the goals in The Standard Course of Study
- Math Lessons by Topic
- Language Arts lessons

If you can't find a lesson that fits your child's needs, the **Helpful Links** page (<http://www.duke.edu/web/pfs/linksindex.html>) also lists outside websites with good language arts and math lessons.

* Note: When printing lessons, choose “best fit” option to ensure that all information is included on your copy.



Duke-Durham Partnership Schools

1. **E. K. Powe** – On 9th Street a few blocks north of the business district (past George's and Elmo's), on the left as you drive north.
2. **Forest View** – Take 751 from West Campus (past the Washington Duke Inn) in the direction of the 15-501 Bypass and the Primate Center. Cross under the bypass. Turn left onto Erwin Road. After a few miles, turn right onto Mt. Sinai Road. The school is on the left.
3. **George Watts** – From East Campus make a left on Main Street. Make another left at the stoplight on Buchanan. Make a right on Dacian Street. Go one block. The school is on the left at the corner (Watts St.)
4. **Lakewood** – From East Campus take Campus Drive, turn left onto Anderson. Take Anderson for several blocks until you almost reach Chapel Hill Road. Turn right onto Vesson. The school is on your right.



Partners for Success Lesson Template

Goal(s) & Objective(s): List state SCOS goal(s) and objective(s) covered by this lesson and describe each one (you can use the state's wording or put it in your own words).

Overview: Give a synopsis or abstract of the contents of this lesson.

Materials: List all necessary materials; indicate whether or not these materials are available at the tutoring site (if you know).

Procedure:

Introduction of lesson:

Demonstration/Modeling (example[s]):

Guided Practice:

Check for Understanding:

Independent Practice:

Re-check for Understanding/Closure:

Date:

PFS TUTOR REFLECTIONS

Tutor Name:

Duke Class:

Tutee Name:

Tutee's Teacher:

1. Briefly discuss the activities, content, skills, and strategies that you worked on today.

Reading:

Math:

Tutor/Tutee Reflection: Please reflect on today's session by writing 5-7 sentences.

2. What worked/did not work well today? Why or why not?

Self Reflection: Please reflect on today's session by writing 5-7 sentences.

3. What will I do differently next time? What will I continue to do? How will I go about doing it? What insights did I have today about the tutee and myself?

4. What did you experience or reflect on today that relates to what you are learning in class?

5. Do you have any questions/concerns?

By:

Feedback

Date:

Possible Solutions for Tutoring Issues
Partners for Success Tutors
Duke University

Issue	Solution
Multiplication	<ul style="list-style-type: none"> ▪ Flashcards with multiplication problems ▪ Multiplication computer games ▪ Use multiplication lessons like Multiplication War (lesson 1_c, 4th grade)
Reading	<ul style="list-style-type: none"> ▪ Break words down ▪ Use flashcards for repeat trouble words ▪ Go to the dictionary ▪ Make a chart of common sounds (e.g., “now” → “cow” → “power”)
Grammar	<ul style="list-style-type: none"> ▪ Repeat what tutee says, but with proper grammar in a non-offensive, not obvious way: ex. “My cousin and me be at the mall;” “You and your cousin were at the mall? What happened there?” ▪ Use chart to display examples of proper grammar
Distracted/Can’t Sit Still	<ul style="list-style-type: none"> ▪ Work in an isolated place ▪ Incorporate tutee’s interests into the lesson (e.g., read a book on baseball, use one of the baseball math lessons, etc.)
Wants to Talk About Other Things	<ul style="list-style-type: none"> ▪ Help tutee focus by establishing mutually agreed-upon “rules” (e.g., “talk time” only at beginning or end of session) ▪ Give choices that will accomplish your goal (e.g., “We can read for ten minutes or we can read three pages. You choose” [both choices accomplish the reading goal])
Outside Problems (family, discipline, etc.)	<ul style="list-style-type: none"> ▪ Be there to listen ▪ Let tutee keep a journal to express her/his emotions; give 5 minutes of journal time at each session, then have tutee share what she or he wrote (if willing); keep journal with reflection sheets or in student’s blue folder ▪ Do a drawing or art activity to allow tutee to think about something else; makes a good transition from school time to tutoring time

English Language Arts Curriculum

Approved: 1999

Fourth Grade

Students in fourth grade apply reading strategies and skills automatically, flexibly, and strategically to comprehend fiction, nonfiction, poetry, and drama. They read for literary experience, to gain information, and to perform a task. They use a variety of strategies and writing process elements to compose fiction, nonfiction, poetry, and drama. They become increasingly proficient in active listening, speaking, and using media and technology. They deepen and extend their understanding and use of English language conventions in oral presentations and written products. The learner will:

- Explore a wide range of texts and their distinguishing features.
- Expand vocabulary through wide reading, word study, exposure to content area words, and discussion.
- Routinely spell high frequency words and use resources to check spelling.
- Write for a variety of purposes and audiences and use writing as a tool for learning.
- Communicate effectively with different audiences through spoken, written, and visual formats.
- Use media and technological resources for research and as tools for learning.
- Use increasingly sophisticated knowledge of grammar and language conventions in oral and written products and presentations.
- Apply comprehension strategies critically, creatively, and strategically.

Strands: Oral Language, Written Language, and Other Media/Technology

Competency Goal 1 **The learner will apply enabling strategies and skills to read and write.**

1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).

1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.

1.03 Identify key words and discover their meanings and

relationships through a variety of strategies.

1.04 Increase reading and writing vocabulary through:

- wide reading.
- word study.
- knowledge of homophones, synonyms, antonyms, homonyms.
- knowledge of multiple meanings of words.
- writing process elements.
- writing as a tool for learning.
- seminars.
- book clubs.
- discussions.
- examining the author's craft.

1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.

1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:

- increase fluency.
- build background knowledge.
- expand vocabulary.

