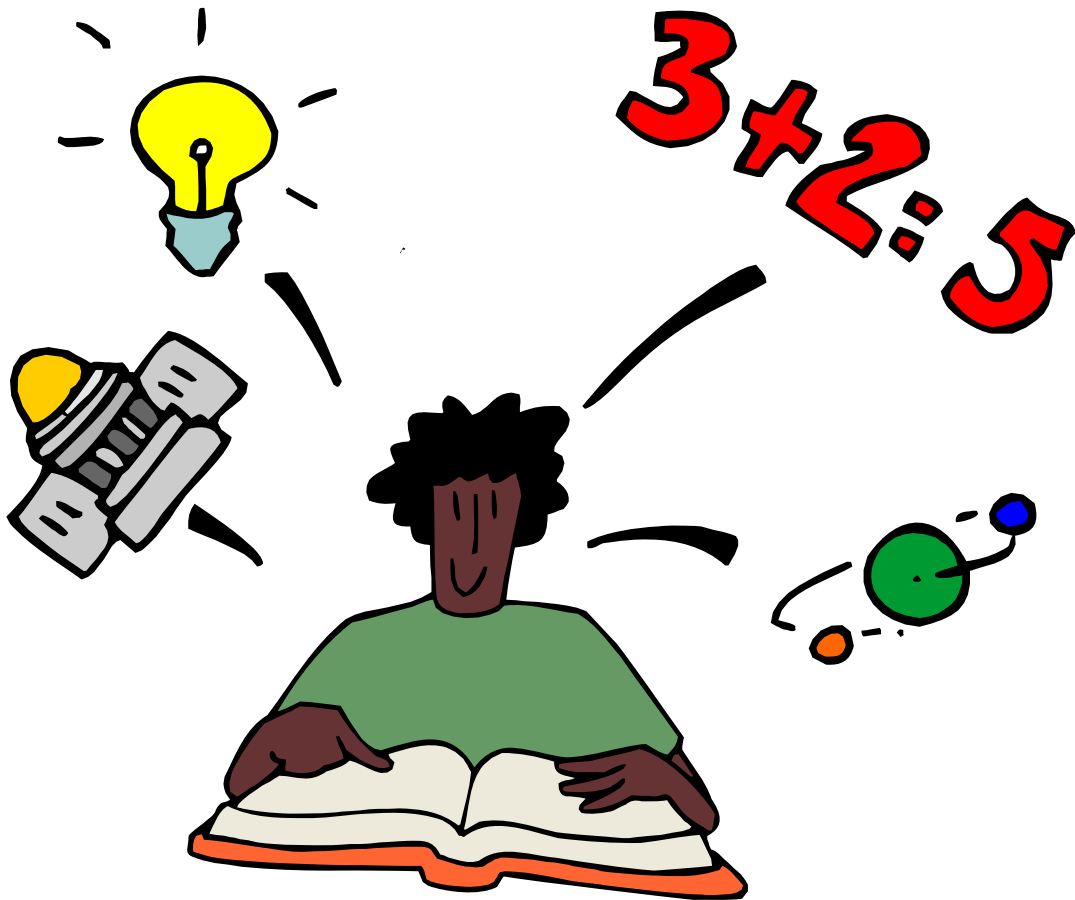


Literacy and Numeracy Fun
















Literacy and Numeracy Fun

Welcome to the GMAC sponsored Literacy-based In-School Mentoring Program! We hope you are feeling prepared to help your mentee learn while having fun. That's the point of this program: to learn some literacy and numeracy skills in a fun, non-threatening environment.

This workbook is designed to assist you in planning fun learning opportunities with your mentee. Work through it however you wish. Each activity can be simplified or made slightly more difficult; it's up to you and your mentee to adapt it to his or her educational level and learning style.

Some of the activities require certain supplies such as:

-  A pencil case with pencils, eraser, scissors, glue stick
-  Lined paper, graph paper, coloured paper, journal and assorted stickers
-  Containers of scented clay (for making three-dimensional objects, for playing games, etc.)
-  Play money (in various denominations) in a sealable container (for playing store, for incentives, for learning to count with money, etc.)
-  Hacky sack
-  Deck of cards
-  Play clock
-  Sidewalk chalk in a bucket (for working on activities outside; a variation: mentees can "paint" word families or sentences with water on a hot sidewalk, then watch the letters disappear! Have your mentee guess how long it takes for his/her words to evaporate, then time it. Record all guesses and results.)
-  Letter beads with string (can use the letter beads to play word games e.g. randomly select 10 beads and see how many three or four letter words can be made out of the beads)
-  A package of straws (for making three dimensional objects or for blowing bubbles in a drink)
-  Crayons (different kinds)
-  Markers with stamps
-  A sealable baggie with pompoms and dozens of spongy cut-out pieces (of hands, feet, stars and moons) (for counting and grouping, etc.)

Match relationships always work out better if you and your mentee decide together what activities you want to do. So, talk a lot, toss in some learning and have a great time!

Student-Centred Approach

- ♦ Create your own learning materials. Allow your mentee to guide your activities and build materials and projects based on his or her strengths and interests.
- ♦ Praise your mentee honestly and frequently.
- ♦ Remember that your mentee is not going to take risks in front of you or anyone else, if s/he is feeling uncomfortable. Build a relationship and help your mentee understand that making mistakes is part of learning.
- ♦ Everyone learns differently. If one method isn't working, do something else...draw a picture, read out loud, talk, whatever works.

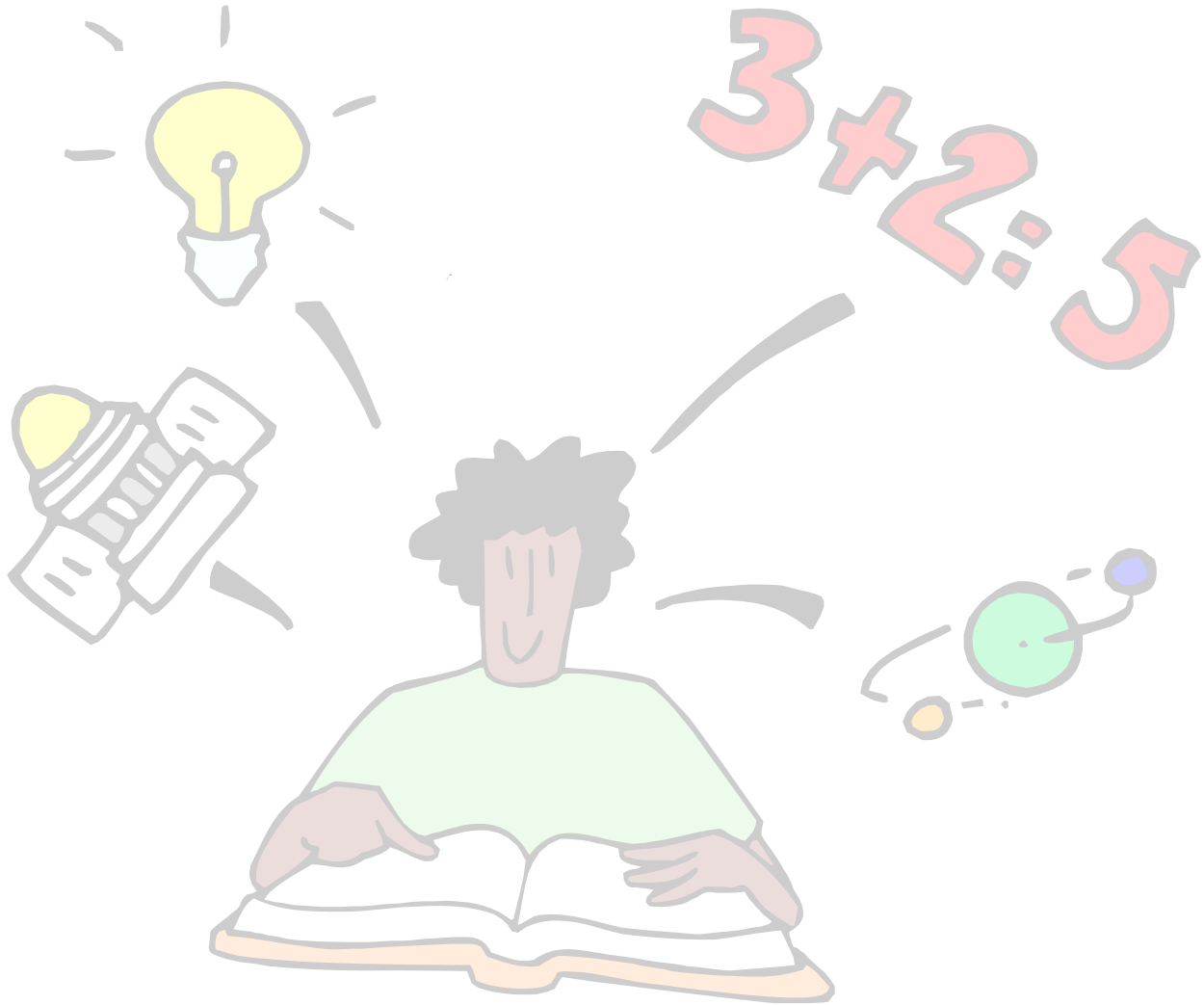


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GMAC

Getting to Know Me

Ready:

- ♦To help you and your mentee get to know each other
- ♦To practice vocabulary and spelling skills

Set:

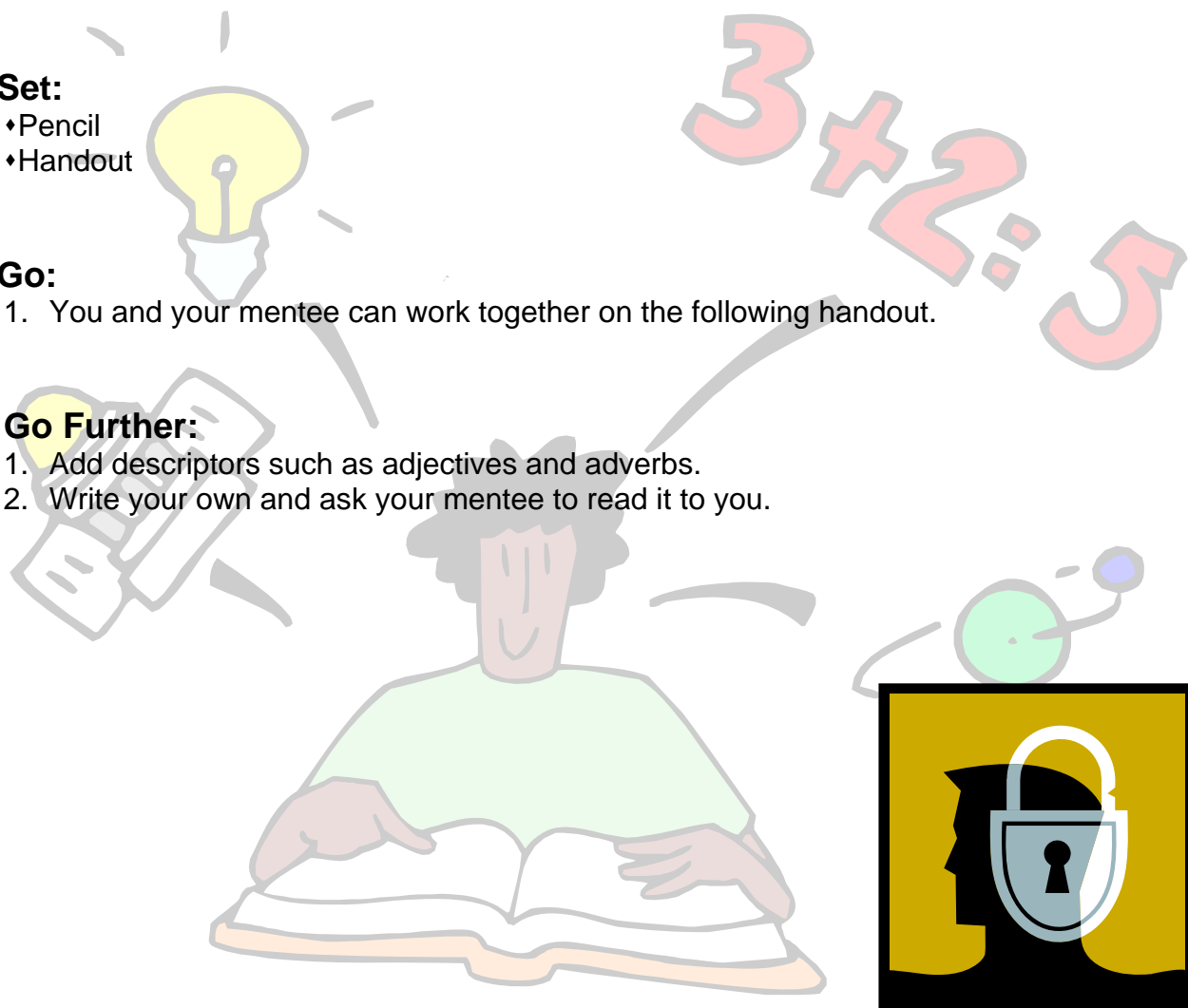
- ♦Pencil
- ♦Handout

Go:

1. You and your mentee can work together on the following handout.

Go Further:

1. Add descriptors such as adjectives and adverbs.
2. Write your own and ask your mentee to read it to you.



Getting to Know Me

First Name: _____

Who is (describe yourself): _____

And is related to: _____

And can't live without: _____

Who feels excited when: _____

Who feels sad when: _____

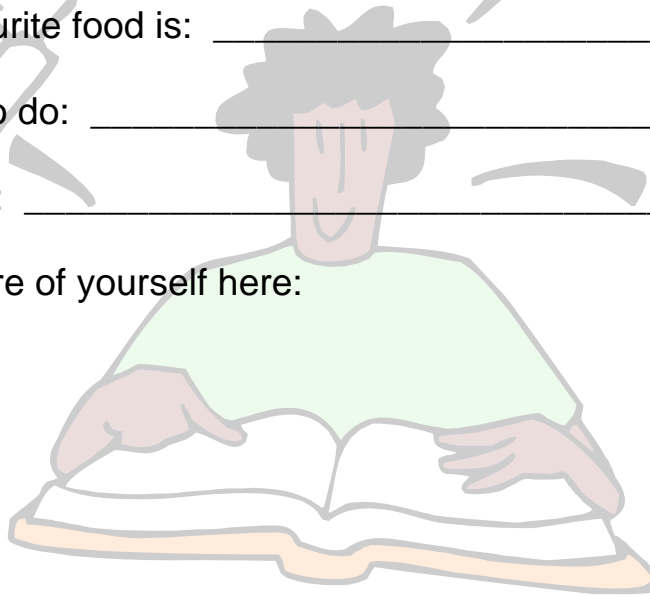
Who would like to meet: _____

Whose favourite food is: _____

Who loves to do: _____

Who lives in: _____

Draw a picture of yourself here:



Favourite Stuff

Ready:

- ♦To help you and your mentee get to know each other better.

Set:

- ♦Something to write with

Go:

1. You and your mentee interview each other to discover your favourite things.

Go Further:

1. Choose an actor or athlete or author – someone you both admire – and look through magazines and books to find the answers to these questions.
2. Ask the question “why”? For example, why would you like to visit there? Why would you like to meet that person? If you want, your mentee can write the answers in his or her journal and share a paragraph with you next week.
3. Choose someone else from history and try to figure out how that person would answer the question; do some research together to see if you are right.



