Whiz Kids

more than tutoring!

Dear Dedicated Tutor,

Thank you very much for tutoring a Whiz Kids student this school year!

Your willingness to invest your time and energy through tutoring, mentoring, and positive spiritual nurture is a gift to your student.

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!

This Manual will act as a road map for your training going forward. In addition to reading through it, we ask you to follow our training protocol and watch and interact with the modules located on our website. Please have these completed before you begin tutoring.

Should you need any additional supplies, or have any questions or concerns, please do not hesitate to reach out to your Coordinator or Field Director. They are there for you!

As you begin to prepare for your year of tutoring, here are some statistics that motivate all of us at Whiz Kids. Research shows that supportive, healthy relationships formed between mentors and students have many benefits including:

- Increased high school graduation rates
- Better attitude about school
- Enhanced self-esteem and self-confidence
- Improved behavior, both at home and at school
- Stronger relationships with parents, teachers, and peers
- Improved interpersonal skills
- Decreased likelihood of initiating drug and alcohol use

May this year of tutoring be a blessing in your life. We know it will be a blessing in the life of your student.

With gratitude,

The Whiz Kids Staff

"I thank God through Jesus Christ for all of you…" Romans 1:8a

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TUTOR MANUAL

This manual was developed for the exclusive use of Whiz Kids Tutoring.

ORIENTATION

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WHIZ KIDS AT A GLANCE

HISTORY

Whiz Kids began in 1990 through the collaborative efforts of church, community, school and business leaders in Denver. Their desire was to bring resources into neighborhoods where there was a need to bridge the achievement gap. Whiz Kids began a city-wide outreach by partnering suburban and urban churches with urban schools. This partnership led to one-to-one tutoring with elementary-age children. The result was a program called "Wise Guys," with three locations and 60 kids.

Eventually, the name was changed to Whiz Kids Tutoring and today, Whiz Kids is a 501 (c)3 non-profit with over 40 sites that serve elementary and middle school students throughout the metro area and beyond.

MISSION

Whiz Kids offers one-to-one tutoring, positive mentoring relationships and spiritual nurture to students below the literacy and poverty lines with the Spirit of Christ.

VISION

Our students engage in school and in the world as confident learners who understand their innate worth and have hope for their future.

SITE STRUCTURE

Each Whiz Kids Site has a team that includes:

Field Director – Your Field Director works for Whiz Kids and oversees and supports multiple sites. Their main role is to support your Site Coordinator, School Liaison, and Club Leader to help make sure your site has what it needs and is a success. You will probably see your Field Director visiting your site once a month.

Site Coordinator – Your Site Coordinator is the leader of your site and your main contact. If you ever have any questions or need anything this is the person you should reach out to.

Club Leader – Your Club Leader is a trained volunteer who will lead the Club Time at your site each week.

School Liaison – Your School Liaison is typically someone who works in the school that your site partners with and helps identify students in the school that could most benefit from the Whiz Kids program. Most School Liaisons are present at their site each week and are there to assist you with academic help when needed.

Tutors – That's you! Each site has a team of amazing volunteers who give of their time each week to invest in a student.

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QUICK REFERENCE SHEET

Site Name:	**Phone Number**
Coordinator: **Email:**	
Field Director: **Email:**	
School Liaison: **Email:**	
Student Name:	
Student Address:	
Parent/Guardian:	
Alternate Contact:	
School:	
Student's Age:	**Grade:**
Driving Partner:	

Whiz Kids Office: (303) 504-9449

Check out the Leaders and Tutors section on our website for more resources and information: **www.whizkidstutoring.com**

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2026 – 2027 WHIZ KIDS TUTORING CALENDAR

Your Site Coordinator will make you aware of any changes and/or differences unique to your site that might impact tutoring.
The aim is to meet as often as we are able!

	ADAMS 12	AURORA	CHERRY CREEK	DENVER	Douglas Co	ENGLEWOOD	JEFFERSON CO	LITTLETON	SHERIDAN
Team Meetings	**September 28-October 1st**								
Tutoring Begins	**October 5-8th**								
Fall Break*	Oct. 12-16	Oct. 12-16	Oct. 12-16	N/A	Oct. 12-16	Oct. 15-16	Oct. 12-13	Oct. 15-16,19	Oct. 15-16
Thanksgiving*	Nov. 23-27	Nov. 26-27	Nov. 25-27	Nov. 23-27	Nov. 23-27	Nov. 23-27	Nov. 23-27	Nov. 23-27	Nov. 20-27
Christmas Break*	Dec. 21 – Jan.1	Dec. 21-Jan. 1	Dec. 21-Jan. 4	Dec. 21-Jan. 4	Dec. 21-Jan. 4	Dec. 18-Jan. 5	Dec. 21-Jan. 5	Dec. 21-Jan. 4	Dec. 18-Jan. 4
Tutoring Begins	**January 11-14th**								
MLK Day	Monday, January 18								
President's Day	Monday, February 15								
Spring Fundraiser	March								
Spring Break*	Mar. 22-26	March 15-19	March 15-19	Mar. 29-Apr. 2	March 15-19	March 15-19	March 22-26	March 22-26	March 19-26
Last Week of Tutoring/Year End Parties	April 19-22nd								
End of Year Celebration	**Saturday, April 24th**								

WHIZ KIDS SPECIAL EVENTS AND ACTIVITIES

You will receive more information (permission slips, fliers, tickets, etc.) about each of these events as those dates get closer.

Training:
Whiz Kids Connects
Saturday, January 23rd, 2027
9:00am – 12:00pm
@ Location TBD
A workshop to share tools, gain wisdom, and grow confidence.

Our Year-End Rodeo!
Saturday, April 24th, 2027

TUTOR RESPONSIBILITIES

- Honor your commitment to tutor your student once a week for the school year (October through April).

- Provide transportation for your student (if applicable) to and from the tutoring site as necessary with an assigned driving partner.

- Email the club permission form link to your student's parent/guardian. You can find this on our website under Volunteer Resources – Tutors – Permission Slips or under the Forms tab. If parents need a paper copy there is also a printed version provided in the back of this orientation packet - please return the signed paper form into your Site Coordinator or Field Director.

- Notify your coordinator, student and driving partner if you are not able to attend a tutoring session. It is also your responsibility to make arrangements with the site substitute (if there is one available).

- Come prepared with a plan for how you and your student will spend your tutoring time. It is good to add variety to your plan throughout the year.

    - You can access tutoring resources from the Whiz Kids' website: https://www.whizkidstutoring.com/tutoring-resources

    - Seek the assistance of the on-site School Liaison for help with tutoring ideas, as well as your student's needs.

- **Build a relationship** with your student that is based on respect. Be a listening friend that cares and is interested. Remember that praise goes a long way with your student.

    - Whenever possible, give your student **choices**, i.e., "Would you like to read first or do homework?"

    - Show firm **kindness** if your student tests you. (eg. "I know you want to get up and move around, let's do that in 5 minutes".)

- **Monitor** student's behavior during tutoring, club and snack times. (When needed ask the Site Coordinator or School Liaison for help with behavior.)

- **Participate** in Club Time with your student.

- **Follow** all Whiz Kids safety guidelines listed in the "Safety Guidelines for Interactions with Students" section.

- **Check in and connect** with your student's parents every week through texts or phone calls.

TRANSPORTATION

At most of our sites you will be asked to help with transportation for students who need it. Your Site Coordinator will pair you with another tutor who will be your driving partner. Each week you will meet at the site and then drive to go pick up both of your students.

Colorado State Law requires kids under 8 years old to ride in a booster seat. If your student requires a booster seat, please let your Site Coordinator or Field Director know. Whiz Kids will provide booster seats to tutors to use during the tutoring year. Students must sit in the back seats for safety purposes.