**Competency
Goal 2**

The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- setting a purpose using prior knowledge and text information.
- making predictions.
- formulating questions.
- locating relevant information.
- making connections with previous experiences, information, and ideas.

2.03 Read a variety of texts, including:

- fiction (legends, novels, folklore, science fiction).
- nonfiction (autobiographies, informational books, diaries, journals).
- poetry (concrete, haiku).
- drama (skits, plays).

2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

- plot.
- theme.
- main idea and supporting details.
- author's choice of words.

2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.

2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.

2.07 Determine usefulness of information and ideas consistent with purpose.

2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources.

2.09 Listen actively by:

- asking questions.
- paraphrasing what was said.
- interpreting speaker's verbal and non-verbal messages.
- interpreting speaker's purposes and/or intent.

**Competency
Goal 3**

The learner will make connections with text through the use of oral language, written language, and media and technology.

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing the impact of authors' word choice and context.

- examining the reasons for characters' actions.
- identifying and examining characters' motives.
- considering a situation or problem from different characters' points of view.

3.02 Analyze characters, events, and plots from different selections and cite supporting evidence.

3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.

3.04 Make informed judgments about television and film/video productions.

3.05 Integrate information from two or more sources to expand understanding of text.

3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

**Competency
Goal 4**

The learner will apply strategies and skills to create oral, written, and visual texts.

4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.

4.02 Use oral and written language to:

- present information and ideas in a clear, concise manner.
- discuss.
- interview.
- solve problems.
- make decisions.

4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.

4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).

4.05 Use planning strategies to generate topics and

organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).

4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.

4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).

4.08 Focus revision on a specific element such as:

- word choice.
- sequence of events and ideas.
- transitional words.
- sentence patterns.

4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).

4.10 Use technology as a tool to gather, organize, and present information.

**Competency
Goal 5**

The learner will apply grammar and language conventions to communicate effectively.

5.01 Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).

5.02 Demonstrate understanding in speaking and writing by appropriate usage of:

- pronouns.
- subject/verb agreement.
- verb tense consistency.
- subject consistency.

5.03 Elaborate information and ideas in writing and speaking by using:

- simple and compound sentences.
- regular and irregular verbs.
- adverbs.
- prepositions.
- coordinating conjunctions.

5.04 Compose multiple paragraphs with:

- topic sentences.
- specific, relevant details.
- logical progression and movement of ideas.
- coherence.
- elaboration.
- concluding statement related to the topic.

5.05 Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.

5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).

5.07 Use established criteria to edit for language conventions and format.

5.08 Demonstrate evidence of language cohesion by:

- logical sequence of fiction and nonfiction retells.
- time order sequence of events.
- sustaining conversations on a topic.

5.09 Create readable documents through legible handwriting and/or word processing.

English Language Arts Curriculum

Approved: 1999

Fifth Grade

Students in fifth grade expand and deepen concepts, skills, and strategies learned at earlier grades. They make new connections as they experience more sophisticated ideas and begin to study subjects in more formal ways. They read and write a variety of texts with greater breadth and depth, critically analyzing and evaluating information and ideas. Fifth graders revisit and refine concepts and their knowledge of English Language Arts conventions as they become more sophisticated, independent learners. The learner will:

- Use reading and writing to learn about and understand their world and other cultures.
- Evaluate text to determine the author's purpose and point of view.
- Increase vocabulary knowledge through wide reading, word study, discussion, and content area study.
- Use print and non-print media to persuade an audience.
- Use metacognitive skills to accomplish a task independently or as a group member.
- Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas.
- Apply comprehension strategies critically, creatively, and strategically.
- Use media and technology as resources for extended research and as tools for learning.

Strands: Oral Language, Written Language, and Other Media/Technology

Competency **The learner will apply enabling strategies and skills to**
Goal 1 **read and write.**

1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, and etymologies (word origins) to assist comprehension.

1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.

1.03 Increase reading and writing vocabulary through:

- wide reading.
- word study.

- word reference materials.
- content area study.
- writing process elements.
- writing as a tool.
- debate.
- discussions.
- seminars.
- examining the author's craft.

1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend unknown words.

1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:

- increase fluency.
- build background knowledge.
- expand and refine vocabulary.

**Competency
Goal 2**

The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- making predictions.
- formulating questions.
- supporting answers from textual information, previous experience, and/or other sources.
- drawing on personal, literary, and cultural understandings.
- seeking additional information.

2.03 Read a variety of texts, such as:

- fiction (tall tales, myths).
- nonfiction (books of true experience, newspaper and magazine articles, schedules).
- poetry (narrative, lyric, and cinquains).

- drama (plays and skits).

2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the:

- plot development.
- author’s choice of words.
- effectiveness of figurative language (e.g., personification, flashback).

2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).

2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).

2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.

2.08 Explain and evaluate relationships that are:

- causal.
- hierarchical.
- temporal.
- problem-solution.

2.09 Listen actively and critically by:

- asking questions.
- delving deeper into the topic.
- elaborating on the information and ideas presented.
- evaluating information and ideas.
- making inferences and drawing conclusions.
- making judgments.

2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.

**Competency
Goal 3**

The learner will make connections through the use of oral language, written language, and media and technology.

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing word choice and content.
- examining reasons for a character's actions, taking into account the situation and basic motivation of the character.
- creating and presenting a product that effectively demonstrates a personal response to a selection or experience.
- examining alternative perspectives.

3.02 Make connections between texts by recognizing similarities and differences based on a common lesson, theme, or message.

3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).

3.04 Make informed judgments about television, radio, video/film productions, and other electronic mediums and/or formats.

3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.

3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

3.07 Make informed judgments about:

- bias.
- propaganda.
- stereotyping.
- media techniques.

**Competency
Goal 4**

The learner will apply strategies and skills to create oral, written, and visual texts.

4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.

