

## **School-based/ Site-based Mentors: Activity Ideas for your match**

**For much more information about academic concepts and competencies by grade, visit the North Carolina Standard Course of Study website:**

<http://www.ncpublicschools.org/curriculum/>

**Scroll down the home page to see “Curriculum Area”, click on the area you want to know about, then scroll down the page to look for the grade levels. Click on the grade level you are interested in.**

The information below is for your information about what the child is learning in his/her grade; you do not have to work on the academic concepts that you are not comfortable with or think the teacher likely teaches differently that you learned (math especially). Simple activities like talking, art, board games, and throwing football are great activities to enjoy. We have tried to give other ideas here that everyone might not readily think of.

### **Kindergarten**

#### **BASIC SKILLS**

- Number Sense 0-30
- Calendar Time (learn days, months, seasons)
- Recognize Basic Shapes
- Create and extend patterns (color using patterns or bead jewelry using patterns, for example)
- Sort and classify

#### **Activity Ideas**

- Identify letters of the alphabet and numbers to 20
- Practice writing letters and numbers; lower case and upper case letters; make it fun by writing a note, making a birthday card or holiday cards, make an alphabet banner to take home and put on the wall
- Practice counting items (pennies, buttons, sea shells, pasta, etc.)
- Practice recognizing high frequency words – see teacher for list
- play Go Fish with alphabet cards
- Look at a calendar and find your birthdays, day you were matched, spring break, last day of school; bring in a cheap calendar and write special days on it, look at it periodically and update it
- draw shapes together and guess who can name them
- make jewelry using simple patterns (of red, green, blue for example), make a seasonal decoration using patterns, or color using patterns and then guess what pattern the other used
- bring an assortment of things that you can sort easily (buttons, coins, various pasta, paper clips, etc.), sort into groups by item, color, size, etc.; practice counting the small groups
- Use play-dough to make shapes and objects, name colors, mix secondary colors
- Help them learn to use the entire page when doing art
- Ask their feelings about a piece of art they make; what do they like about it

## **First Grade**

### **BASIC SKILLS**

- Number sense 0-99
- Single digit addition and subtraction
- Time (tell time at the hour and half hour)
- Basic geometric shapes
- Count syllables in a word
- Write all upper and lower case words correctly
- Create and state rhyming words that may include consonant blends (flag, brag)
- Predict and explain what will happen next in a story
- Identify what, where, when, and how
- Have the student tell you a “small moment” story (specific experience from the student’s everyday life, such as telling about the snowman they made instead of telling the whole story of their day off sledding and playing in the snow); later in the year they can write the small moment story with a beginning sentence, 3 middle sentences, and an ending sentence; teacher can give step-by-step instructions the students follow

### **Activity Ideas**

- Practice telling at first and later practice also writing a “small moment” story
- Read together (books like Dr. Seuss “Go Dog, Go” and “One Fish, Two Fish”)
- Practice counting to 99; count items, count with the student while they jump or hula hoop or dribble; write numbers to 99
- Practice counting and sorting into groups by color, shape, etc. (beans, buttons, coins, nuts/bolts, building blocks, etc.)
- Practice their spelling words (spelling out loud and writing)
- Do a simple word search together
- Use groupings of 2’s, 5’s, and 10’s with models and pictures to count objects
- Play “Make Tens” with number cards (can use Uno cards) 1-10; take turns pulling cards from the table that add to 10 (1 and 9 or 3 and 7); or deal cards to each other and play it like Go Fish but ask for the number you need to make 10 (if you have a 7, ask “Do you have a 3?”); put your cards in pairs that equal 10 on the table
- Use modeling clay or play dough; make shapes and creations, have them tell which they like best and why, make shapes and name them
- Begin to differentiate between manmade objects and natural objects
- Look in books or on a computer at various types of art from different cultures
- Discuss when patterns occur in artwork and that you can use patterns in art
- Talk about the story, feeling, or mood that is created in a piece of art
- Practice telling time using your watch or a clock

## **Second Grade**

### **BASIC SKILLS: Math**

- Number Sense 0-999
- Place Value
- Addition and Subtraction of multi-digit numbers
- Length (meters, centimeters, inches, yards, feet); Temperature (Fahrenheit)
- Time (at 5-minute intervals)
- Symmetry and Congruence
- Probability experiments
- Number sentences

**English Language Arts, Competency Goal 2:** The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

Read and comprehend text appropriate for Grade 2 by:

- determining purpose (reader's and author's).
- making predictions.
- asking questions.
- locating information for specific reasons/purposes.
- recognizing and applying text structure.
- comprehending and examining author's decisions and word choice.
- determining fact and opinion.
- recognizing and comprehending figurative language.
- making inferences and draw conclusions.
- uses subject, predicate, and modifier

### **Activity Ideas**

- Practice reading aloud to you
- Telling Time: read The Grouchy Ladybug (Eric Carle) and practice reading clocks in the book; bring a clock and practice telling time
- Measurement: measure several things inside/ outside the school using their feet first; then use a tape measure, first guess which is largest, middle, smallest and then see if you are right
- Before reading a book, look at the title and cover and discuss what the book might be about and what might happen in the book; at the end talk about what you guessed right and what happened differently than you expected; discuss word choice and why you think the author used certain words/ phrases; discuss what in the book is fact and what is the author's/ character's opinion
- Write a story using planning to determine topic ideas, characters, plot, ending; write two paragraphs for the story; have the student think up one alternate ending
- Identify coins by name, amount; practice adding coins together

## **Third Grade**

### **BASIC SKILLS: Math**

- Number sense 0-9,999 (& build understanding of place values ones thru thousands)
- Multiplication and division; develop fluency with multiplication from 1x1 to 12x12
- Fractions to explore part-whole relationships (halves, fourths, thirds, sixths, eighths)
- Capacity and mass
- Circle graphs
- Coordinate grids (whole number and letter coordinates)
- Estimate and measure using units (Capacity – cups, pints, quarts; Length – miles, kilometers; Mass - ounces, pounds, grams; Temperature – Fahrenheit, Celsius)

**English Language Arts, Competency Goal 2:** The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

**2.04** Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

- author's purpose.
- plot.
- conflict.
- sequence.
- resolution.
- lesson and/or message.
- main idea and supporting details.
- cause and effect.
- fact and opinion.
- point of view (author and character).
- author's use of figurative language (e.g., simile, metaphor, imagery).

