

After the Morning Meeting



Daily Schedule should be developed based on site's start & end time

Sample Daily Schedule

9:00-9:29/9:30 Breakfast (Family Style & Welcome

9:25 / 9:35 Morning Meeting

10:00 /10:05 – 1:25

Tutoring

Silent Reading

Group / Individual Reading

Centers / Stations

Small / Large Group Activities

Independent Activities

Crafts

Service Project

1:30 Lunch

2:00 Dismissal

Breakfast:

Time for social interactions between campers and staff

- Staff models/teaches appropriate social skills/ appropriate conversational skills: greetings/closings, initiating/establishing a conversation, maintaining a conversation, ending a conversation, changing a topic, making appropriate comments, requesting, questioning, taking turns, active listening, conflict resolution, empathy compassion, getting along with others, politeness, sharing, following directions,

Can carryover to the morning meeting and throughout the day.

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Morning Meeting

Welcome Campers / Attendance

***Share Information**

(i.e., announcements, birthdays, specific/special activities, allow students to share)

- **Morning Message**

*** Before Reading Book of the day:**

Preview book

(show book/cover/title/ allow student to make predictions about the book

***During and After Reading Book of the day:**

ask questions (i.e., Bloom's), allow students to make text connections, ...)

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Activities During Tutoring / After Morning Message Large/Small Group

1. Discussion/Activities on Citizenship
Characteristics and activities in Binder

Respect

Responsibility

Honesty...

2. Vocabulary Development

*Word list in binder by grade level

*Can be selected from the story of the day

* Positive character trait

*Campers find a new word

* ...

Establish a vocabulary journal (campers write
definition, use word in sentence...)

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Activities During Tutoring / After Morning Message

Large/Small Group

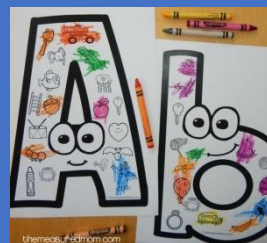
3. Phonic Activities (for younger campers)

*Slap the letter sounds



Sounding out words letter by letter slapping
each letter with a flyswatter!

* Color in the beginning sounds



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3. Phonic Activities cont. (for younger campers)

*Use paint stirrers to make word pull-outs;
slide the stick in and out to make new
words!

*Read Phonics Books

*Use magnetic letters,
find letter to match sound

*Teach word families (i.e., ab, ad, an, at,
am, ag...:et, en...; in, ig...; ot, op...; up,
ut...)



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Activities During Tutoring / After Morning Message

4. Story of the Day Activities

- * Craft - in binder
- * Movement – in binder
- * Re read independently/with peer or adult
- * Worksheet
- * ...

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Activities During Tutoring / After Morning Message

Large/Small Group

5. Small group grade level or skill level direct instruction with site director, site assistant, volunteer if available...

Skills/Concepts:

retelling, summarization, sequencing events, describing characters, setting and events, asking and answering questions, identifying the main idea and supporting details, recognizing key information, locating specific information, comparing and contrasting, cause and effect, using illustrations and graphs, categorization, context clues, drawing inferences, making text connections...

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Activities During Tutoring / After Morning Message Large/Small Group

6. Fluency

Fluency means being able to read quickly, knowing what the words are and what they mean, and properly expressing certain words, putting the right feeling, emotion, or emphasis on the right word or phrase.

Teaching fluency includes guided oral reading, in which students read out loud to someone who corrects their mistakes and provides them with feedback, and independent silent reading (students read silently to themselves).

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Activities During Tutoring Large/Small Group

6. Fluency cont.

Types of Reading to Promote Fluency

4. Choral Reading – an adult and campers read aloud together

5. Partner Reading - two-person camper teams alternate reading aloud; switch each time there is a new paragraph or the page is turned.

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6. Fluency cont.

Types of Reading to Promote Fluency

8. Teacher Read Aloud – an adult reads the text, models how a skilled reader reads using appropriate pacing and prosody (inflection).

9. Audio Book – camper listens to book online, tape, CD...

10. Echo Reading- campers echo back what the adult reads, mimicking adult's pacing and prosody (inflection).

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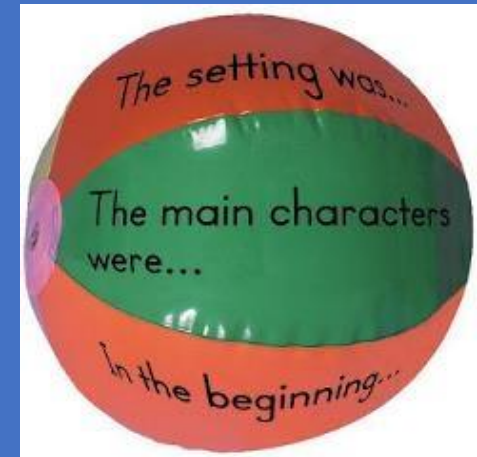
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2:00 Dismissal

Activities During Tutoring / After Morning Message

7. Comprehension

- **Guided Reading Beach or Soccer Ball:** Using a sharpie marker, write questions on the ball. Throw, or roll the guided reading ball, the camper who catches the ball answers the question where his/her thumb lands.