4.02 Use oral and written language to:

- formulate hypotheses.
- evaluate information and ideas.
- present and support arguments.
- influence the thinking of others.

4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.

4.04 Select a self-evaluated composition for publication and justify rationale for selection.

4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.

4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.

4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).

4.08 Focus revision on target elements by:

- improving word choice.
- rearranging text for clarity.
- creating simple and/or complex sentences for clarity or impact.
- developing a lead, characters, or mood.

4.09 Produce work that follows the conventions of particular genres (e.g., clarification, essay, feature story, business letter).

4.10 Use technology as a tool to enhance and/or publish a product.

**Competency
Goal 5**

The learner will apply grammar and language conventions to communicate effectively.

5.01 Consistently use correct capitalization (e.g., names

of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).

5.02 Demonstrate understanding in speaking and writing by using:

- troublesome verbs.
- nominative, objective, and possessive pronouns.

5.03 Elaborate information and ideas in speaking and writing by using:

- prepositional phrases.
- transitions.
- coordinating and/or subordinating conjunctions.

5.04 Determine the impact of word choice on written and spoken language.

5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.

5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.

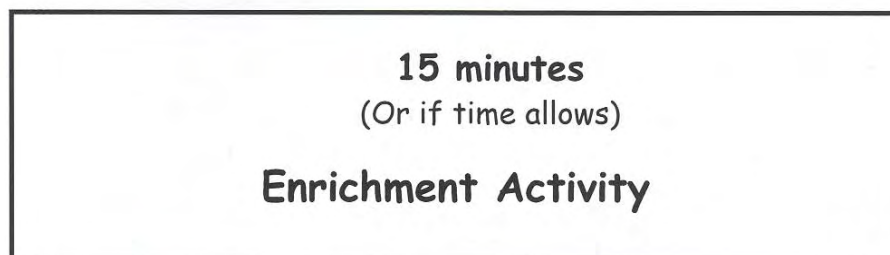
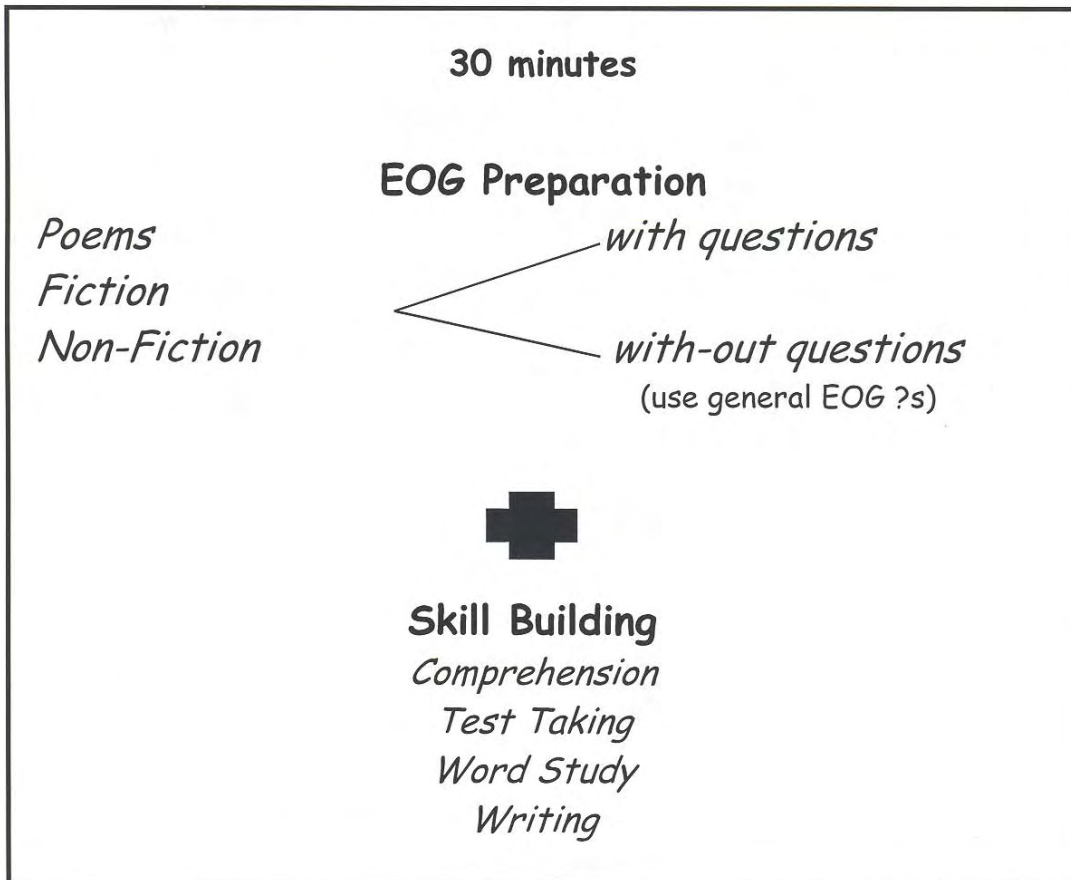
5.07 Edit final product for grammar, language conventions, and format.