Picking Kids Up

- If possible, wait 10 minutes (or pick up the other student in your group) if no one answers right away.
- Call or text parent/guardian
- Call your student's alternate contact
- If no one answers leave a message letting them know you tried to pick up your student for Whiz Kids.

Dropping Kids Off

- If parent/guardian is not there, wait 10 minutes (or drop off the other student in your group first)
- Call or text parent/guardian
- Call your student's alternate contact
- If both are unavailable, call your coordinator and she/he will help

INJURY, SUSPECTED CHILD ABUSE AND INCIDENTS OF THREAT

On-site Injuries

- If the injury is minor – give first aid as needed (band aids, ice, etc.)
- For injuries which may require treatment beyond first aid call the student's parent/guardian immediately and discuss options (sending home, meeting them at urgent care, etc.)
- For injuries and/or incidents that are emergencies – call 911.
- **Please also call your Field Director in the cases of anything greater than a minor injury.** Depending on the situation you may be asked to complete an incident report which Whiz Kids will provide to you.

Suspected Child Abuse

- A tutor or Site Coordinator should inform the School Liaison if they suspect a child is being harmed, abused, or severely neglected. The School Liaison may have more context from school.
- Together the tutor and School Liaison (or Site Coordinator) will call the Department of Social Services to open a case. All parties will remain anonymous. 844-CO-4-KIDS, 844-264-5437
- We also ask volunteers NOT to attempt to investigate or procure additional information regarding the suspected abuse.
- If follow-up is needed, the Executive Director will reach out.

Incidents of Threat

- If a volunteer hears a student threatening to harm himself or someone else, this is a police call, not a CPS call. Inform your Site Coordinator and call 911 to report the incident.
- We also ask volunteers NOT to attempt to investigate or procure additional information regarding the threat.
- If follow-up is needed, the Executive Director will reach out.

SAFETY GUIDELINES FOR INTERACTIONS WITH STUDENTS

To protect you and our students please keep the following guidelines in mind:

- Never be alone with a student.
- Appropriate contact and displays of affection include side hugs, pats on the shoulders, back, and high fives/fist bumps.
- Inappropriate contact includes but is not limited to sitting on laps, touching knees or legs, one-on-one wrestling regardless of gender, piggyback rides, tickling, any type of massage and any form of affection that is unwanted by the student.
- Volunteers are not to use substances that impair their ability to think, move or speak prior to tutoring or in the presence of their student.
- To protect the valuable one-to-one relationship, it is important that tutors maintain appropriate physical and emotional boundaries with their student and the student's family.
- Do not take photos of your student without permission.
- Connecting through social media with your student is not advised.
- The bathroom protocol is that an adult will never go into a bathroom with a student. If the restroom is out of site or in a different room, grab another adult so there are 2 adults with one child. Never be alone with a student.

Appropriate verbal interaction with your student should be centered on positive reinforcement, encouragement, exhortation, and praising their good work.

Tutors should not use sarcastic remarks or name-calling, humor that is sexual in nature – including compliments that relate to their physique or body or that belittles a person or group or have sexually oriented conversations. Tutors should also not involve students in their personal problems or have "secrets" with them.

TUTORING

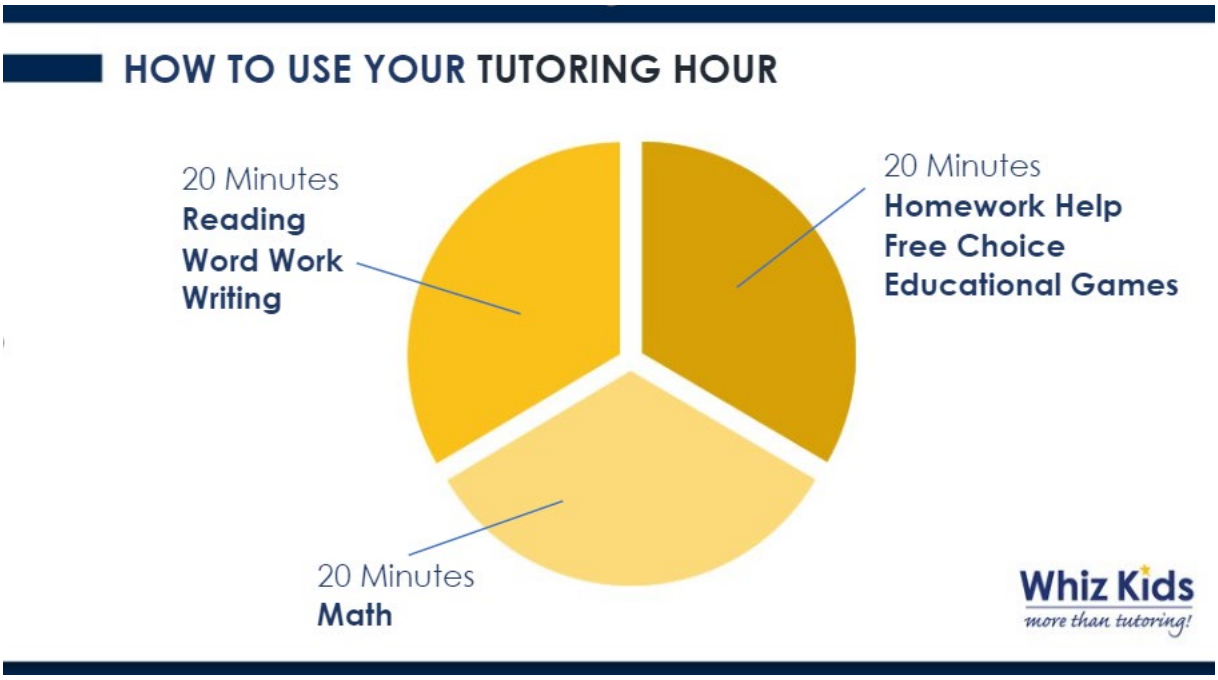
Come prepared with a plan for how you and your student will spend your tutoring time. It is good to add variety to your plan throughout the year.

- You can access tutoring resources from the Whiz Kids' website by clicking on the TUTORING RESOURCES tab at the top of the page: https://www.whizkidstutoring.com/tutoring-resources

- If you need help, seek the assistance of the on-site School Liaison for tutoring ideas, and academic support to help meet your student's needs.

Tutoring should be fun! Express your own enjoyment of learning and let the learning experience be a positive part of your friendship. You will have 60 minutes for tutoring. Engage in reading activities for at least 20 minutes. Split the remainder of time between homework and math.

Note: Materials used during tutoring should not be of a religious nature.



This is a recommendation on how you spend the time.
Once you get to know your student and their needs, you may adjust your time accordingly.

GETTING TO KNOW YOU ACTIVITIES

First Session

Spend some time during your first session (or the first few) getting to know your student and sharing a little about yourself. The suggestions below might help facilitate that time.

- **Favorite Things –** ice cream flavor, subject in school, book, person, season, food, activity to do when not in school, game, place, etc.

- **20 Questions** (more of an ice breaker) – the game where someone has 20 yes/no questions to figure out what you're thinking.

- **True or False** – take turns telling each other something that could be true or not. Each person decides if the other person is saying something true. (Ex. I have 7 dogs and 2 cats.)

- **In Common –** try to find things you may have in common with your student by asking each other questions.

- **Bucket List -** share things you want to do with your life. Include goals for the tutoring year**.**

- **Draw Together** – draw a picture of your families and share them.

- **Share what you do for a living** and ask what the student wants to do for a job, or what their dream job would look like.

