



Tutor Packet

Dear Dedicated Tutor,

Thank you, thank you, for being willing to start the 2020-2021 school year by tutoring virtually with your student or possibly with a new student! Tutoring online is not our first choice. There will be challenges, but we do believe it will be an effective way to connect with kids, help them academically and give them a chance to hear of God’s love for us.

Your willingness to invest your time and energy is a gift to the students, especially at this time. Your student may not express their gratitude to you for the gift of your time. On their behalf, know that we see you and appreciate you!

May this year of tutoring be a blessing in your life because we know it will be a blessing in the child’s life. Thank you!

“I thank God through Jesus Christ for all of you...” Romans 1:8a

Research shows that students who have a mentor are:

- 46% less likely to begin using illegal drugs
- 52% less likely to skip school
- 58% achieved higher grades in social studies, languages, and mathematics
- 64% developed higher levels of self-confidence
- Students in Whiz Kids have 50% fewer behavior referrals!

Whiz Kids tutor resources can be found:

<https://www.whizkidstutoring.com>

Click on the ONLINE RESOURCES button at the top of the page.





Whiz Kids

more than tutoring!

CLUB PERMISSION SLIP
RETURN TO _____

I, _____ give my son/daughter _____
(parent/legal guardian) (child/children's name(s))

permission to participate in additional children's activities following tutoring on _____
(day of the week)
at _____. These activities include games, singing and a brief Christian message.
(name of site)

PLEASE MARK ONE OF THE FOLLOWING:

I understand that this is not an official part of the public school program.

_____ Yes, my child (children) has/have my permission to participate in the activities.

_____ No, my child (children) can not participate in the activities.

Signature of parent/guardian

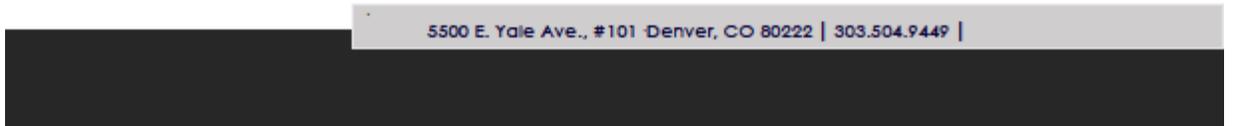
Date

If you would like more information regarding these activities, we welcome and encourage you to join us anytime. We would love to have you!

ATTENTION TUTOR: Please read and sign below

I understand that materials used during the tutoring session will not be of a religious nature.

Tutor Signature





Reading With Your Student

Selecting a Book (Guiding your student to the appropriate level)

1. The child chooses a book. Let him read a page or two.
2. If he misses 10% or more of the words, move into Paired Reading or read book to student.
3. If you want to provide a bit more structure, you can pick out 3-4 books from which your student can then choose a book.

Paired Reading

1. Sit side by side with your student.
2. Begin reading aloud together.
3. Move your finger along under the words as you both read.
4. If the student gains confidence, turn your voice off and let him read as long as he is comfortable.

Comprehension Questions

Meaning and comprehension are the goals of reading. Instead of focusing on missed words, focus on the overall understanding. Try some of these comprehension questions:

1. From looking at the cover and flipping through the pages, what do you think this book will be about? (Make predictions about characters, setting, events, and problem/conflict.)
2. Have you read any other books that remind you of this one? (Make connections)
3. Have you had any experiences like the characters? (Make connections)
4. What 3 words describe the main character?
5. Can you think of a different ending for this story? (Predicting)
6. Would you recommend this book to someone? (Why or why not?)
7. Retell the story: beginning, middle and end. (Sequencing)
8. What lesson can you learn from the story?
9. Do you know what that word means? (Vocabulary focus is important.)
10. Remember each chapter has its own problem that has to be solved so... What problem will come up in the next chapter? What event will the characters face next? (Predicting)

Reading Strategies

When your student comes to a word that he doesn't know, you could say the word or try one of the following:

1. Think about what's happening in the story and ask what word would make sense.
2. Check the pictures for clues.
3. Break the word into chunks by taking off the beginning or ending.
4. Identify the sounds in the word and try blending them together.
5. Reread the sentence, omitting the word, to decide what word would make sense.