5.08 Create readable documents through legible handwriting and word processing.



How to Structure Your LA Lessons

45 minute lesson



Language Arts Lessons

Skills

Writing

Writing a Paragraph – What Comes Next? Lesson Image
Creating a Bio-Poem Lesson
Writing Poetry – Identity Lesson
Writing Poetry – Conversation and Question – Answer Lesson
Writing a Side-by-Side Story Lesson
Writing a Multi-Paragraph Essay Lesson Image
Writing a Complete Sentence Lesson
Prewriting – Using a Story Web to Organize a Paragraph Lesson
Editing – Adding Interesting Words Using a Thesaurus Lesson
Describe a Character – Cinquain Lesson
Writing Sneaky Poems Lesson
The Life of a Penny – Story Sequencing Lesson
Money Can't Buy Everything – Writing Poetry Lesson
Writing a Sequel Lesson
Story Development Lesson Image
Writing from a Different Point of View Lesson
What's Wrong (or Right) with Advertising – Writing a critical letter Lesson Image
Writing Celebrity Letters Lesson Image
Free Stuff for Kids – Writing Letters Image

Word Study

Reading Tough Words Lesson
Pronouncing Vowels Lesson
Vocab Memory Lesson
Word Bingo: Reviewing Vocab, Synonyms, or Antonyms Lesson
Mind Reader: Using context clues to decipher unfamiliar words Lesson
Punctuation Game Lesson
Correcting Mistakes in Punctuation, Spelling, and Grammar Lesson

Test-Taking

Key Words in Questions Lesson
Process of Elimination: "Find the Wrong Answers" Lesson
Who Wants to Be a Millionaire? Lesson

Comprehension

Noticing Differences Lesson Image
Beginning, Middle, End Lesson
Sequencing Using Cartoons - It Happened Like This Lesson Image
Sequencing Events Lesson
Reading Stories with Story Maps Lesson Image
Reading and Writing Fables with Story Maps Lesson Image
And the Setting is. . . Lesson Image
K-W-L Technique Lesson
Prediction Lesson Image
Prediction Charts Lesson
Asking Questions to Improve Comprehension Lesson
Quiz Time Lesson
Story Report Lesson
Questions-Answer-Detail Lesson
Creating a Lesson: Questions Lesson
Summarization Lesson
Reading Reflections Lesson Image
Comprehension Game Image

Enrichment

Travel Brochure Lesson
Motivation Mobile Lesson
Alphabet Book Lesson
Creative Extensions Lesson
Create a Book Review or Advertisement Lesson Image
Writing Directions Lesson Image
Interviewing Image
Point of View Lesson
Who is the Target Audience Lesson
Analyzing Help Wanted Ads Lesson Image
Ideas for Novels Lesson Image
Novel List Lesson

Reading Passages with Questions

Poems

Title	Author
Introduction to Poetic Devices Lesson	
Tell the Story of a Poem Lesson	
r-p-o-p-h-e-s-s-a-g-r	E.E. Cummings Lesson Image
Buffalo Bill's	E.E. Cummings Lesson Image
Haiku	Matsuo Basho Lesson
This is Just to Say	William Carlos Williams Lesson Image
The Months of the Year	Unknown Lesson
My Shadow	Robert Louis Stevenson Lesson Image
Spring	Karla Kuskin, N.M. Bodecker Lesson
The Wind	Robert Louis Stevenson Lesson
The Wind Woman	Michael Acton Lesson
Winds A'Blowing	May Justus Lesson

Fiction

Title	Author
My Wish	Janet Hickman Lesson
Caribou Man	William Harryman Image
Anansi's Hat-Shaking Dance	Chris Eagle Horse Image
The Baba Yaga	Chris Eagle Horse Image
Those Lugnuts	Unknown Image
How Zebras Got Their Stripes	Ned Jensen Image
Story of the Sun	Ned Jensen Image
The Baby in the Bottom Drawer	Myra Sanderman Lesson Image
Bad Dog	Kimberly Dowling Lesson Image
How Far to Baghdad	Sheila K. Lewis Lesson Image
Idelia Butterfly Child	Ila Rae White Lesson Image
Jolly Jim Crickets	Carolyn Crimi Lesson Image
The Fox and the Rooster	Cerelle Woods Lesson Image
Sweeter than Honey	Eric Kimmel Lesson Image
The Knight Who Was Afraid of the Dark	Barbara Hazen Lesson Image
The Mississippi Move	Cheryl Byler Keeler Lesson Image
The Monkey and the Crocodile	Ellen C. Babbitt Lesson
A Nothing-to-Do Day	Cerelle Woods Lesson Image
Come Rain or Shine	Geary Smith Lesson Image
Adventures of Ranger Rick	Sallie Luther Lesson Image
The Squirrel, the Eagle, and the Egg	David Monahan Lesson Image

Television in the Snow
The Turtle Who Talked Too Much
The Heartsmith Tree Treasure
Trickster and Their Trickiness
Turtle Takes Her Time
The Visitor
Waste Not, Want Not
Wilbur Meets the Thing
The Magic Window

Margaret Rettich Lesson Image
Jataka Tale Lesson Image
Gail Blasser Riley Lesson Image
Paul and Nancy Sladky Lesson Image
Peggy King Anderson Lesson Image
Katherine Ayres Lesson Image
usan Mitsch Lesson Image
Caroline Coderre Lesson Image
J.P Stuart Lesson Image

Non-Fiction

Title

Author

What Causes Colds?
Why Do You Sleep?
How Many Bones Do You Have?
Why Are Teeth Hard?
Snowball
The Pledge of Allegiance
Mars Comes Down to Earth
You Are What You Eat
Dinosaurs: Fact and Fiction
World Children's Day
Buffalo
Horses
Reading Graphs
Hot Chocolate
Popcorn
S'mores
Fourth of July Strawberry Soup
Essay
Matisse

Remedia Publications Image
Remedia Publication Image
Remedia Publications Image
Remedia Publications Image
Remedia Publications Image
Image
James Piper Lesson Image
Lesson Image
Betty Debnam Lesson
Elizabeth Murphy-Melas Lesson Image
Lesson
Lesson
Lesson Image
Lesson Image
Lesson Image
Lesson Image
Lesson Image
Lesson
Lesson

Reading Passages without Questions

Poems

Title

Author

To Twist Your Own Twister
Aroble, Arbole
Seashell
If- -

A. Schwartz Image
Frederico Garcia Lorca Image
Frederico Garcia Lorca Image
Rudyard Kipling Image

Jabberwocky
Bleezer's Ice Cream
Super Samson Simpson
The Visitor
The Weary Blues
I Love the Look of Words
Alone
Still I Rise
Haiku
To Make a Poem in Prison
Frederick Douglas

