

4 EASY STEPS

You can use this as a basic guideline for your time with each student.

1 - CONNECT

- To determine which student to connect with first, look at the attendance page ("Who Did You Work With Today?") and select the student with the least number of boxes filled in.
- Each time you work with a student, put your initials and the date in the next available box after their name. (Please do not skip a box.)
- Be sure to learn students' names! And teach them your name! (Best to go by "Ms/Mrs/Mr. with either your first or last name)
- Complete one box of the "About Me" page together each time. When all boxes are filled, connect around one of them or just talk about the student's day.

2 - REVIEW

- In the student's booklet, find which list they are currently working on and then select the corresponding stack of flashcards.
- Go through the stack, setting aside the first 3-4 **sight word cards** or **alphabet cards** that challenge the student. (These words/letters will be practiced and reviewed in the activities to follow.)

3 - PLAY

- Work with 4-6 cards from the list, choosing a few they know and a few they don't know. Play a game to learn and review those cards. Use one of the games below or a game from the "**Sight Word Games**" or "**ABC Games**" sheet

If word is a high-frequency word (NOT Red), help students to sound it out and learn the phonics patterns within the word. Use the Wonders Spelling Cards from the back of the book.

- **"Teacher" Game**
 - Lay the cards face up on the table.
 - You say a word/letter and ask the student to point to it.
 - Then switch roles so the student says a word/letter and you point to it.
- **Speed Read Game**
 - Turn all the cards upside down.
 - Flip cards over one at a time, and the first person to say the word/letter gets to keep it.
- **Writing Practice**
 - Have the student write each of the words/letters (with or without looking at the flashcards).
 - Challenge: Have the student write the letter/word with their eyes closed.

4 - ASSESS

- Have the student go over the list in the booklet to see how many words/letters they know.
- Color in a new bubble for each word/letter they can say within 3 seconds.
- Once all bubbles are colored for all words/letters on the list, the student can put a sticker in the corresponding box on the front of their booklet.
- Write the completion date for that list on the page, "Which Lists Have Students Passed?"

OVERALL IDEA

We want students to be able to HEAR, SAY, READ, WRITE and USE the words in context.

Guided Reading

You can use this as a basic guideline for a READING-FOCUSED session with your student.

1 - CHOOSE A "JUST RIGHT" BOOK- a book in the student's reading zone

- As you listen to the student read the first two pages, count the number of words he/she misses.
- If the student misses 1-2 words, this book is easy and good for the child to read alone
- If the student misses 3-4 words, this book is JUST RIGHT and good for you and the student to read together.
- If the student misses 5 or more words, this is too hard, but good for you to read to the student.

2- TAKE A PICTURE WALK- think of it like a trailer to a movie!

- Hold the book so the student can see the cover. Read the title aloud.
- Tell the student that this book has words and pictures, and that right now you're going to look at just the pictures and try to PREDICT what's happening in the story. This is called a "picture walk" because you're going to walk through the pictures in the book without reading the words.
- Start right from the top. Take a look at the cover and give the student a chance to take a look as well. DESCRIBE what you see in the picture. For example, "in this picture, I see a mama bear and her little bear cubs having a picnic." Ask the student to PREDICT what the story might be about.
- Now it's the student's turn! Open to the first page of the story and ask them to DESCRIBE what they see happening on this page, just as you did when you DESCRIBED the cover illustration. Encourage them to speak in complete sentences and give as many details as possible, referring to the CHARACTERS, the SETTING (place), and the story events.
- Questions to prompt with:
 - How did the picture change from one page to the next?
 - What do you think is happening here? How do you know? (push them to give evidence!)
 - What do you think (or PREDICT) will happen next? Or at the end? (CONCLUSION)



Every
Neighborhood
Partnership

Guided Reading (page 2)

You can use this as a basic guideline for a READING-FOCUSED session with your student.

3- STUDENT READS THE BOOK!

- As the student reads:
When the student needs help or misses a word, ask:
 - Check the picture. Does that make sense?
 - What sound does the first letter make? Let's sound it out together.
 - Listen to this sentence (read the sentence as the students said it, with the mistake). Does that make sense? No? Let's read it again then.
 - If you can, write down (at least some of) the words the student misses. You will use this list in Step 5.
- Every page or so, ask:
 - What just happened? Who did what? Why did they do that?
What do you think/PREDICT will happen next?
 - What would you do if you were there?

