BOSTON PARTNERS IN EDUCATION

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ACCELERATE TRAINING FOR ACADEMIC MENTORS

Training Objectives

Why are you here?:

As volunteers looking to serve as mentors to students in the classrooms of the Boston Public Schools for an academic year, this training should **introduce you to**:

- Information you will need to clarify your role as a mentor in this program
- Skills and attitudes you should develop to effectively serve students in the classroom

Training Expectations

What you can expect to learn today:

- Expectations of Mentors
- Mentors' roles and obligations (scope and limits of your role)
- Information about the youth who participate in our programs
- Building mentor/student relationships
- Explore effective ways to deal with classroom challenges
- Sources of assistance to help support mentors

Ground Rules-your role in this training session

Please be open to listening and refrain from judging others in the room. Be prepared to have one-on-one and group conversations about the objectives and expectations for today. Also be prepared to participate in role play.

Evaluation

Pre Training Check-in

Post Evaluation Survey via wrap-around email

Accelerate Training Agenda

Welcome (5 minutes)

Housekeeping

Don't forget your nametag!

Activity 1: Pre Training Check-in (10 minutes)

- Take a moment to independently read over the training objectives and expectations and take note of any questions you have.
- Take a moment to silently read over the agenda. Again, please take note of any questions you have with the agenda.
- If you have questions that are not directly related to what we're currently doing, please write them down on the paper provided. Or, if questions come up during the training, please write them down. I will do my best to address these questions at the end of the training.

Activity 2: Getting to Know You (30 minutes)

Objectives:

- To help participants introduce themselves to each other and become involved in the session
- To provide an experience that is somewhat parallel to the first meeting with their students
- To introduce the idea of "roles"

Materials included:

Worksheet: "Who I Am"

Activity 3: Why Boston Partners in Education? (15 minutes)

Objectives:

- To help participants know more about Boston Partners in Education and the organization's expectations for them
- To provide information about the BPS students they are serving
- View Shakera Walker video

Materials included:

Snapshot Boston Partners in Education

Anecdotes from Current Boston Partners Volunteers

Responsibilities and Expectations for Mentors sheet

Stronger Schools Stronger Boston (excerpt pages 11-13)

Video

Activity 4: What Makes a Good Mentor? (30 minutes)

Objectives:

- To identify qualities of effective mentors
- To explore roles that mentors can play in the lives of children and youth

Materials included:

Post-it notes

Whiteboard or poster paper

Qualities of a Good Mentor handout

Activity 5: Mentor/Mentee (Student) Classroom Scenarios (25 minutes)

Objectives:

- To identify realistic classroom scenarios
- To explore strategies to address these scenarios

Materials included:

Tips for Troubleshooting Challenges with your Students

Scenarios:

- You are working with a small group. After the teacher gives clear project directions, they are distracted and not paying attention. Two students are arguing over materials, grabbing and bickering. A third child is looking out the window, humming softly while the fourth student is sitting attentively looking at you.
- A student you are working with constantly says that they hate math because they are not good at it, and that everyone knows and says, "Math is not their best subject."
- The student you are working with is an English Language Learner (ELL) and has difficulty understanding the assignment.
- A student confides in you about being beat by his mother the night before and asks you not to tell anyone.

Activity 6: Mentor/Mentee (Student) Role Play (20 minutes)

Objectives:

- To give the mentors practice in applying what they have internalized in this training for the first meeting with their student
- Guided subject matter role play to introduce a classroom meeting

Materials included:

Communication Tips for Working with Students

Tips for Tutoring and Supporting Students in English Language Arts

Tips for Tutoring and Supporting Students in Math

Activity for Math

Activity for ELA

Activity 7: Questions and Answers (10 minutes)

Objectives:

- To provide time for the group to address any lingering questions or concerns

Materials included:

Revisit the materials packet provided during today's training

Activity 8: Wrap-up (5 minutes)

Objectives:

- To debrief with the group and reflect on their takeaways from the training

Materials included: none

ACTIVITY 2:

Getting to Know You

Objectives:

- To help participants introduce themselves to eachother and become involved in the session
- To provide an experience that is somewhat parallel to the first meeting with their students
- To introduce the idea of “roles”

Materials included: see page tbd

Worksheet: “Who I Am”

Worksheet: Who I Am

1. My name is...

2. My most important role in life is as a...

3. At work, I...

4. My favorite way to spend my free time is...

5. One thing about me that is important for people to know is...

6. Some of the strengths that I will bring to a mentoring relationship are...

7. One of my worries about being a mentor is...

8. One thing I hope to gain from being a mentor is...

9. The most important thing I hope my student will gain is...

ACTIVITY 3:

Why Boston Partners in Education?