Harriet Tubman
Honey, I Love
The Seller
Abandoned Farmhouse
The Tyger
Fifteen, Maybe Sixteen Things to Worry About
Since Hannah Moved Away
Mother Doesn't Want a Dog
miss rosie
The Guppy
Night Journey
We Real Cool
Boyz n Search of Their Soular System
The Neorican Poets/Nuyorican Poets
Central American Refugees
Those Winter Sundays
Dinner Guest: Me
Dream Deferred
I, Too, Sing America
Dream Variations
Dreams
The Negro Speaks of Rivers
The White Horse
Nature Knows It's Math
Sky
Poetry Means the World to Me
Sundown at Darlington 1878
Could I Say I Touched You
The Six-Quart Basket
On My Short-Sightedness
The Stars
Love and Music
The Bridge
With Their Fingers

Lewis Carroll Image
Jack Prelutsky Image
Jack Prelutsky Image
Jack Prelutsky Image
Langston Hughes Image
Maya Angelou Image
Maya Angelou Image
Maya Angelou Image
Etheridge Knight Image
Etheridge Knight Image
Robert Hayden

Eloise Greenfield Image
Eloise Greenfield Image
Eloise Greenfield Image
Anonymous Image
William Blake Image
Judith Viorst Image
Judith Viorst Image
Judith Viorst Image
Lucille Clifton Image
Ogden Nash Image
Theodore Roentke Image
Gwendolyn Brooks Image
Eugene B Redmond Image
Carlos Cumpian Image
Carlos Cumpian Image
Robert Hayden Image
Langston Hughes Image
Langston Hughes Image
Langston Hughes Image
Langston Hughes Image
D.H. Lawrence Image
Joan Bransfield Graham Image
Lee Bennett Hopkins Image
T. Medina Image
Lance Henson Image
Harold Littlebird Image
Raymond Souster
Prem Chaya Image
Edith Sodergran Image
Traditional Gond
Kaissar Afif Image
Bizhan Jalali

Poem to the Sun
Comet Watchers
Traveling in a Comfortable Car
Two Carla Johnsons
Dear Mum
Harlem Is the Capital of My World
The Fireflies

Traditional Image
Ferenc Juhasz Image
Bertolt Brecht Image
Jackie Kay Image
Brian Patten Image
T. Medina Image
Paul Fleischman Image

Fiction

Title

Author

Amelia's Family Ties
Rachel
The Game Board-An African Tale
I Was a Third Grade Science Project
Stuart Little
Charlotte's Web
Shadow of a Bull
Annie Christmas
Wayside School is Falling Down
Sideways Stories
Flying Away
Fractured Fairy Tales
Two Mothers
An Education
Sam's New Pet
Halmoni and the Picnic

Marissa Moss Image
Teresa Cotsirilos Image
Unknown Image
Mary Jane Auch Image
E.B. White Image
E.B. White Image
Maia Wojciechowska Image
Robert D. San Succi Image
L. Sachar Image
L. Sachar Image
Angela Johnson Image
A.J. Jacobs Image
Unknown Image
Marie G. Lee Image
Alvin Schwartz
Sook Nyul Choi Image

Non-Fiction

Title

Author

Powhatan Princess
Nelson Mandela - Inaugural Speech
Ain't I a Woman
Song as Secret Code: Follow the Drinking Gourd
Charlotte Swan
Nancy Carpenter
A Stuntman's Bag of Tricks
Tail a Criminal Like the FBI Does
E.E. Cummings
Maya Angelou
Gwendolyn Brooks

George Sullivan Image
Nelson Mandela Image
Sojourner Truth Image
Peg Leg Joe Image
Michael Cunningham & Craig Marberry
Michael Cunningham & Craig Marberry Image
Regis Boyle Image
Regis Boyle Image
poets.org Image
poets.org Image
poets.org Image

Jack Prelutsky
Cesar Chavez
Luis Alverez
Etheridge Knight
Martin Luther King's Life

Langston Hughes

DeMarcus Beasley
Mike Escamilla
Byron Leftwich
From Friends to Sisters
With the Wind
Joy Ride
Signs of Love
Shining Star

poets.org Image
Carlos Cumpian Image
Carlos Cumpian Image
Paul Lauter Image
Family Education Image
Network
Family Education Image
Network
Ellen Cosgrove Image
Mark Losey Image
Chuck Landon Image
American Girl Image
American Girl Image
American Girl Image
Andrea Leigh Ptak Image
American Girl Image

North Carolina Standard Course of Study

Mathematics

INTERMEDIATE GRADES 3-5

Revised 2003

Number and Operations

Students in the intermediate grades represent whole numbers, fractions, and decimals with concrete objects, pictures, and symbols in a variety of contexts. A firm understanding and use of the place value system and various properties of numbers is developed. Students recognize equivalent rational numbers and explain the basis for the equivalence. Fractions and decimals are compared and ordered. A variety of tools is used to model operations with whole numbers and fractions, develop and apply different methods of computing, and relate models to standard symbolic expressions and algorithms. Students learn the order of operations, explore various properties of operations, and are able to estimate reasonable answers to computations. Students become fluent operating with whole numbers.

Measurement

Students estimate and measure temperature, length, mass, and capacity in both customary and metric units. They solve problems involving perimeter of plane figures and area of rectangles and develop the basic formulas for computing these quantities.

Geometry

In the intermediate grades, students compare, describe, classify, and analyze two- and three-dimensional figures. They investigate basic geometric relationships, such as parallelism, perpendicularity, congruence, and similarity, and recognize geometric transformations. Students plot points and read graphs on a rectangular grid.

Data Analysis and Probability

Students continue working with the process of statistical investigation, as the techniques for data collection become more sophisticated. The nature and kinds of representations used include tables, bar and circle graphs, and stem-and-leaf plots. Data are described and compared using median, mode, and range. Students design experiments and list all possible outcomes and probabilities.