PRACTICAL WAYS TO CONNECT WITH YOUR STUDENT

- Start tutoring by asking your student how they are and talking about their day. What was the best part of the day? What was the worst?
- Follow-up with your student on expressed concerns.
- Find out what topics (e.g. fixing old cars, dance, or basketball) your student is interested in and find reading material on it!
- On weeks that Whiz Kids doesn't meet (i.e. MLK Day), reach out to your student via phone or text.
- Set goals (academic and personal) with your student for the tutoring school year. Perhaps your student has always wanted to try out for a play. Encourage those goals and follow up with them about it! (You can use the Goals Sheet Whiz Kids provides to help track your student's goals.)
- Create a plan together on how to use your tutoring hour each week.
- Tell your student about yourself. Share your hobbies and how you enjoy spending your time.
- Find a book that you both can read outside of tutoring and discuss it at tutoring!
- Talk about cultural differences. Share something else like a favorite traditional food, type of music, or event. Be curious.
- Learn about a culture that is different from either of yours!
- Expose yourself to current music and movies to become familiar with what 'kids are up to these days!'
- Ask your student how you might pray for them over the week. Share with your student how they can pray for you.

ENCOURAGING GOOD BEHAVIOR

As a tutor, we ask that you help take charge of your student's behavior by setting expectations and giving gentle reminders when needed. However, feel free to ask your Coordinator or School Liaison for assistance when needed.

We usually see good behavior from students when a tutor:

- Is a friend and a helper
- Offers choices
- Asks questions
- Encourages kids with words, a pat on the back or a high five
- Is consistent in attendance
- Listens with eye contact and at eye level
- Sets clear expectations about your time together
- Is sensitive to issues going on in the child's home
- Is compassionate
- Is creative and flexible when children have special needs
- Uses fun and laughter
- Prays for his/her student

Here are some good phrases to keep in mind:

- I love how hard you worked on that.
- You must feel so proud of yourself!
- Let's keep moving so we can do as many fun activities as possible.
- Listen carefully so you'll know what to do.
- That's a unique way of thinking/doing that! How did you think of that?
- What can I pray about for you this week?
- I think you're wonderful!
- I'm proud of you!

CLUB TIME

Club Time takes place right after tutoring and will last up to 30 minutes. This is the part of our program where we share the gospel with our students in a fun way through music, a short activity, and a message about God's great love for us.

Each site has a trained Club Leader who will deliver an interactive message provided by Whiz Kids.

This is also the time when announcements may be made and where your Coordinator or Club Leader will recognize the Star of the Week.

We ask that tutors participate in Club with their student.

If your student's parent or guardian has not agreed for their child to attend Club Time you may need to sit in a separate area during this time or talk with your Site Coordinator and the student's parent/guardian to figure out a plan for getting your student home after tutoring.

OTHER THINGS

Inclement Weather

Below are a few examples of why tutoring may be cancelled due to weather:

- If there is an accident alert in the area where you tutor.
- If your coordinator cancels tutoring.
- If children are sent home early from your site's school because of snow or if the school cancels afterschool activities.

Note: If you do not feel safe driving because of weather be sure to call your coordinator.

Gifts

The best gift you can give to your student is your consistent attendance and individualized attention. If you want to give a birthday or Christmas gift to your student, please do this in private and not in front of other students. Please remember that a small gift is great.

Enrichment Activities

As a part of the mentoring piece of Whiz Kids, we will provide several enrichment activities for you to do with your student throughout the year outside of tutoring. These activities help promote a strong relationship between you and your student. These enrichment activities may include tickets to a Nuggets game, our Fall Event, and Year End Event.

Whiz Kids will provide permission forms for these activities and it is your responsibility to get signed permission from your student's parent/guardian for them to participate in any of these enrichment activities.

For the safety of you and your student Whiz Kids asks that you find another tutor/student pair to drive and buddy up with when attending enrichment activities.

Activities Outside-of Whiz Kids

It is natural to want to connect with your student outside of regular programming. Please know that any activity with your Whiz Kids' student outside of tutoring and Whiz Kids enrichment activities are not under the legal protection of the Whiz Kids Tutoring Program.

Whiz Kids suggests getting written permission from your student's parent/guardian for them to participate in any outside activities with you. Whiz Kids also recommends you do not meet with your student alone.

MENTORING

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MENTORING

As a Whiz Kids volunteer you are not only a tutor, but also a mentor to the child with whom you are paired. Relationships are so important and the better relationship you build with your student, the more likely your student is to learn from you.

What is a Mentor?

Mentor: An advisor, teacher, role model, friend

Mentor: Being there for someone and helping that person grow

Here are some good mentoring principles to keep in mind:

- Be grace-filled and non-judgmental. Your student is an image-bearer of God, uniquely created and wonderfully made.
- Be open to what your student can teach you (about their culture, their thought process, their own understanding of the world). Your relationship is reciprocal.
- Show up each week or communicate with your student or their family when you have a conflict.
- Let go of the should-s and should nots. (My student: should care more about school, should sit still, should not have a smart phone, shouldn't know…)
- Keep eternity in mind. This is kingdom work and ultimately what we want to see are results that last for eternity.
- Prayer, patience, and perseverance will help you!

"My tutor was there for me when I was at my lowest. Going to Whiz Kids was like a break….it was a blessing in my life. I got the help I needed for school, but also outside of it. I am very thankful…." ~ Quetzalya Correa, former Whiz Kids student and former tutor

BENEFITS OF MENTORING FOR YOUTH

- Increased high school graduation rates
- Lower high school dropout rates
- Healthier relationships and lifestyle choices
- Better attitude about school
- Higher college enrollment rates and higher educational aspirations
- Enhanced self-esteem and self-confidence
- Improved behavior, both at home and at school
- Stronger relationships with parents, teachers, and peers
- Improved interpersonal skills
- Decreased likelihood of initiating drug and alcohol use (MENTOR, 2009; Cavell, DuBois, Karcher, Keller, & Rhodes, 2009)

HOW TO BE AN EFFECTIVE MENTOR

Listen

Being a good mentor to youth means hearing their ideas — really listening. While it is certainly important to guide them toward the most successful path, it is equally essential to actively listen to what children and teens share with you. Avoid being dismissive, and encourage discussion where they can express their opinions, thoughts, and solutions without fear of being judged. Your time with them may be the only one-to-one time they receive all week with a caring adult.

Lead with Hope and Optimism

Many youth struggle to find a place where they feel comfortable using their voice. Helping kids build confidence and pursue creativity starts by respecting their ideas or thoughts and greeting them with optimism. To be an effective mentor, embrace a possibility mindset. That means helping kids find ways to bring their ideas to life, even if they learn there is a better or different way to do it along the way.

Think With, Not For

Effective mentoring for youth is also about empowering them to solve problems and identify solutions on their own. One way to be a strong mentor is to walk alongside youth to guide them and help them when they fall down rather than walking in front of them to clear the path ahead. Our job as mentors is to help kids build the skills and confidence to eventually take the lead.

Create Safe, Judgement-Free Spaces

Encouraging kids to open up, communicate and be who they are requires an environment where they feel safe and like they belong. Many of our Whiz Kids face challenges and adversity in their lives, so creating a space that is positive and uplifting invites them to see and exceed beyond their current circumstances. Showing kids that they can be their true selves is critical for helping them grow from who they are into who they're meant to be.

Be a Student Too

Kids need mentors, but the truth is, we gain as much from them as they do from us. It doesn't matter how old we are, we learn from the kids we support. Being a good mentor means knowing you're never too old to learn, and you're never too young to teach.