GMAC

Name: _____

Birth Date: _____

Nickname: _____

Birthplace: _____

Favorites:

Sport: _____

Food: _____

Movie: _____

Book: _____

Piece of Clothing: _____

TV Show: _____

Hobby: _____

Song: _____

The Place I Would Most Like to Visit: _____

The Person I Would Most Like to Meet: _____

The Person I Admire Most: _____

Name: _____

Birth Date: _____

Nickname: _____

Birthplace: _____

Favorites:

Sport: _____

Food: _____

Movie: _____

Book: _____

Piece of Clothing: _____

TV Show: _____

Hobby: _____

Song: _____

The Place I Would Most Like to Visit: _____

The Person I Would Most Like to Meet: _____

The Person I Admire Most: _____

If I.....

Ready:

- ♦To practice grammar and verb tenses and writing skills

Set:

- ♦Something to write with
- ♦Paper or journal

Go:

1. Together, complete the following sentences:

If I go to the Arctic...

If I win \$1,000,000...

If I could change one thing...

If I could buy any car I want...

If we get finished soon

If I lived in the desert....

If I could have my favourite meal,

3 + 2 = 5



A Time to Rhyme

Ready:

To help your mentee hear and make up a rhyme

Set:

Pencil

Go:

1. Point to each word and say it out loud.
2. Say a word that rhymes.
3. Ask your mentee to write the rhyming words in her or his journal.
4. Read the rhyming pair out loud.

rat
ball
fish
dog
cake

Go Further:

1. Write a rhyming couplet using the two rhyming words: e.g. The rat sat on the hat.
2. Add plenty of descriptors.
3. Try two syllable rhyming words, for example, mountain, wizard, flower, etc.
4. Use the graph paper to graph how many rhyming words both of you could think of.

Tongue Twisters

Ready:

- ♦To emphasize initial sounds in words.

Set:

- ♦Pencil
- ♦Books
- ♦Graph paper

Go:

1. Search the library together to find some books of tongue twisters.
2. Find the tongue-twisters that have “alliteration” (repeated consonant sounds, like “Peter Piper picked a peck of pickled peppers.”).
3. Add more words that fit the sentence. For example, the word “purple” could be added to the above tongue twister to make “Peter Piper picked a peck of purple pickled peppers.”
4. Write your own tongue twisters. Choose a letter and write a sentence where most or all of the words begin with that letter.

Go Further:

1. Time yourself. Use graph paper to graph how quickly you could each say the tongue twister without making mistakes.
2. After you’ve tried making sentences with single consonants, try using blends like “th” or “sh” or “cr” or “pr”.
3. When you get really good, you can try using three consonant blends like “str” or “thr”.

Syllable Smash

Ready:

- ♦To help your mentee learn to read new words by breaking them into syllables

Set:

- ♦Something to write with

Go:

1. One way to help read a word is to divide it into parts called syllables. Every syllable has a vowel sound. Example: num • ber Number has two vowel sounds and two syllables.
2. Say these words. Clap once for each part of the word to tell how many syllables are in the word. Write the number of syllables on the line in front of each word.

___ num • ber
___ bird
___ pup • py
___ sun • shine
___ tur • key
___ cat
___ birth • day
___ eye • brow

Go Further:

1. Say the names of friends or sports or Pokemon or Yu-gi-oh characters, etc. Break the names into syllables. Then clap once for each syllable.
2. To read a new word, look at its parts. Remember, the root word is the main part. The prefix is the part in front of the root word.

Ask your mentee to try to read the list below:

im • perfect
bio • graphy
micro • phone
il • legal
tele • phone
auto • mobile

3. What other words begin with the prefix auto? Use the dictionary to try making lists of words that use each prefix used above.

A Mind Reader

Ready:

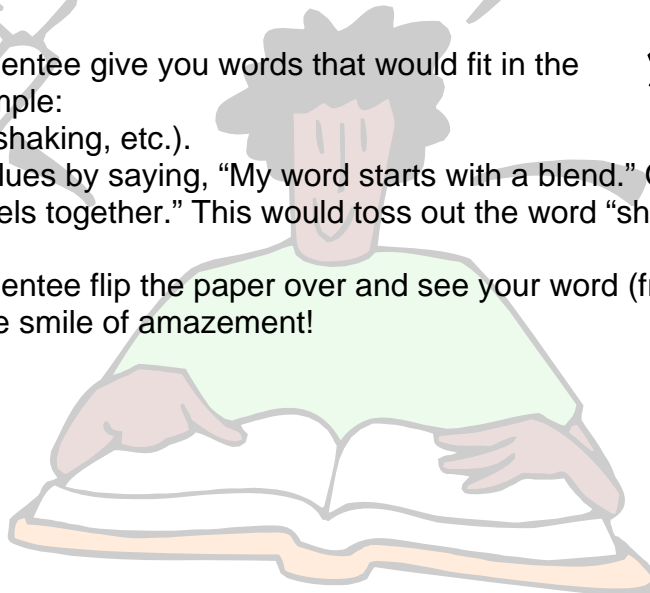
- ♦ To help your mentee use words in a sentence that make sense and to break words apart to look for features like blends or vowel teams (two vowels together).

Set:

- ♦ Something to write with
- ♦ Piece of paper that has the “magic word” on it

Go:

1. Tell your mentee that s/he is going to be a mind reader.
2. Think of a sentence in your head. Say the sentence out loud, leaving out one word. Write the missing word on a piece of paper. Flip it over and don't show it to your mentee.
3. Say your sentence out loud: “It was so cold outside that my body was _____.”
4. Have your mentee give you words that would fit in the sentence (example: freezing, cold, shaking, etc.).
5. Give some clues by saying, “My word starts with a blend.” Or “The word I'm thinking of has two vowels together.” This would toss out the word “shaking,” leaving the answer: freezing.
6. Have your mentee flip the paper over and see your word (freezing).
7. Watch for the smile of amazement!



Word Families

Ready:

- ♦To help your mentee hear individual sounds within word families

Set:

- ♦Six small pieces of paper about 8cmx8cm in size (your mentee can measure and cut these)
- ♦Small container
- ♦Paper and pencil for recording score
- ♦List of word families

Go:

1. On four of the small pieces of paper write down four word families, such as -at, -an, -all, and -ap. On one of the other small pieces of paper write “Lose a Turn,” and on the other one write “Choose Again.” Put the six pieces of paper into the small paper bag or bowl.
2. Shake up the bag and take out one piece of paper. Have your mentee read what the paper says. If it is a word family, your mentee needs to come up with a word for that family and write it on a piece of paper.
Example: For -at, your mentee could write “cat.”
3. Now you take a turn. If you or your mentee cannot think of a word or if you pick “Lose a Turn,” the small piece of paper is placed back in the bag and then it is the next person’s turn.
4. If you or your mentee pick “Choose Again,” you get another try.
5. When all the word family cards are gone, the game is over. The person who records the most words at the end of the game is the winner.
6. Put all the papers back in the bag and play again.

Blends to Search For

Ready:

- ♦To help your mentee hear blends or digraphs in the beginning of words

Set:

- ♦Scissors
- ♦Magazines that your mentee can cut up
- ♦Pieces of paper
- ♦Pencil or pen and glue

Go:

1. Depending on the blend that your mentee is working on, have her/him say the blend out loud and then have her/him go through the magazine and cut out anything that starts with that blend.
2. For a young mentee, you and your mentee can go through the magazine together, state the name of the objects and have your mentee tell you if it starts with the blend s/he is working on.
3. Then have your mentee glue all the pictures on a piece of paper.
4. Have your mentee state the name of the objects.
5. Have her/him go back and write the word of the object below the picture.

A List of Some Blends and Digraphs

SH - sheep, shirt, shoe, shark	TH - thumb, think, thirteen
CH - chair, chain, chin, cherries	WH - whale, whiskers, wheel, whisper
BL - block, blouse	CL - clock, clown, clouds, closet
GL - glass, globe, glove	FL - flag, flower, flashlight
PL - plane, plant, plate	SL - slipper, sled, slide
SW - sweep, swim, swan	ST - stamp, star, stump
SM - smoke, smile	TR - train, truck, tree
GR - grass, grapes	PR - present, prize, pray
BR - bread, brush, bridge	CR - crayon, cracker, crib
FR - frame, frog, fruit	

Go Further:

1. You and your mentee can play I Spy using the same concept or play Hangman with the words that s/he has learned to spell.

Reading Compound Words

Ready:

- ♦To help your mentee learn that two words can be put together to make a compound word like “football”

Set:

- ♦Something to write with

Go:

1. Sometimes two words are put together to make a new word, such as base + ball, which makes baseball. We call these words compound words.
2. Read the words below.
3. Then draw a line that separates the compound word into two small words.

bedroom
sailboat

base / ball

hallway
raincoat

railroad
suitcase



Go Further:

1. Look for compound words in a magazine and ask your mentee to record them in the journal.
2. Use the two smaller words and the compound word in one sentence; see how silly they can be. For example, “The way to the hall is in the hallway.”

Hangman

Ready:

- ♦To help your mentee decode and spell longer words

Set:

- ♦Something to write with
- ♦A piece of paper
- ♦Something small for incentives (for example, stickers, pompoms other little goodies)

Go:

1. Write a sentence on the paper, using only blank lines for each letter of an important big word.
2. Have your mentee guess "Is there a _____?" (choose a letter)
3. If s/he guesses a correct letter, fill it in. If s/he guesses an incorrect word, write it down on the side of the paper, so s/he can see what has already been guessed.
4. Give a small prize for every letter your mentee guesses correctly.
5. Point out different word patterns, and use the meaning of the sentence to make sense.

Example: While driving to Florida, we came upon a terrible _____.
(blizzard)

Go Further:

1. You and your mentee could play hangman outside with chalk.

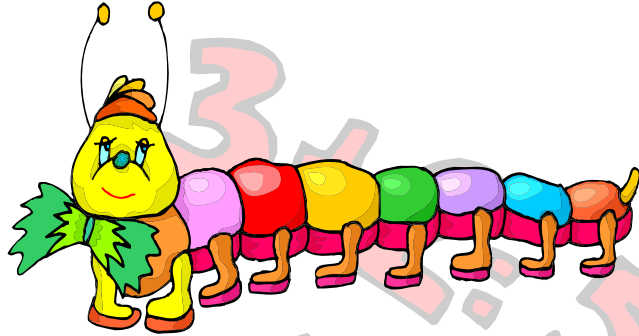
Cut-Apart Stories

Ready:

- ♦To help your mentee build comprehension skills by arranging lines of text to form a story

Set:

- ♦Paper
- ♦Something to write with
- ♦Scissors

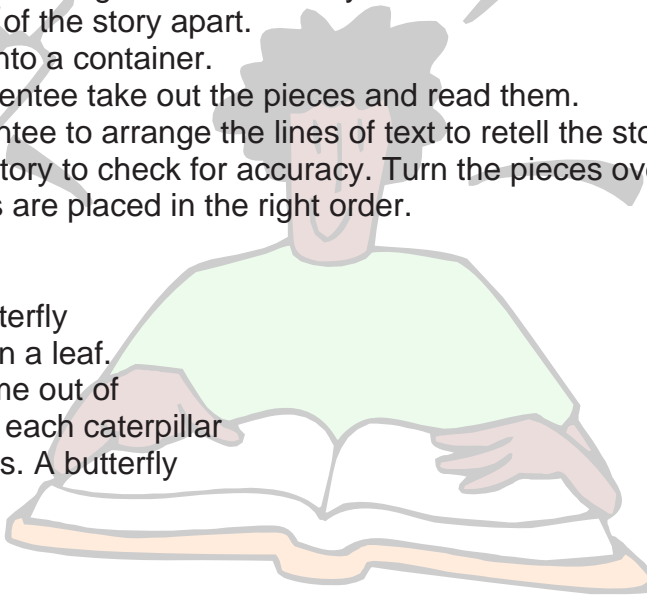


Go:

1. Write a short story with your mentee and copy it onto a sheet of paper. Or rewrite a story you have read. Make sure your story has a beginning, middle, and an end.
2. Draw a picture that goes with the story and attach it to the back.
3. Cut the lines of the story apart.
4. Place them into a container.
5. Have your mentee take out the pieces and read them.
6. Ask your mentee to arrange the lines of text to retell the story in the right order.
7. Reread the story to check for accuracy. Turn the pieces over. They should make a picture if pieces are placed in the right order.

Example:

The mother butterfly
lays her eggs on a leaf.
Caterpillars come out of
the eggs. Soon each caterpillar
spins a chrysalis. A butterfly
comes out.



Go Further:

1. For younger children, try using a familiar nursery rhyme.
2. For older children, cut the story into smaller pieces.
3. Older children may also want to challenge you; your mentee could write a story and cut it apart for you to put back together.
4. For older children, you could clip out an interesting news story and cut the paragraphs apart. Ask your mentee to read the paragraphs and put them in order.



Predictions

Ready:

- ♦To help your mentee predict missing words

Set:

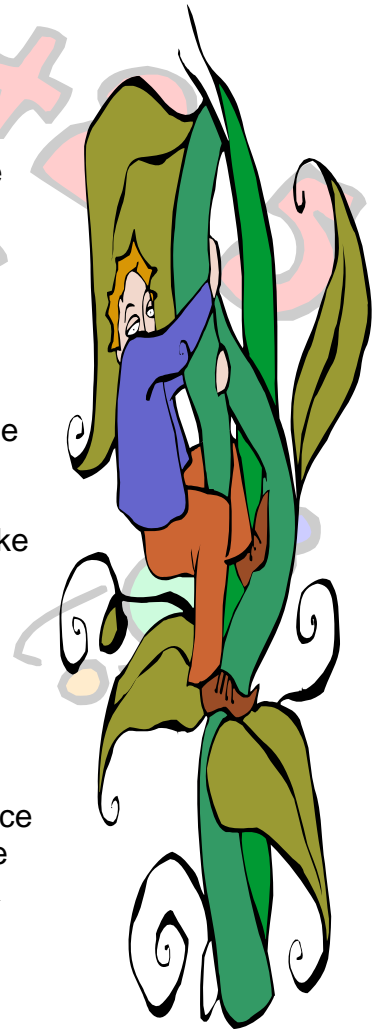
- ♦Book or story

Go:

1. Read the story with your mentee. Once in a while stop in the middle of a sentence and ask your mentee to guess what word comes next.
Or: Cover up words with small sticky notes or use your finger. Ask your mentee to guess the word based on his/her understanding of the words in the sentence.
2. Finish reading the sentence.
3. Go back and reread the sentence, using the word the mentee guessed.
4. Ask, "Does that word make sense?"
5. Show the beginning letter only and ask, "Does that word make sense and begin with this letter?"
6. Show the whole word and ask, "Does that word look right?"
7. Repeat with new sentences.

Go Further:

1. Rewrite the ending of the story as if the story now takes place in outer space or under the sea. For example, Jack and the Beanstalk could end with Jack climbing down the beanstalk and stepping onto Mars.