Algebra

Students in the intermediate grades continue to identify and describe patterns in many situations. Tools, such as calculators and computers, are used to investigate and discover patterns. Patterns are used in geometry and other mathematics to develop new concepts. Tables and graphs are made to show relationships and then students verbally describe the patterns. Patterns are used to extend student data, suggest rules for relationships, and make predictions. Students begin to use symbols to represent unknown quantities. They use the symbols in expressions and open sentences when describing relationships and solving problems. Students begin to identify, describe, and analyze situations with constant or varying rates of change, and compare them.

Grade 4 Mathematics

NC Standard Course of Study

Major Concepts/Skills Concepts/Skills to Maintain

- Number sense 0.01-99,999
- Multiplication and division of multi-digit numbers
- Perimeter and area
- Transformations
- Line graphs
- Median, mode, and range
- Variables in number sentences
- Proportional reasoning
- Whole number computation
- Non-negative rational numbers
- Length, time, capacity, and mass
- Symmetry and congruence
- Coordinate grids
- Circle graphs
- Permutations and combinations

Students will solve relevant and authentic problems using appropriate technology and apply these concepts as well as those developed in earlier years.

Strands: Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

COMPETENCY GOAL 1: The learner will read, write, model, and compute with nonnegative rational numbers.

Objectives

1.01 Develop number sense for rational numbers 0.01 through 99,999.

- a) Connect model, number word, and number using a variety of representations.
- b) Build understanding of place value (hundredths through ten thousands).
- c) Compare and order rational numbers.
- d) Make estimates of rational numbers in appropriate situations.

1.02 Develop fluency with multiplication and division:

- a) Two-digit by two-digit multiplication (larger numbers with calculator).
- b) Up to three-digit by two-digit division (larger numbers with calculator).
- c) Strategies for multiplying and dividing numbers.
- d) Estimation of products and quotients in appropriate situations.
- e) Relationships between operations.

1.03 Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.

1.04 Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths.

- a) Develop and analyze strategies for adding and subtracting numbers.
- b) Estimate sums and differences.
- c) Judge the reasonableness of solutions.

1.05 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

COMPETENCY GOAL 2: The learner will understand and use perimeter and area.

Objectives

2.01 Develop strategies to determine the area of rectangles and the perimeter of plane figures.

2.02 Solve problems involving perimeter of plane figures and areas of rectangles.

COMPETENCY GOAL 3: The learner will recognize and use geometric properties and relationships.

Objectives

3.01 Use the coordinate system to describe the location and relative position of points and draw figures in the first quadrant.

3.02 Describe the relative position of lines using concepts of parallelism and perpendicularity.

3.03 Identify, predict, and describe the results of transformations of plane figures.

- a) Reflections.
- b) Translations.
- c) Rotations.

COMPETENCY GOAL 4: The learner will understand and use graphs, probability, and data analysis.

Objectives

4.01 Collect, organize, analyze, and display data (including line graphs and bar graphs) to solve problems.

4.02 Describe the distribution of data using median, range and mode.

4.03 Solve problems by comparing two sets of related data.

4.04 Design experiments and list all possible outcomes and probabilities for an event.

COMPETENCY GOAL 5: The learner will demonstrate an understanding of mathematical relationships.

Objectives

5.01 Identify, describe, and generalize relationships in which:

- a) Quantities change proportionally.
- b) Change in one quantity relates to change in a second quantity.

5.02 Translate among symbolic, numeric, verbal, and pictorial representations of number relationships.

5.03 Verify mathematical relationships using:

- a) Models, words, and numbers.
- b) Order of operations and the identity, commutative, associative, and distributive properties.

Math Lessons Grade 4

COMPETENCY GOAL 1: The learner will read, write, model, and compute with nonnegative rational numbers.

Lessons:

- Adding and Subtracting Rational Numbers
- Adding and Subtracting Like Fractions
- Addition War
- Baseball Multiplication
 1. Baseball Multiplication 1
 2. Baseball Multiplication 2
 3. Baseball Multiplication 3
- Basic Problems
- Button Fractions to Decimals
- Close Enough to 50
 1. Close Enough to 50
- Compute with Rational Numbers
 1. Computation Grids
- Compute with Rational Numbers 2
 1. Computation Grids
- Foreign Currency
 1. Counting Money
 2. Currency Critical Thinking
- Fraction Action, Fraction Fiction
- Fraction Kits
- Methods for Addition
- Methods for Subtraction
- Partial Difference Subtraction
- Partial Sum Addition
- Phone Book Math
- Place Value
- Problems About Money
- Rides at the Fair (multi-step problems)
- Snoozer 1 (time exercise)
- Snoozer 2 (time exercise)
- Snoozer 3 (time exercise)
- Solving Problems about Money
- Speed Trap (time exercise)
- Standard and Expanded Notation
- Time and Money
 1. Time and Money 1
- Word Problems

COMPETENCY GOAL 2: The learner will understand and use perimeter and area.

Lessons:

- Area and Perimeter
 1. Block Paper
- Michael Jordan's Hand
 1. Michael Jordan's Hand 1
- Perimeter and Area
 1. Block Paper
- Perimeter Chart
- Perimeter Exercise
- Symmetry Recording Sheet 1
- Symmetry Recording Sheet 2
- Walk a Mile in My Shoes
 1. Walk a Mile in My Shoes 1
 2. Walk a Mile in My Shoes 2

COMPETENCY GOAL 3: The learner will recognize and use geometric properties and relationships.

