"How do you know?"

Math

"Is there another way to think about that?"

Some ideas for math are:

- Have students share something they are learning about in math. Just by having them explain what they are learning about, you are reinforcing vocabulary.
- Mental math practice allows for quicker computation. There are some mental math activities located in a purple binder in the resource room.
- You can have the students count by different numbers such as 2s, 5, 10s, 100s.
- You can have the students count by different numbers but starting at different places. For example:

Count by 1s:
Start at 1 and stop at 32
Start at 37 and stop at 71
Start at 68 and stop at 122
Start at 170 and stop at 210
Start at 1,170 and stop at 1,230
Start at 9,993 and stop at 10,032
Start at 10,570 and stop at 10,625

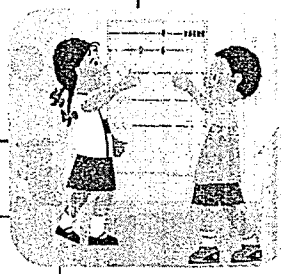
Count by 10s:
Start at 10 and stop at 130
Start at 25 and stop at 85
Start at 430 and stop at 530
Start at 1,170 and stop at 1,250
Start at 1,134 and stop at 1,234

Count by 100s:
Start at 100 and stop at 1200
Start at 160 and stop at 1160
Start at 172 and stop at 1472
Start at 9,130 and stop at 11,130
Start at 8,523 and stop at 12,523

- **Write different ways to find a target number that you give them.**
  Examples:

Today's Target Number is _____
Make today's target by:
Adding two numbers
Subtracting two numbers
Adding three numbers
Finding the product of two numbers
Dividing one number by another
Finding the difference of two numbers
Using three operations

- **Write different answers to a question.**
  Example:
  You might ask: "What do you know about 36?"
  Student might say things like...
- 36 is 3 dozen
- 36 is 72 divided by 2
- 36 = 40 - 4
- 36 is the value of 5 nickels and 6 pennies
- 36 is the number of inches in 3 feet or the number of inches in 1 yard
- 36 = 9x4
- 36 is 6 squared



Coins: (Students can use real or plastic coins, or draw pictures or numbers.)
"How many different ways can you make 25 cents?"
"How many different ways can you make 50 cents?"
"How many different ways can you make 78 cents?"

Clocks and telling time: Ask students various questions in regards to time.
"What time is it now?"
"What time will it be in one hour?"
"What time will it be in 10 minutes?"
"What time will it be in 25 minutes?"
"What time will it be in 1 hour and 15 minutes?"

Remember to always have the students explain their thinking. Ask them questions such as:
"How do you know?" or "Can you tell me how you figured that out?"

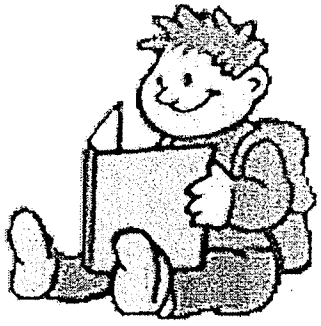
Reading

When reading with the students have them:

- Summarize what was read orally in their own words. You may want to do this every few pages
- Make a connection to something that is happening in their life, another book, or something that is happening in the world
- Tell you what they visualize in their mind
- Tell you what is the main idea of the text versus details
- Tell you what questions come to their mind as they read. When finished ask them if their questions were answered or not and have them find evidence to support their answers.
- Use surrounding text (context clues) to figure out a word they do not know
- Tell you about a picture, graph, diagram, or chart from the text
- Describe a character in one word (brave, clever, etc.) and have them explain why they chose that word
- Find examples of cause and effect
- Find examples of fact and opinion
- Form an opinion about what they read and provide evidence to support their thinking

Some question starters for higher level thinking are:

- What would happen if...?
- Why do you think...?
- What evidence can you find?
- What is your opinion of...?
- Can you tell me why...?
- Why did the character choose...?
- What facts or ideas show...?
- What is the main idea of...?
- How would you compare...?



While looking at pictures, you can help students build vocabulary by asking them:

- Who or what is in the picture
- Describe where the picture takes place
- When the picture takes place and how they know
- What is happening in the picture
- How are people feeling in the picture and why they think they feel that way
- What the picture reminds them of as they look at it
- What they think will happen next

Writing

Some ideas for writing are:

- Write a short summary of a story or article that was read
- Explain how a math problem was solved
- Write a paragraph about something they learned in social studies or science
- Write a descriptive sentence, paragraph, dialogue, or story about a picture
- Write about something that happened to them
- Write a new dialogue for a cartoon from the newspaper or create a new cartoon

Some tips are:

- Don't correct everything for them. Write a check next to the line where there is an error. Guide them to find the error and correct it themselves.
- It is better to work on improving a sentence or short paragraph rather than a long piece due to the amount of time in the tutoring session.

Science and Social Studies

The best ways to help in these content areas are:

- Read and talk about the topics they are studying. Use the reading strategies and sentence starters from the reading section. When reading a nonfiction text, make sure to discuss text features such as headings, maps, captions, charts, and diagrams. When discussing the topic, make them elaborate on their thoughts.
- Visit the resource center. There are some hands on science and social studies vocabulary matches and sorts. Make sure they explain their thinking as they play. There are some pictures that support social studies and science in the resource center. Use the questions in the reading section to prompt discussion.

Some tips are:

- Divide a piece of paper into four blocks. Have them draw a quick sketch of four things they have learned that day in science and/or social studies. Have them write captions or label the pictures.
- Additional activities will be added to the resource room as the year progresses. Check them out.

Building Academic Language

When having discussions in any content area, encourage the student to speak in complete sentences. You can use sentence frames to help them organizer their thoughts. Below are some examples of sentence frames to help them practice expressing their thoughts and build their academic language.

To identify, recognize, explain, describe, examine or analyze:

- The reasons for _____ are_____.
- The impact of _____ is_____.
- The purpose of _____ is_____.
- The result of _____is _____.
- The author's viewpoint is_____.
- The role of _____ was _____.
- The _____ was important because_____.

To compare and contrast:

- _____ is similar to _____ because_____.
- _____ is different than_____ because_____.
- The advantages/disadvantages of _____ are_____.

To draw conclusions:

- As a result of_____.
- I infer_____ because_____.
- I believe _____ because_____.

To critique or evaluate:

- I liked/did not like _____ because_____.
- I thought _____ was fantastic/good/bad/wrong/etc. because_____.
- This argument was persuasive because_____.