Stay Curious

You and your student could come from different backgrounds and cultures. Take the time to ask questions and get to know these parts of one another; it will go a long way to building trust in your relationship. You each have wonderful aspects of your life to offer the other, stay curious and learn from each other.

https://www.bgca.org/news-stories/2021/January/Mentoring-for-Kids-5-Ways-to-Be-an-Effective-Mentor

HOW YOU CAN MAKE AN IMPACT (EVEN IF YOU'RE BUSY)

Identify One Kid Then Consistently and Intentionally Invest Time with That One Kid

In March 2015, Harvard's Center on the Developing Child released a study saying, "*Every child who winds up doing well has had at least one stable and committed relationship with a supportive adult.*"

Do for ONE kid – what you wish you could do for ALL kids.

It's this simple…

Step 1: Find out what they're into.
Step 2: Spend time doing what matters to them b/c they matter to you.
Step 3: Your investment of time will lead to influential conversations.

Don't Get Discouraged

Sometimes you might think to yourself, "It's not working."

Consider this. **Kids spell TRUST like T-I-M-E**. And when you consistently invest time in a kid–even if they're acting out and you don't think they deserve it–the care and attention will pay off.

Remember: "Beneath every behavior there is a feeling. And beneath each feeling is a need. And when we meet that need rather than focus on the behavior, we begin to deal with the cause, not the symptom." ~ Ashleigh Warner

Sometimes kids feel like they have no one to talk to about the things going on in their life. So they act out and take it out on the very people who are trying to help them. But after a while, when we don't give up, we prove to kids that we genuinely care about them and their future.

Know that you ARE making a difference, even if you don't always see it or feel it.

Let Them Know You See Their Potential

Be there for your Whiz Kids student and let them know that you see under the surface of their troubles. You see what they can be—and what they can be is amazing.

Be that one caring adult – that person who changes a kid's life with a simple, caring act.

It starts with you, and it starts now.

https://joshshipp.com/one-caring-adult/

10 REASONS TO BECOME A MENTOR!

READING

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COLORADO READING STANDARDS

The following basic reading skills may show you where there are gaps in your student's learning. From kindergarten through third grade, children need these skills to *learn how* to read. The focus changes starting in 4th grade to *reading to learn*. Each list of skills is what students should know by the end of that school year.

Grade	Skills	Reading Levels
Kindergarten	count syllables in spoken words produce rhyming words name all upper- and lower-case letters make new words by changing sounds/letters in 1-syllable words identify new meanings for familiar words	RAZ-Kids: A – D DRA: A – 1 – 6
First Grade	sound out single syllable words distinguish long and short vowel sounds understand features of a sentence sound out 2-syllable words by breaking a word into syllables know spelling patterns for long vowel patterns create new words by rhyming read sight words get clues to meaning of a word from the sentence describe character, settings, and major events using key details	RAZ-Kids: E- J DRA levels - 4 to 16
Second Grade	sound out words using prefix/suffixes distinguish long/short vowels read multi-syllabic words read grade level text accurately and fluently (with intonation and punctuation) use a known root word as a clue to the meaning of unknown words answer questions who, what, where, when, why to demonstrate understanding key details summarize main idea read and comprehend informational texts	RAZ-Kids: K- P DRA levels - 8 to 28
Third Grade	know meaning of prefixes/suffixes read multi-syllabic words read grade level text accurately and fluently use sentence-level context, knowledge of root word to determine meaning of a new word identify main topic, key details and how they support main idea summarize central ideas identify cause/effect and compare/contrast relationships read and comprehend informational texts	RAZ-Kids: Q - T DRA levels - 18 to 40
Fourth and Fifth Grades	identify main topic, key details and how they support main idea summarize central ideas identify cause/effect and compare/contrast relationships read and comprehend informational texts	4th grade: RAZ-Kids: U-W DRA levels – 20-50 5th grade: RAZ-Kids: X – Z DRA levels – 40-60

READING LEVELS

Whiz Kids provides labeled books at each site as well as access to an online resource called RAZ-Kids that provides hundreds of leveled book options to use with your student.

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

Note: Your student wants to impress you, it's okay to start at a lower reading level at first so your student feels confident and successful. As you get to know your student and their reading abilities you can help push them to engage in more challenging text.

GRADE	READING LEVELS
K	AA, A, B, C, D
1ST	E, F, G, H, I, J
2ND	K, L, M, N, O, P
3RD	Q, R, S, T
4TH	U, V, W
5TH	X, Y, Z
Middle School	Z, Z1, Z2

GETTING STARTED READING

1. Have your student choose a book from your site's library or from RAZ-Kids. Ask why they chose the book. (Build connections and background knowledge).
2. Then let him/her read a page or two. If he/she misses 4-5 words on a page, read the book together or read the book to your 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. Ask comprehension questions after every book to help see if your student has understood what he/she has read or listened to. Encourage your student to return to the book to find the correct answer if they need help.
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.

ACCESSING RAZ-KIDS

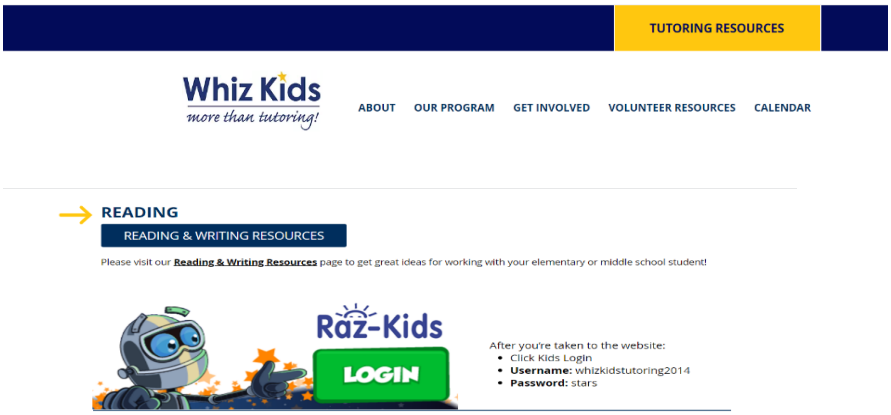
(Also called Reading A-Z)

Tutors can use the online resource RAZ-KIDS (Reading A to Z) to access thousands of leveled books. Using this resource with your student will help you gauge their reading level and help you practice comprehension strategies while reading.

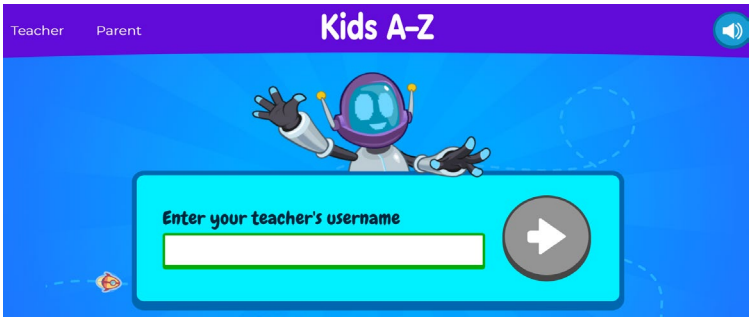
1. Be sure the device you are using is connected to your site's WI-FI.

2. In your browser go to www.whizkidstutoring.com,

click on TUTORING RESOURCES, then click Reading Tools.



Scroll down the Reading Section to find RAZ-Kids and click LOGIN.