Reading & Writing Activities to Do With Your Student

The following activities are listed from easier to harder. You can tailor them to meet your student's level.

READING

1. **Play Scrabble Slam Game** (available at every site!)
2. **Play Concentration.** Make two cards for each word using your student's spelling words or sight words. Place the cards face down in a random order. Take turns turning two cards over as you both try to find matching cards. It's best to use about 10 - 12 words for a total of 20 to 24 cards. Index cards work great for this.

WRITING

3. Have your student **dictate a sentence(s)** about himself. Write it down and read the sentence(s) together. Then tear or cut up the words and have your student put them back together like a puzzle.
4. Have a **written conversation** with your student, passing the paper or white board back and forth without speaking.
5. **Make headlines.** Find and print a short article online or in the paper and remove the headline. Ask the student to read the article and then create a headline and a caption for the photo. Or, find and print an interesting headline and ask the student to write a short article based on it.
6. **Write a letter/ thank you note** to a celebrity, family member, or friend.

READING & WRITING MATERIALS AT EACH SITE

Brainquest	Sight Word Bingo
Dry erase boards	SmartMouth
Make-a-Word Bingo	Spin-a-Tale (story writing)
Notebook paper	Story Cubes game
Raz Kids A – Z (Kindles)	Wise Alec
Scrabble, Scrabble Jr.	Zingo





Getting Started Reading

1. Have your student choose a book. Ask why they chose the book. (Build connections and background knowledge.)
2. Then let him/her read a page or two. If he misses 4-5 words on a page, **read the book together** or **read book to** student.
3. Pause after each page to discuss what was read. Look at the picture. Ask a couple of questions. Comment on what is happening in the story to that point. Have them predict what will happen next.
4. The comprehension quizzes after every book help you see if your student has understood what he/she has read or listened to. And you can return to the book to find the correct answer.
5. Fiction and nonfiction books are offered. Trade off reading a fiction book one week and then a nonfiction book the following week.
6. When your student reads with confidence and can answer the majority of the quiz questions accurately, move on to the next reading level.

Word Building Activities with Your Student

Sounding Out Strategies

When your student comes to a word that he doesn't know, **tell them the word** (this increases their comprehension and decreases their frustration). Or, you can try one of the following:

6. Think about what's happening in the story and ask what word would make sense.
7. Check the pictures for clues.
8. Break the word into chunks by taking off the beginning or ending.
9. Identify the sounds in the word and try blending them together.
10. Reread the sentence, omitting the word, to decide what word would make sense.

Sight Word Activities

Flash Cards – Make flash cards using the sight words that are listed on www.whizkidstutoring.com resource page under reading. Or keep track of single syllable words your student can't read and use those words on flash cards

White Board – Use a white board to print words for your student to read.

Word Building Strategies

Make New Words – Write a multisyllable word on the white board. Race one another to see how many words you can make using the letters in the one word. i.e. Vacation: cat, in, tin, tan, ton, action, etc.

Letter Game – What things can you think of that start with A, B, C...

Rhyming Game – What rhymes with Bat? Ball? Fix? ...





Word Work / Spelling Activities to Do With Your Student

The following activities are listed from easiest to hardest. You can tailor them to meet your student's level.

WORD WORK

1. **Play Go Fish** – pass out all the letters. Make pairs of letters by asking, “Do you have a letter that says, _____”
2. **Memory** – Match lower case letters with upper case letters. When a match is made say the sound/s the letter makes.
3. **Pictionary** – Pick a letter, draw a picture that corresponds to the sound of the letter
4. **Hangman** with your student's spelling words. Take turns being the guesser. Give student clues like, “It's a 2 syllable word,” “There's a long vowel sound”. Etc.
5. **Word Scramble** – start with a word and ask student to make 5 different words by changing one letter in the word.
6. **Word Building** – Use the letters in your tutoring bag for this activity. It is explained below.