Outguess the Author

Ready:

- ♦To help your mentee predict a missing word or phrase

Set:

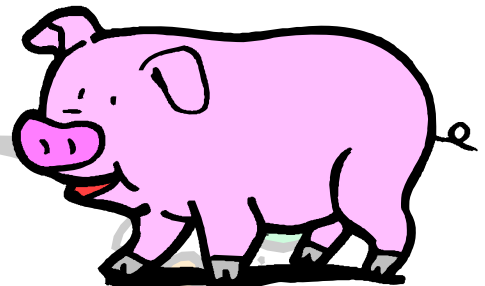
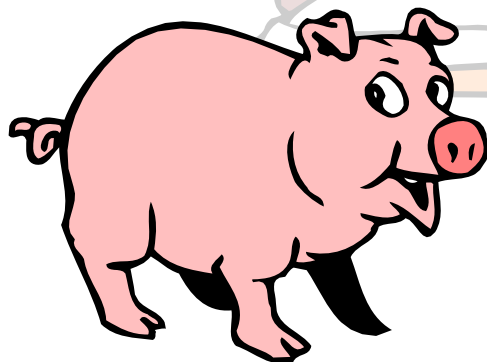
- ♦Paper cut into long strips
- ♦Pencil or markers
- ♦Scissors

Go:

1. Write sentences, each containing several phrases, on strips of paper.
2. Cut each sentence into phrases.
3. Put the phrases for each sentence into a container.
4. Give your mentee the container.
5. Ask her/him to take out the pieces and read them.
6. Now, arrange them to make a complete sentence.
7. Repeat with the additional sentence puzzles.

Examples:

The first pig built a house of straw
Mary went to the store for mother.
I like to go to school.
Jack went to the show with Bill.



Drawing Conclusions

Ready:

- ♦To help your mentee learn to draw conclusions about a book or article

Set:

- ♦A book
- ♦Something to write with

Go:

1. Read a short book or article with your mentee. Write the title and author below.

Title: _____

Author: _____

Chapter(s): _____

2. What important information did the author tell you in the chapter(s)?

3. Given this information, what do you think will happen in the rest of the book?

4. What makes you think so?



Put on Someone Else's Shoes

Ready:

- ♦Help your mentee see the story from the character's point of view.



Set:

- ♦A book



Go:

1. After reading a story or book with your mentee, just ask a few simple questions:
2. Which character is most like you? How?
3. Which character is least like you? How?
4. What happens in the story that you wish could happen to you? Why?

Go Further:

1. If your mentee can write, ask her/him to write the answers.
2. If your mentee is older, ask him/her to either tell you or write about how the story might be different if s/he were her/his favourite character.



Story Telling

Ready:

- ♦ To help your mentee learn to write a story

Set:

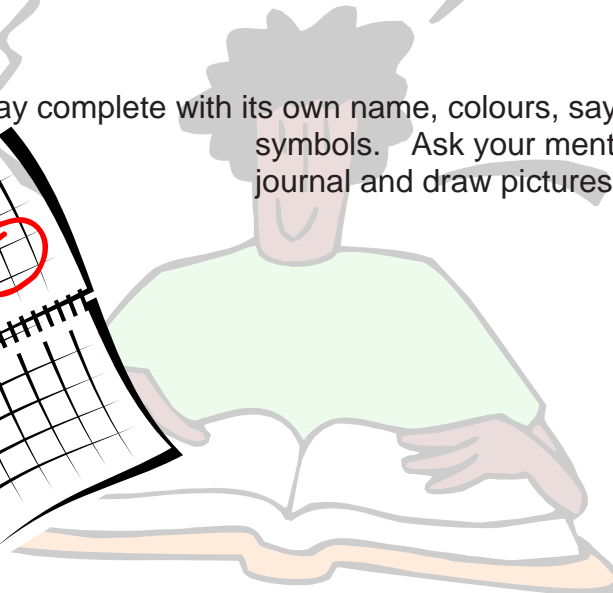
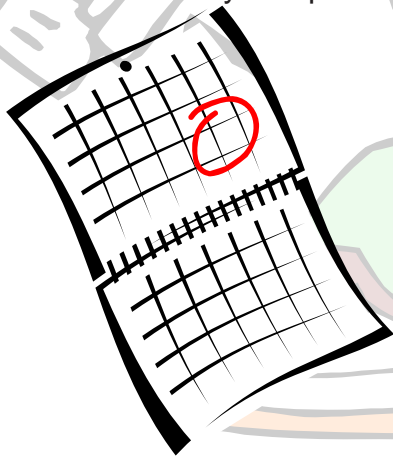
- ♦ Pencil or pen

Go:

1. Write a story about something scary that happened to you.
2. Write an opening sentence that will get the reader interested in your story.
3. Now write down several events you are going to include in your story.
4. Number the events and put them in order that will lead to an interesting ending.
5. Write an ending sentence that repeats what you said in the beginning or saying the same thing in a different way.
6. Rewrite the story on a separate piece of paper.

Go Further:

1. Create a holiday complete with its own name, colours, sayings, songs, foods and symbols. Ask your mentee to write about it in the journal and draw pictures or make a greeting card.



Recipe for Friendship

Ready:

- ♦Using fractions and language skills

Set:

- ♦Something to write with
- ♦Paper cut into a circle

Go:

1. Ask your mentee to think of the qualities that make a good friend.
2. Make a list of those qualities.
3. Decide what amount/fraction of the whole circle that quality would be (for example, humour/fun might be worth half of the circle, listens well might be worth one quarter, etc.)
4. After the circle has been divided up, help your mentee figure out the fractions.

Go Further:

1. You and your mentee could do the same activity for “things that make a good teacher”, “things that make a good parent”, “things that make a good summer vacation”, etc.



Card Games

Ready:

- ♦To help your mentee build known word vocabulary

Set:

- ♦8cmx8cm cards or pieces of paper

Go:

1. Make a set of word cards using 8cmx8cm cards or pieces of paper. Begin with a set of about 20 to 30 words, including words that the mentee knows. Gradually add new words to the known words. Write each word on two separate cards.
2. Play card games using the words:

GO FISH

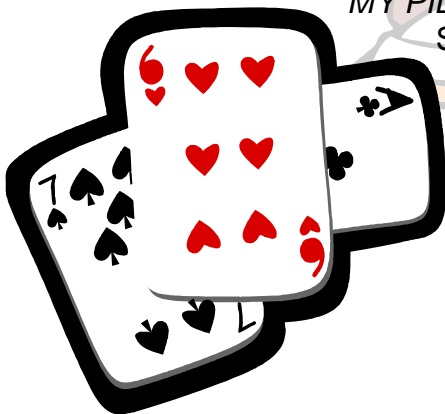
Give each player six cards and put the remaining cards in a drawing pile. Ask your mentee, "Do you have the word '_____'?" (Read one word card in your hand.) If s/he has a matching card, you may take it. If not, you can "go fish" in the pile of remaining cards. Now it's your mentee's turn! Repeat until one player matches all his or her cards.

MEMORY

Shuffle the cards and place them in rows with the words facing down. Take turns turning over two cards at a time. When a player finds a match, that player keeps the pair. Keep playing until all the pairs are matched. The player with the most pairs wins.

MY PILE, YOUR PILE

Shuffle the word cards. Stack them up. Turn over one card at a time. The first player to correctly read each card gets to keep the card. Keep playing until all cards are used. The player with the most cards wins!



Record a Story

Ready:

- ♦To help your mentee read more fluently and with expression

Set:

- ♦Story or short book
- ♦Tape recorder
- ♦Your best reading voice

Go:

1. Read your story together.
2. Help your mentee practice reading the story alone, using her/his best reading voice. Be sure to add expression and sound effects!
3. Help your mentee tape her/his reading on cassette.

Go Further:

1. It would be fun to write a story together about something you and your mentee did and then to record it. This would be something your mentee could take home to listen to over the summer.
2. Take the “getting to know you” information learned when you first met and have your mentee interview you on tape like s/he’s a talk show host.



Does This Make Sense?

Ready:

- ♦To help your mentee learn to read new words by asking, “Does this word make sense here?” and “Does it sound right?”

Set:

- ♦Time

Go:

1. Sometimes, you can figure out a new word from the other words in a sentence. You can ask yourself, “Does the word make sense?” “Does it sound right?” and “Does it look right?” Example: The weather is cold, wet, and foggy. You already know the words the, is, cold, wet, and, and foggy. You can guess weather.

Remember to ask:

“Does the word make sense here?” Yes

“Does it sound right?” Yes

“Does it look right?” Yes

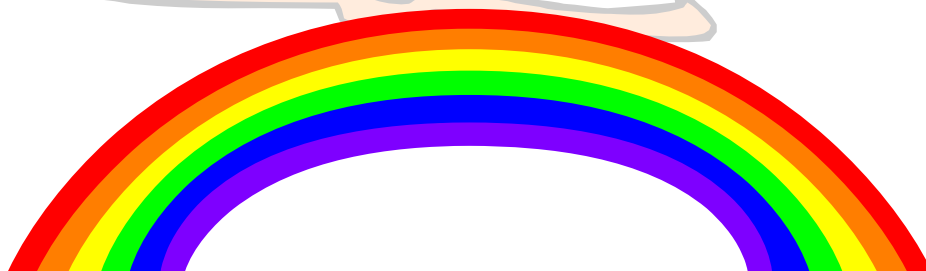
2. Ask your mentee these questions as s/he reads the following sentences:

The square has four sides.

A rainbow had red, yellow, and blue colors in it.

The ball is bouncing.

The sun is shining bright.



Homophones

Ready:

- ♦To help your mentee learn about words that sound the same but are spelled differently

Set:

- ♦Pencil

Go:

1. Some words sound the same but are spelled differently. These words are called homophones.
2. Have your mentee read the homophones below.
eye — I hear — here no — know
new — knew one — won right — write
3. Then ask your mentee to read the sentence and write in the correct homophone.

- My friend and _____ like to play ball.
- Do you _____ the answer to the question?
- Our team _____ the game last night.
- Did you _____ what he said?
- I got a _____ bike for my birthday.
- I got the _____ answer to that question.
- The batter must keep his _____ on the ball.
- Put the box over _____ on the table.

Go Further:

1. Challenge your mentee to find as many homophones as s/he can during the next week.
2. Write them in the journal.
3. Can your mentee make sentences with these homophones? Your mentee could try to make one sentence with for each homophone and then one sentence with both homophones in it.

Word Building

Ready:

- ♦To help your mentee build vocabulary.

Set:

- ♦Book or story
- ♦Paper and pencil

Go:

1. Read a book or story.
2. Make a list of important words in the story.
3. Make a crossword puzzle of these words. Use their definitions as clues.
4. Challenge someone to complete it.

Go Further:

1. Your mentee could make a word search with the important words from the story.
2. Your mentee could count how many times each word was used in a chapter or in the story and then make a graph illustrating the word use.
3. Construct new words: write one long word on from top to bottom on the left hand side of a sheet and write the same word bottom to top on the right hand side. Have your mentee create new words using the letter on the left as the first letter in the new word and the letter on the right as the last letter in the new word.

For example:

M	as	K
A		A
R		E
C		R
H		B
B		H
R		C
E		R
A		A
K		M

Bon Appetit!

Ready:

- ♦To help your mentee write words more easily and to become an effective communicator

Set:

- ♦Pen, pencil, note pads for taking notes
- ♦Paper
- ♦Play money
- ♦Paper to make open and close signs, business hours, etc.

Go:

1. Talk about visiting a restaurant with your mentee and help your mentee remember all the things you might see in a restaurant. (Remember, your mentee may not have had very many restaurant experiences.) Together list some of the things you might see in a restaurant.
2. If you have the room, provide materials and props and let your mentee set up a restaurant. If you don't have room, use the graph paper to draw the floor plan of a restaurant.
3. Have your mentee write the menus and signs. Your mentee could even use the clay to make the play food!
4. Become a customer and order what you'd like to eat from the restaurant.
5. Use the play money to pay for your meal and to get change.

Go Further:

1. Make up other situations, depending on your mentee's interest: fire station, department store, pizza parlor, arena.
2. Create a shopping list of grocery items or school supplies. Provide your mentee with a certain amount of money that s/he can spend. Have your mentee shop through the flyers and choose the items on the list and purchase them with her/his money.



Mail Call

Ready:

- ♦To help your mentee learn to write letters
- ♦Build vocabulary
- ♦Practice spelling

Set:

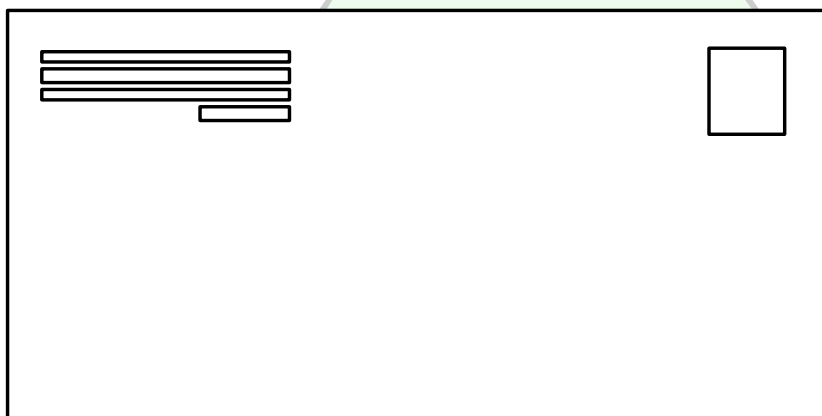
- ♦Pencil or pen
- ♦Paper

Go:

1. Spend five or ten minutes talking about three things you would like to do together the next time you meet.
2. Write a letter describing your plans, using usual formats.

Go Further:

1. Create some postcards using the material provided and have your mentee write on the postcards.
2. Your mentee could compose a letter to his/her teacher or family.
3. Create poems using the letters of these Canadian cities as the first letter of a descriptive word, for example, Ottawa could be "Old", "Tourist" "Terrific" etc. Try Toronto, Hamilton, Vancouver, Edmonton, Halifax and Montreal.



Magazine Search

Ready:

- ♦To help your mentee learn to use new words in writing

Set:

- ♦Pencil or pen
- ♦Newspaper, magazine or book

Go:

1. Read something from a newspaper, a magazine, or a book.

2. List some new, unusual, or interesting words found in the reading.

_____	_____
_____	_____
_____	_____

3. With your mentee, list some ways that s/he can figure out the meaning of the words?

_____	_____
_____	_____

4. Determine what the words mean.

5. Ask your mentee to choose a few of the words to use in a paragraph. Either write the paragraph in the journal or on a piece of paper...make the words out of clay....write them with sidewalk chalk.

Go Further:

1. If your mentee is so inclined, s/he could write a whole short story using the words found in the reading. Ask her/him to draw some pictures to go with the story.

Scavenger Hunts

Scavenger Hunt 1

Ready:

- ♦To have fun reading, searching, and writing using readily available reading materials.

Set:

- ♦Something to write with
- ♦Reading material with pictures: magazine, newspaper, etc.

Go:

Using the reading material, your mentee selected, answer the following questions:

1. What is the year the magazine was issued or the book was written? _____
2. How many pages does it have? _____
3. Find a photo of someone you recognize.
Who is it? _____ page _____
4. Is a country talked about in your material? Which one is it? _____
5. Write the name of a woman: _____ page _____
7. Write a headline with more than four words. _____
_____ page _____

Go Further:

1. You and your mentee could time how long it takes to finish the scavenger hunt and create a chart comparing the times for all of the other scavenger hunts.
2. You and your mentee could create your own scavenger hunts.
3. For every correct answer, you could agree on a payment of play money. Have your mentee figure out how much s/he is awarded.