4- (after reading) TALK ABOUT THE STORY AND ASK QUESTIONS

- RETELL- Have the student retell you the story. Who are the CHARACTERS? What is the SETTING? What happened in the beginning, middle, and end?
- PROBLEM/SOLUTION- if it applies, ask the student- What was the problem in the story? How was it solved?
- FACTS- if it's a non-fiction book, ask the student- What are three facts you learned?

5- VOCABULARY

- Choose a couple of words the student struggled with while reading and discuss those words.
- Have student write the word on an index card.
 - Discuss the meaning of the word.
 - Have student draw a picture of the word.
 - Have student use the word in a complete sentence.

All students are "English learners." The richer their vocabulary, the better readers they will be.

ABC GAMES – Page 1

Note: All activities utilize the ABC stack of flashcards from the list the student is learning.

1 – JUMPING FROG ALPHABET GAME

Note: This game can be played with the sheet that already has letters filled in or with the blank sheet where the mentor can write in the letters the student is currently working on.

- Mentor and student will each have their own frog.
- Mentor and student take turns pressing the back of the frog to make it jump onto the letter mat.
- When the frog lands on a letter, each player should try to identify that letter (and/or the sound it makes).
- If the frog lands off the mat, give the player 2–3 chances.
- If frog does not land on a letter have the other player point to a letter for them to name (and/or say the sound it makes).
- Continue playing and having fun!

CHALLENGE options:

- Have student say a word that begins with that letter.
- Have student make a sentence with a word that begins with that letter.
- Use the timer and see how many letters student can say correctly with their jumping frogs in a given time (i.e. one minute)
- After frogs land on about 5–10 letters, have student put them in alphabetical order.
- Have student tally up their jumps and count the total after 3 minutes with the timer (works on mathematical skills).

2 – ALPHABET RACE CARS

- Place ABC letter sheet on table, just a few inches away from student.
- Have student push the car to “race” to a letter (remind them not too hard as the car will end up on the floor).
- Ask student to name the letter or say the letter sound where the car lands on.
- Mentor can take turns with student.

CHALLENGE options:

- Invite student to say the letter the car lands next to or in front of; this will help build spatial vocabulary.
- Use the other side of ABC letter sheet with blended sounds and have student “race” to a blended sound.
- Have student say a word that starts with the alphabet letter; challenge student to use that word in a sentence.

ABC GAMES - Page 2

Note: All activities utilize the ABC stack of flashcards from the list the student is learning.

3 - RACE TO THE POND

Note: This game reinforces letter sounds with 3 letter words. It's okay to allow students to sound out these words, they are NOT sight words. Help them along to feel successful.

- Mentor and student will each have their own frog.
- Take turns rolling the dice to move frogs along the path.
- If you land on a word, read it aloud.
- If correct, move frog ahead 1 space.
- If you land on a lily pad, move frog 3 spaces back.
- No penalties for reading the word wrong.

CHALLENGE options:

- Have student say a word that begins with that letter.
- Once student sounds out the word correctly, ask them to either close their eyes, and spell the same word by writing it in the air, or just verbally saying the letters to you.
- Use the timer and see how fast the student can make it to the pond!
- After student sounds out the word they land on, ask them to say a word that rhymes.
- Ask student to make a sentence using the word.

4 - SENSORY BAG GAME IDEAS

- Lay the Sensory Bag flat on the table.
 - Have student use their finger to trace out the letters they are learning. As they trace it, have them say the name of each letter and its sound.
- Use a dry erase marker to write some ABC letters on the Sensory Bag.
 - Flip through the flashcards and have student say the letter and find the corresponding letter on the Sensory Bag.
 - Student circles or traces the letter they find with a dry erase marker.
- Put a few ABC flashcards under the Sensory Bag and have student play "detective" to find the letter(s) or sound(s) as you say them.
 - Have student use their finger or dry erase marker to draw circles around, or put an "X" on each letter/ sound you ask them to find.
 - Then have student use the eraser to wipe away the circles and "X's", this will also wipe away the "slime" over the letter (helps to reveal the "mystery" letter even more).