WORD WORK MATERIALS AT EACH SITE

- | | |
|----------------------|------------------------|
| 4-Way Spelldown | Popcorn Games |
| Alphabet Bingo | Roll and Read |
| Alphabet Flash Cards | Roll and Write |
| Alphabet letters | Scrabble, Scrabble Jr. |
| Go Banana's game | Sight Word Bingo |
| Pharroh's Phonics | Word Building |





Word Building

1. Dump the letters from your letter bag onto the table.
2. Choose **one** of the master words from the word list. In a mixed order, call out the letters of that master word, one at a time. As you call out a letter, have your student find that letter. **After all the letters of your master word are found**, put the other letters back into your bag **and review the master word letters name and sound**.
3. Now begin building the smallest words in your list (a two or three letter word). Say, " Looking at the letters, what 3 letters would spell _____."

After the child picks the correct 3 letters, pronounce the word as you stretch out the sounds. (ie. rrrrr – eeee - dddd, red)

4. Next say, "Now, what letter do we need to change in order for the word to be _____." Continue like this while you make 4-6 new words.
Let your student move the letters as you give the directions to build words.
5. As you continue building, the words will become longer and harder and require more moving of the letters to form the new words.
6. Before spelling the final word that uses all the letters, see if your student can guess what the master word is.

Master Words

Word Builders to Master

bridges	red bed dig rig ride side bride brides bridge bridges
camera	am ram ear ace race car care came camera
candles	an can and sand land dance dances candle candles
cassette	as at cat ate sat set seat east test taste tease cassette
chairs	as is his has car scar ash cash crash air hair chair
chapter	at eat art heart cart each teach peach reach chapter





Raz-Kids / Kids A-Z

Tutors will use the online resource RAZ-KIDS (Reading A to Z) to access thousands of books. You and your student will be able to read together and practice comprehension strategies while reading.

Accessing RAZ-Kids

1. In your browser GO TO RAZ-KIDS.COM
2. CLICK: KIDS LOGIN



3. TYPE IN whizkidstutoring2014 in username box – THEN click go



4. CLICK ON THE READING ROOM



5. TAP on the STUDENT'S READING level or the type of book they want to read (Grade Level equivalents are on the following page.)



6. Enter stars AS THE PASSWORD

Student Password

stars

7. Choose TOPICS or LEVELED Books to see and choose books.



Topics



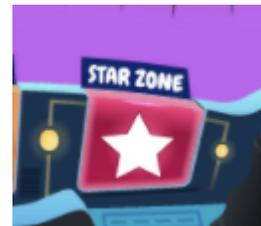
Leveled Books

8. If there is time, **TAKE THE QUIZ** to check for comprehension.

During the QUIZ, you can go back to the book to find the answer by tapping the BOOK icon at the top right of the screen. To return to the quiz just tap on the?



9. Use the stars earned to build a robot or space ship in the Star Zone! (As a brain break or motivational tool.)



Reading Levels

Use the chart below to help you and your student determine a good starting point. Students in Whiz Kids are struggling readers and may need to start with books at a lower grade level.

GRADE	Reading Levels
K	AA, A, B, C, D
1 st	E, F, G, H, I, J
2 nd	K, L, M, N, O, P
3 rd	Q, R, S, T
4 th	U, V, W
5 th	X, Y, Z
Middle School	Z, Z1, Z2



Questions to Ask Before, During and After Reading

General questions to get started:

1. While looking at the book cover, what do you think the book is about?
2. Is the book a fiction or nonfiction book?
3. Can you tell who the main character will be?
4. Does the title give a clue as to what the story is about?
5. Once you have begun reading, review the previous week's reading.

Setting

1. Where does the story take place?
2. When does the story take place?
3. Could the story take place in this world?
4. How did the author describe the place?
5. What could you see, feel, hear, smell, as you read?
6. How much time passes in the story?
7. How is the setting like a place that you know?
8. Does the time or place affect the characters or plot of the story?
9. Would you want to visit the place the character lives?

Characters

1. Do you think each character will change in the story?
2. How is a character like you?
3. How would you like to be like a character?
4. How are you different than the character?
5. How would you like to be different than the character?
6. What caused the character to make the decision they did?
7. Could this happen in real life?
8. Could this happen in your life?
9. What scene did you like best?
10. How did the character show (kindness, fairness, ...)
11. What would you like to ask the character?
12. Is the way the character lives different than the way you live?
13. What do you think about that difference?
14. Who is the most important character? Why?
15. What character is the nicest? Why?
16. What character is the bravest? Why?
17. Which character taught you the most? Why?





18. How do the characters change? Why?
19. Which characters don't change?
20. What did you learn from a character in the story?
21. How did the characters feel about each other? Why?