Objectives:

- To help participants know more about Boston Partners in Education and the organization's expectations for them
- To provide information about the BPS student's they are serving
- View Shakera Walker video

Materials included: see page tbd

Snapshot Boston Partners in Education

Anecdotes from Current Boston Partners Volunteers

Responsibilities and Expectations for Mentors sheet

Stronger Schools Stronger Boston (excerpt pages 11-13)

Video

Snapshot of Boston Partners in Education

Founded in 1966 as School Volunteers for Boston, we became Boston Partners in Education in 1988

For over 50 years, we've placed academic mentors directly in the classroom, during the school day, to help students fill gaps in their knowledge. The consistent service of our trained volunteers provides students with the additional support they need to stay in school and graduate!

Mission and Vision:

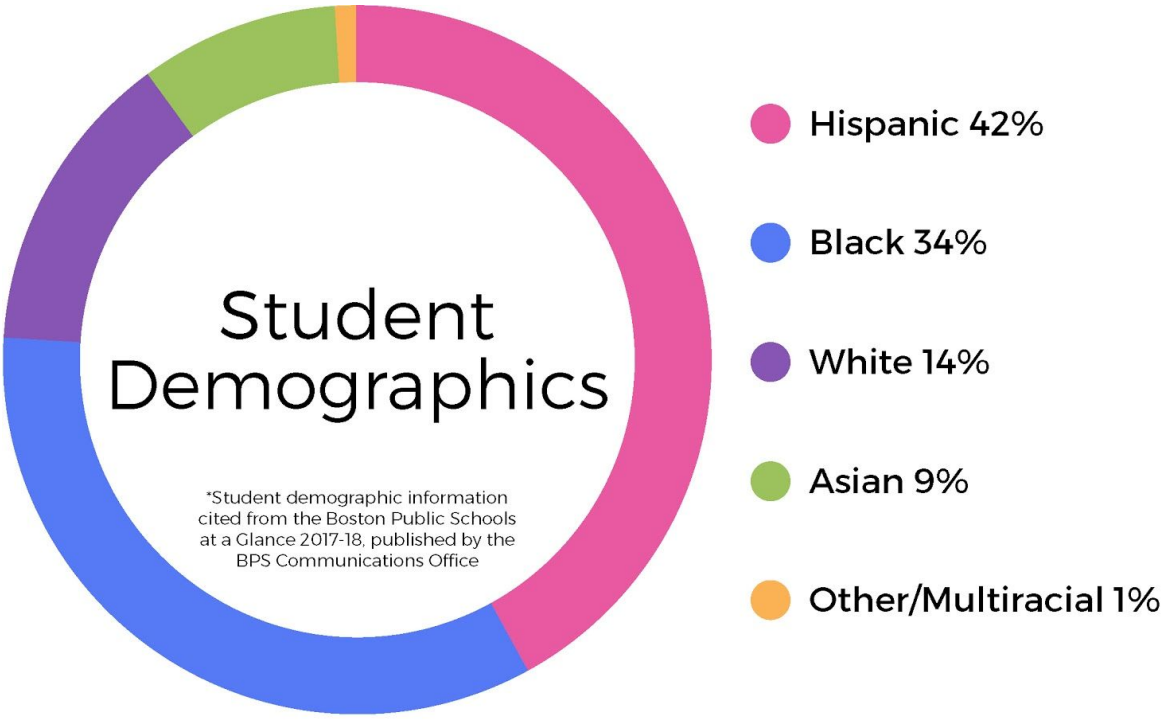
Boston Partners in Education enhances the academic achievement and nurtures the personal growth of Boston's public school students by providing them with focused, individualized, in-school volunteer support.

With the commitment and involvement of the entire community, all students in Boston will develop the skills, self-confidence and motivation to recognize and achieve their full potential.

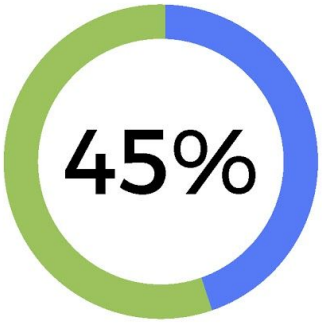
Our Impact:

- Increased interest in academics
- Improved academic performance in math and English language arts
- Increased self-confidence

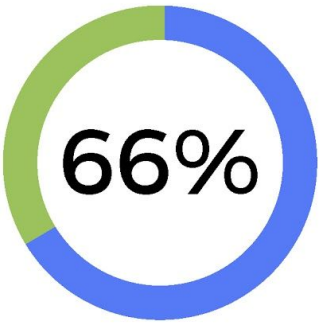
- Improved habits of mind (purpose, flexible thinking, communicating clearly, taking risks, demonstrating social responsibility and making connections/finding relevance)