CHALLENGE options:

- Use the timer and see if student can find all the letters in a given time.
- Focus on using the sounds of letters for student to find instead of letter names.
- See if student can guess what letter you are drawing on Sensory Bag before you finish. Take turns!

ABC GAMES – Page 3

Note: All activities utilize the ABC stack of flashcards from the list the student is learning.

5 – ALPHABET WORDS

- Use the wooden cubes and the “Alphabet Words” game sheet.
- Find the wooden cube that is the same color as the list student is on.
- Mentor and student take turns tossing the wooden cube.
- Student says the letter the wooden cube lands on, and finds that letter on the game sheet.
- Mentor and student together brainstorm a word that begins with that letter.
- Student uses a dry erase marker to write the word on the blank space (Option: Student writes the first letter of the word and mentor finishes writing the word for them.)

CHALLENGE options:

- After student writes a word on the blank space, ask student to say a sentence using that word.
- Ask student to say a sentence that uses two of the Alphabet Words on the game sheet.
- Set a timer and see how many blank spaces you can fill in the given time.

6 – ABC MEMORY GAME

- Find the stack of ABC flashcards that the student is on. Then find the matching set from the duplicate cards.
- Using the cards from both sets- mix up the cards, and place all cards face down in rows.
- Mentor and student take turns turning over any two cards.
- If the two cards match, keep them, if they don't match, turn them back over.
- Encourage student to watch and remember what letter was on each card and where it was during the other player's turn.
- Game is over when all the cards have been matched. Student and Mentor will count how many pairs they made, winner has the most pairs.

CHALLENGE options:

- Ask student to think of another word that starts with the letter on the card.
- Ask student to draw a picture of something that starts with that letter on whiteboard or lined paper.

7 – MAGNETIC ABC LETTERS

- Use magnetic letters on the whiteboard to:
 - Practice letter names and sounds
 - Create words with the letters
 - Have student spell their name
 - Write letters with dry erase marker and have student match the magnetic letter to the written letters
 - Have student put letters in alphabetical order from A to Z
- Play “Guess My Mystery Word”

ABC GAMES – Page 4

Note: All activities utilize the ABC stack of flashcards from the list the student is learning.

- Play “Guess My Mystery Word”
 - Mentor thinks of a simple 3-4 letter word and finds the corresponding letters
 - Mentor places those magnetic letters scrambled up on the white board
 - Student has to guess the “mystery word” by unscrambling letters to create a word

8 – ROLL AN ALPHABET LETTER

Note: This is played on the game sheet that says “Roll a Sight Word.”

- Choose 6 ABC letters the student is currently learning and write them on the gray line of the sheet, one under each dice number.
- Student rolls the dice, then says and writes the corresponding letter (or sound) on the next line in the column.
- Goal is to see which letter “wins” by filling up the column first.
- Note: This game is most fun when played quickly. If writing the letters is taking too long, student can just read the letter (or sound) and mark an “x” in the column.

CHALLENGE options:

- Use timer to see how fast student can fill up one column.
- Each time student says the letter or sound have them also say a word that starts with that letter or sound.

9 – POPCORN

- Put ABC cards and “POP” cards into the popcorn box.
- Student and mentor take turns pulling a card out of the box.
- If you can say the letter/sound correctly, keep the card.
- If you say the letter/sound incorrectly, put it back into the box.
- If you draw “POP,” return all your cards to the box and remove that “POP” card from play.
- Take turns until popcorn box is empty (or as time permits).

CHALLENGE options:

- Have student say a word that starts with that letter.
- Have student make a sentence with a word that starts with that letter.
- Have student write the letter on whiteboard or paper.

10 – TIC-TAC-TOE

- Put the ABC cards in a pile facedown.
- Each player chooses a colored game piece.
- Student draws the first card. IF able to say the letter (or sound), student writes it in a box, marks that space with their game piece, and sets the card aside. IF unable to say letter (or sound), mentor can assist. Place the card at the bottom of the stack to be repeated.
- Mentor draws the next card, says the letter (or sound), writes the letter in a box, and marks that space with their game piece.

ABC GAMES – Page 5

Note: All activities utilize the ABC stack of flashcards from the list the student is learning.

- Play according to the general rules of tic-tac-toe. The first player to get three letters in a row (in their color) is the winner!

CHALLENGE options:

- Have student say a word that starts with that letter.
- Have student write the letter in the air or on whiteboard.
- Have student find/point to an item in the classroom that starts with that letter.