Plot

1. How did the author begin the story? How did the author cause you to read more?
2. What is the main problem in the story? How did/do you think it would/will be solved?
3. What challenges do the characters meet in the story? How do they handle them?
4. What do you think is the most important part of the book/chapter?
5. What is the climax of the story?
6. What are the major events in the story?
7. How predictable is the ending of the story?
8. Would you have ended it the same? Why or why not?
9. What clues did the author provide about the ending?
10. What do you think will happen next in the story or after the story?
11. What do you think will happen to the characters in the story?
12. Could the story really happen? Why or why not?
13. What does the author do to make the story seem realistic?
14. How was the plot resolved?
15. What is the shortest summary you can create for the story?
16. Make a sketch or picture for an event in the book.
17. What are the most important events in the story? Why do you believe they are important?
18. What would you like to ask the author?
19. What could have happened differently?



Theme

1. What is the author's message?
2. What is the story about?
3. Is the title appropriate? Why?
4. What does the story mean to you?
5. Why did the author write this story?
6. What lesson does the story have that resembles life?





Vocabulary

1. What are some interesting words, phrases, and sentences?
2. What words created a feeling or picture in your mind? Describe the feeling or picture.
3. Discuss new words you find in your reading. What does the word mean? How is the new word pronounced? Keep a list of the new words you learn.

Author Illustrator

1. Would you read other books by this author? Why or why not?
2. Have you read other books by this author or illustrator? How are they similar or different?
3. What other books might this book have caused you to read?
4. Did the author keep you interested? Why or why not?
5. Why did the author choose the title"? Would you choose the same? If not why not? If yes, why yes?

Personal Connection

1. How does the story make you feel?
2. Does the book remind you of another?
3. Do any of the characters remind you of someone in real life?
4. What does this story make you wonder about?
5. What surprised you?

Inspired by Dr. Robert Sweetland's notes
[Home: homeofbob.com & thehob.net]





Story Elements

Title: _____

Plot

Character

Book

Title: _____
Author: _____

Setting

Problem

Personal Response

Emotion: I felt _____ when the story made me feel _____.

Rating: I would give this book _____ stars out of 5.

Solution

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Story Elements

Characters

Setting

Plot

Beginning

Middle

End



By: Ginger Snaps





Colorado Mathematics Standards 2020

The following basic math skills may show you where there are gaps in your student's learning. Each list of skills is what students should know by the end of the school year.

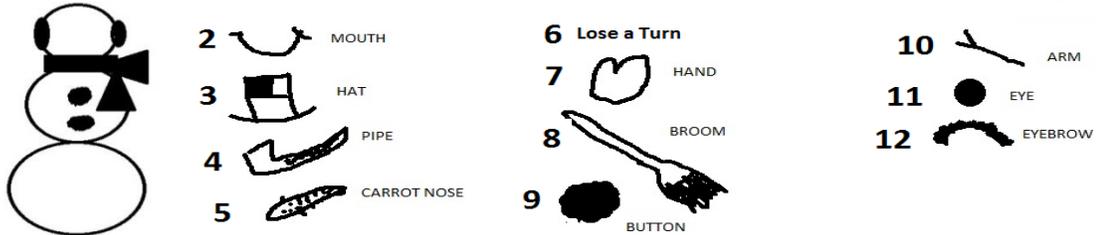
Grade/Skills	Grade/Skills
Kindergarten <ul style="list-style-type: none">• Use number names and count in sequence• Compare numbers• Work with numbers 11-19• Describe addition as 'adding to' and subtracting as 'taking from'• Identify, describe and draw shapes	First Grade <ul style="list-style-type: none">• Add and subtract to 20• Solve problems using addition and subtraction• Tell and write time to hour and half-hour• Compare and contrast shapes and their attributes
Second Grade <ul style="list-style-type: none">• Add and subtract within 20 fluently; be able to solve problems within 100• Count within 1000; read and write numbers to 1000• Skip count by 5s, 10s, and 100s• Know from memory all sums of 2 one-digit numbers• Understand place value; hundreds, tens and ones• Measure and estimate lengths (inches, feet, centimeters and meters)• Work with time to the nearest five minutes and money• Compare and contrast shapes and their attributes	Third Grade <ul style="list-style-type: none">• Develop an understanding of fractions using a number line; and equivalent fractions• Solve problems using multiplication and division• Multiply and divide within 100• Fluently add and subtract within 1000• Interpret data on a graph• Use concepts of area and perimeter
Fourth Grade <ul style="list-style-type: none">• Perform multi-digit arithmetic• Extend understanding of fractions by putting them in order• Use decimal notation for fractions and compare them• Use the four operations with whole numbers to solve problems• Gain understanding of factors and multiples• Understand concepts of angle and measure angles• Draw and identify lines and angles	Fifth Grade <ul style="list-style-type: none">• Understand place value• Perform operations with multi-digit whole numbers and with decimals to hundredths• Add and subtract fractions• Extend understandings of multiplication and division• Represent and interpret data• Graph points on the coordinate plane
Sixth Grade <ul style="list-style-type: none">• Understand ration concepts• Divide fractions by fractions• Find common factors and multiples• Solve one-variable equations• Develop understanding of statistical variability• Solve math problems involving area, surface area and volume	Seventh Grade <ul style="list-style-type: none">• Add, subtract, multiply and divide rational numbers• Solve problems using numerical and algebraic expressions and equations• Use random sampling to draw inferences about a population• Draw, construct and describe geometrical figures• Solve math problems involving angle measure, area, surface area and volume
Eighth Grade <ul style="list-style-type: none">• Work with radicals and integer exponents• Analyze and solve linear equations• Understand and apply the Pythagorean Theorem• Solve problems involving volume (cones, spheres)	