Different languages are spoken at home



First language is not English



Economically disadvantaged

Anecdotes from Current Volunteers

“In the beginning of the year Destinee had a hard time trusting me and sometimes refused to talk or work, but with consistency and routine, her and I succeeded in establishing a great relationship based on trust and respect. Destinee now works willingly and diligently and is eager to do well (she is a very intelligent and perceptive young girl so she cannot help but get disappointed and frustrated at how far behind she is in reading). Our meetings helped her believe in herself and taught her that she should keep on working and trying hard. I hope that Destinee will get the academic support she needs at school next year, she will definitely benefit from having a mentor in addition to school support. I will be more than willing to continue working with her next year if this is deemed to be beneficial to her progress. I am very grateful and pleased to see Destinee more confident and happier every time I am in the classroom. I hope that she will continue to believe in herself.” (Myrna El Zein, Accelerate ELA)

“I really feel I formed a worthwhile relationship with my mentee. When we started working together she was shy and now when I show up she runs over to give me a hug. I've seen her gain confidence in answering questions, which has been incredibly rewarding for me.” (Amy Hahn, Accelerate ELA)

“Playing math games with my student increased our comfort levels with each other and made her feel better about our weekly sessions.” (Barbara O'Connell-Durkin, Accelerate Math)

“The first day I came to mentor with Adrien, he ran out of the classroom and refused to work with me. Needless to say, not much progress was made with him that day, so I worked with other students in the classroom. After a few weeks, Airien would be keeping an eye out for me when I arrived and run to meet me at the classroom door. He would choose a buddy to work with us for the day and all hands in the class would shoot up. Working with Adrien was always a roller coaster throughout our sessions, but I'm glad he finally came around on me and I'd like to think we both enjoyed our time together!” (Ryan Whiting, Accelerate Math)

“Both students just finished good drafts of college essays which they wrote with my help from outlines/plans they generated themselves, rather that using the template methods they are used to. They surprised and delighted themselves, and I heard some authentic voice from each for almost the first time.” (Brent Whelan, Aim High Humanities)

One student told me he didn't like math. However, after spending a few minutes with the student, I noticed that he was very focused on the problem at hand and was able to finish most of the problems with just a few words of encouragement. It made me more aware of students who might be viewed as struggling by people outside of the school, but are more capable than you realize after spending just a few minutes with them. (Long Tong, Aim High STEM)

Responsibilities and Expectations for Mentors

Responsibilities for Mentors:

- Commit to a regular schedule
- Comply with school rules
- Work under the teacher's direction
- Maintain confidentiality
- Be flexible
- Dress Appropriately
- Remember that we are guests in the school

Expectations of Mentors:

- Be consistent
- Be a good listener
- Set a good example by being courteous and respectful
- Practice patience and kindness
- Learn each student's name, pronouncing it correctly
- Establish a good rapport with all of the children in the classroom
- Accept each student
- Encourage the best from each student
- Be fair
- Avoid becoming emotionally involved with any one student
- Make no promise that cannot be kept

- Respect each student's privacy
- Be comfortable with silence, give the student time to think
- Let the student have a voice and a choice in deciding in-classroom activities
- Give guidance but do not do the work for the student

Mentors Should NOT:

- Want to "save" the student or be the "hero" for the student
- Do the work for the student
- Expect the student to do things the way you do them
- Expect students to view the world the same way you do
- Make assumptions about a student's home life
- Be left in charge of a class
- Be left alone with a student
- Meet students outside of school or communicate electronically (Facebook, email, Twitter, phone, etc..)
- Give gifts or food to students
- Take a student's lack of enthusiasm personally
- Be critical of teachers or the Boston Public Schools
- Use cell phones or chew gum
- End the match without first communicating to your Partnerships Manager and with the teacher and student(s)

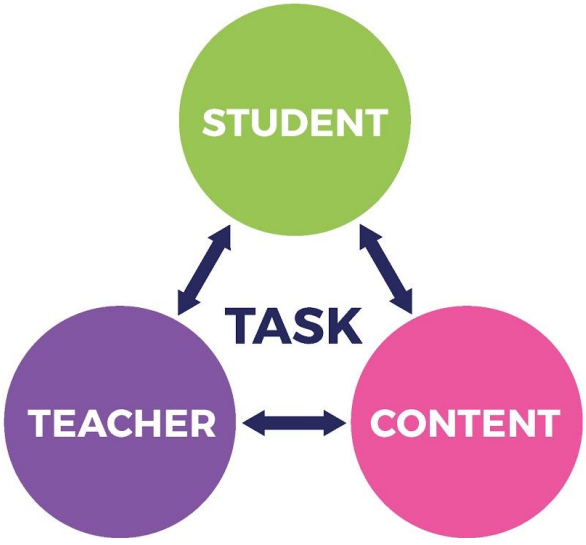
Stronger Schools Stronger Boston (Excerpt Pages 11-13)

BPS Instructional Vision & Theory of Action

BPS Instructional Vision

BPS students are the leaders, scholars, entrepreneurs, advocates, and innovators of tomorrow.

