

*Volunteer Handbook (Track 1)*

# Triunfadores



## College Prep Program

SUCCESS THROUGH ADVERSITY

Achua College Prep Program

2020-2021

This booklet belongs to: \_\_\_\_\_

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\*Credits to the UCF chapter for providing the template for this booklet!

# Our Organization:

## Children Beyond Our Borders (CBOB):

CBOB is a 501(c)(3) nonprofit organization dedicated to providing opportunities for children and youth affected by armed conflict and social injustice to find peace, prosperity, and well-being through education and empowerment.



## Children Within Our Borders (CWOB):

A branch of CBOB, this part of our organization strives to empower children within the United States through the work of our education initiative and health initiative branch.

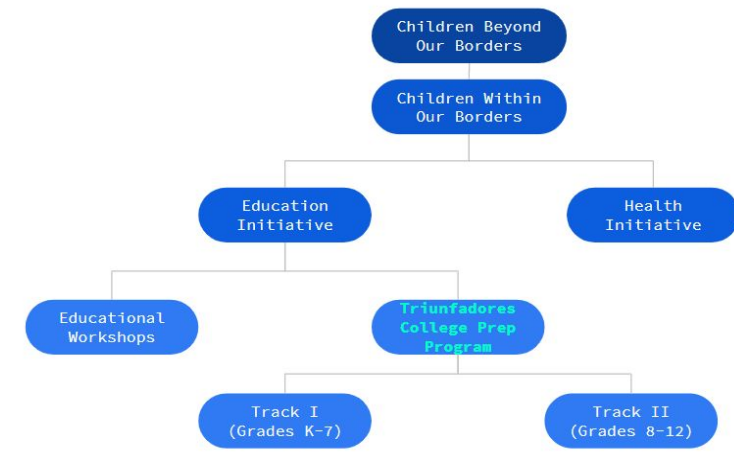
The education initiative provides access to educational resources such as monthly workshops and weekly tutoring/mentorship through the College Prep Program. The health initiatives team coordinates quarterly free health clinics to provide medical services, knowledge and support to those in need.

Through education, empowerment, and community outreach, we inspire the children and families in our community and abroad to help them reach their full potential, overcome obstacles and dream big to achieve their goals.

## CPP Coordinators' Contact Information:

- Education Director: Emily Santiana ([education@chbob.org](mailto:education@chbob.org))
- Alachua Coordinator: Jessica Alvarez ([cppalachua@chbob.org](mailto:cppalachua@chbob.org))
- Gainesville Coordinator: Jessica Diana ([cppgmv@chbob.org](mailto:cppgmv@chbob.org))

## Program's Position in Organizational Structure:



## Semester Schedule:

**First Day:** Monday, September 14th, 2020

**Holidays** (No Tutoring/Mentoring):

- November 23rd, Thanksgiving Break
- December 14th, UF Finals
- December 21st, Winter Break
- December 28th, Winter Break
- January 4th, Winter Break
- January 18th, MLK Day
- February 15th, President's Day
- March 22nd, Spring Break

**Last Day:** Monday, April 19th, 2021

## Tutoring Schedule:

**5:45 PM- Arrive** at the Iglesia Hispana de Alachua (13719 NW 146 Ave, Alachua, FL 32615)

- Check in, set up, and prepare the mentee's folder.

**6:00 PM- Greet mentee** and their family, begin tutoring session.

- Help mentee with homework assignments, test prep, reading and mentoring as time permits (see below for monthly time quota system breakdown).

**7:30 PM- Tutoring session ends**

- Clean up work space, walk mentee out to get a snack and say goodbye, fill out tutor notes and weekly progress report.
  - [This form](#) will be used for tutor notes, updated after every session.

\*Schedule may change due to COVID-19 and corresponding online protocol.

For updated information regarding the online protocol in place for the CPP weekly tutoring/mentoring sessions, please see [this form](#).

## Time Quota System:

To account for variation in individual needs, we allow mentor pairs to manage their own time each tutoring session. However, to ensure accountability, mentors will need to take note of the distribution of activities each Monday and, throughout four sessions, are expected to have spent a total of:

- 180 minutes on homework help.
- 90 minutes on test prep (FSAs/EOC's).
- 40 minutes on mentoring.

- 10 mins a week, every week of the month
- 45 minutes on mini lessons.
  - 15 mins each, 3 weeks out of the month

[This form](#) will be used to track time - it must be updated weekly in your assigned cloud space.

Failure to fulfill these time quotas must be documented by the mentor and will be subject to review by the coordinator to ensure educational goals are being met appropriately.

### **Blank Forms for Volunteers: CPP Website**

Volunteers will have access to blank forms for all of the required tracking sheets (tutor notes, time quota tracking, mini lesson planning sheets, etc.) through the CPP website. The forms can be downloaded, filled out, and sent to the coordinator's email as needed each week. The website will also contain helpful information and supplemental materials designed to aid both students and volunteers meet the program's goals of tutoring and mentoring.