Scavenger Hunt 2

Go:

Use one issue of any magazine:

1. What is the date of the issue you are using? _____

2. How many pages are in this magazine? _____

3. Find a photo of someone you do not recognize.

Who is it? _____ page _____

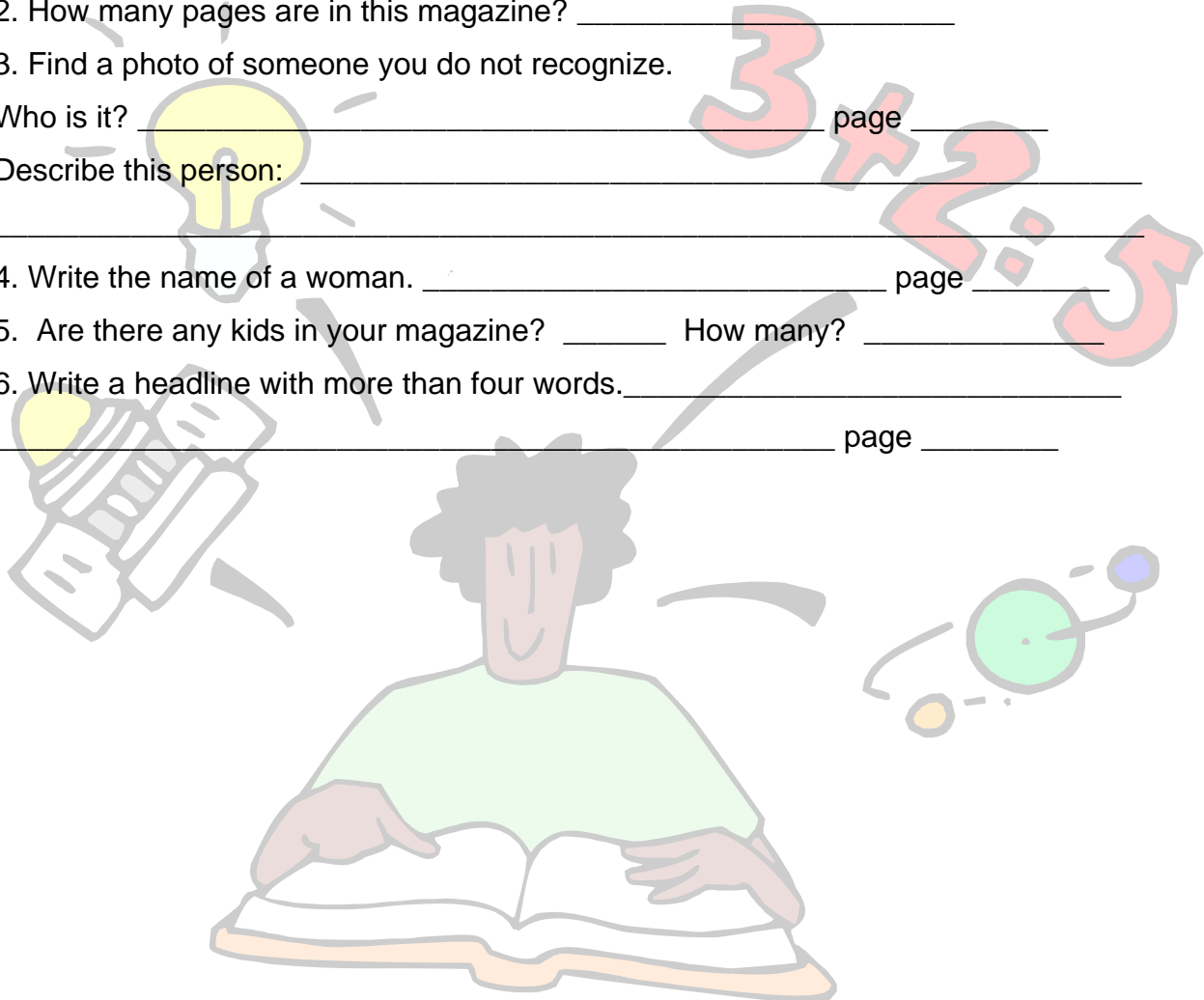
Describe this person: _____

4. Write the name of a woman. _____ page _____

5. Are there any kids in your magazine? _____ How many? _____

6. Write a headline with more than four words. _____

_____ page _____

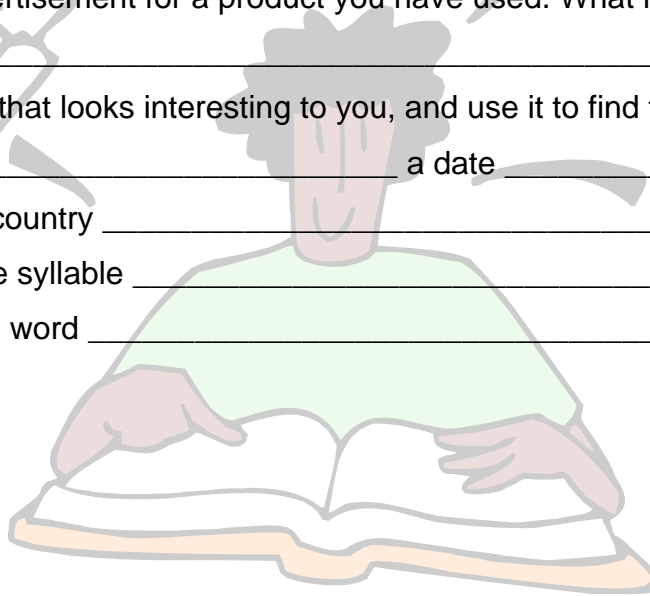


Scavenger Hunt 3

Go:

Use one issue of Sports magazine (preferably for children) to find the items listed below:

1. Which Issue do you have? _____
2. How many pages are in this magazine? _____
3. Find a photograph of a professional athlete. What is the athlete's name and sport? _____ page _____
4. Find a number on an athlete's uniform. What is it? _____
5. Find a color word. _____ page _____
6. Find a photo of a sport you'd like to try. What is it? _____
7. Copy a headline with four words. _____
_____ page _____
8. Find an advertisement for a product you have used. What is the product? _____
_____ page _____
9. Find a page that looks interesting to you, and use it to find the following items:
a name _____ a date _____
the name of a country _____
a word with one syllable _____
a three-syllable word _____



Scavenger Hunt 4

Go:

Look in a magazine for names of people that fit the following descriptions. Write their names on the lines that follow the descriptions.

1. a coach _____
2. a champion _____
3. someone who works with young athletes _____
4. someone you know a lot about _____
5. someone you don't know a lot about _____
6. someone you are likely to hear more about _____
7. someone who said something you agree with _____
8. someone who said something you disagree with _____



Scavenger Hunt 5

Set:

- ♦A ruler
- ♦Something to write with

Go:

Find and name something in the room that is:
about 5 mm long: _____

very large: _____

smaller than your head: _____

the same length as your foot: _____

very light to lift: _____

the same colour as your eyes: _____

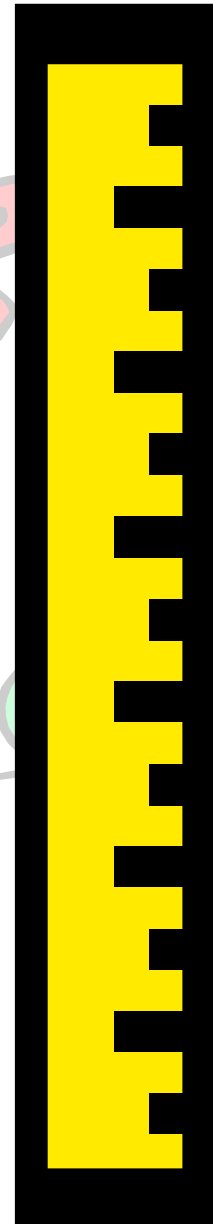
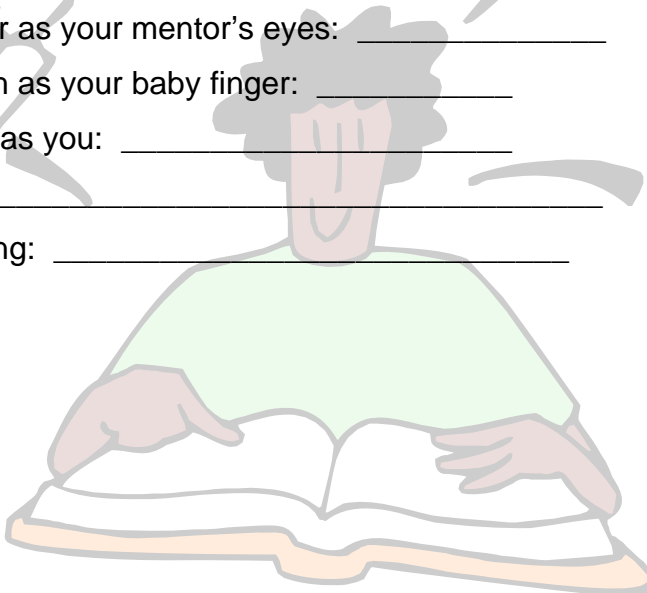
the same colour as your mentor's eyes: _____

the same length as your baby finger: _____

as long or high as you: _____

very heavy: _____

about 10 cm long: _____



Scavenger Hunt 6

Go:

Select reading material...a magazine or book or newspaper.

Find a word:

- that starts with the letters "st" _____
- that rhymes with "cake" _____
- with eight letters _____
- that is a colour _____
- that ends with the letter "y" _____
- that is new to you _____
- that has three syllables _____
- that is the name of a place inside Canada _____



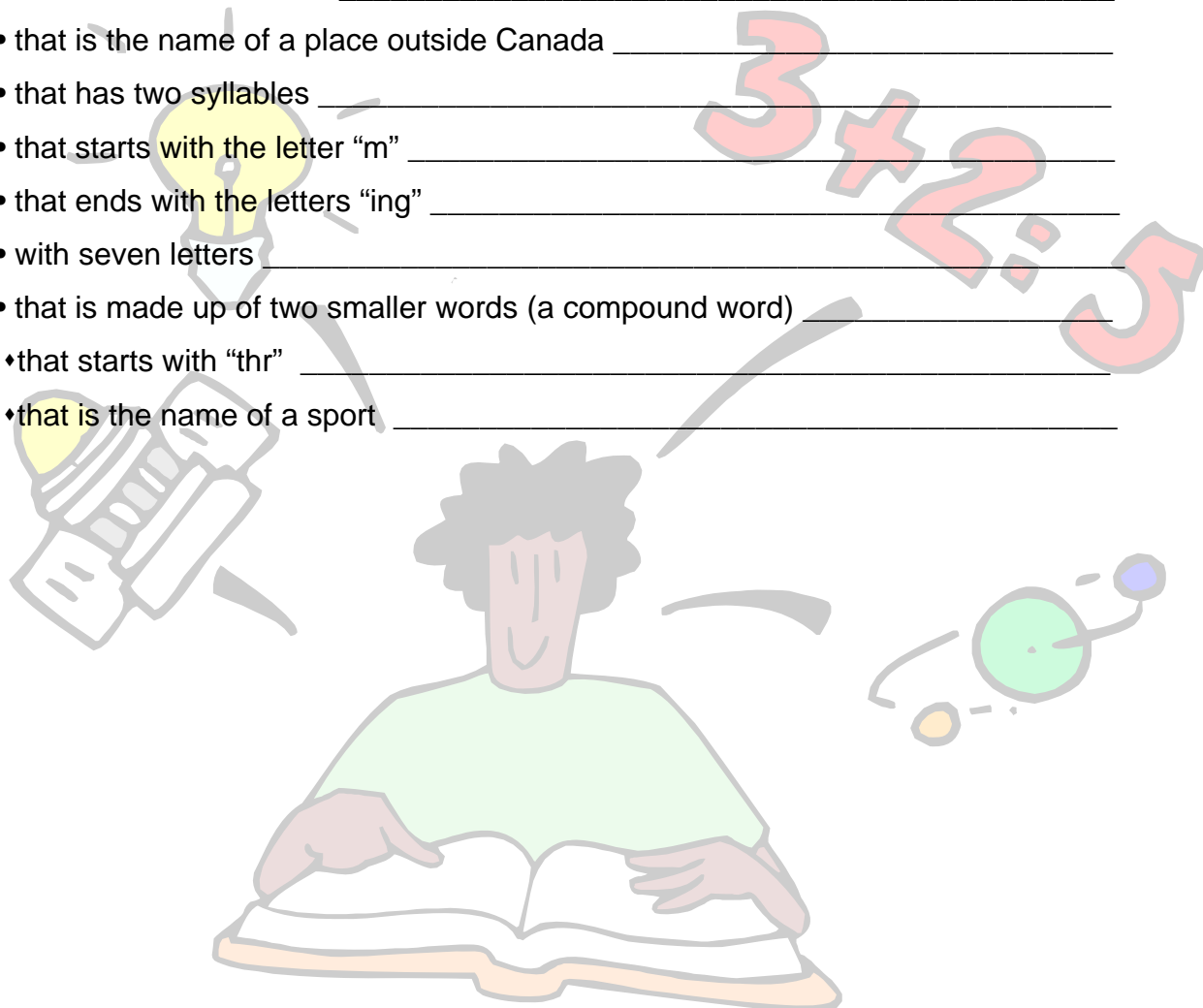
Scavenger Hunt 7

Go:

Select reading material....a magazine or book or newspaper.