1. Students will read widely, think critically, and communicate effectively.
2. Educators will create safe and welcoming learning environments that affirm our students' unique cultural and linguistic strengths. They will plan instruction that stimulates interest, presents content in different ways, and provides choices for students to demonstrate their understanding.
3. The content will challenge students to apply standards-based knowledge and skills to real-life challenges that are authentic to the discipline.



BPS Instructional Theory of Action

Introductory Statement of Belief: As adult learners committed to equity, we must acknowledge, engage in, & continuously reflect systemic & individual biases & their impact on our practices.

If We:

1. Invest the entire BPS community in the necessity of this work, including a multi-year trajectory of developing culturally and linguistically sustaining practices.
2. Maintain our focus on cognitively demanding tasks (CDTs) and instructional focus (IF), with a specific focus on our students whom we have marginalized.
3. Create structures, tools and coaching to help school leaders and teams confront biases and belief systems.
4. Analyze and address systemic structures that result in exclusionary practices.
5. Provide ongoing professional development and support to create inclusive, welcoming safe schools.
6. Create structures, tools and coaching to support disciplinary literacy that ensures universal access for all students.

Then...

students will be cognitively and socio-emotionally engaged and be prepared to be the leaders, advocates, entrepreneurs and innovators of tomorrow.

BPS Key Implementation Focus Areas

BPS has identified 5 Implementation Focus Areas for our work. These Implementation Focus Areas build upon the system's new Instructional Vision and Instructional Theory of Action and are intended to further develop the strengths identified throughout the plan development and address core challenges to success that we face in our work.

The Implementation Focus Areas include:

1. Implement an inclusive, rigorous, and culturally/linguistically sustaining PK-12 instructional program that serves the development of the whole child.
2. Attract, develop, and retain a highly effective instructional team that is responsive to the diverse racial, cultural, and linguistic needs of Boston youth.
3. Engage students, families and community organizations as advocates and partners for equity, access, and results for all students.
4. Develop and deliver a coordinated system of high-quality support, customer service, and communications centrally and at schools.
5. Build a sustainable financial system that invests resources equitably and strategically.

ACTIVITY 4:

What Makes a Good Mentor?

Objectives:

- To identify qualities of effective mentors
- To explore roles that mentors can play in the lives of children and youth

Materials included: see page tbd

Qualities of a Good Mentor handout

Post-it notes

Whiteboard or poster paper

Qualities of a Good Mentor

"Mentor" comes from the Greek word mentos, meaning "intent, purpose, spirit, and passion," because that is precisely how I think of a mentor. Someone who understands your intent; supports your commitment to purpose; encourages your spirit; and helps you embrace your passion for the things that matter most. *(Fortune, The do's and dont's of an effective mentor, SCHUYLER May 20, 2015).*

The good mentor is committed to the role of mentoring.

The good mentor is highly committed to the task of helping students find success and gratification in their work. Committed mentors show up for, and stay on, the job. Committed mentors understand that persistence is something to model for their mentees.

The good mentor is accepting of the student.

At the foundation of any effective helping relationship is empathy. As Carl Rogers (1958) pointed out, empathy means accepting another person without making judgments. It means setting aside, at least temporarily, personal beliefs and values. The good mentor recognizes the power of accepting the student as a developing person. Accepting mentors do not judge or reject students as being poorly prepared, overconfident, naive, or defensive. Rather, should students exhibit such characteristics, good mentors simply view these traits as challenges to overcome in their efforts to deliver meaningful support.

The good mentor is skilled at providing instructional support.

Good mentors are willing to coach beginning students to improve their performance wherever their skill level. Mentors may need to observe over time the strengths and weaknesses of their student in order to help them improve their skills.

The good mentor is effective in different interpersonal contexts.

Good mentors recognize that each mentoring relationship occurs in a unique, interpersonal context. Good mentors adjust their mentoring communications to meet the needs of individual students. To make such adjustments, good mentors must possess deep understanding of their own communication styles and a willingness to objectively observe the behavior of the student.

The good mentor is a model of a continuous learner.

Good mentors are transparent about their own search for better answers and more effective solutions to their own problems. They model this commitment by their openness to learn from the people around them and by their willingness to pursue professional growth through a variety of means. They lead and attend workshops. They enroll support sessions and workshops. They develop and experiment with new practices.