Lessons:

- Analyzing Combos 1
- Analyzing Combos 2
- Analyzing Combos 3
- Analyzing Combos 4
- Coordinate Graphs
- Coordinate Graphs Exercise 1
- Coordinate Graphs Exercise 2
- Coordinate Grids 1
- Coordinate Grids 2
- Coordinate Grids Exercise 1
- Coordinate Grids Exercise 2
- Coordinate Grids Exercise 3
- Coordinate Grids Exercise 4
- Coordinate Grids Exercise 5
- Coordinate Grids Exercise 6
- Coordinate Grids Exercise 7
- Linus Lines
 1. Linus Lines 1
- Shading Combos 1
- Shading Combos 2
- Shading Turns 1
- Shading Turns 2
- Shading Turns 3
- Transformations

- Turns, Flips, and Slides 1
- Turns, Flips, and Slides 2

COMPETENCY GOAL 4: The learner will understand and use graphs, probability, and data analysis.

Lessons:

- Data Collection
 1. Data Collection 1
 2. Data Collection 2
- Family Reunion Picnic (Ratio Exercise)
- Hums (Ratio Exercise)
- Interpreting Info
 1. Interpreting Info 1
- Interpreting Info 2
 1. Interpreting Info 3
 2. Interpreting Info 4
 3. Interpreting Info 5
 4. Interpreting Info 6
- Pulsations (Ratio Exercise)
- Range, Median, and Mode
- Ratios Exercise
 1. Ratio Exercise's Answer Key
- Ratios
- Reading and Using Graphs
- Snoozer (Ratio Exercise)
- Speed Trap (Ratio Exercise)

COMPETENCY GOAL 5: The learner will demonstrate an understanding of mathematical relationships.

Lessons:

- Function Rule
 1. Function Rule 1
 2. Function Rule 2
- Measure Me Relationship Problems
- Multi-Step Problems
- Multi-Step Problems, Tutorial
- Patterns Packet
- Problem Solver's Guide

Grade 5 Mathematics

NC Standard Course of Study

Major Concepts/Skills Concepts/Skills to Maintain

- Number sense 0.001-999,999
- Addition and subtraction of non-negative rational numbers
- Properties of plane figures
- Bar graphs and stem-and-leaf plots
- Rates of change
- Simple equations and inequalities
- Whole number computation
- Transformations
- Perimeter and area
- Coordinate grids
- Line graphs
- Median, mode, and range

Students will solve relevant and authentic problems using appropriate technology and apply these concepts as well as those developed in earlier years

Strands: Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

COMPETENCY GOAL 1: The learner will understand and compute with nonnegative rational numbers.

Objectives

1.01 Develop number sense for rational numbers 0.001 through 999,999.

- a) Connect model, number word, and number using a variety of representations.
- b) Build understanding of place value (thousandths through hundred thousands).
- c) Compare and order rational numbers.
- d) Make estimates of rational numbers in appropriate situations.

1.02 Develop fluency in adding and subtracting non-negative rational numbers (halves, fourths, eighths; thirds, sixths, twelfths; fifths, tenths, hundredths, thousandths; mixed numbers).

- a) Develop and analyze strategies for adding and subtracting numbers.
- b) Estimate sums and differences.
- c) Judge the reasonableness of solutions.

1.03 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

COMPETENCY GOAL 2: The learner will recognize and use standard units of metric and customary measurement.

Objectives

2.01 Estimate the measure of an object in one system given the measure of that object in another system.

Identify, estimate, and measure the angles of plane figures using appropriate tools.

COMPETENCY GOAL 3: The learner will understand and use properties and relationships of plane figures.

Objectives

3.01 Identify, define, describe, and accurately represent triangles, quadrilaterals, and other polygons.

3.02 Make and test conjectures about polygons involving:

- a) Sum of the measures of interior angles.
- b) Lengths of sides and diagonals.
- c) Parallelism and perpendicularity of sides and diagonals.

3.03 Classify plane figures according to types of symmetry (line, rotational).

3.04 Solve problems involving the properties of triangles, quadrilaterals, and other polygons.

- a) Sum of the measures of interior angles.
- b) Lengths of sides and diagonals.
- c) Parallelism and perpendicularity of sides and diagonals.

COMPETENCY GOAL 4: The learner will understand and use graphs and data analysis.**Objectives**

4.01 Collect, organize, analyze, and display data (including stem-and-leaf plots) to solve problems.

4.02 Compare and contrast different representations of the same data; discuss the effectiveness of each representation.

Solve problems with data from a single set or multiple sets of data using median, range, and mode.

COMPETENCY GOAL 5: The learner will demonstrate an understanding of patterns, relationships, and elementary algebraic representation.**Objectives**

5.01 Describe, extend, and generalize numeric and geometric patterns using tables, graphs, words, and symbols.

5.02 Use algebraic expressions, patterns, and one-step equations and inequalities to solve problems.

5.03 Identify, describe, and analyze situations with constant or varying rates of change.

Math Lessons Grade 5

COMPETENCY GOAL 1: The learner will understand and compute with nonnegative rational numbers.

Lessons:

- 30 Game Board Tutorial
 1. 30 Game Board 1
 2. 30 Game Board 2
 3. 30 Game Board 3
 4. 30 Game Board 4
 5. 30 Game Board 5
- Baseball Fever (fraction exercise)
- Camping (1 & 2 Step Problems)
- Cartoon Fractions 1
- Cartoon Fractions 2
- Cartoon Fractions 3
- Changing Numerator and Denominator 1
- Changing Numerator and Denominator 2
- Dance Fever (fraction exercise)
- Doc Knows Best (fraction exercise)
- Equivalence and Simplest Form
- Equivalent Fractions
- Estimating
- The Factor Game (game board)
 1. The Factor Game 1
 2. The Factor Game 2
 3. The Factor Game 3
- Factor Trees
- Factors Tutorial 1
- Factors Tutorial 2
- Fraction Bars for Equivalent Fractions Tutorial
- Fraction Bingo Tutorial
 1. Fraction Bingo
- Fraction Tic Tac Toe Tutorial
 1. Fraction Tic Tac Toe
- High Number Toss
 1. High Number Toss 1
- Leftovers (fraction worksheet)
- Mars Fraction Hunt
- Multi-Step Problems
 1. Multi-Step Problems 1
- New Boots (fraction exercise)
- Place Value game
- Problem Solver's Guide
- Solving 1 & 2 Step Problems

- Time Worksheet
- What's Hoppin' (fraction exercise)

COMPETENCY GOAL 2: The learner will recognize and use standard units of metric and customary measurement.