ADDITION and SUBTRACTION

- **Build a Snowman:** Draw 3 circles for a snowman on a white board. Assign a number from 1 to 12 to various parts of the snowman (see image below). Throw 2 dice and add numbers together. Draw the item on the snowman that corresponds to the sum of both dice.



- **Number Story:** Have your student make up a number story for a math fact that you are practicing: $4+2=6$ "I have 4 markers and my tutor has 2. How many do we have together?" Then have them reverse the equation for subtraction. "I have 6 markers. I give 4 to my tutor. How many do I have left?"
- Use **Fact Triangles** found in site supplies

COUNTING

- Count the tutoring pairs by 2's
- Use beans, pennies, nickels, dimes, counters of any kind to make groups of 2's, 5's, or 10's then count the groups by that same number. (Ex: count by 5's when you are counting the groups of 5.)
- Practice counting past 100. Start from different numbers. (81...92... and so on.)

CRITICAL THINKING

Closest to the Answer

1. Remove 10s and face cards from the deck. (Aces will count as 1s.)
2. Deal five cards to each player and two cards face up, in the middle.
3. Each player decides what 'ANSWER' they want the cards in the middle to be. (in



the example below, the student could decide he wants to get as close to 35 and

the tutor could decide he wants his answer to be 53)

4. Players choose cards from their hand that, when combined using **any** math operation, **come close or equal to the answer** represented by the cards in the center of the table. (In this case, you might choose $6 \times 5 = 30 + 2 = 32$.)





FRACTIONS

- Use a site clock to talk about $\frac{1}{2}$ hour, $\frac{1}{4}$ hour and $\frac{3}{4}$ hours. Trace and cut out a circle the same size as the clock. Fold it in half to show $\frac{1}{2}$ and again to show $\frac{1}{4}$. Cut the circle in half and place on clock then cut in $\frac{1}{4}$'s to show $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1 whole.
- Cut up and divide items like play dough, spaghetti noodles, string, paper, etc. into $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, etc. Write the fraction on paper or a white board and explain what the numbers mean (numerator & denominator). The more pieces something is cut into, the larger the denominator becomes.
- Count out eight pennies (or some other small objects). Ask the student to show you half, then $\frac{1}{4}$ of the pennies. DO this with a variety of numbers.
- Basketball toss into a trash can. Using balls of paper or even a small foam ball and an empty trash can (or box), explain that you will each have 10 tries at tossing the ball into the trash can/box. Keep score on a whiteboard and talk through each of your results and how they are represented in various forms ($\frac{6}{10} = 60\%$ or .60; etc). Ask your student to extrapolate what his percentage might be if he attempted 50 or 100 shots – is his answer reasonable, based on his percentage at 10 tries? Help your student show his work:

$$\frac{6}{10} \times \frac{5}{5} = \frac{30}{50}$$

- Understanding **equivalent fractions**:
 - Give your student a piece of 8 $\frac{1}{2}$ x 11 paper and have her fold the paper in half horizontally, then open it up again.
 - Ask your student to shade in half the paper with a colored pencil.
 - Then ask the student to fold the paper into fourths (half, then half again) and open it up again.
 - Now, the student has a visual to help answer some questions like: how many fourths are equivalent to one half? Have the student write this equation on the lined piece of notebook paper for future reference and review.
- Repeat step c, but go on to fold it into eighths and then sixteenths, each time having your child write down the fractions that are equivalent to $\frac{1}{2}$.

GEOMETRY

- Look for geometric shapes at your site. Have your student draw them and name them on a white board. (Ex: can of pop is a cylinder.)
- Pretend that you are going to put new carpeting at your site. Bring a tape measure to measure the room. Ask your student to calculate the area of the room. ($A = \text{length} \times \text{width}$). If the room is irregularly shaped break it into parts and calculate the area for each section. Then add together.



MULTIPLICATION AND DIVISION

- **What's for Dinner?** Print or use a menu from a restaurant that you and your student will use to order from. Ask your student (or another student/tutor pair) to write down your order and the price. Have your student calculate the total for the meal. Tell your student to estimate what the tip will be based on the meal. Help him work through the algorithm (10% of \$25 = 2.50. For a 20% tip he'll double that, for a 15 % tip he can take half of 10% and add it to the \$2.50). Ask him how much they need to leave.

MULTIPLICATION, DIVISION, SUBTRACTION, ADDITION

Order of Operations

Give your student problems to solve using the order of operations rules. The rule is:

- 1: First perform any calculations inside parentheses.
- 2: Next perform all multiplications and divisions, working from left to right.
- 3: Lastly, perform all additions and subtractions, working from left to right.

Some problems: $(14 - 5) \div (9 - 6)$; $9 + 6 \times (8 - 5)$; $50 \times 80 + 61 \div 61 - 12 \times 2$

Compute Some Fun

1. Before you start, decide what operation you would like to use (+, -, X, ÷).
2. Place the deck of cards, face down, in the center of the playing area.
3. Take turns drawing a card. Depending on which operation you chose at the beginning of the game, you would use the following numbers to calculate your first score:

Addition	0
Subtraction	1000
Multiplication	1
Division	1,000,000

For example, if a player drew an 8 in the first round of a multiplication game, they would compute $1 \times 8 = 8$.

4. **In subsequent rounds, players build off of their total scores.** For example, a player who has earned 8 in the first round may draw a 4 in the next round, making their new total $8 \times 4 = 32$.

Continue until the pack is depleted.





MULTIPLICATION CHART

Put one finger on a number in the top row and a finger of your other hand on a number on the side row.
To multiply these numbers, pull the two fingers down and across until they meet on the answer.

1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100





NUMBERS

- **How many 10's and how many 1's** are in these 2 digit numbers? (*Say and write different two digit numbers and use things like toothpicks, coins, beans, paperclips to make groups of 10 and single ones to show the number. Teach counting by 10s.*)
- **Higher/Lower:** I'm thinking of a number between 1 and 25. Try to guess it with the least amount of guesses. Are you using a strategy?

When practicing math facts show your students how they can **extend their math facts**: $6+7=13$, $60+70=130$, $600+700=1,300$ Make addition and subtraction number stories to go with these facts: $1,300-700=600$ "1,300 kids are in our school. 700 are boys. How many are girls.

NUMBER GAMES

- **Climb the Ladder**
 1. Each player draws a ladder on paper or a white board. Label the bottom rung #1 and the next one up, #2 and so on. As you play, you will add additional rungs to your ladder.
 2. Deal 10 cards, face up, to each player. **These same cards get used on each new rung.**
 3. If you have a #1 (ace) card, write "1" on the first ladder rung. If you don't have an ace, make an equation that equals 1, by adding or subtracting numbers from your cards.
 4. Write the equation on your ladder and move on up to the #2 rung.
 5. Keep adding rungs, one at a time, until you get stuck and can't make an equation that equals that rung's number.