The good mentor communicates hope and optimism.

In "Mentors: They Simply Believe," Lasley (1996) argues that the crucial characteristic of mentors is the ability to communicate their belief that a person is capable of transcending present challenges and of accomplishing great things in the future. Good mentors capitalize on opportunities to affirm the human potential of their students. Good mentors share their own struggles and

frustrations and how they overcame them. And always, they do so in a genuine and caring way that engenders trust.

Adapted from: Educational Leadership, The Good Mentor, James B. Rowley, May 1999 Vol. 56, #8

ACTIVITY 5:

Mentor/Mentee (Student) Classroom Scenarios

Objectives:

- To identify realistic classroom scenarios
- To explore strategies to address these scenarios

Materials included: see page tbd

Scenarios

Tips for Troubleshooting Challenges with your Students

Scenarios

- You are working with a small group. After the teacher gives clear project directions, they are distracted and not paying attention. Two students are arguing over materials, grabbing and bickering. A third child is looking out the window, humming softly while the fourth student is sitting attentively looking at you.
- A student you are working with constantly says that they hate math because they are not good at it, and that everyone knows and says, “Math is not their best subject.”
- The student you are working with is an English Language Learner (ELL) and has difficulty understanding the assignment.
- A student confides in you about being beat by his mother the night before and asks you not to tell anyone.

Tips for Troubleshooting Challenges with Students

Group Work-Keeping the Group Focused

- Always stay calm and don't show that you are frustrated with the group
- Have a special noise that signifies it's time to be quiet, practice with your group
- Use movement to get the group refocused, you could do a call and answer or clap back
- Set up expectations and rules as a group and if the group starts to act up, then remind them of those rules
- Designate different roles for your group: reader, person to hand out supplies, listener

Student Confidentiality and Reporting

As a volunteer with Boston Partners in Education, you are not a mandated reporter. If the child confides in you, then be sure to let the teacher know as they are the authority in this matter. They will pass the message along to the appropriate school administrators.

AND

Never promise a student that you will keep everything they tell you confidential. Qualify it by stating, "I can keep this confidential unless it is something that involves your health, safety, or the safety of someone else."

OR

If something comes up that you are unsure how to handle, it is OK to say, "Hmm, great questions. I want to be able to give you a really complete answer, so let me think about it and get back to you the next time we meet." This is a good opportunity to call your Partnerships Manager and get additional feedback on how to handle a situation.

English Language Learners

Getting to Know Your Student

Where are they from? What brought them to the US? What languages do they speak? Have the student show you where they are from on a globe or a map. Have them teach you some words in their native language. Have them draw pictures of their hobbies and interests and work those into the weekly meetings.

Knowing how to navigate a textbook effectively

...is an important part of a student's ability to access new content. Conversely, being unable to read and use a textbook is a major obstacle for students when presented with new material and concepts across the curriculum, especially if a class calls for extended independent reading and review of the textbook. At the beginning of the school year, introduce students to the elements of their textbooks and how they can be used, such as:

- Cover
- Author
- Table of contents
- Glossary
- Index
- Appendices

Each time students begin using a new textbook, review the elements they have already learned and point out any different features or elements of the new book. (Taken from: http://www.colorincolorado.org/article/teaching-ells-navigate-textbooks-effectively)

Graphic organizers
...are a great tool to use when teaching English language learners (ELLs). Visual illustrations allow ELLs to better understand the material while learning important vocabulary.

Example (can be tailored for content area) :

What do we know?	What do we want to find out?	What did we learn?

Another great resource:
http://www.everythingesl.net/inservices/using_siop_model_08621.php.php

Low self-esteem in a student

Monitor your student's self-talk
Does your student says or feels like that can't do math sometimes? If so, you must talk to them about it and help them restate their problems in a positive way. Remind them that real learning comes from making mistakes and encourage them to push back negative thoughts and replace them with affirmations.

Give descriptive feedback

When your student makes progress on a problem or a concept. Don't just say, "good job!". Carefully explain the ACTIONS they took that led to their success. Was it their effort, perseverance, practice? Did they read the question carefully and try and draw a diagram to solve it? By reinforcing what they did well, you'll be building their ability to call on those skills again when things get tough.