II – FOUR IN A ROW (similar to the game "Connect 4")

- Put the ABC flashcards in a pile facedown.
- Each player chooses a colored game piece.
- Student draws the first card, and if able to say the letter (or sound if working on sounds), places their game piece at the bottom of any column on the board. If unable to say the letter, mentor assists, and the card goes to the bottom of the stack.
- Mentor draws a card, reads the letter (or sound if working on sounds) and places their game piece above student's piece or at the bottom of another column. (Columns build from the bottom up)

CHALLENGE options:

- Ask student to point to something in the classroom that starts with that letter (or sound).
- Ask student to say a word that starts with that letter (or sound).
- Use your timer to see who can make 4 in a row before time runs out.
- Play according to the general rules of tic-tac-toe. The first player to get three letters in a row (in their color) is the winner!

12 – RIDDLE CARDS

- This game uses the large alphabet cards. It is great to build vocabulary and help students problem solve.
- Mentor chooses a card and shows the letter, but NOT the picture to the student.
- Ask student what sound that letter makes.
- Explain to student you will read some clues to word that begins with that letter.
- Mentor reads the clues, stopping after each clue to see if student can guess. Remind student of the letter and sound.
- After reading all clues or after student guesses correctly, reveal the picture and word!

CHALLENGE options:

- Have student write the revealed word, saying each letter as they write.
- Have student try to read some of the clues along with you. Read together.

SIGHT WORD GAMES – Page 1

Note: All activities utilize the sight word stack of flashcards from the list the student is learning.

1 – SIGHT WORD PASSAGES

- Find a passage that corresponds with the list student is learning.
- Mentor reads the title of the passage to the student and has student look at the picture.
- Mentor asks student, “What do you think passage will be about?”
- Student circles sight words in the passage with a dry-erase marker.
- Student reads the passage, mentor assisting as needed (See “Guided Reading” for ideas on how to assist).
- Mentor asks student the comprehension questions at the end of the passage.

Note: It’s important for students to read passages multiple times. Student can and should read the same passage in several different sessions. It will build fluency and confidence!

CHALLENGE options:

- Use the timer in the kit to time how long it takes student to read the passage. Then have student read passage again to see if he/she can beat their best time.

2 – JUMPING FROGS

Note: This game can be played with the sheet that already has words filled in or with the blank sheet where mentor can write in the words the student is currently working on.

- Mentor and student will each have their own frog.
- Mentor and student take turns pressing the back of the frog to make it jump onto the sight words lily pad game board.
- When the frog lands on a sight word, player should try to identify that sight word.
- If the frog lands off the mat, give player 2-3 chances to make the frog jump on a word.
- If frog does not land on a sight word, have the other player point to a sight word for them to say.
- Continue playing and having fun!

CHALLENGE options:

- Have student make a sentence that includes the sight word(s).
- Use the timer and see how many sight words student can say correctly in the given time.
- Once frog lands on about 5-10 words, have student put them in alphabetical order.
- Have student tally up jumps and count the total after 3 minutes with the timer (works on mathematical skills).

SIGHT WORD GAMES - Page 2

Note: All activities utilize the sight word stack of flashcards from the list the student is learning.

3 - "CANDYLAND" like game

Note: This game can be played with the sheet that already has words filled in or with the blank sheet where mentor can write in the words the student is currently working on.

- Mentor and student each choose a colored game piece and place their pieces on "Start."
- Place the stack of cards student is working on facedown in a pile.
- Student grabs the top card, reads the word (and the sentence, with assistance). If unable to read the word, mentor assists, the card goes back into the pile and student chooses another word.
- If student reads the word correctly, then roll the dice and move the corresponding number of spaces. Student reads the word the game piece lands on. If unable to read the word, student goes back to the previous space and rolls again.
- Continue taking turns. Note: it's great for mentors to model making "mistakes" and learning from their mistakes.
- If mentor or student land on a free space, they can take an additional turn.
- First one to the end wins!

CHALLENGE options:

- Have student read AND write the word they land on.
- Have student close their eyes and spell the word aloud.

4 - CHECKERS

Note: This game can be played with the sheet that already has words filled in or with the blank sheet where mentor can write in the words the student is currently working on.