Find a word:

- that has a double letter _____
- that is the name of a place outside Canada _____
- that has two syllables _____
- that starts with the letter "m" _____
- that ends with the letters "ing" _____
- with seven letters _____
- that is made up of two smaller words (a compound word) _____
- ♦ that starts with "thr" _____
- ♦ that is the name of a sport _____

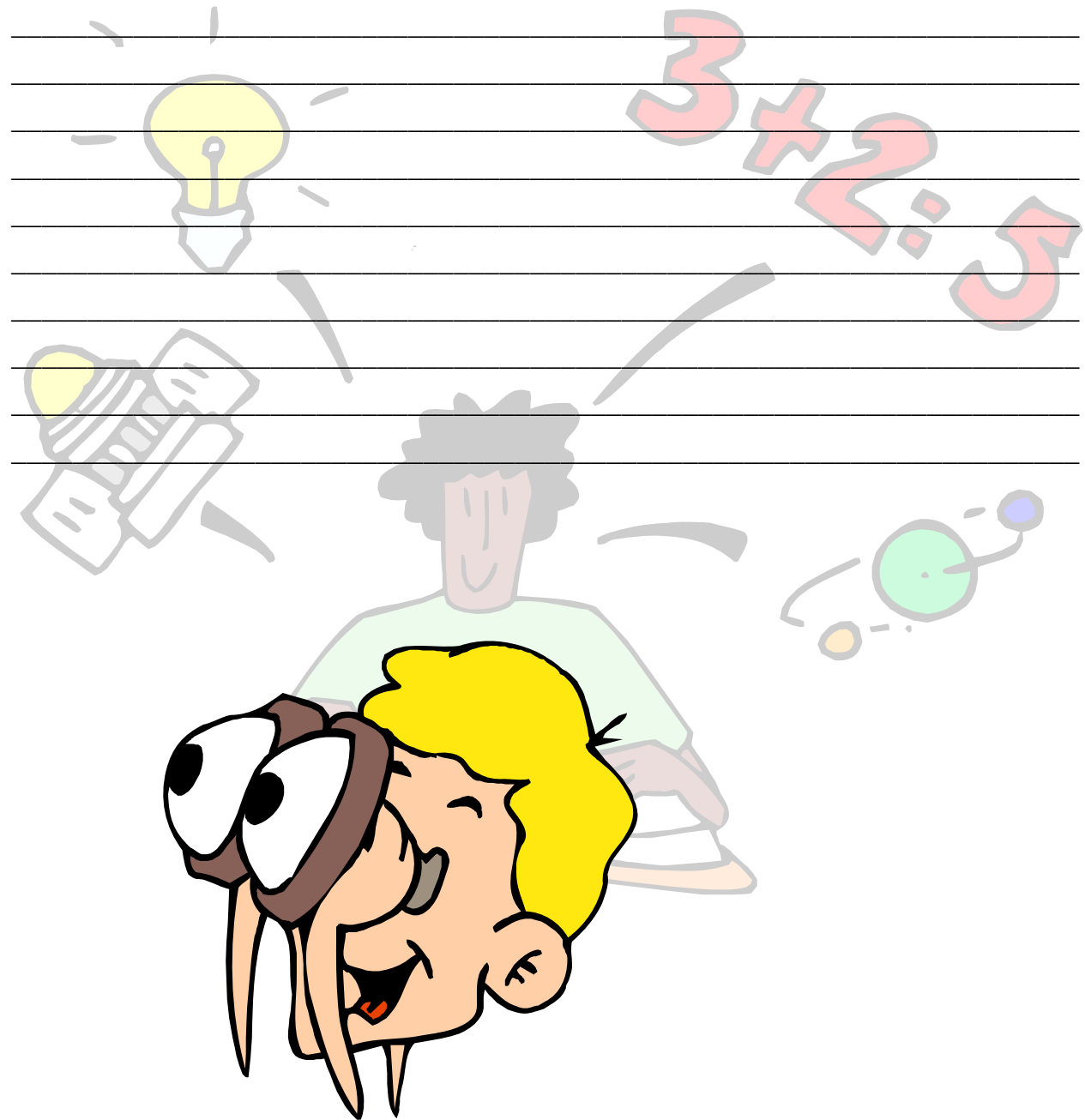


Scavenger Hunt 8

Set:

1. Create your own scavenger hunt.

Go:



Places I Do & I Don't Want to Be

Ready:

- ♦To practice creative writing or speaking skills

Set:

- ♦Magazine with pictures or an atlas

Go:

1. Look through your magazines for pictures of places.
2. Where would you most want to be? Where would you least want to be? Take turns telling each other why you chose the places you did.
3. If you can, cut out the pictures and paste them in your journal. If the pictures can't be cut out, try drawing them.

Go Further:

1. Instead of telling why s/he made the choices, s/he could write it in the journal and share it with you next time you meet.
2. You could bring a travel magazine/flyer with you and do the math to figure out how much it might cost to travel to a favourite place. IF your mentee gets an allowance, how long would s/he have to save to be able to travel to a favourite place?



Read My Mind

Ready:

- ♦To practice inference skills

Set:

- ♦Something to write with
- ♦A photograph of someone from the newspaper or a magazine

Go:

1. Cut out a photograph of a person from an article.
2. Paste it in the space below.
3. Ask your mentee to pretend s/he can read this person's mind. Make up answers to the following questions.

What is he or she thinking? _____

If this person were hungry, what would he or she want to eat? _____

What TV show would he or she want to watch? _____

What would he or she do over the weekend? _____

What music would he or she like to listen to? _____

What else do you know from "reading" his or her mind? _____

Go Further:

1. Cut out a picture with more than one person in it or cut out two pictures of different people. Imagine a conversation between the people. Think of:
 - questions they might ask each other
 - a secret they might tell each other
 - an argument they might have

Jumbles

Ready:

- ♦To practice problem solving and logical thinking skills
- ♦Reading for meaning

Jumble 1: Pictures and Captions Jumble

Set:

- ♦A magazine you can cut apart
- ♦Scissors

Go:

1. Cut out pictures and their captions from a magazine.
2. Cut apart the pictures and captions and then mix them up.
3. Try to match the right captions with the pictures they originally came from.
4. Try to make funny matches by matching captions with the “wrong” pictures.

Go Further:

1. Encourage your mentee to try to make up funny captions of his/her own.
2. Have your mentee read a short newspaper article and come up with the headline.

Jumble 2: Two-article Jumble

Go:

1. Choose two articles from a magazine.
2. Cut out the headlines and the first and last paragraphs, and mix them up.
3. Join one headline, one first paragraph and one last paragraph. Help your mentee to write the middle paragraph to make the first and last paragraphs make sense.

Jumble 3: Strange and Silly Stories

Go:

1. Cut out four pictures from a magazine: one person, one place, one object and one more picture. Try to choose pictures from different articles and advertisements.
2. Tell or write a story using the four pictures.
3. Pick some more pictures and keep your story going or make up another story.

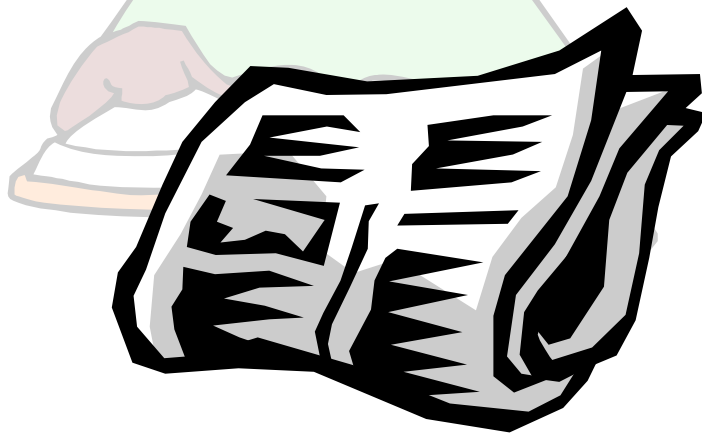
Jumble 4: Word Jumble

Go:

1. Read a short story together.
2. Make a list of 10 words that your mentee recognized.
3. Now write the same words only scrambling the order of the letters.
4. Ask your mentee to unscramble the letters and guess the word.
5. If, after several tries, s/he is unable to come up with the word, provide clues one at a time (the first letter, for example) until s/he guesses the word.

Go Further:

1. You could time the length of time it takes to get the answer. Agree to use the play money to pay a certain amount of money depending on the length of time it takes to unscramble the letters (for example, 1 minute = \$100; 30 seconds = \$1,000 etc.). Ask your mentee to keep track of how much money s/he is earning.



Questions and Answers: An Interview

Ready:

- ♦To learn how to develop questions and conduct a short interview

Set:

- ♦Something to write with

Go:

1. Make up some questions on any topic.
2. Find someone to interview.

Person's name: _____

Relation to you: _____

Question #1: _____

Person's response: _____

Question #2: _____

Person's response: _____

Question #3: _____

Person's response: _____

Go Further:

1. It might be fun to have your mentee ask the same questions of different people and graph the results. For example, one question may be about a favourite ice cream flavour. Your mentee can use the graph paper (or stickers or marker stamps) to illustrate the response tallies.

Did You Hear...?

Ready:

- ♦To practice writing dialogue

Set:

- ♦Paper
- ♦Something to write with

Go:

1. Pick any two words that your mentee would like to use. Give ideas or ask your mentee to come up with them alone. The words should be silly and not related to each other.
2. Now pick one person from Column A and one person from Column B.
3. Make up a short conversation between them using the two words.
4. Pick new words and create new conversations.

Column A

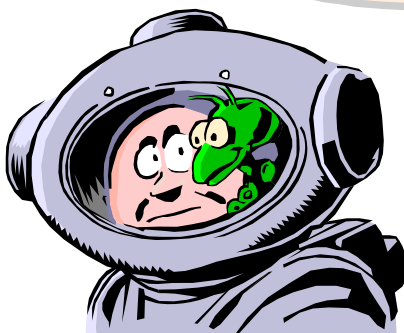
your mother
the Prime Minister
you
Will Smith
Tiger Woods
a scientist
Arnold Schwarzenegger
Canadian Idol
a teacher
Avril Lavigne

Column B

Bugs Bunny
a reporter
Scooby Doo
Powerpuff Girls
a bus driver
your brother or sister
a police officer
a ballet dancer
Vince Carter
an astronaut

Go Further

1. Your mentee could write an entire story introducing each of the characters above. What a wild story that would be!!



Word Chains

Ready:

- ♦To practice listening skills

Chain 1: A Spoken Chain

Go:

1. Say a word (e.g., school).
2. Your mentee says a word that starts with the last sound (sound, not letter) of the word (e.g., “school” to “love”).
3. Keep going for a while (“love” to “violin” to “neighbor” to “rat”...).

Note: A chain might go like this: read, dive, vote, ten, next, television, nervous, soap, pen.

Chain 2: A Written Chain

Go:

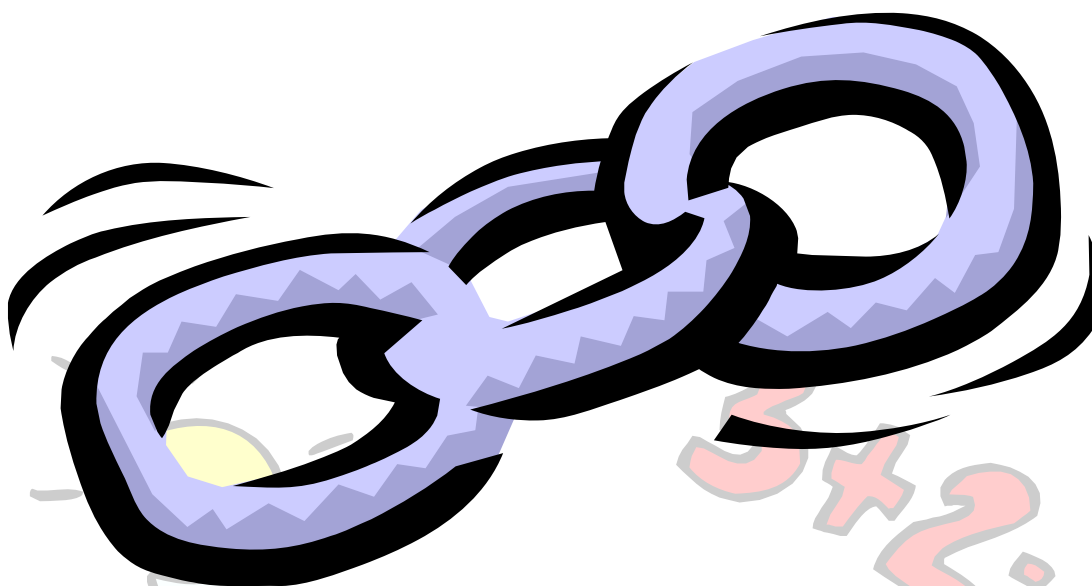
1. Write a three-letter word with a vowel in the middle (e.g., “cat”).
2. The next player changes any one letter to make a new word (e.g., “cat” to “bat” or “cat” to “cot” or “cat” to “cap”).
3. Keep going until you are stuck. (If you did “cat” to “bat,” then you might go “bat” to “bit” to “bin” to “ban” to “bag”....)
4. Count how many words you made.

Note: A chain might go like this: cat, bat, bit, sit, sip, tip, top, mop, map, cap, cup, pup.

Chain 3: An Alliteration Chain

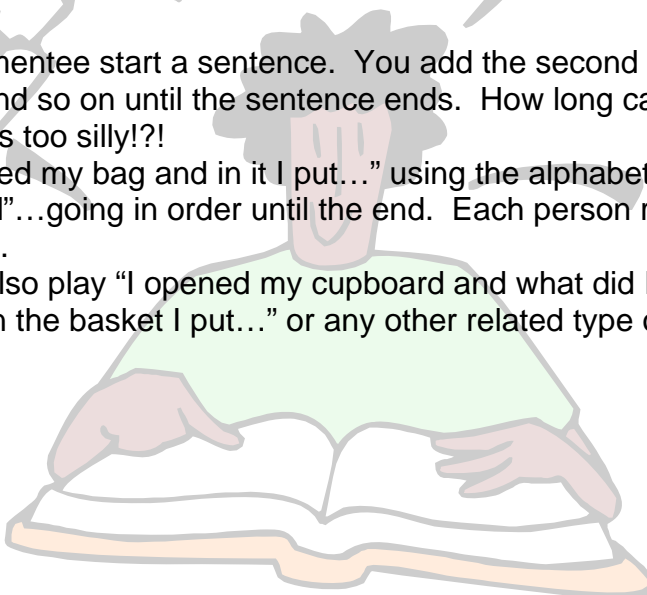
Go:

1. Make up sentences in which every word starts with the same letter or sound.
2. (e.g.: “Charley chews chocolate,” “Hairy Harry hates horses”). See if you can make a sentence for most of the letters of the alphabet.



Go Further:

1. Have your mentee start a sentence. You add the second word. Your mentee adds the third. And so on until the sentence ends. How long can you make the sentence before it gets too silly?!
2. Play "I packed my bag and in it I put..." using the alphabet...start with an "Apple" and go to a "Bed"...going in order until the end. Each person repeats all that was said before them.
3. You could also play "I opened my cupboard and what did I see..." or "I went on a picnic and in the basket I put..." or any other related type of game.



Categories

Ready:

- ♦To increase vocabulary, practice spelling and practice using a dictionary

Set:

- ♦The following pages
- ♦Something to write with
- ♦A dictionary

Go:

1. You and your mentee can work on this together.
2. To complete the chart, your mentee needs to identify one item in each category that starts with the letter at the top of the column
3. If your mentee gets stuck, you could provide hints or help her/him use the dictionary to find a word that fits
4. Decide on a reward system before you start (maybe \$5 play money for each answer)

Go Further:

1. You could try to trick your mentee, by completing the chart and putting in wrong answers.
2. Your mentee would need to use knowledge and the dictionary to figure out if you being a trickster!

GMAC

	S	N	A	I	L
Animal					
Clothes					
Food					
Sports					
Name					

	B	E	A	R	S
Song Titles					
Cities					
Furniture					
Countries					
Colours					



Frames

Ready:

- ♦To practice writing paragraphs

Set:

- ♦Something to write with
- ♦Something to write on

Go:

Paragraph Frames 1:

FAVORITE THINGS

What I like best is

This is because

Whenever I

If I could

I would

Paragraph Frames 2:

STARS

The star (athlete, movie star, singer) I like best is

She/He is great because

I'd like to tell that

Paragraph Frames 3:

TV

My favorite TV show is

I watch it

On the show, I like

I wonder if



Paragraph Frames 4:

FRIENDS
Friends are
When they
When I
If

Paragraph Frames 5:

HALLOWEEN
On Halloween
Last year
This year
I never

Paragraph Frames 6:

WHEN I GROW UP
When I grow up
I will always
I will never
This is because

Poetry Frames 1:

I NEVER KNEW THAT
I never knew that
I never knew that
I always thought
I always thought
Yesterday (or today or tomorrow)



Poetry Frames 2:

COLOURS

When I see red,

Red is

Red is

Red is

I love

You can substitute other colors and vary the number of lines.