EXAMPLE:

7-3	4
2+1	3
2	2
3-2	1



- **Win It!**
 1. Deal 5 cards; face up, to each player.
 2. Place remaining cards in a pile in the middle, face down.
 3. Turn top card over; it becomes the WIN card.
 4. Using the 5 cards in front of you, make an equation that equals the top card of the pile.
 5. The first person that can do that slaps the WIN card and says "Win It!"
 6. He gets to keep that WIN card as a point and play continues with the next WIN card turned over. Players **keep using their same 5 cards to make new equations.**





- **250**

Tutor and student each start with the number 250. They take turns drawing two cards from the face down deck. They each decide how they want the placement of their two cards, with the goal being to have the highest number. This number is subtracted from 250. (You can use a white board for computation.) The players have 3 more turns subtracting from the new remainder. The goal is to end up having the **LOWEST** answer.

- **Role Um!** (Players need a white board and marker, dice and deck of cards)

1. Deal each player 10 cards face up.
2. Roll the dice and add the numbers. This number is the **goal** number for the first round.
3. Using the numbers on your cards, make as many equations as you can to equal the goal number.
4. Write these down and see who can make the most equations for that round.
5. Record the score and roll a new goal number, but use the same cards.

Example: goal number is 7. Player uses a $5+2$, $8-1$ and $3+4$ for a score of 3 for that round.

- **Concentration** (*Play with deck of cards in your tutor bag.*)

Lay 25 cards face down in rows of 5. Take turns trying to make 18 by turning over cards and adding them; turn as many as you need to make exactly 18. If you do, you pick up the cards and keep them as your points. If you go over 18, you turn the cards back down and it's the other persons turn. Person with the most cards at the end wins.

- **War**

Divide the deck between the players. Each player simultaneously turns over two cards from his stack. For Addition War or Multiplication War, the player with the highest sum wins all the cards in play. For Subtraction War, the one who has the lowest score wins all the cards in play. "War" happens when two players end up with the same total. When you have a "War", each player turns over two more cards and the one with the highest score takes all the cards (unless you are playing Subtraction War, then the winner is the one with the lowest amount). When each player's stack runs out, the game is over and the one with the most cards wins.

- **Go Fish**

Choose a "winning number" according to your student's ability. Deal out 6 cards per player (more for higher level of play) and have the rest of the cards in a stack on the table. The first player tries to add up cards in his hand to make the "winning number." If he is able, he lays down those cards and the next player takes a turn. If the player is not able to add his cards to make up the "winning number," he asks another player for a card with the particular number that he needs. If the player has the card that is asked for, he must give up his card. If the player doesn't, he says, "Go Fish," and the player-in-turn must pick a card from the stack. If that card adds up to the "winning number," he lays the cards down and the next player takes a turn. You can use two or more cards to make the "winning number." Whoever gets rid of all of his cards first, wins!

- **The Answer Game**

Have a deck of cards facedown. Turn over one card and place it to the left of the deck (assuming you are sitting side by side). This card is the answer card. Turn over 4 cards and place them to the right of the deck in a row. These are the numbers you have to work with to come up with the "answer number" card. You can add or subtract. If none of the cards add or subtract to give you the number of the answer card, keep adding cards to the row on the left until a combination works. After each turn, the player takes the answer card and the other cards that were used, to keep as points to determine the winner at the end.





PLACE VALUE

- Write a 2 or 3 digit number on a white board. Have student tell you the value of each number. Ex. 952 The value of the 9 is 900 (or 9, 100s). The value of the 5 is 50 (or 5, 10s). The value of the 2 is 2 (or 2 ones).
- Draw four or five blank lines on a piece of paper, representing each of the values up to the one or ten thousands place for each of player. Player 1 _____ Player 2 _____ Place cards in a pile face down. Take a card from the pile. Each player decides which blank line (what place value) they will write the number – with the goal of making the largest number. Take turns drawing cards until all five place values have been filled. Then read your numbers, whoever has the largest number wins that round. After a few rounds, discuss strategy.

PROBABILITY

Introducing the concept of probability: (the likelihood that an event will occur)

Coin toss – how many ways can you get exactly 2 heads with 3 coins?