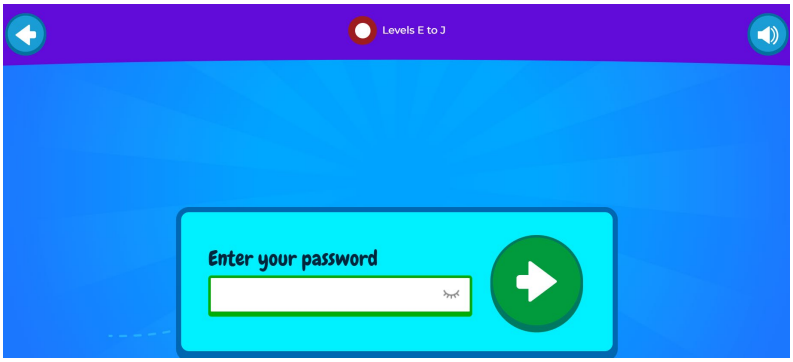
Where it says enter your teacher's username please enter the following: USERNAME: whizkidstutoring2014

If your last name starts with letters A-M select Classroom: Whiz Kids A through M

If your last name starts with letters N-Z select Classroom: Whiz Kids N through Z

3. Click on a reading level to begin

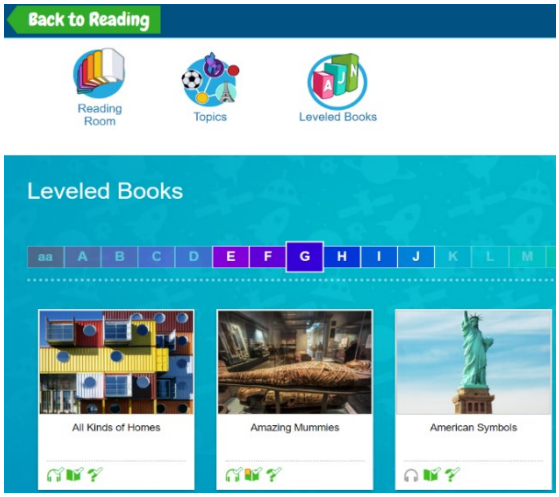
PASSWORD: stars



4. Click on Reading Room and explore the options to select a book.

By clicking on Leveled Books you can select exactly which reading level you want to be in with your student.

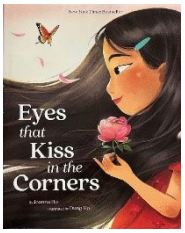
Note: If you would like to switch to a reading level different from the range you originally chose, log out and switch to a different reading level.

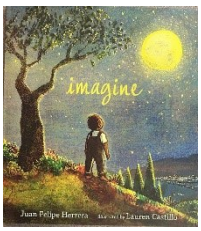


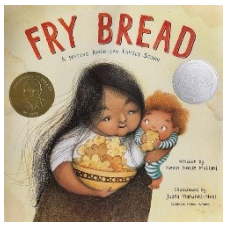
5. There are 3 icons below the books: Tap the MIDDLE icon (a book) to read the book. The headphones icon allows the student to listen to the book. The question icon takes you to the quiz.

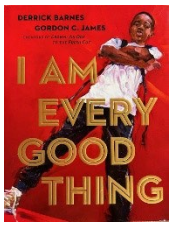
6. The quiz is used to check for comprehension. If the student needs to go back to the book to find the answer, they can tap on the Review icon at the top right corner.

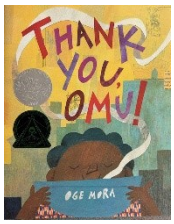
READING PICTURE BOOKS AND GRAPHIC NOVELS

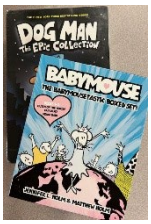












Picture books offer numerous benefits for children's development.

Love of Reading
Picture books can make reading a fun and enjoyable experience, fostering a lifelong love of books.

Language Development
Picture books introduce children to new words, sentence structures, and the nuances of language.

Vocabulary Expansion
Picture books expose children to a wide range of vocabulary, which helps them develop their language skills.

Social-Emotional Learning
Picture books can help children understand and process emotions, develop empathy, and learn about different cultures.

Background Knowledge
Picture books can introduce children to various topics and experiences, building their background knowledge.

Graphic novels offer numerous benefits for readers of all ages.

Graphic novels
- are fast paced and engaging
- expose readers to different viewpoints
- support figurative language
- appeal to reluctant readers
- visual cues aid understanding
- visual supports second language learners
- help develop making inferences

WORKING ON COMPREHENSION

Comprehension Questions

Meaning and comprehension are the goals of reading. Instead of focusing on missed words, focus on your student's overall understanding of the text.

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?
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. What do you think will happen next? What makes you think that? (Predicting)

READING STRATEGIES

Strategies for when your student comes to a word they don't know:

When your student comes to a word that they don't know, it's okay to just tell them the word - this increases their comprehension and decreases their frustration.

Or, you can have your student 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.

Strategies for when your student does not like to read:

Since most of our students are struggling readers, it's not uncommon for them to dislike reading and to try avoiding it altogether. Here are some things you can try with your student to help him/her gain confidence and a love for learning:

1. Read to your student. By reading aloud you're allowing your student to relax and enjoy a book. You can then talk about the book and ask comprehension questions without the reading fluency getting in the way of the understanding.
2. Give your student choices! Let them choose a book that interests them. Give them options for how you will spend your reading time.
3. Take turns reading pages. This allows your student to get some reading practice in, while also taking some of the pressure off.
4. Choose an easier book. It's okay to choose books lower than your child's grade level to help the student gain confidence. As you notice his/her confidence and abilities increasing, then move up to the next level.
5. Read aloud together while moving your finger along under the words as you both read. As the student gains confidence, turn your voice off and let the child read as long as he/she is comfortable.

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?

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. What are the most important events in the story? Why do you believe they are important?
17. What would you like to ask the author?
18. 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. Why did the author write this story?

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. What other books might this book have caused you to read?
3. Did the author keep you interested? Why or why not?
4. 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?

WORD WORK AND SPELLING ACTIVITIES TO DO WITH YOUR STUDENT

Letter Learning Activities

- Play Go Fish – pass out all the letters. Make pairs of letters by asking, "Do you have a letter that says," ____"
- Memory – Match lower case letters with upper case letters. When a match is made say the sound/s the letter makes.

Sight Word Activities

- Flash Cards – Make flash cards using the high frequency word lists that are listed on www.whizkidstutoring.com, tutoring 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 write words for your student to read.
- Memory Match – Make two cards for each word using your student's spelling 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 20-24 cards. Index cards work great for this.

Spelling/Word Building Strategies

- Hangman – Using your student's spelling words, take turns being the guesser. Give your student clues like, "It's a two syllable word." or "There's a long vowel sound."
- Word Scrabble – Start with a word and ask your student to make 5 different words by changing one letter in the word. Ex. Sat: fat, cat, mat, rat, bat
- 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. Ex. 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 _____? Ex. bat – hat, ball – fall
- Word Building – Use the letters in the Word Building Set at your site for this activity. This activity is explained on the following pages.