Practice crucial concepts

An extra few minutes of practice each day goes a long way. You can make practice fun by turning it into a game. Adapted from: Math Academy: 3 Ways to Boost Confidence in Math

ACTIVITY 6:

Mentor/Mentee (Student) Role Play

Objectives:

- To give the mentors practice in applying what they've internalized in this training for the first meeting with their student.
- Guided subject matter role play to introduce a classroom meeting

Materials included: see page tbd

Communication Tips for Working with Students

Tips for Tutoring and Supporting Students in English Language Arts

Tips for Tutoring and Supporting Students in Math

Activity for Math

Activity for ELA

Communication Tips for Working with Students

What you can do when the child has difficulty:	What you might say:
Give the child some time to notice the error and work things out. Wait and remain silent.	"I like the way you worked that out."
Encourage them to try if they stop.	"It's OK to try it even if you make a mistake." (Then praise the effort)
Praise the child's efforts at problem solving even if he does not get the word or problem right.	"You are really working hard to sound out these new words OR find the answer to the problem. Making mistakes is good to help us learn these hard words OR math problems."
Pay attention and praise when the child notices and fixes errors for themselves.	"Good job checking your work. I like the way you noticed that and fixed it yourself."
Show that you value partially correct responses (when a child has made a good attempt but has not completely solved the word or math problem).	"You almost got it. Try it one more time more slowly or check your work one more time."
Encourage the child to use what he already knows about the subject.	"What do you already know that can help?"

Adapted from: A Coordinator's Guide to Help America Read: A Handbook for Volunteers, by G. Pinell and I. Fountas

Tips for Tutoring and Supporting Students in English Language Arts

Early Grades

Before Reading

- Ask questions before reading the book
- Introduce the story discussing the Title, Author, and Illustrator

Prediction Question

- What do you think this story will be about based on the title and cover of the book?
- Do you think this story is going to be fiction or non-fiction? Why?

Vocabulary Questions:

- Is there a word in the title that the student may not know? If so, discuss the words asking the student what they think it means.

During the Read Aloud

Vocabulary Questions

- What does exhausted mean? Have you ever felt exhausted?
- What is another word for joyful?

Critical Thinking

- Who are the main characters in the story?
- Is there a problem in the story? What is it?
- What would you do if you were the boy in the story? Would you give the mouse the cookie? Why or why not?
- How do you think Chrysanthemum felt when Victoria made fun of her name?

Prediction Questions

- What do you think is going to happen next?
- Stop halfway through the story and ask the student how they think the story is going to end.

After Reading

Reality Questions

- Could the things in this story really happen? How do you know?
- Can animals really talk?

Sequencing Questions

- What happened first? In the middle? At the end?
- How did the story end?
- Did the moose paint the scenery or make the puppets first?

Critical Thinking

- What would you have done differently if you were the main character?
- Did you like the story? Why or why not?

Early Grades

Encourage independent reading

Encourage students to choose the books they read. Model how to choose and review a book for reading. Encourage students to choose books at their independent reading level rather than at their frustration or difficulty level.

Pre-reading and pre-writing strategies

Infuse pre-reading and pre-writing strategies to build an outline. "What I know, what I want to know, and what I learned" (KWL), quick-writes, and vocabulary activities before reading and writing are very useful for tapping into students' prior knowledge and making connections in learning. Quick-writes also provide excellent seed ideas for writing. Expand students' word choice by previewing text vocabulary before reading and providing opportunities for students to find at least three synonyms for unfamiliar words.

Making meaning

Provide instruction in basic reading strategies using predicting, visualizing, questioning, clarifying, and summarizing the text. As students master these strategies, have them read in small groups of three or four, applying the strategies to their readings. Students should be encouraged to rotate roles. As they interact with the text, they are making meaning and comprehending the text.

Text annotation

Teach students to mark or highlight text for main ideas and also for answers to specific questions. Text annotation is an excellent method to make meaning and provide evidence to support answers.

Ask text-based evidence questions

Challenge students to provide specific evidence to support their answers. Use t-chart graphic organizers to have them identify specific lines from a text and explain their thoughts about the lines.

Analyze and interpret

Teach strategies that emphasize analysis and interpretation — examine author styles and use of language through literal and figurative analysis to get meaning from text.

Tips for Tutoring and Supporting Students in Math

Your goal as an academic mentor is to help students become independent and confident learners. Use the following tips to help you in your academic mentoring sessions.

Guide the Student

- As a math academic mentor your job is to help guide the students through the problem solving process and not to solve the problem for them.
- Ask the student guiding questions to help direct them.
- After you have explained an idea, have the student share what they have heard and give you feedback. This will help you see whether they are grasping the main concept.
- Talk to the student about how you studied, took notes, prepared for tests, and what you did when you did not understand an assignment or problem.
- Be alert to language skills in addition to math skills. Sometimes a student does not understand the text or problem and this can be mistaken for a mathematical weakness.

Teach Concepts

- Encourage the student to think about how to solve the problems rather than simply memorizing the procedure. Understanding the concepts will help make remembering the procedures easier.
- Use physical objects to help explain the materials.
- If the student shows a weakness in fundamental skills such as fractions or single digit addition, subtraction, or multiplication take some time each session to review those skills.
- Have the student keep a journal of any unknown vocabulary words to refer back to.