- Mentor and student each choose a color and place their game pieces on the back two rows of the board.
- Place the stack of cards student is working on facedown in a pile.
- Student grabs the top card, reads the word (and the sentence, with assistance). If unable to read the word, mentor assists, the card goes back into the pile and student chooses another word.
- If student reads the word correctly, then student can move one game piece. Student reads the word the game piece lands on. If unable to read the word, mentor assists, student goes back to the previous space and starts turn over.
- Mentor's turn. Note: it's great for mentors to model making "mistakes" and learning from their mistakes.
- Game play continues following the rules of checkers, minus the "King" round. Goal is to be the first to move a piece to the opposite side of the board without being jumped over.

CHALLENGE options:

- Have student read AND write the word they land on.
- Have student close their eyes and spell the word aloud.

SIGHT WORD GAMES - Page 3

Note: All activities utilize the sight word stack of flashcards from the list the student is learning.

5 - WORD HUNT BINGO

Note: This game can be played with the sheet that already has words filled in or with the blank sheet- where mentor can write in the words the student is currently working on.

- Mentor and student pick color game pieces to use.
- Shuffle sight word flashcards and place in a pile face down.
- Take turns drawing card and placing face up so all players can see.
- First to find the word on the bingo card places their color game piece on that word.
- First to have their color game pieces covering 4-5 words in a row wins!
- The middle space is a "free" space! First person to place game piece there takes the spot.

CHALLENGE options:

- Have student read AND write the word they land on.
- Have student make a sentence with the sight word drawn.
- Use the timer and see who can BINGO before time is up!
- Have student point to sight words, covered by a game piece, in alphabetical order.

6 - RIDDLE CARDS

- This game uses the large alphabet cards. It is great to build vocabulary and help students problem solve.
- Mentor chooses a card and shows the letter, but NOT the picture, to the student.
- Ask student what sound that letter makes.
- Explain to student you will read some clues to word that begins with that letter.
- Mentor reads the clues, stopping after each clue to see if student can guess. Remind student of the letter and sound.
- After reading all clues or after student guesses correctly, reveal the picture and word!

CHALLENGE options:

- Have student write the revealed word and/or a sentence using the word.
- Have student read some of the clues. Either read together or have student read to you, depending on ability.

7 - SENSORY BAG GAME IDEAS

- Lay the Sensory Bag flat on the table.
 - Have student use their finger to trace out a sight word they are learning. As they trace it, have them say the letters they are writing, and say the word again.
- Use a dry erase marker to write some sight words on the Sensory Bag.
 - Flip through the flashcards and have student say the word and find the corresponding word on the Sensory Bag.
 - Student circles or traces the word they find with a dry erase marker.

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SIGHT WORD GAMES - Page 4

Note: All activities utilize the sight word stack of flashcards from the list the student is learning.

- Put a few flashcards under the Sensory Bag and have student play “detective” to find the words as you say them.
 - Have student use their finger or dry erase marker to draw circles around, or put an “X” on each word you ask them to find.
 - Then have student use the eraser to wipe away the circles and “X’s.” This will also wipe away the “slime” over the word (helps to reveal the “mystery” word even more).

CHALLENGE options:

- Use the timer and see if student can find all the sight words in a given time.
- Have student draw a picture to represent the sight word.
- See if student can guess what word you are drawing on Sensory Bag before you finish. Take turns!

8 - SING YOUR SIGHT WORDS

- Choose any 3 or 4 sight words student is working on.
- Place them in any order.
- Ask student to pick a song, or Mentor can use these kid friendly tunes (Mary Had a Little Lamb, Twinkle Twinkle Little Star, Jesus Loves Me This I Know, etc.).
- Use song tune to sing the sight words in the order placed.
- Point to each sight word as you sing them.
- Keep this order for next “Sing Your Sight Words” time until student has learned their sight words confidently.

CHALLENGE options:

- Scramble up the sight word cards and ask student to place in correct order as they sing the song.
- Flip cards over and ask student to spell one or two, or all the words as you call them out.
- After learning all sight words in list confidently, ask student to sing the whole list of sight words with a given tune.