Word Building Activity (use with cut out letter cards located at your site):

1. Dump the letters from the Word Building 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. 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. (Ex. 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 tease	at cassette	cat	ate	sat	set	seat	east	test	taste
chairs	as hair	is chair	his	has	car	scar	ash	cash	crash	air
chapter	at	eat	art	heart	cart	each	teach	peach	reach	chapter
chickens	is	his	hen	neck	sick	chick	check	chickens		
clouds	so	cold	scold	cold	could	cloud	clouds			
computer	to comet	toe compute	top	mop computer	cop	cot	pot	tore	more	come
counted	on count	no counted	not	dot	cot	cut	cute	nut	note	noted
country	rut	cut	nut	torn	corn	corny	court	count	county	country
dinner	in	end	den	red	rid	ride	nine	dine	diner	dinner
dreams	am	ram	arm	mad	made	read	dear	smear	dream	dreams
earrings	air singer	are earring	ear earrings	ran	rang	ring	sing	rain	gain	grain

friends	in friend	fin friends	sin	sir	fir	fire	fine	find	fried	fries
goldfish	old holds	hold	oil	soil	fish	dish	fold	sold	gold	folds
helping	hen	pen	pig	pin	pie	lie	line	pine	help	helping
jumping	up	pun	pug	mug	gum	jump	jumping			
monkeys	no	so	son	one	yoke	smoky	smoke	monkey	monkeys	
monster	so	no	not	ton	tone	stone	monster			
muffins	is	in	fin	fun	sun	sum	sniff	muffin	muffins	
peanuts	as neat	an tape	at paste	eat peanut	tea peanuts	pat	tap	set	pet	net nets
plants	an pale	at peal	sat seal	pat plate	pet planet	set planets	net	tan	pan	plan

WRITING ACTIVITIES TO DO WITH YOUR STUDENT

- Passing Notes – Have a written conversation with your student, passing the paper or white board back and forth without speaking.
- Articles from Headlines – Find and print an interesting headline (or make one up) and ask your student to write a short article based on it.
- Write a Letter – Have your student choose a celebrity, family member, or friend to write a letter to.
- Photo Prompts – Bring in a picture and have your student write a story about what's going on in the picture.
- Dear Future Me – Have your student write a letter to their future self.

READING RESOURCES AT EACH SITE

Below is a list of reading resources available to use at your site with your student:

- □ White Boards
- □ Dry Erase Markers
- □ Word Building Sets – 3 per site
- □ Leveled Books A-Z

- □ Sight Word Bingo

- □ Story Cubes

MATH

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COLORADO MATH STANDARDS

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. If you notice your student is missing a skill from a previous grade level use your tutoring time to work on that skill and help them catch up.

Elementary: Grade/Skills	Tools at your site:
Kindergarten • 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	- White boards - Hundreds chart - Number Cards - Unifix cubes
First Grade • 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	- Deck of cards - Dice - Clock/template - White board - Unifix cubes
Second Grade • 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	- Flash cards - White board - 100's chart - Place value chart/mat - Ten frames - Ruler - Clocks - Play money
Third Grade • Develop an understanding of fractions using a number line; & 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	- Fraction cubes - Dice - Flash cards - Deck of cards - White board - Pizza Fraction Fun
Fourth Grade • 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	- Deck of cards - White board - Fraction cubes - Dice - Ruler - Flash cards - Pizza Fraction Fun
Fifth Grade • 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	- Place value chart - Fraction cubes - Flash cards - White board - Dice

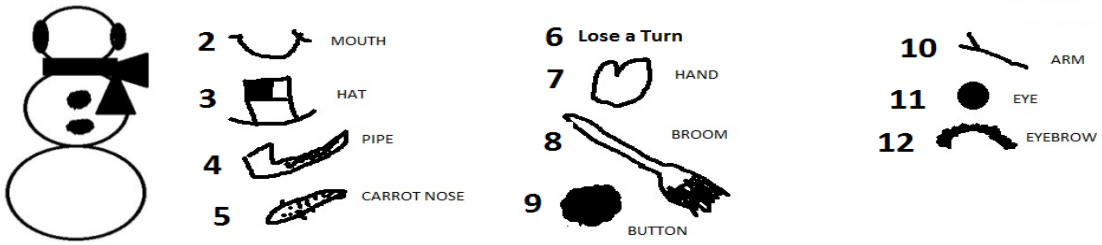
Colorado MATH Standards CONT.

Middle School: Grade/Skills
Sixth Grade • 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 • 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 • Work with radicals and integer exponents • Analyze and solve linear equations • Understand and apply the Pythagorean Theorem • Solve problems involving volume (cones, spheres)

MATH ACTIVITIES BY SKILL

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?"

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.)

Estimating

- Which answer do you think will be <u>higher</u>, 21+23 or 30+9?
- Which will be <u>lower</u>, 25-10 or 20-4?

(Make these kinds of questions easier or harder to fit the student.)

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).

Measurement

- Use your site ruler to measure a group of pencils. Record the lengths on a white board. Find other things at your site to measure.

Money

- Count by 5's with all the nickels, by 10's with all the dimes, and by 25's with all the quarters.
- Name each kind of coin.
- How many different ways can you make: $ .25, $ .50, $ .75, $1.00? Record your scores on a white board (or paper).
- Make 2 piles of coins. Which group do you estimate is the bigger amount? Let's check.
- I want to buy a toy that costs $20 but I only have $14. How much do I still need to earn? Based on your student's ability make the questions harder or easier by coming up with different story questions.
- Change in My Pocket: Hide some coins in your hand or pocket. Ask your student to guess which coins you have in your pocket by telling them how many coins you have and what they add up to. Ex: There are 4 coins in my pocket and they add up to $ .26. Repeat this activity by using other combinations. You can also have your student try to stump you with this game.
- Give your student amounts to write in the form of dollars and cents: 4 dollar bills, 3 dimes, and 2 pennies; or 3 dollar bills, 8 dimes and 3 pennies; etc.

Time

- Show how the clock can be broken down into increments of 5 and how they can use counting by 5's to help them figure out where the minute hand is.
- Talk about the differences in the minute and hour hands.
- Talk about how many minute lines a clock has.
- Have your student show you how the hands would be on the clock at different times and then double check their hour and minute hands to make sure they got it correct.
- Show your student different times on the clock and have them tell you what time it is.
- 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.

Number Sense

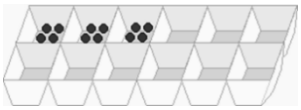
- Number Pairs: Write out the numbers 0-10 and have your student find as many number pairs as they can that add up to 10. Repeat this with numbers 0-20.
- How many 10's and how many 1's: Say and write different two digit numbers and ask students to tell you how many 10's and how many 1's are in each number. Use the base 10 blocks provided at your site to make groups of 10 and single ones to show the number. Or draw sticks of tens and ones on a whiteboard.
- Higher/Lower: Tell your student that you are thinking of a number between 1 and 25 and have them try to guess it with the least amount of guesses. After doing this a couple times ask if they are 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 To take it further help your student make addition and subtraction number stories to go with these facts. Ex. 1,300-700=600 could be 1,300 kids are in our school, 700 are boys, how many girls are there?
- 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.

Multiplication

- Egg Carton Multiplication

  1. Bring in an egg carton or ice cube tray and along with beads or beans.
  2. Say and write a problem like (3 x 4), then ask the student to display the problem using different sections of the egg carton to hold each group. You could tell your student to think of the **X** in a multiplication problem as meaning "groups of." So 3 x 4 is "3 groups of 4."
  3. Ask student to place the groups into the compartments, counting as they go.



  4. After the problem is set up, they can count by those 4's: 4, 8, 12. Then you could say, "4 x 3." Now they need 4 groups of 3, so they'll use 4 compartments and put 3 items in each, but they will still have 12. Count those by 3's: 3, 6, 9, 12.
  5. Talk with your student about what they notice about the two multiplication problems and their answers.

Critical Thinking

- Closest to the Answer

    1. Use the deck of cards in your tutor bag.
    2. Remove 10s and face cards from the deck. (Aces will count as 1s.)
    3. Deal five cards to each player and two cards face up, in the middle.
    4. 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)

    5. 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 x 5 = 30 +2 = 32.)

    6. After players have selected the cards they want to use to come as close as they can, they place them face up in front of themselves.
    7. The player with the number closest to the number in the center of the table wins a point.
    8. Discard all of the cards on the table and repeat the deal.
    9. Play until the pack has been depleted. The player with the highest score wins.