Lessons:

- Celsius Thermometers
- Gallons Gallore
- Linus Lines
 1. Linus Lines 1
- Measuring Length, Mass, and Capacity
- Meter Tape
- Metric Measuring
- Stubbed (measurement exercise)

COMPETENCY GOAL 3: The learner will understand and use properties and relationships of plane figures.

Lessons:

- Altering Grid Proportions 1
- Altering Grid Proportions 2
- Area and Perimeter Tutorial 1
- Area and Perimeter Tutorial 2
- Area and Perimeter Tutorial 3
- Area and Perimeter Tutorial 4
- Area and Perimeter Tutorial 5
- Area and Perimeter Tutorial 6
- Classify Polygons & Polyhedra 1
- Classify Polygons & Polyhedra 2
- Classify Polygons & Polyhedra 3
- Cone
- Create Your Own Tangram
- Cube Pattern
- Dodecahedron Pattern
- Drawing Angles
- Four Types of Symmetry
 1. Four Types of Symmetry 1
 2. Four Types of Symmetry 2
 3. Four Types of Symmetry 3
 4. Four Types of Symmetry 4
- Flipping Images
- Geometry and Computing Graphs
- Icosahedron Pattern
- Interior Angles
- Lines of Symmetry

- Making a Snowflake
- Matching Shapes
- Multi-Step Geometry Problems
- Octahedron Pattern
- Pattern Analogies
- Pattern Recognition
- Polygons
- Radius, Diameter, Chord
- Recognizing Angles
- Recognizing Flips and Turns
- Recognizing Patterns 1
- Recognizing Patterns 2
- Right Circular Cylinder Pattern
- Right Hexagonal Prism Pattern
- Shading, Slides and Flips 1
- Shading, Slides and Flips 2
- Shading, Slides and Flips 3
- Shape Sequencing
- Sides, Angles, Vertices 1
- Sides, Angles, Vertices 2
- Sides, Angles, Vertices 3
- Sides, Angles, Vertices 4
- Spatial Visualization
- Square Pyramid Pattern
- Tangram Tally
- Tetrahedron Pattern

COMPETENCY GOAL 4: The learner will understand and use graphs and data analysis.

Lessons:

- Comparing Complex Graph Data
- Comparing Results
- Constructing Graphs
- Making Generalizations & Patterns
- Pentomino Patterns
- Predicting Results

COMPETENCY GOAL 5: The learner will demonstrate an understanding of patterns, relationships, and elementary algebraic representation.

Lessons:

- Gasoline Mileage
- Geometric Patterns
- Making Generalizations & Patterns
- Rates 1
- Rates 2

Partners for Success

Lesson 1

1. Objective. Get to know your child and your child gets to know his or her tutor.
 - a. Share personal information
 - b. Share interests
 - c. Tutor gains a sense of the child's academic skills
 2. Materials. Bring your own materials. For example, paper clips, index cards, string, yarn, pencils, paper. Plan ahead and be prepared.
 - 3a. Procedures. For the entire semester each lesson will have 4 components, as follows:
 - a. Introduction of today's lesson/topic (anticipatory set, advance organizer, activation of schema)
 - b. Guided practice (model, demonstrate, scaffold, show how)
 - c. Independent practice (child builds confidence in self regulation)
 - d. Oral/written closure and reflection on lesson (summarizing and organizing what has been learned)
-

- 3b. Procedures for first lesson. Follow all the check in procedures and go get child and proceed to library.
 1. Introductions. Explain why Duke student is there; why child is there.
 2. Let's talk about ourselves (or make this an activity)
 - a. Things we like: food, places to go, music, sports, TV shows, subjects in school, books
 - b. Family and personal things (pictures, vacations, activities)
 3. Let's do one or two fun activities
 - a. Ways to measure non-standard units (height, foot/forearm, school, strides)
 - b. Acrostic poem (B-I-L-L)
 - c. Shared writing (2 words each) (1 poem)
 - d. Art (collage of who I am)
 4. Child gives oral/written closure and reflection on the lesson. What did we learn today? Why will we be meeting? What are our goals? End on a positive note.
 5. Perhaps your child will lead you on a tour (or mini-tour) of school.
 6. Duke student returns to the tutoring "office" space and completes the reflection journal form. File form in your file folder.
 7. Look at lessons/materials for next tutoring session (s). Make a plan.
 8. Clean up and follow check out procedures.

Tutor Calendar Fall 2004

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August						
15	16	17	18	19	20	21
22	<i>1st day of classes</i> 23	24	25	26	27	28
29	30	31	September 1	2	Drop/Add Ends Final Schedules Due 3	4
5	DPS Holiday 6	7	8	PFS Scheduling Day 9	<i>Scheduling Problems Office Hours 9-12 OBD West Duke</i> PFS Training 3-6:30 10	PFS Tutor Training 10:00-1:30 11
12	PFS TUTORS BEGIN 13	14	15	DPS Holiday 16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	October 1	2
3	4	5	6	7	8	9
10	Duke Fall Break 11	Duke Fall Break 12	13	14	DPS Holiday 15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	November 1	DPS Holiday 2	3	4	5	6
7	8	9	10	DPS Holiday 11	12	13
14	15	16	17	18	19	20
21	22	23	DPS Holiday 24	DPS Holiday 25	DPS Holiday 26	27
28	29	30	December 1	Last day of classes 2	PFS FINAL CELEBRATIONS 3	4