Using three coins imagine the possibilities with your student and write them down:

HHH	TTT
HTH	TTH
HHT	THT
HTT	TTH

1. Ask how many total combinations are possible? (8)
2. Have the student circle the combinations where there are exactly and only 2 HEADS. (3)
3. The probability of getting exactly 2 HEADS with 3 coins is: $\frac{3}{8}$.
4. Next – test it out by tossing the coins and tracking the outcomes. Remember, there is only a .375 chance you'll get exactly 2 heads with each toss.

PROBLEM SOLVING

- Make up a football score and have student guess how it might have happened. Example: Broncos 17 (2 touchdowns and a field goal) Raiders 9 (3 field goals or 1 touchdown with a missed kick plus a field goal). Have higher scores to up the difficulty level.





STATISTICS

Use the Nuggets chart below provided for this activity. Explain the columns and the terminology. Use a calculator to demonstrate how to arrive at the FG%. Analyze the data with your student and ask various questions: who had the best FG%; who made the most attempts; which player had the most successes – are they the same person; if you were the coach and you needed someone to make a game winning shot who could you rely on to make the shot and why?

NUGGETS STATISTICS FROM THE 2013-2014 SEASON

NAME	FGM (FIELD GOALS MADE)	FGA (FIELD GOALS ATTEMPTED)	FG%
Ty Lawson	347	806	.431
Kenneth Faried	447	820	.545
Wilson Chandler	307	738	.416
Randy Foye	361	875	.413
J.J. Hickson	332	654	.508
Nate Robinson	164	383	.428
Timofey Mozgov	285	545	.523
Aaron Brooks	233	581	.401
Evan Fournier	228	544	.419
JaVale McGee	17	38	.447
Darrell Arthur	162	410	.395
Quincy Miller	94	256	.367
Anthony Randolph	68	176	.386
Jan Vesely	89	173	.514
Team Total	3147	7042	.447

TIME *(Use play clocks in your sites supplies)*

- Have your student tell you the time as “minutes after the hour”. Also teach them other ways to name time: quarter ‘til, quarter after, half hour, etc.
- Teach counting by 5’s.
- Talk about the differences in the minute and hour hands.
- How many minute lines does a clock have?
- Show me how the hands would be at 1:00. What would it look like ½ hour later? What would it look like a quarter of an hour later?





The HUNDREDS CHART is a useful tool to teach number sense. Use it to:

1. To practice skip counting by 2s, 3s, 4, 5s, etc.
2. Teach adding and subtracting.
 - a. $3+5 = \underline{\quad}$? Place a penny on the number 3 and have the student count up 5 to find the answer.
3. To show patterns: Pick a number and add 10. Next pick a number and add 9. What pattern can the child see?

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





Find number pairs that add up to 20.

0 1 2 3

4 5 6 7

8 9 10 11

12 13 14 15

16 17 18 19

20





Fun Math Activities

- What time is it? Show your watch on screen. Ask your student what time is it? What time will it be in 30 minutes? What time will it be in one hour? Use the white board feature to write the times down on paper and the white board.
- Flash cards Write down on paper or the white board addition, subtraction, multiplication or division problems for the student to solve.
- Quiz your student on **Math facts**. Time them and see how many they can get in 1 minute.
- Money Count the money you have in your pocket
- Story Problems Make up story problems using addition, subtraction, multiplication or division.
- Change in my pocket (ex. "I have \$0.73 in my pocket, what coins do I have?")
- The "answer" game – Use these 5 numbers (make up 5 and both write them down on paper) ex. "What are different ways you could use these numbers to get to 12?"
- Estimating – ex. Which answer do you think will be higher? $21+3$ or $30+9$?
- How many ways can you make: \$0.25, \$0.50, \$0.75, \$1.00 – record answers on paper or white board (see if student can get actual coins in front of them to use)
- Football Score: The Broncos scored 17 points and the Raiders scored 13 – what happened? 2 touch downs and one field goal?
- Ask Siri – come up with a question – how far, how big? Who can get closer before you ask
How big is an elephant? How much does whale weigh? What's bigger? What's the smallest animal in the world?
- Khan Academy – Math app: Videos and in-depth activities for all grade levels
- Whiz Kids resource page -<https://www.whizkidstutoring.com/tutors>