- Card Trick

    1. Use the deck of cards in your tutor bag.
    2. Remove the face cards and aces from the deck.
    3. Ask your student to pick a card from your deck and keep it secret.
    4. Have them double the value of the card. Then have them add 3 to their result.
    5. Next, have them multiply this by 5.
    6. Using this chart have them add 1,2,3 or 4 depending on the suit of their card:
    7. Ask them to tell you their final total.
    8. To predict their card subtract 15 from their total. The digit on the right of the answer represents the suit of the card. The left digit/s is the number value of the card.
       For example: If their final total is 83, the card is the 8 of hearts. If the result is 104, the card is the 10 of spades. Can you figure out how this trick works?

1	♣
2	♦
3	♥
4	♠

Decimals

- Shopping
    1. Gather toy, clothing, food, or school supply ads or catalogs your student will use to go shopping.
    2. Decide on a budget amount.
    3. Start shopping! Ask your student to write down the name of the item and the cost.
    4. Have him estimate how much the items cost and what he has left in his budget. Encourage him to "shop" until he has reached his limit.
    5. Now, have your student add up the cost of his purchases. If he's under-budget, ask him how much he has left. Can he add another purchase to his fantasy list? If he's over-budget, ask him to subtract one item (or items) until he is within his budget.

Fractions

- Use a clock to talk about ½ hour, ¼ hour and ¾ hours. Trace and cut out a circle the same size as the clock. Fold it in half to show ½ and again to show ¼ . Cut the circle in half and place on clock then cut in ¼'s to show ¼, ½, ¾, and 1 whole.
- Cut up and divide items like a granola bar, candy bar, paper, etc. into ½, ¼, ¾, etc. Write the fraction on paper or a white board and explain what the numbers mean (numerator & denominator). Notice 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 ¼ 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 (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:
    1. Give your student a piece of 8 ½ x 11 paper and have her fold the paper in half horizontally, then open it up again.
    2. Ask your student to shade in half the paper with a colored pencil.
    3. Then ask the student to fold the paper into fourths (half, then half again) and open it up again.
    4. 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.
    5. Repeat step 3, but go on to fold it into eighths and then sixteenths, each time having your child write down the fractions that are equivalent to 1/2.

Geometry

- Have your student look for geometric shapes at your site. Then have them draw and name them on a white board. (Ex: A can of soda is a cylinder.)
- Area: 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= length x width). If the room is irregularly shaped break it into parts and calculate the area for each section. Then add together.

Probability

- Coin Toss

1. Introduce the concept of probability: the likelihood that an event will occur
2. Ask your student if you flip a coin what two results you could get: heads or tails
3. Then ask your student how many ways can you get exactly 2 heads with 3 coins.
4. Then using three coins talk with your student about the different combinations you could get and write them down (T = tails, H = heads):

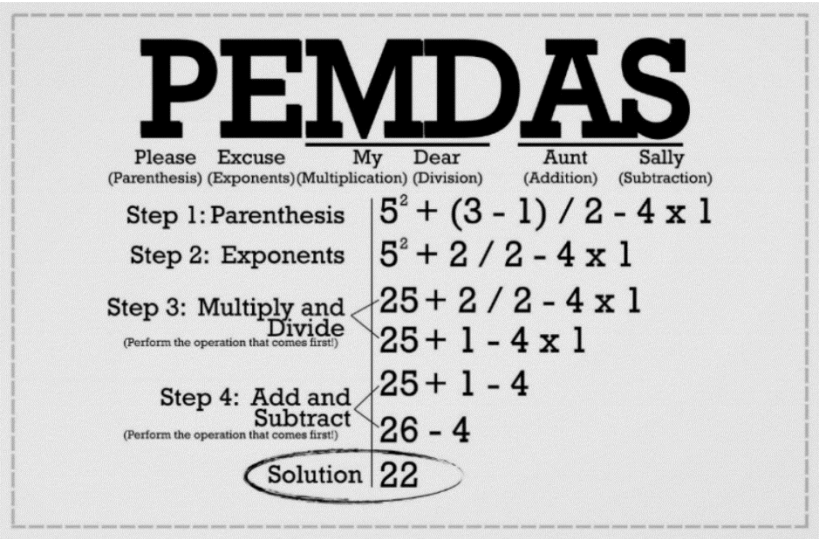
HHH	TTT
HTH	THH
HHT	TTH
HTT	THT

5. Next ask how many total combinations are possible? (8)
6. Have the student circle the combinations where there are exactly only 2 heads. (3)
7. The probability of getting exactly 2 heads with 3 coins is: 3/8.
8. 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.

Order of Operations

- Give your student problems to solve using order of operations.
  Ex: 50 x 80 + 61 ÷ 61 - 12 = __
  or 9 + 6 x (8 - 5) = __

Order of Operation Rules:

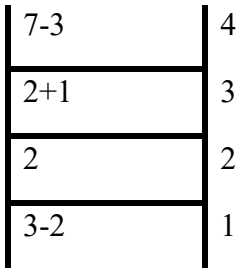


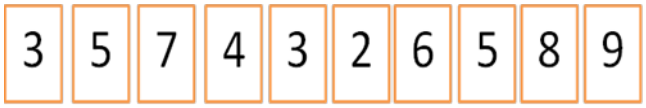
NUMBER GAMES

Climb the Ladder

1. Use your deck of cards from your tutor bag and remove all face cards.
2. Next have each player draw 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.
3. Deal 10 cards, face up, to each player. These same cards get used on each new rung.
4. Using the numbers on your cards write an addition or subtraction equation that equals the number of the rung you are on.
5. After you write your equation on your ladder, move up to the next rung and using the numbers on your cards write an addition or subtraction equation that equals the number of the rung you are on. Repeat
6. Keep adding rungs, one at a time, until you get stuck and can't make an equation that equals that rung's number.

EXAMPLE:





250

1. You and your student both need a piece of paper or a whiteboard.
2. Write the number 250 at the top.
3. Next, remove all face cards from the deck of cards in your tutor bag and place the remaining cards face down.
4. Take turns with your student drawing two cards from the face down deck.
5. Then each of you decides how you want to arrange the cards drawn to create a number, with the goal being to have the highest number.
6. Next, subtract this number from 250. (You should both show your work on your paper or whiteboard.)
7. Repeat steps 4 through 6 three more times, subtracting from each new remainder.
8. The player that ends up having the lowest answer wins.

War

1. Use the deck of cards in your tutor bag after removing all face cards.
2. Divide the deck evenly between players.
3. Determine if you are playing Addition, Subtraction, or Multiplication War. For Addition War or Multiplication War, the player with the highest sum/product wins all the cards in play. For Subtraction War, the one who has the lowest score wins all the cards in play.
4. Each player simultaneously turns over two cards from his stack. Depending on what you and your student chose to work on each of you will add, subtract, or multiply the two cards you each flipped over.
5. "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).
6. When each player's stack runs out, the game is over and the one with the most cards wins.

Role 'Em!

1. Make sure you and your student have a white board, marker, 2 dice and deck of cards with the face cards removed.
2. Deal each player 10 cards face up.
3. Roll the dice and add the numbers. This number is the goal number for the first round.
4. Using the numbers on your cards, make as many equations as you can to equal the goal number.
5. Write these down and see who can make the most equations for that round.
   Ex: Goal # is 7. A player uses a 5+2, 8-1 and 3+4 for a score of 3 for that round.
6. Record the score and roll a new goal number, but use the same cards.

The Answer Game

1. Use the deck of cards in your tutor bag after removing all face cards.
2. Make sure you and your student are sitting side by side.
3. Place the deck of cards face down in the middle of the table. Turn over one card and place it to the left of the deck. This card is the answer card.
4. Turn over four cards and place them to the right of the deck in a row. Have your student use these numbers to come up with the "answer number" by adding or subtracting.
5. 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.
6. Work with your student to get the "answer number". Once your student understands the idea of the game, challenge them to see how many answer cards they can earn in 3 or 5 minutes.