Poetry Frames 3:

FEELINGS

When I feel cold,

Cold is

Cold is

Yesterday,

You can substitute other feelings and vary the number of lines.

Poetry Frames 4:

Title:

I never walk

I never talk

I never look

I never wait



Passing Notes

Ready:

- ♦To communicate only by writing

Set:

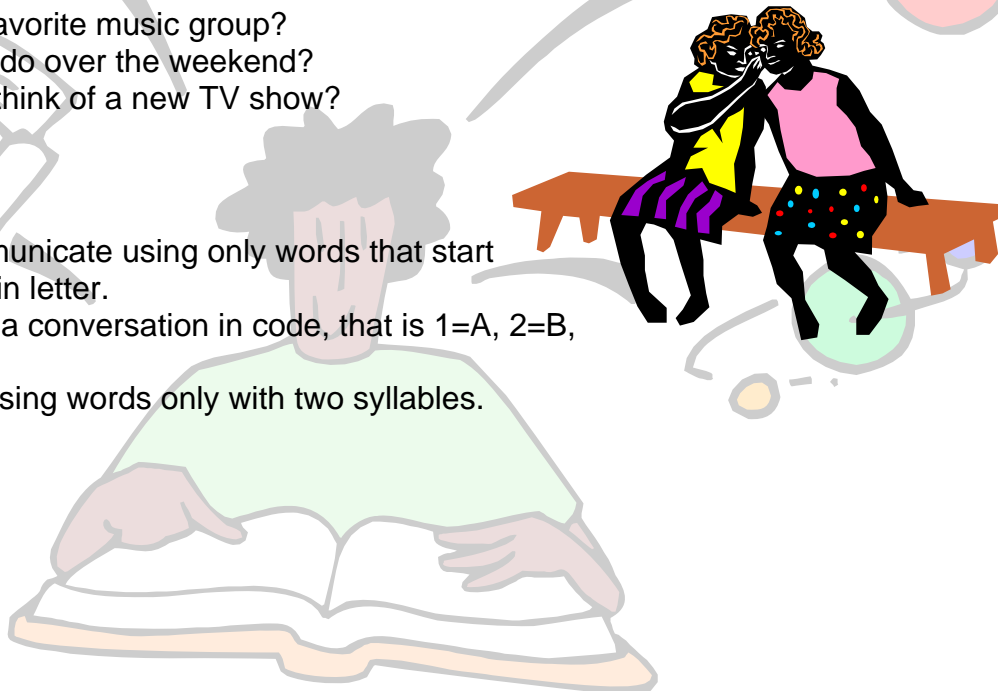
- ♦Something to write on
- ♦Something to write with

Go:

1. Ssshhh! Try to communicate by writing notes to each other: no talking allowed. Pass the notes back and forth.
2. What should the notes be about? Here are some topics:
 - What was your favorite article this week?
 - Who is your favorite music group?
 - What did you do over the weekend?
 - What do you think of a new TV show?

Go Further:

1. Try to communicate using only words that start with a certain letter.
2. Try to have a conversation in code, that is 1=A, 2=B, etc.
3. Try to talk using words only with two syllables.



More Word Games

- **Word Wheels** – take a word that your mentee over uses in his/her writing and put it in the center of a wheel. On the spokes of the wheel, have him/her write down other words that could be used instead. To change the level of this game, increase/decrease the number of spokes.
- **Name Game** – make a headline or news story out of the letters in your mentee's name and then flesh out the story.

ANNE Alligators Never Need Education

STEVE Seven Ton Elephant Vexes Everyone

Try this idea with your own name. The more outrageous the headline the better the story might be!

- **Alphabet Antics** – choose a topic and try to write a word for all the letters in the alphabet that fit your topic.

Animals

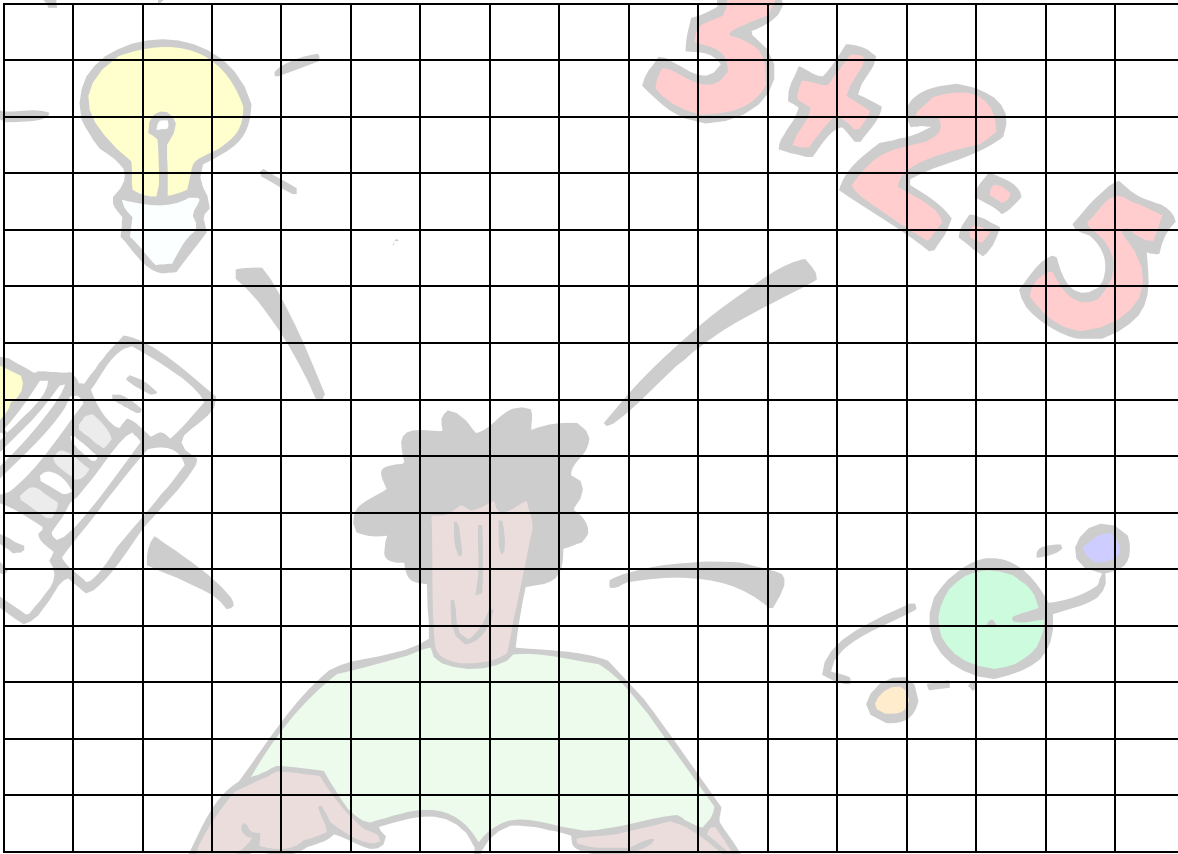
A – anteater B – buffalo C – cougar D – duckbilled platypus
E – Emu

Other possibilities include names of friends, names of food, etc.



- **Framework puzzles** - These include games like various crossword puzzles. Have your student give you a list of ten words relating to something that they are studying (weather, for example). Have them help you to complete a framework puzzle. To vary the difficulty or change the game, have them write up clues to the words with the number of letters in the word.

Crossword Puzzle



Across

Down

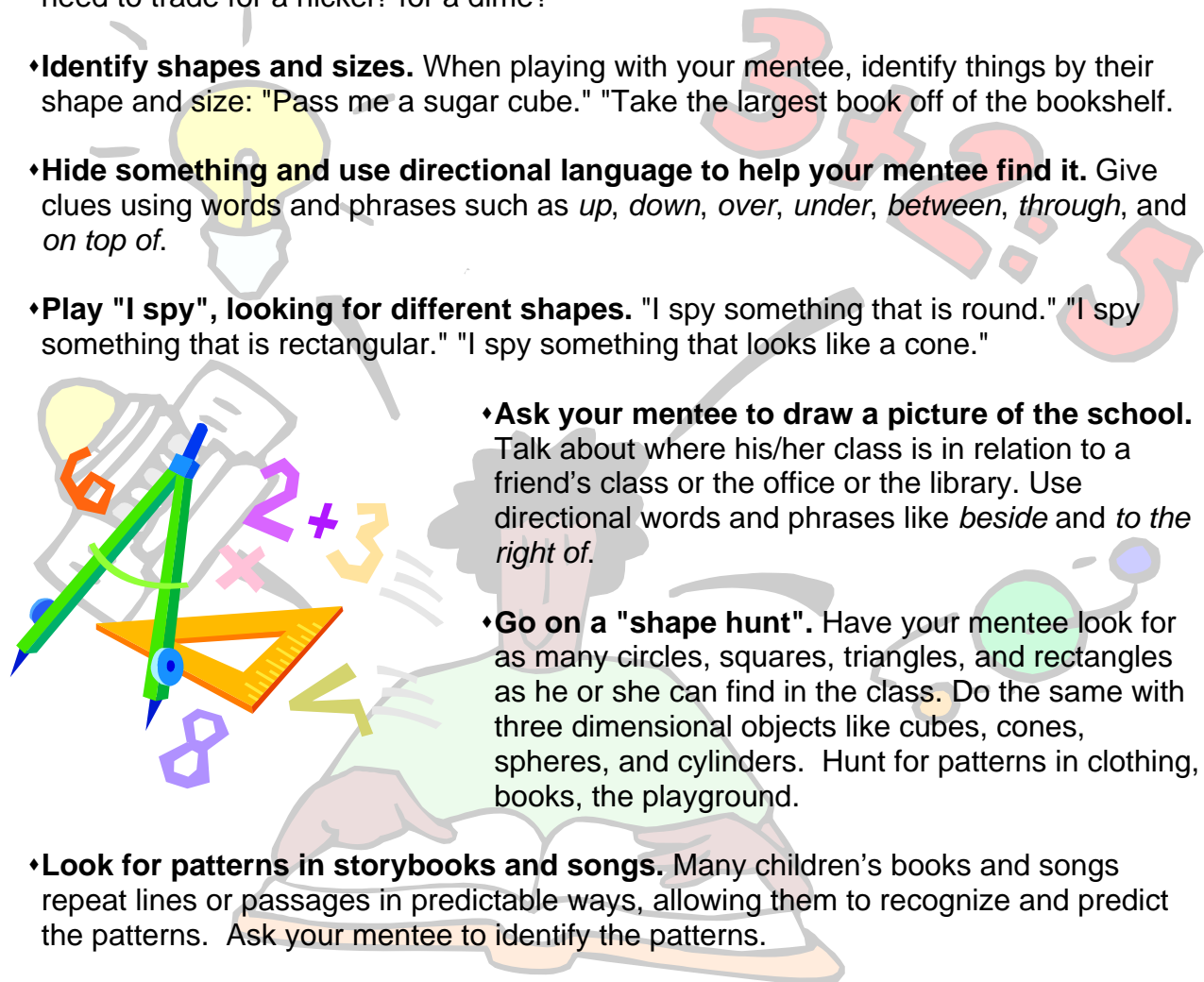


Some Number Ideas

- ♦ **Count everything!** Count books, pieces of chalk, pages, etc. Help your mentee count by pointing to and moving the objects as you say each number out loud. Count forwards and backwards from different starting places. Use the pompoms or spongy pieces to help with adding, subtracting, multiplying and dividing.
- ♦ **Discover the many ways in which numbers are used inside and outside the school.** Take your mentee on a "number hunt" in the school or school yard. Point out how numbers are used in the library, in the classroom, in the gym and in the office. Spot numbers in books and newspapers. Look for numbers on signs. Encourage your mentee to tell you whenever he or she discovers a new way in which numbers are used.
- ♦ **Practice "skip counting".** Together, count by 2's and 5's. Ask your mentee how far he or she can count by 10's. Roll two dice, one to determine a starting number and the other to determine the counting interval. Ask your mentee to try counting backwards from 10, 20, or even 100.
- ♦ **Make up games using dice and playing cards.** Try rolling dice and adding or multiplying the numbers that come up. Add up the totals until you reach a target number, like 100. Play the game backwards to practice subtraction.
- ♦ **Play "Broken Calculator".** Pretend that the number 8 key on the calculator is broken. Without it, how can you make the number 18 appear on the screen? (Sample answers: $20 - 2$, $15 + 3$). Ask other questions using different "broken" keys.
- ♦ **Measure items found around the school or classroom.** Have your mentee find objects that are longer or shorter than a shoe or a string or a ruler. Together, use a shoe to measure the length of a floor mat.
- ♦ **Estimate everything!** Estimate the number of steps from the front door to a desk, then walk with your mentee to find out how many there really are, counting steps as you go. Estimate how many pompoms are in a pile, then count them. Estimate the length of

time your mentee can hold his/her breath or jump in one spot or.... Have your mentee count the number of stars he or she can draw in a minute.

- ♦ **Talk about time.** Ask your mentee to check the time on the clock when he or she comes to school, eats meals, and goes to bed. Together, look up the time of a television program your mentee wants to watch.
- ♦ **Include your mentee in activities that involve measurements.** Have your mentee measure the ingredients in a recipe (if the school has those facilities), or the length of a bookshelf in the library. Trade equal amounts of money. How many pennies do you need to trade for a nickel? for a dime?
- ♦ **Identify shapes and sizes.** When playing with your mentee, identify things by their shape and size: "Pass me a sugar cube." "Take the largest book off of the bookshelf."
- ♦ **Hide something and use directional language to help your mentee find it.** Give clues using words and phrases such as *up*, *down*, *over*, *under*, *between*, *through*, and *on top of*.
- ♦ **Play "I spy", looking for different shapes.** "I spy something that is round." "I spy something that is rectangular." "I spy something that looks like a cone."
- ♦ **Ask your mentee to draw a picture of the school.** Talk about where his/her class is in relation to a friend's class or the office or the library. Use directional words and phrases like *beside* and *to the right of*.
- ♦ **Go on a "shape hunt".** Have your mentee look for as many circles, squares, triangles, and rectangles as he or she can find in the class. Do the same with three dimensional objects like cubes, cones, spheres, and cylinders. Hunt for patterns in clothing, books, the playground.
- ♦ **Look for patterns in storybooks and songs.** Many children's books and songs repeat lines or passages in predictable ways, allowing them to recognize and predict the patterns. Ask your mentee to identify the patterns.
- ♦ **Create patterns using your body.** Clap and stomp your foot in a particular sequence (clap, clap, stomp), have your mentee repeat the same sequence, then create variations of the pattern together.



GMAC

♦ **Use materials in the classroom/library/gym to create and extend patterns.** Lay down a row of pompoms using different colours and ask your mentee to extend the pattern. Use different stickers or beads or balls or books to make different kinds of patterns.

♦ **Explore patterns created by numbers.** Write the numbers from 1 to 100 in rows of 10 (1 to 10 in the first row, 11 to 20 in the second row, and so on). Note the patterns that you see when you look up and down, across, or diagonally. Pick out all the numbers that contain a 2 or a 7

♦ **Make a weather graph.** Have your mentee draw pictures on a calendar to record each day's weather. At the end of the month, make a picture graph showing how many sunny days, cloudy days, and rainy days there were in that month.