9 - POPCORN

- Put the flashcards and “POP” cards into the popcorn box.
- Student and mentor take turns pulling a card out of the box.
- If you can say the word correctly, keep the card.
- If you say the word incorrectly, put it back into the box.
- If you draw “POP,” return all your cards to the box and remove that “POP” card from play.
- Take turns until popcorn box is empty (or as time permits).

SIGHT WORD GAMES - Page 5

Note: All activities utilize the sight word stack of flashcards from the list the student is learning.

CHALLENGE options:

- Have student read the sentence on the card.
- Have student spell the word aloud from memory.
- Have student write the word on whiteboard or paper.

10 - TIC-TAC-TOE

- Choose any 3 or 4 sight words student is working on.
- Put the sight word flashcards in a pile facedown.
- Each player chooses a colored game piece.
- Student draws the first card. If able to say the sight word, student writes it in a box, marks that space with their game piece, and sets the card aside. If unable to say sight word, mentor can assist by telling them the word (to avoid sounding out the word). Place the card at the bottom of the stack and have student draw the next card on top. Repeat until student comes to a word he/she can say on own without sounding out. Place card aside once student can say the sight word.
- Mentor draws the next card, says the sight word, writes the letter in a box, and marks that space with their game piece.
- Play according to the general rules of tic-tac-toe. The first player to get three sight words in a row (in their color) is the winner!

CHALLENGE options:

- Have student read the sentence under the sight word.
- Have student spell the sight word without looking at the card (close eyes or turn card over).
- Have student make their own sentence with the given sight word.

11 - FOUR IN A ROW (similar to the game "Connect 4")

- Each player chooses a colored game piece.
- Student draws the first card, and if able to say the sight word, places their game piece at the bottom of any column on the board. If unable to say the sight word, mentor assists, and the card goes to the bottom of the stack.
- Mentor draws a card, reads the sight word and places their game piece above student's piece or at the bottom of another column. (Columns build from the bottom up)

CHALLENGE options:

- Ask student to read sentence below the sight word.
- Ask student to make their own sentence with the sight word.
- Use your timer to see who can make 4 in a row before time runs out.

12 - LUCKY 13 (Activity also includes practice in addition and subtraction.)

- Put the flashcards in a pile facedown.
- Student draws a card, and if able to read the word, rolls the die..

SIGHT WORD GAMES - Page 6

Note: All activities utilize the sight word stack of flashcards from the list the student is learning.

- The number rolled is the number of game pieces that the student will place on the board. (Example: If student rolls a 4, he/she places a game piece on squares 1, 2, 3 and 4.) If student is unable to read the word, mentor assists and the card goes to the bottom of the stack.
- Mentor draws a card, reads the word, rolls the dice and adds that many more pieces to the board. (Example: If squares 1, 2, 3, 4 are already covered and mentor rolls a 2, he/she places two more game pieces on the board, covering squares 5 and 6.)
- Mentor and student continue taking turns until someone reaches EXACTLY 13. If the adding of game pieces goes beyond square 13, the player on the next turn will subtract the number rolled from the last square covered, trying to land on 13. (Example: After one player's turn, pieces cover the board through square 17. The next player rolls a 5. So five pieces are removed, returning the game back to square 12. On the next turn, addition is used again. Back and forth it goes until someone lands on Lucky 13!)

CHALLENGE options:

- Have student make a sentence with sight words.
- Ask student greater than and less than questions regarding the numbers landed on versus the numbers landed on by the Mentor.

13 - ROLL A SIGHT WORD

- Choose 3-6 words the student is currently learning and write them on the gray line of the sheet, one under each dice number. (If you choose less than 6 words, just write each word under two numbers. This will allow for extra practice on less words.)
- Student rolls the dice, then says and writes the corresponding word on the next line in the column.
- Goal is to see which letter "wins" by filling up the column first.
- Note: This game is most fun when played quickly. If writing the letters is taking too long, student can just read the letter (or sound) and mark an "x" in the column.

CHALLENGE options:

- Use timer to see how fast student can fill up one column.
- Each time student says the letter or sound have them also say a word that starts with that letter or sound

14 - TIMER- Make any activity a competition!

- Go through sight word flashcards, time how long it takes student to read them all. Keep track and see if student can beat their best time.
- In the Popcorn game, see how many sight word flashcards you and the student can read in 3 minutes, count them up. Repeat game to see if you can work together to beat your time!
- Use the timer concept in any of the Sight Word games...be creative!