MATH TOOLS

Hundreds Chart

This tool is helpful when working on number sense with your student.

You can use it to:

- Practice skip counting
- Teach addition and subtraction
- Show number patterns

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

Place Value Mat

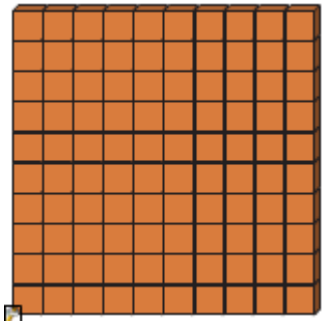
This tool (found on the next page) is helpful when working on place value with your student along with other math concepts.

Use the base 10 blocks or unifix cubes at your site along with your mat when working on math activites with your student.

You can use it to:

- Help students understand how many 10s and 1s are in a two digit number
- Help students understand how many 100s, 10s, and 1s are in a three digit number
- Show students what really happens when we borrow or carry over numbers in addition and subtraction
- Have discussions with your students about what they notice when using the place value mat. You could help guide this discussion by asking your student to explain what is happening when we borrow or carry over numbers. Though conversation you can also help students notice and understand our base 10 number system.

Place Value Mat

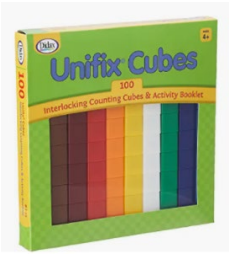
Hundreds	Tens	Ones
		

MATH RESOURCES AT EACH SITE

Below is a list of math resources available to use at your site with your student:

- □ Whiteboards
- □ Dry erase markers
- □ Whiteboard erasers
- □ Flash Cards
    - o Addition
    - o Subtraction
    - o Multiplication
    - o Division
- □ Rulers (at least 4)
- □ Clocks with movable hands (at least 4)
- □ Dice (at least 4)
- □ Play Money – coins and dollar bills
- □ Bean Math (3 sets)
- □ Base 10 Blocks Set

- □ Unifix Cubes



- Fraction Cubes

- Dry Erase Place Value Chart/Ten Frames

ADDITIONAL RESOURCES

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HOW TO SET GOALS WITH YOUR STUDENT

Setting Goals Together (optional, not mandatory)

Help your student choose goals that are important to them. We want to empower our students by letting them choose their own goals throughout the year with your guidance. When students feel like they have a voice in what they want to work on, it helps them have more buy-in and commitment.

To help them discover a goal, you can ask them questions like:

- What is one thing you want to get better at in math, reading, etc.?
- What is something you want to try?
- What challenges seem to come up again and again?

Note: Help your student set goals that they can reach in a reasonable amount of time, so they don't get discouraged.

If They Want To Give Up On Their Goal

- Remind your student about why they choose that goal in the first place
- Celebrate as they continue to improve in their goals
- Give examples of your own struggles at their age
- Focus on how they can continue improving
- Celebrate their effort, determination, and persistence
- Teach them positive self-talk
- Remind them that they are not in this alone, you are there to help support them and get them there!

Whiz Kids
GOAL TRACKER

Student Name _____ Tutor Name _____ Site Name _____

MATH GOALS

Goal	Achieved!
_____	☐
_____	☐
_____	☐
_____	☐
_____	☐

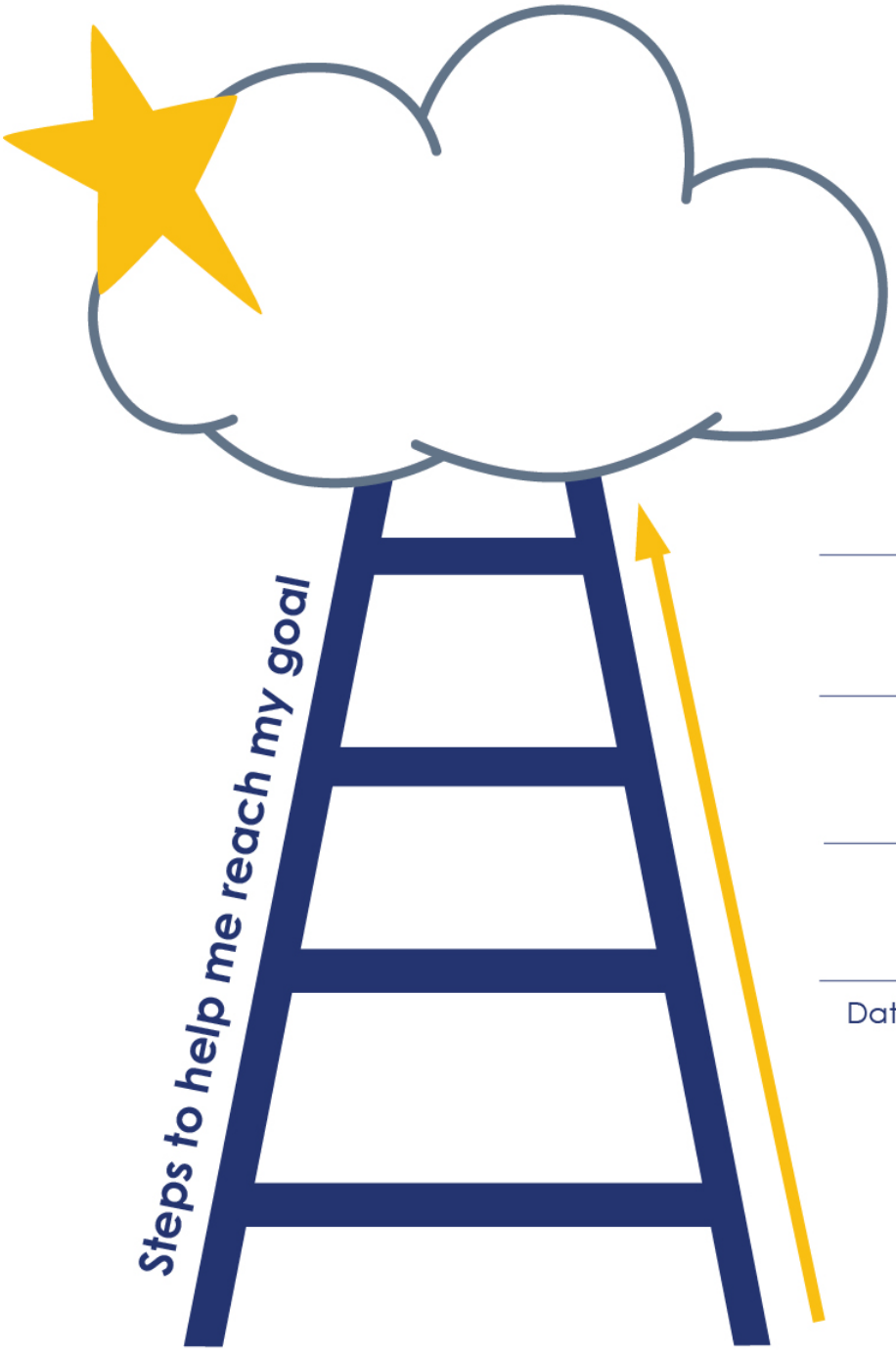
READING GOALS

Goal	Achieved!
_____	☐
_____	☐
_____	☐
_____	☐
_____	☐

CHARACTER/PERSONAL GOALS

Goal	Achieved!
_____	☐
_____	☐
_____	☐
_____	☐
_____	☐

Whiz Kids



Student Name

Site Name

Tutor Name

Date Goal was Achieved

My Whiz Kids Goal