♦ **Make a food chart.** Create a chart to record the number of apples, oranges, bananas, and other fruit your mentee eats each day. At the end of the month, have your mentee count the number of pieces of each type of fruit eaten. Ask how many more of one kind of fruit were eaten than of another.





♦ **Talk about the likelihood of events.** Have your mentee draw pictures of things you do often, things you do sometimes, and things you never do. Discuss why you never do some things (swim outside in January). Ask your mentee if it's likely to rain today. Is it likely that a pig will fly through the library window?

Even More Ideas

DRAW

-  Pictures of things that interest your mentee.
-  Graphs - if your mentee is really into hockey, keep track of his/her favourite team's record of wins, ties and losses.
-  Maps – this could be of countries he/she is studying or how to get to the mall or even a map of a fantasy world.
-  Cartoons – either simple one frame quips or create your own strips together

CREATE

-  Make visual and manipulative aids to work on math concepts. Fractions for some children are easier to understand if he/she can actually see what $\frac{1}{2}$, $\frac{1}{4}$ or $\frac{3}{4}$ of a circle means. Multiplication might be easier to understand if you start out with three groups of two rather than just 3×2 .
-  Make puppets to help tell a story or characters from a story that your student is studying.

PLAY

Games are a great way to reinforce skills.

- ☺ There are games that involve counting, strategies, prediction and language skills. These could be actual games such as *Boggle*, *Junior Scrabble*, *Clue*, *Monopoly*, *Dominoes* or other board games. Or you could create your own games. This could include word games, simple frameworks or crossword puzzles that use information he/she is studying. They do not need to be elaborate or even that fancy.
- ☺ Card games like Concentration and Go Fish and War can be played using a deck of cards or make your own cards with words or word families on them. Play the games the same way.

BOOKS

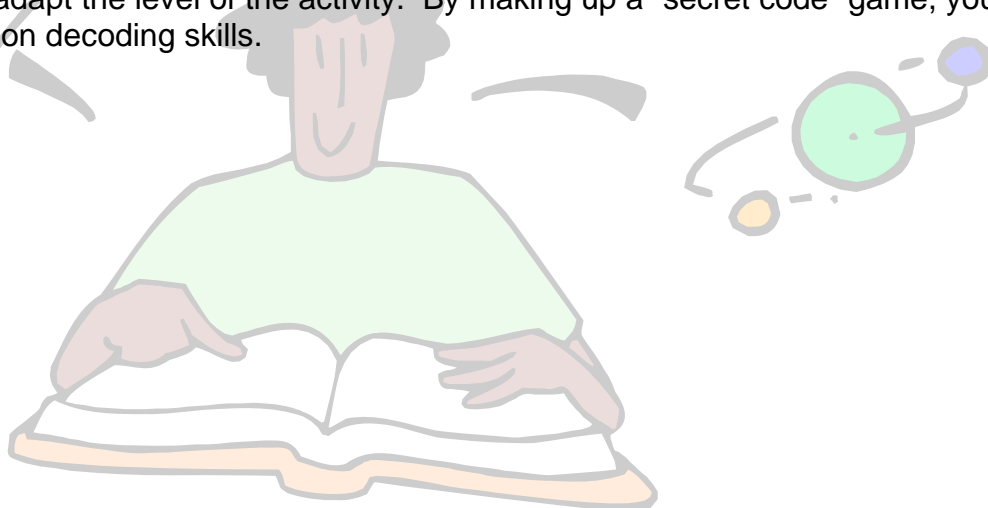


Making crafts such as books with your mentee can be fun. There are various types of books that you can make. You can decide what the purpose of the book will be (journal, dictionary, all about me, keepsake, project presentation etc).

- pop-up
- shape books (cut the cover and the pages into specific shapes)
- paper folding (helps with following directions, sequencing, fractions)
- sequencing books (putting pictures in order, learning that we read from top to bottom, left to right)

WORD GAMES

Word games such as frameworks, hangman, scrabble, and code games are excellent ways to help your mentee with spelling, word recognition, phonics, sequencing skills and comprehension. By looking at what your mentee is covering in the school curriculum, you can adapt the subject into the game and by varying the number of clues or letters used, you can adapt the level of the activity. By making up a “secret code” game, you will be working on decoding skills.



JOURNALLING

Ready:

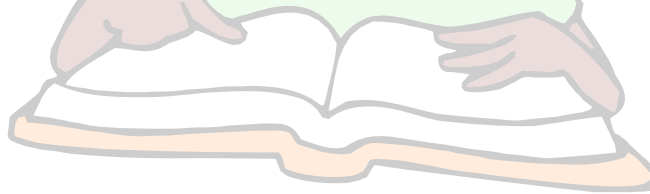
To help your mentee write words more easily and to become an effective communicator

Set:

A special notebook, paper, etc.
Something to write with

Go:

1. Give your mentee a special notebook and encourage her/him to keep a journal of everyday happenings, a special event, vacation, etc. Don't forget to write the date!
2. If your mentee doesn't know what to write about, offer some ideas, like "How about writing about the time you went to a farm," or "What did you do on the playground today?"
3. Your mentee can also use the journal to write about a make-believe event.
4. If you take turns writing in the journal, you can use it to "talk."
5. Encourage your mentee to keep the journal handy to record funny phrases or names of books they want to read.
6. Play a brainstorming game. Ask them to list as many words as they can that:
 - end in the same way (with a suffix you choose)
 - begin the same way (with a prefix you choose)
 - are made up of two words (compound words, like base/ball)
 - use your imagination!
7. Leave little surprise messages in your mentee's journal. Make sure you ask questions so s/he will write back.
8. Journal your time together. This could be a combined effort with you and your mentee writing each time you work together.

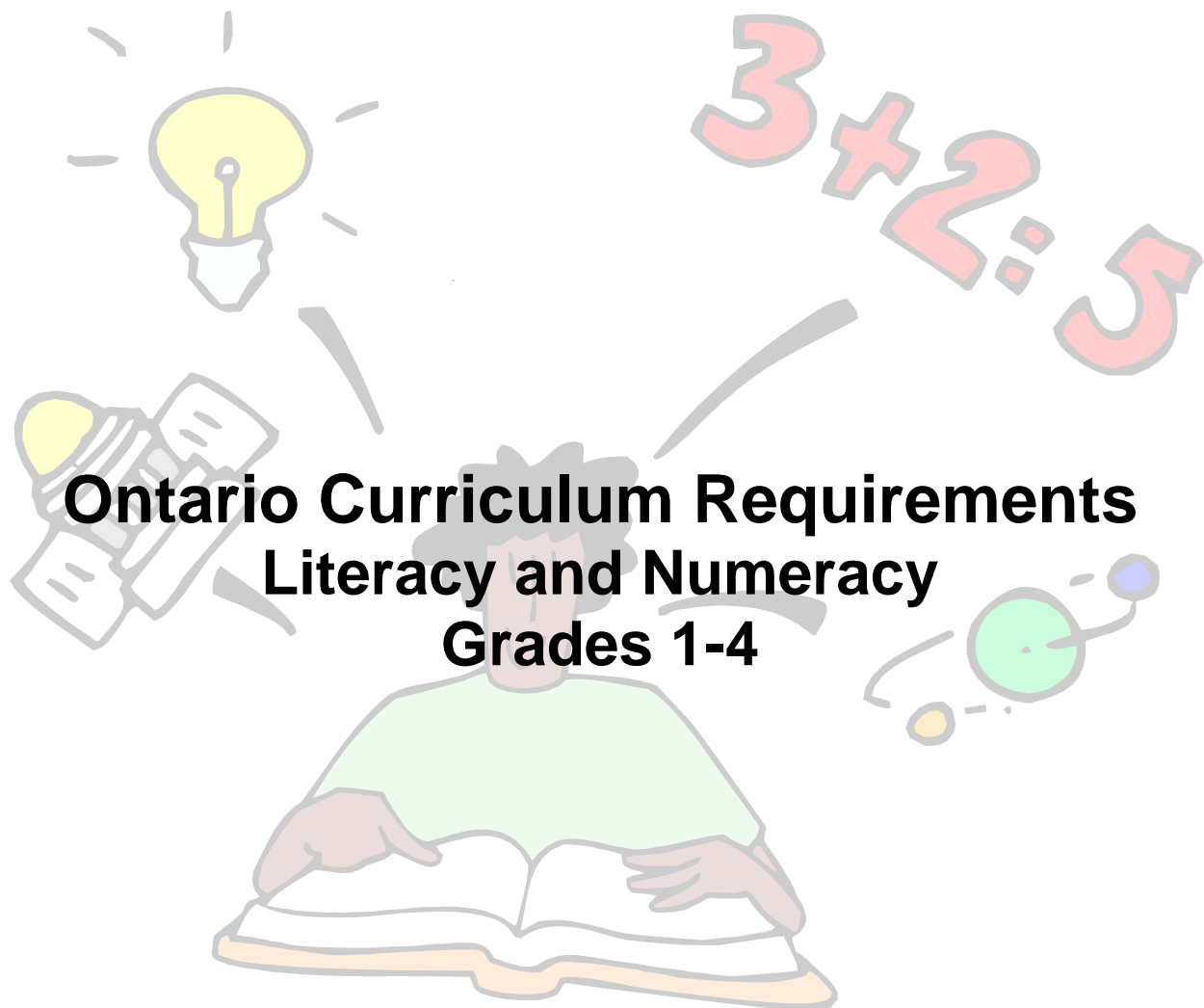


A List of Literacy and Numeracy Ideas

- ♦ Make a kite.
- ♦ Fold origami crafts.
- ♦ Play a board game.
- ♦ Make a musical instrument out of whatever is handy.
- ♦ Read or write a book together...Magic School Bus and Magic Tree House are fun and educational!
- ♦ Plan a trip together.
- ♦ Write and illustrate a children's book for Little Brothers and Little Sisters.
- ♦ Spend your hour communicating **WITHOUT WORDS** using Sign Language.
- ♦ Learn how to read a contour map.
- ♦ Adopt a country: and learn its culture.
- ♦ Plan a week's menus together. Look at the circulars to see how much it would cost.
- ♦ Play "Where's Waldo" together.
- ♦ HAVE FUN!!!

Review the curriculum expectations of the grade level of your mentee and come up with some of your own ideas.





Ontario Curriculum Requirements Literacy and Numeracy Grades 1-4



LITERACY and NUMERACY

Curriculum Requirements – Ontario¹

GRADE ONE

Writing

By the end of Grade 1, students will:

- ✍ communicate ideas for specific purposes (e.g. write a letter to a friend describing a new pet)
- ✍ describe events in the proper sequence: *We went to see the dog. I liked him very much. We took him home on the bus*)
- ✍ write simple sentences using proper punctuation (i.e., periods)
- ✍ begin to revise written work, with assistance
- ✍ use and spell correctly the vocabulary appropriate for this grade level.

Reading

- 📖 read a variety of simple written materials (e.g., signs, pattern books, rhymes, children's reference books) for different purposes (e.g., for practice, information, vocabulary building, enjoyment)
- 📖 read aloud in a way that communicates the meaning
- 📖 read independently
- 📖 express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- 📖 independently select stories and other reading materials by a variety of authors.

Oral and Visual Communication

- 😊 communicate messages, and follow basic instructions and directions
- 😊 ask questions about their immediate environment and offer personal opinions
- 😊 listen and react to stories and recount personal experiences
- 😊 respond to familiar language patterns by joining in
- 😊 apply some of the basic rules of participating in a conversation and working with others






¹ This is a sample of the Ontario Curriculum for Literacy and Numeracy. Provincial curricula are similar. This is provided to give you an idea of skills students need to develop.








GRADE TWO

Writing






By the end of Grade 2, students will:

-  communicate ideas for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates)
-  organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end)
-  begin to write more elaborate sentences by using adjectives and adverbs
-  revise and edit written work with assistance from the teacher
-  use and spell correctly the vocabulary appropriate for this grade level

Reading

-  read a variety of simple written materials (e.g., pattern books on specific themes, stories, chart stories, poems, interactive software) for different purposes
-  read aloud in a way that communicates the meaning
-  read independently
-  express clear responses to written materials, relating the ideas in them to their own knowledge and experience
-  independently select stories and other reading materials by a variety of authors

Oral and Visual Communication








-  communicate messages, and follow instructions and directions
-  listen to discussions on familiar topics and ask relevant questions
-  retell stories and recount personal experiences, presenting events in a coherent sequence
-  talk about characters and situations in stories and relate them to personal experience
-  apply the rules of participating in a conversation and working with others








GRADE THREE

Writing






By the end of Grade 3, students will:

-  communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event)
-  write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes)
-  organize information into short paragraphs that contain a main idea and related details
-  begin to use compound sentences and use sentences of varying length
-  revise and edit their work, using feedback from the teacher and their peers
-  proofread and correct their final drafts
-  use and spell correctly the vocabulary appropriate for this grade level

Reading

-  read a variety of fiction and non-fiction materials (e.g., chapter books, children's reference books) for different purposes
-  read aloud, speaking clearly and with expression
-  read independently, using a variety of reading strategies
-  express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read
-  select material that they need from a variety of sources

Oral and Visual Communication

-  communicate messages, and follow and give directions for a variety of activities
-  listen to discussions and ask questions to clarify meaning
-  retell stories, demonstrating an understanding of basic story structure and including information about characters, action, and story ending
-  talk about characters and situations in stories, and information and ideas in non-fiction materials
-  apply the rules for working with others



GRADE FOUR

Writing

By the end of Grade 4, students will:

- ✍ communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates)
- ✍ begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information)
- ✍ organize and develop ideas using paragraphs (e.g., to tell a story)
- ✍ use simple and compound sentences and vary their sentence structure
- ✍ revise and edit their work, using feedback from the teacher and their peers
- ✍ proofread and correct their final drafts, focusing on grammar, punctuation, and spelling
- ✍ use and spell correctly the vocabulary appropriate for this grade level

Reading

- 📖 read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes
- 📖 read aloud, speaking clearly and with expression
- 📖 read independently, using a variety of reading strategies
- 📖 state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience
- 📖 decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources

Oral and Visual Communication

- 😊 communicate various types of messages, explain some ideas and procedures, and follow the teacher's instructions
- 😊 ask questions on a variety of topics and respond appropriately to the questions of others
- 😊 communicate a main idea about a topic and describe a short sequence of events
- 😊 express and respond to ideas and opinions concisely and clearly
- 😊 contribute and work constructively in groups



GRADE ONE

By the end of Grade 1, students will:

Number Sense and Numeration

- ① read and print numerals from 0 to 100
- ① read and print number words to ten
- ① count backwards from 10
- ① compare, order, and represent whole numbers to 50 using concrete materials and drawings
- ① represent and explain halves as part of a whole using concrete materials and drawings (e.g., colour one-half of a circle)
- ① estimate the number of objects and check the estimate by counting
- ① demonstrate addition and subtraction facts to 20 using concrete materials
- ① mentally add one-digit numbers
- ① add and subtract money amounts to 10¢ using drawings and symbols
- ① pose and solve simple number problems orally (e.g., how many students wore boots today?)