Don't Confuse the Student

If you are unsure of a mathematical procedure or concept make sure to check in with the math teacher. It's also good to model, by acknowledging to the student that you need help.

Help the Student Overcome Math Anxiety

- Do not confine yourself to orthodox procedures. Most problems have more than one method for reaching an answer. Help students find an accessible path to the problem.
- Be positive when talking about your math abilities and your student's math abilities. Math is a developed skill.
- Tell your student to trust their intuition, it may help lead them to the correct solution.

- Keep a journal where you can take notes with your students about their strengths, accomplishments, and areas they can further work on.

Questions to Ask Students When Trying to Problem Solve

General Problem Solving Questions:

- What have you tried so far?
- Where do you think you should start?
- Explain this to me in your own words.
- What do you understand so far? Where are you stuck?
- What other problems have you done in class that this is similar to?
- Try drawing a picture or diagram.
- Which tools have you used to help you?

Guiding questions to help students make sense of mathematics:

- How did you get that answer?
- What do you think helped you decide how to get your answer?
- Tell me what you were thinking?

Guiding questions to foster predicting, inventing, and problem solving:

- Is there a pattern? What is it? Why not?
- What decision can you make from this pattern?
- What is the same or different about the two ways of doing this?
- What do you think will happen next? How do you know?
- Can you change something to make it come out differently? What? Why do you think that works?
- Will it be the same if we use different numbers? Why or why not?

Guiding questions that encourage children to rely more on themselves:

- Does it make sense to you? Why or why not?
- What would seem more reasonable to you? Why?
- How can you check to see for yourself?
- What do you think you should do next?
- What do you want me to do next?

Guiding questions that foster reasoning:

- Will what you did always work that way? How do you know?
- Do you see a pattern in this? What is it? How could you make it easier to see?
- How could it be done in a shorter way?
- What other numbers will work?
- Are there some numbers for which that will not work? How do you know?
- What is the largest number you can think of that will work? The smallest?
- Why do you want to change your answer?

Guiding questions to help students connect and apply mathematics:

- How does this relate to...?
- Have you ever solved a problem like this before?
- Tell or write a story problem that uses that kind of mathematics.
- What would you measure it with? Why?
- How do you think that a carpenter (or any other real-life appropriate person) would use this mathematics?
- What things in your house have these shapes?
- Can you write (or draw a picture) how you figured that out?
- Use these materials to show me how you solved the problem. Do you think that other materials would work better?

Accelerate Math Activity

In this activity, the mentor and student will be working on a 4th grade math word problem. The student needs some help understanding the worksheet. Together the two of you will work on fractions with the worksheet as guidance.

Materials:

- Fraction Word Problem Worksheet
- Pencil or Pen

Fraction Word Problem Worksheet

https://www.k5learning.com/worksheets/math/grade-4-word-problems-fractions-b.pdf

Read and answer each question:

Sean had 3 building sets and 18 toy cars in his toy box.

At his birthday party, he received 20 gifts. He got 3 train sets, 4 building sets and 9 toy cars. The rest of the gifts are comic books.

$^{3}/_{4}$ of the gifts are wrapped. $^{13}/_{15}$ of the wrapped gifts are wrapped in blue wrapping paper and $^{1}/_{5}$ of them are wrapped with ribbons.

1. What fraction of the gifts are train sets?

2. What fraction of the gifts are comic books?

3. What fraction of his toy cars are new?

4. What fraction of his building sets are old?

5. Are there more gifts that are wrapped or more gifts that are unwrapped?

6. Are there more gifts wrapped in blue wrapping paper or more gift wrapped with ribbons?

Answers

1. $^{3}/_{20}$

2. $^{4}/_{20}$ (or $^{1}/_{5}$)

3. $^{9}/_{27}$ (or $^{1}/_{3}$)

4. $^{3}/_{7}$

5. Since there are $^{3}/_{4}$ of the gifts wrapped, there are more gift wrapped than gifts that are unwrapped.

6. Since $^{1}/_{5} < {}^{13}/_{15}$, there are more gifts wrapped in blue wrapping paper.

Accelerate ELA Activity

In this activity, the mentor and student will be working on basic phonics. The student needs some help reviewing their letter sounds. Together the two of you will work on letter sounds with the help of a worksheet/game.