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7. Comprehension cont.

*** Comprehension Game:**

Add comprehension questions to tumbling blocks, turn the writing down so students can't see the question before pulling the block out, have students answer the question from the block they pull.



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7. Comprehension cont.

***Campers draw their favorite part of a story**

***Campers retell a story by creating pictures to depict the beginning, middle and end of the story (sequencing)**

***Campers complete a comprehension worksheet**

***Games Show – campers compete to answer story/text questions**

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8. Writing Discuss/Teach:

***Sentence structure/ formation**

***Parts of Speech**

***Types of Sentences** (Declarative - a statement; Imperative - a comment/request; Interrogative - ask a question; Exclamatory - express excitement or an emotion)

***Capitalization**

***End Punctuation (., ?, !)**

Other Suggested Activities

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1.Go fish

Select ten to 20 words from a book (or books), sight words, vocabulary list... Print the words clearly and boldly on separate 3x5 inch index cards, making pairs of each word.

To play

Shuffle and deal three to five cards to each player. Place the rest of the deck face down. Players take turns asking each other for a card to match one held in his or her hand. If the opponent has a matching card, it is given over, and the first player takes another turn. If the opponent does not have a match, he or she says, "Go Fish" and the player draws from the remaining deck of cards, and the next player takes a turn. Each time a player has a match, he or she reads the words, and puts down the pair, face up. Continue the game until the cards are all used up.

For older children use homonyms, synonyms, antonyms contractions (can't; cannot, etc.)...

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3. Old maid

To make

Select three words per player from a book, sight words, vocabulary list.... Print on separate index cards, making pairs of words. Choose one more word without a match that will be the winning card.

To play

Shuffle and deal three to six cards to each player. Players take turns drawing a card from a player to their left. If a player draws a card that matches one in his or her hand, he/she reads the two matching words in order to keep the pair. Play continues until all the cards are matched, except for the one odd card. The player who holds that card at the end wins the game.

For Older children include homonyms, synonyms, antonyms or contractions (can't; cannot, etc.).

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4. Connect Four Words In A Row

Place word stickers on game pieces. Pick one of the word stickers, read the sight word correctly, then put the word piece into the game. Four in a row wins

5. Read and Jump

Create word cards- write each word on a piece of construction paper. Then arrange the words on the floor.

Have your child sound out / read each word as he hops from one word to the next.

For older students – place words on a piece of construction paper. Arrange the words on the floor. Have camper read each word as he/she hops from one word to the next to form a sentence.

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6. Make Words

Letter tiles, pen and paper needed

How To Play

Give your campers letter tiles. Ask campers to create as many words as they can using those letters. You can provide a vocabulary, sight word list....

Campers should write down words they create.

7. Checkers – Checkerboard Needed

Write a letter, sound, word on each of the spaces. Child says the letter name, letter sound or word as he/she moves pieces. Child can work on blending, decoding, word recognition... Child can form sentences using words

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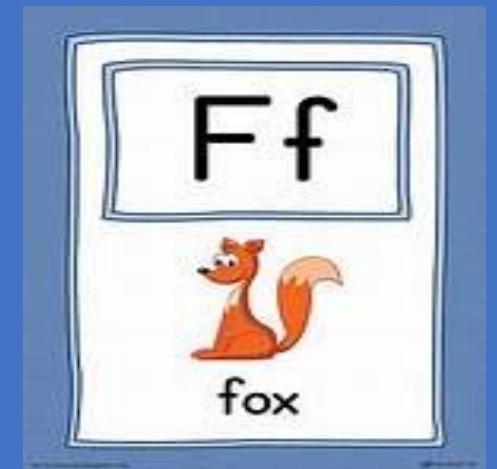
2:00 Dismissal

8. Matching Beginning Sounds (Beginning Readers)

Cut out small pictures of familiar objects. Find pictures that start with the same letter, such as bone, boat, bus, banana; car, cake, coat, cub; top, tub, tack, ten,...

Cut out fish shapes and paste picture on each fish. On individual index cards, print consonant letters with a key picture for each group of pictures found.

Example, print the letter "F" with the picture of a fox to represent all the words beginning with that letter



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8. Matching Beginning Sounds (Beginning readers and writers cont.

Select two or three sets of pictures that start with the same letters and mix them up. Place face down on a table, take turns picking a picture and placing with the same letter. When all the pictures are placed correctly, the camper reads.



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Online Activities

Star Fall

Read Works.org

ABCya

Read Theory

Khan Academy Kids

readwritethink

Reading Bear

Storyline Online

PBS Kids

bookadventure.com