Measurement

- ⇒ compare two objects and identify similarities and differences
- ⇒ use mathematical language to describe dimensions (e.g., height, length)
- ⇒ order sequences of events orally and with pictures
- ⇒ name the days of the week in order, and the seasons
- ⇒ read analog clocks, and tell and write time to the hour and half-hour; relate temperature to their daily activities
- ⇒ demonstrate an understanding of the value of some coins (1¢, 5¢, 10¢)
- ⇒ name coins up to \$2 and state the value of pennies, nickels, and dimes
- ⇒ demonstrate an understanding of the relationship between the tiling of a surface and the number of units needed to cover the surface
- ⇒ create structures using three-dimensional figures (e.g., building blocks, construction sets); observe and construct a given three-dimensional model (e.g., re-create a structure given by the teacher)
- ⇒ explore and identify two-dimensional shapes using concrete materials and drawings (e.g., circle, rectangle, triangle); describe and name two-dimensional shapes
- ⇒ follow directions to move or place an object in relation to another object (e.g., beside, to the right)

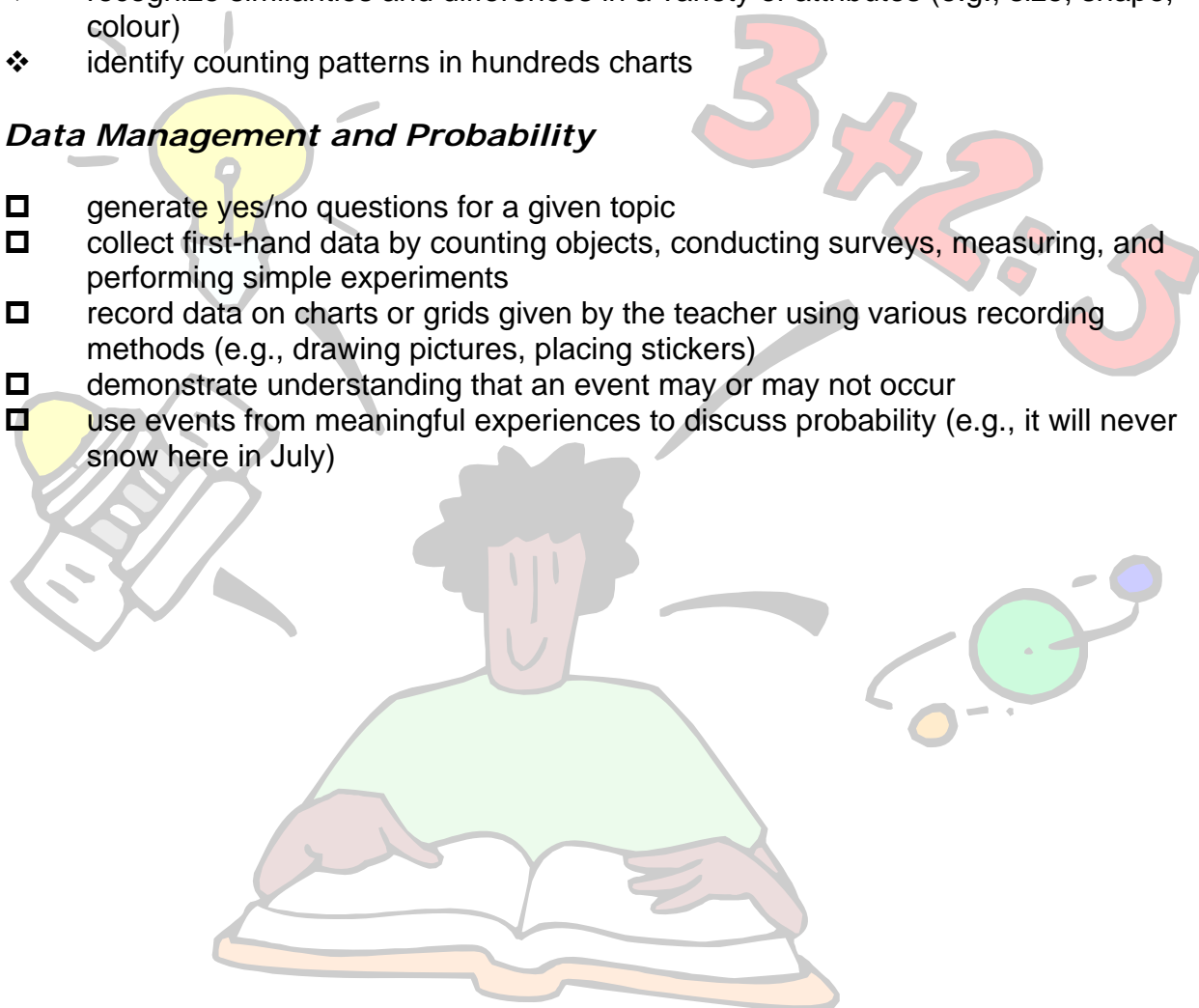


Patterning and Algebra

- ❖ describe, draw, and make models of patterns using actions, objects, diagrams, and words
- ❖ recognize similarities and differences in a variety of attributes (e.g., size, shape, colour)
- ❖ identify counting patterns in hundreds charts

Data Management and Probability

- ❑ generate yes/no questions for a given topic
- ❑ collect first-hand data by counting objects, conducting surveys, measuring, and performing simple experiments
- ❑ record data on charts or grids given by the teacher using various recording methods (e.g., drawing pictures, placing stickers)
- ❑ demonstrate understanding that an event may or may not occur
- ❑ use events from meaningful experiences to discuss probability (e.g., it will never snow here in July)



GRADE TWO

By the end of Grade 2, students will:

Number Sense and Numeration

- ② read and print number words to twenty
- ② count by 1's, 2's, 5's, 10's, and 25's beyond 100 using multiples of 1, 2, and 5 as starting points
- ② count backwards by 1's from 20
- ② show counting by 2's, 5's, and 10's to 50 on a number line
- ② represent and explain halves, thirds, and quarters as part of a whole and part of a set using concrete materials and drawings (e.g., colour 2 out of 4 circles)
- ② represent multiplication as repeated addition using concrete materials (e.g., 3 groups of 2 is the same as $2 + 2 + 2$)
- ② demonstrate division as sharing (e.g., sharing 12 carrot sticks among 4 friends means each person gets 3)
- ② recall addition and subtraction facts to 18
- ② mentally add and subtract one-digit numbers
- ② add and subtract two-digit numbers with and without regrouping, with sums less than 101, using concrete materials
- ② add and subtract money amounts to 100¢ using concrete materials, drawings, and symbols

Measurement

- ≡ record the results of measurement activities in a variety of ways (e.g., in graphs, stories)
- ≡ use the terms centimetre and metre in measurement
- ≡ demonstrate an understanding of the relationship between days and weeks, months and years, minutes and hours, hours and days
- ≡ name the months of the year in order and read the date on a calendar
- ≡ estimate and measure the passage of time using minutes and hours
- ≡ read digital and analog clocks, and tell and write time to the quarter-hour
- ≡ name and state the value of all coins and demonstrate an understanding of their value
- ≡ estimate and count money amounts to \$1 and record money amounts using the cent symbol

- ▢ measure and record the distance around objects using non-standard units, and compare the distances
- ▢ construct the skeleton of a prism and a pyramid using a variety of materials (e.g., straws, joiners)
- ▢ create a three-dimensional model from an illustration, using concrete materials (e.g., make a house from clay or Plasticine)
- ▢ describe and name three-dimensional figures (e.g., cube, cone, sphere, prism)
- ▢ demonstrate an understanding of a line of symmetry in a two-dimensional shape by using paper folding and reflections (e.g., using paint-blot pictures, Mira)
- ▢ make a pattern using two-dimensional shapes (e.g., pattern blocks, tangram)
- ▢ describe the specific location of objects on a grid or map (e.g., beside, to the right of)

Patterning and Algebra

- ❖ describe and make models of patterns encountered in any context (e.g., wallpaper borders, calendars), and read charts that display the patterns
- ❖ identify patterns (e.g., in shapes, sounds)

Data Management and Probability

- ▢ sort and classify concrete objects, pictures, and symbols according to two specific attributes (e.g., shape and texture)
- ▢ generate questions that have a finite number of responses for a given topic (e.g., how many different items of clothing are you wearing?)
- ▢ collect first-hand data from their environment (e.g., the number of days of sun, rain, snow during the month of November)
- ▢ identify the basic parts of a graph: labels, scales, title, data; organize data using graphic organizers (e.g., diagrams, charts, graphs, webs) and various recording methods (e.g., placing stickers, drawing graphs)
- ▢ explore through simple games and experiments the likelihood that an event may occur
- ▢ investigate simple probability situations (e.g., flipping a coin, tossing dice)
- ▢ use mathematical language (e.g., likely, unlikely, probably) in informal discussion to describe probability



GRADE THREE

By the end of Grade 3, students will:

Number Sense and Numeration

- ③ read and print numerals from 0 to 1000
- ③ read and print number words to one hundred
- ③ count by 1's, 2's, 5's, 10's, and 100's to 1000 and by 25's to 1000 using multiples of 25
- ③ count backwards by 2's, 5's, and 10's from 100 using multiples of 2, 5, and 10
- ③ identify numbers that are divisible by 2, 5, or 10
- ③ recall addition and subtraction facts to 18
- ③ determine the value of the missing term in an addition sentence (e.g., $4 + _ = 13$)
- ③ demonstrate and recall multiplication facts to 7×7 and division facts to $49 \div 7$ using concrete materials;
- ③ mentally add and subtract one-digit and two-digit numbers
- ③ add and subtract money amounts and represent the answer in decimal notation (e.g., 5 dollars and 75 cents plus 10 cents is 5 dollars and 85 cents, which is \$5.85)
- ③ pose and solve number problems involving more than one operation (e.g., if there are 24 students in our class and 5 boys and 9 girls wore boots, how many students did not wear boots?)

Measurement

- ▢ select the most appropriate unit of measure to measure length (centimetre, metre, kilometre)
- ▢ estimate, measure, and record linear dimensions of objects (using centimetre, metre, kilometre)
- ▢ demonstrate an understanding of the relationship between days and years, weeks and years
- ▢ tell and write time to the nearest minute in 12-hour notation using digital clocks
- ▢ read and write time to the nearest five minutes using analog clocks
- ▢ estimate, read, and record temperature to the nearest degree Celsius
- ▢ demonstrate the relationship between all coins and bills up to \$100; make purchases and change for money amounts up to \$10
- ▢ measure the perimeter of two-dimensional shapes using standard units (centimetre and metre), and compare the perimeters

Geometry and Spatial Sense

- ↕ use two-dimensional shapes to make a three-dimensional model using a variety of building materials (e.g., cardboard, construction sets)
- ↕ sketch a picture of a structure or model created from three-dimensional figures
- ↕ describe and name prisms and pyramids by the shape of their base (e.g., square-based pyramid)
- ↕ solve two-dimensional geometric puzzles (e.g., pattern blocks, tangram)
- ↕ determine lines of symmetry for two-dimensional shapes using paper folding and reflections in a transparent mirror (e.g., Mira)
- ↕ perform rotations using concrete materials (e.g., quarter turn, half turn, three-quarter turn)
- ↕ describe how to get from one point to another on a grid (e.g., two squares right followed by one square up)

Patterning and Algebra

- ❖ understand patterns in which operations are repeated
- ❖ use environmental data to create models of patterns (e.g., Monday – sunny, Tuesday – rainy) and display the patterns on a chart

Data Management and Probability

- ❑ use two or more attributes (e.g., colour, texture, length) to sort objects and data
- ❑ generate questions that have a finite number of responses for their own surveys
- ❑ relate objects to number on a graph with many-to-one correspondence (e.g., 1 Canadian flag represents 100 Canadian citizens)
- ❑ interpret data from graphs (e.g., bar graphs, pictographs, and circle graphs)
- ❑ conduct simple probability experiments (e.g., rolling a number cube, spinning a spinner) and predict the results
- ❑ apply the concept of likelihood to events in solving simple problems
- ❑ predict the probability that an event will occur



GRADE FOUR

By the end of Grade 4, students will:

Number Sense and Numeration

- ④ recognize and read numbers from 0.01 to 10 000
- ④ read and write whole numbers to 10 000 in standard, expanded, and written forms (e.g., $9367 = 9000 + 300 + 60 + 7 =$ nine thousand three hundred sixty-seven)
- ④ count by 3's, 4's, 6's, 7's, 8's, 9's, and 10's to 100
- ④ multiply whole numbers by 10, 100, and 1000
- ④ identify the use of number in various careers
- ④ explore the relationships between fractions and decimals using a calculator, concrete materials, and drawings (e.g., $\frac{1}{4}$ on a calculator is entered as $1 \div 4$)
- ④ recall multiplication and division facts to 81
- ④ add and subtract numbers mentally (e.g., $54 + 79 = [54 + 70] + 9$)
- ④ pose problems involving whole numbers and solve them using the appropriate calculation method: pencil and paper, or calculator or computer (e.g., what 2 items whose total cost is less than \$20 can I buy from this catalogue?)
- ④ recognize situations in problem solving that call for multiplication and division and interpret the answer correctly
- ④ can add 2 four-digit numbers; can subtract a three-digit number from a four-digit number; can multiply a three-digit number by a one-digit number; can divide a three-digit number by a one-digit number

Measurement

- ▢ draw items given specific lengths (e.g., a pencil 5 cm long)
- ▢ select the most appropriate standard unit to measure linear dimensions and the perimeter of regular polygons
- ▢ estimate lengths in millimetres, centimetres, metres, and kilometres
- ▢ relate years to decades, decades to centuries, centuries to millenniums
- ▢ estimate and measure time intervals to the nearest minute
- ▢ make purchases of and change for items up to \$50
- ▢ read and write money values to \$50
- ▢ explain the difference between perimeter and area and indicate when each measure should be used
- ▢ estimate, measure, and record the mass of objects using standard units (gram, kilogram), compare the measures, and order objects by mass

Geometry and Spatial Sense

- ↕ identify the two-dimensional shapes of the faces of three-dimensional figures and sketch them
- ↕ sketch the faces that make up a three-dimensional figure using concrete materials as models
- ↕ design and make skeletons (e.g., with straws or toothpicks and marshmallows) for three-dimensional figures
- ↕ discover geometric patterns and solve geometric puzzles
- ↕ measure angles using a protractor
- ↕ draw lines of symmetry on two-dimensional shapes
- ↕ demonstrate an understanding of coordinate systems and an ability to use them in simple games (e.g., battleship, bingo)

Patterning and Algebra

- ❖ demonstrate equivalence in simple numerical equations using concrete materials, drawings, and symbols (e.g., $13 + 7 = 19 + 1$)
- ❖ describe patterns encountered in any context (e.g., quilt patterns, money), make models of the patterns, and create charts to display the patterns
- ❖ analyse number patterns and state the rule for any relationships
- ❖ determine the value of a missing term in equations involving addition and subtraction
- ❖ identify examples of the use of data in the world around them
- ❖ before gathering data, predict the possible results of a survey
- ❖ conduct surveys and record data on tally charts

Data Management and Probability

- ❑ construct labelled graphs (e.g., labelled with titles, horizontal and vertical axes, intervals, and data points); read and interpret data presented on tables and charts
- ❑ conduct simple probability experiments and use the results to make decisions