Materials:

- Four-in-a-row worksheet and key
- Markers

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Four in a Row Worksheet and Key

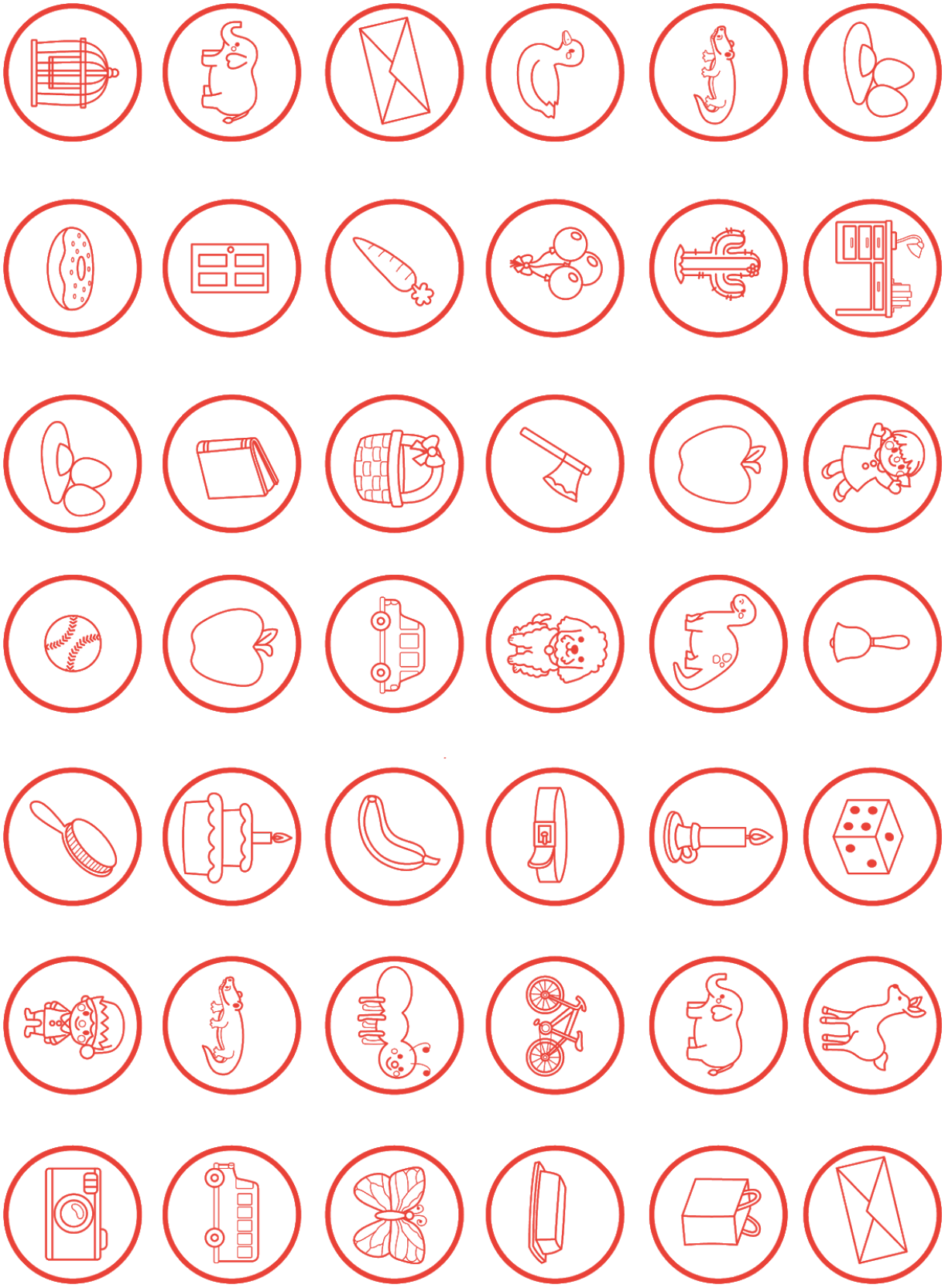
www.themeasuredmom.com

How to play:

- Grab two Do-a-dot markers, two different colored counters, or two different colored markers.
- Take turns naming a picture and saying the first letter of its name. Dot, cover, or color it.
- The first to get four in a row, wins!

Disclaimer:

This resource is from The Measured Mom. We do not own this file. For other resources and materials similar to the one below visit www.themeasuredmom.com.



Answers

1. Egg, desk, doll, bell, die, deer, envelope, alligator, cactus, apple, dinosaur, candle, elephant, bag, duck, balloons, ax, dog, belt, bike, butter, envelope, carrot, basket, car, banana, ant, butterfly, elephant, door, book, apple, cake, alligator, bus, cage, donut, eggs, baseball, brush, elf, camera

ACTIVITY 7:

Questions and Answers

Objectives:

- To provide time for the group to address any lingering questions or concerns

Materials included:

Revisit the materials packet provided during today's training

ACTIVITY 8:

Wrap-up

Objectives:

- To debrief with the group and reflect on their takeaways from the training

Materials included:

None