### **Activity Ideas**

- Listen to the student read aloud a book on their level; discuss the above topics with the student after reading; do this each time so they can improve their understanding
- Write a short “book” with the student; decide on your characters, plot, conflict, sequence of events, message/lesson, point of view, etc.; would be good to do over several sessions
- Take photos around the school; make a book with the photos and have the student caption each one or write a story using the photos
- Practice multiplication tables, make flash cards to use
- Measure using length how far the student jumps/ you jump and record on a chart; do some stretching and try again to see if you jump farther; make a paper airplane that flies well, guess how far it will fly, fly several times and record measurements
- Bring measuring cups and take water outside; guess how much water is in a container and then measure it, record on a chart your guesses and actual amounts
- Bring in anything that has parts or sections or draw something and cut into separate pieces (pizza, pie) while you discuss fractions; use the parts to talk about halves, fourths, thirds, sixths, eighths

## **Fourth Grade**

### **BASIC SKILLS: Math**

- Number sense 0.01 – 99,999 (build understanding of place values hundredths to ten thousands)
- Multiplication and division of multi-digit numbers
- Perimeter and area
- Median, mode, and range
- Line graphs
- Fractions using models, diagrams, and reasoning (halves, fourths, eighths, sixths, thirds, tens, hundredths)

**English Language Arts, Competency Goal 3:** The learner will make connections through the use of oral language, written language, and media and technology.

**3.01** Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing the impact of authors' word choice and context.
- examining the reasons for characters' actions.
- identifying and examining characters' motives.
- considering a situation or problem from different characters' points of view.
- analyzing differences among genres.
- making inferences and drawing conclusions about characters, events and themes.

### **Activity Ideas**

- Practice multiplication 1x1 through 12x12 if they need a refresher on any of them
- Read a book together on their level and discuss the ideas above
- Write a story together and discuss the ideas above before writing it and after; discuss how it might be written differently or end differently if written from another character's point of view
- When doing art, differentiate between horizontal, vertical, parallel, and diagonal lines
- Art-related: Discuss how there are jobs today that were not available in the past – photographer, videographer, computer artist
- Broaden art media, techniques, and processes that you do together
- Airplane flying: mentor and student each make a paper airplane that flies well; each make a hypothesis – how far will the planes fly and why; then fly them several times to test them and record lengths
- Look together at flight arrivals and departures; practice understanding elapsed time by determining the shortest times to get to several destinations, determine the longest time to a destination
- Plan a fantasy vacation; using a calendar and using flight schedules determine day and time to leave and return, how long the travel time is, what to take
- look at maps, charts, identify bodies of water, understand how to use the key
- Study of NC in 4<sup>th</sup> grade: read books, do art, etc. to identify and discuss events, historical figures, and symbols associated with North Carolina; look at maps and books to describe and compare physical and cultural characteristics of the regions

## **Fifth Grade**

### **BASIC SKILLS: Math**

- Number sense 0.001 to 999,999 (build understanding of place values thousandths thru hundred thousandths)
- Addition and subtraction of non-negative rational numbers
- Properties of plane figures
- Collect, organize, analyze, and display data using stem-and-leaf plots to solve problems
- Understanding of elementary algebraic representation

**English Language Arts, Competency Goal 4:** The learner will apply strategies and skills to create oral, written, and visual texts.

**4.01** Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.

**4.02** Use oral and written language to formulate hypotheses, evaluate information and ideas, present and support arguments, influence the thinking of others.

**4.03** Make oral and written presentations to inform or persuade selecting vocabulary for impact.

**4.04** Select a self-evaluated composition for publication and justify rationale for selection.

**4.05** Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.

**4.06** Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.

### **Activity Ideas**

- Look up various triangles and quadrilaterals; identify their names, which have right angles, how many sides they have
- Graphing: (look up stem-and-leaf plots to refresh your memory); use various scenarios to let the student practice; examples: have the student choose five cities they have heard of; look up the population of each; or look up the NCAA basketball standings and have the student choose five teams he/she had heard of, look up standings; hop on one foot for 45 seconds while you time the student and vice versa; ask 8 people including yourselves if they like Pepsi or Coke better/ pepperoni or cheese pizza better; use the data you gather to graph the data, talk about your conclusions
- Art: broaden the art techniques and media that you do together; discuss why do you think the artist (or you or the student) did the art in the particular way, how did the techniques used help get across the idea of the artwork?
- Use art to help the student do something kind for someone: card for loved one, art for nursing home, etc.
- Use current events to discuss and produce art
- United States history in 5<sup>th</sup> grade: look at a US map, identify where you and the student were born, have traveled, where you have family, where NC is, where D.C. and the capitol is, etc.; guess where various cultures live and then look the info up in a book or computer
- Read books, discuss important persons from US history; identify discoveries and inventions and discuss which you think are most important
- Discuss who you would most like to meet if you could meet anyone from US history and what questions you would ask them