The link to this website will be emailed to members of the CPP after admission, and you will have a password that allows you to access all of these resources.

## **Tutoring Section**

### **Tutor Responsibilities:**

#### **Before Tutoring:**

- Arrive on time (5:45) and set up chairs/tables for workspace
- Get student's folder and review past notes
- When tutee arrives, greet them/their family, make sure they turn in their phone and get started on work!

#### **During Tutoring:**

- Work on some combination of homework, test prep, mentorship and reading (write down time breakdown to ensure you're on track for monthly quotas)
- Help and encourage student to strive for academic excellence!

#### **After Tutoring:**

- Say goodbye to student and walk them out to get their phone and a snack!
- Fill out volunteer notes for that day
- Reflect and plan ahead for the next session
- Clean up workspace, put folder back and listen for any announcements before leaving!

## Helpful Tutoring Techniques:

- Make Activities Fun
  - Kids are more likely to view homework as less of a chore if you help them adopt a more playful attitude toward their work.
  - Examples:
    - If your first-grader is working on simple math problems, help him visualize addition and subtraction by using small toys such as marbles or even playing cards.
    - If a third-grader is working on multiplication problems, challenge him to get as many correct answers as possible while racing you (to be fair, he should be allotted twice the time as you).
- Helpful tactics, which make the student feel like they are in ‘control’:
  - **Challenge:**
    - Allow your student to select problems for you to do on a worksheet, perform some of the problems correctly and some incorrectly. Allow your student to check your work. They will have to think about how the problem is solved to be able to know if you did it right or wrong.
  - Motivation with: **One Worksheet**
    - Tell the student, “Circle ten problems you think you can do,” instead of having them intimidated by the whole sheet.
  - Motivation with: **Multiple Worksheets**
    - “We have these four things to do, now you put them in the order that you want to do them in” then proceed in the order they listed
- **Goal-based tutoring**
  - Set achievable goals for you and your student to master weekly
  - Incentivize their success

### ***Fluency***

Fluency is the ability to read a text accurately and quickly. It is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and between the text and their background knowledge. In other words, fluent readers recognize words and comprehend at the same time. Less fluent readers, however, must focus their attention on figuring out the words, leaving them little attention for understanding the text.

How can I help my student become a more fluent reader?

- (1) Model fluent reading, then have students reread the text on their own
- (2) By having the student repeatedly read passages as you offer guidance.

If a child is struggling with a word in a passage:

- Let them sound it out, if they take longer than 10 seconds, then correct them by saying “the word is”

### **Passages:**

- Try to use the same passage every session until your student reaches their goal
- Each week record their performance, so small improvements can be seen, keep track of the progress
- Once they hit the goal, the new passage can be given

### ***Singapore Math***

It is a teaching method based on the national mathematics curriculum used for kindergarten through sixth grade in Singapore. An approach developed to teach students to learn and master fewer mathematical concepts at greater detail as well as having them learn these concepts using a three-step learning process: concrete, pictorial, and abstract.

Three steps:

- In the **concrete step**, students engage in hands-on learning experiences using concrete objects such as chips, dice, or paper clips (Manipulatives).
- This is followed by drawing **pictorial** representations of mathematical concepts.
- Students then solve mathematical problems in an **abstract** way by using numbers and symbols.

### ***Hands-on Reading Activities***

- Reading with tools:
  - Sticky notes
  - Highlighters
  - Gel pens
- Plastic Bottle caps
  - Letters written on the bottle caps
  - Can you put the letters in the right order to make the word “around”
  - “Find the letters that make the ‘th’ sound”
- Whiteboards:
  - Very versatile and can be added in almost every lesson to incorporate a more hands-on approach
- Index cards:
  - Can be used to make flashcards
  - Concentration game (AKA memory game) for vocabulary words
    - Kids write the word on one card
    - Kids write the definition on another card

### ***Hands-on Math Activities***

- Dice:
  - Create number games by rolling the dice
  - Ex: Roll it three times. If you get a 2,4,1 the number will be 241, then “plus’ whatever they roll the second time
- Manipulatives
  - Any kind of physical object which can be used to represent a numerical value,
  - E.g. dividing a stack of 30 pencils into two stacks, or five stacks = each stack has

## Mini Lesson Guide:

### General Guidelines:

- ❖ Volunteers are expected to plan and teach 3 lessons a month, with each mini lesson being around 15 minutes long.
- ❖ Lessons should be based on the grade level standards that students must learn, but expand on these topics in a helpful, educational manner.
  - Tailor lesson plans to address areas for improvement, interests, and skills
- ❖ Lesson plans will be *due by 9:00 PM the Sunday before tutoring*
  - Send to program coordinator through GroupMe or email
  - For off week, notify coordinator to avoid being marked as incomplete
  - Lesson plans should be short but complete, including all elements shown in the example form below:

**Mini Lesson Planning Sheet:** blank form can be found [here](#)

<p><b>Topic:</b> general idea being taught/reviewed (ie. basic arithmetic)</p>	<p><b>Materials:</b> any materials needed for plan (ie. beans/blocks for counting)</p>
<p><b>Objectives/Standards:</b> what specific skills are being taught/strengthened (ie. addition and subtraction)</p>	<p><b>Learning Activity/Guided Practice:</b> brief explanation of methods used to teach skills (ie. practice using objects to solve math problems, help student visualize numbers)</p>
<p><b>Key Vocabulary:</b> important terms to know for this topic (ie. sum, difference, addition, subtraction)</p>	<p><b>Assessment:</b> how outcomes can be measured, reflect on success of lesson (ie. student understands concept of adding/subtracting and gives quicker, more accurate answers)</p>



# Grade Level Standards:

## Kindergarten

### Reading and Writing:

- Review letters of the alphabet and corresponding sounds
- Learn lowercase and uppercase letters
- Learn sight words or frequently-used words such as "the," "and" and "is"
- Write about themselves and write stories together as a class with the teacher's help
- Learn stories, songs, rhyming words
- Talk about stories after reading them (a demonstration of reading comprehension): predict what may happen next, try to guess what characters might be thinking or feeling; re-tell what happened in the stories
- Write words with spelling guessed by the child (invented spelling)
- Write letters to mom and dad
- Label pictures they've illustrated

### Math:

- Count things around the classroom, such as how many days they've been at school, how many blocks are in a bin, and the like
- Identify basic shapes such as circle, square, triangle, etc.
- Recognize numerals up to 20 or beyond
- Count by 5s or 10s
- Tackle basic addition and subtraction
- Understand concepts such as "more than" or "equal to"
- Create patterns with small objects and sort into groups by color and size
- Identify coins (be able to distinguish between pennies, dimes, etc.)

### Science:

- Explore their world through observation and experimentation. Many kindergarten teachers take advantage of young children's natural curiosity to help them learn about their world
- Discover what animals and plants need to live and grow
- Learn about the parts of the body and the senses
- Learn about changes in seasons and weather
- Become familiar with elements that make up our planet (earth, sand, rocks, water, etc.)

### Sight words:

- all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, say, she, so, soon, that, there, they, this, too, under, want, was, well, went, what, white, who, will, with, yet.

### Learning Troubles:

- Difficulty counting by ones/understanding concept of numbers
- Difficulty using phonetics by letter to pronounce words
- Difficulty holding pencil/mastering printing alphabet

**Fluency:** 40 wpm (oral), 50 wpm (silent)

## First Grade

### Reading and Writing:

- Read books in small groups with a teacher
- Begin independent reading
- Be able to identify ideas and details of a story, and retell events of a story in order
- Learn words with similar patterns (such as "bat," "sat," and "cat")
- Become more skilled at using sounds of letters to read simple words
- Expand their list of "sight words" (words that are frequently used)
- Write their full name (if he hasn't learned to do so already)
- Work on handwriting
- Write simple words and sentences (often still without emphasis on correct spelling); use two or three sentences to create stories
- Learn how to correctly use punctuation and capitalization in sentences
- Understand and learn the plurals of nouns

### Math:

- Count to 100 by groups of small numbers such as 2s, 5s, and 10s. Be able to recognize and write numbers up to 100
- Understand concepts such as "equal to" or "greater than" as well as addition and subtraction; become familiar with symbols such as "+," "-", "=", "<," ">."
- Add numbers up to 10 in her head
- Be able to do simple subtraction
- Identify simple patterns
- Learn how to measure sums such as length, weight
- Understand and identify simple fractions (1/2, 1/3, 1/4)
- Begin to tell time on an analog clock

### Science and Social Studies:

- Gain a better understanding of the senses
- Identify animals and classify them into groups (marine, mammals, etc.)
- Learn about oceans and sea life
- Learn about life cycles
- Identify the United States and learn about continents and oceans
- Understand what living things need to grow

### Sight words:

- after, again, an, any, as, ask, by, could, every, fly, from, give, going, had, has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when

### Learning Troubles:

- Difficulty understanding concept of addition/subtraction
- Unable to print full name correctly
- Difficulty recognizing sight words and reading slowly

**Fluency:** 53 wpm (oral), 80 wpm (silent)

## Second Grade

### Reading and Writing:

- Read longer, more complicated stories, including age-appropriate chapter books
- Predict what happens next in a story
- Become a better speller. More emphasis will be placed on spelling increasingly complex words correctly. Spelling tests will be a regular part of second grade
- Write longer and more complex essays and stories using correct spelling, punctuation, capitalization, and paragraphs
- Learn to identify parts of speech: noun, verb, adjective, etc.

### Math:

- Understand the place value of numbers (tens, hundreds, etc.)
- Be able to mentally add numbers up to 20
- Handle more complicated addition and subtraction problems using methods of carrying and borrowing
- Work on problem-solving with numbers
- Be able to do simple fractions
- Tell time on an analog clock
- Add and subtract money; learn how to make a change

### Science, Social Studies, and Technology:

- Understand how the body works, such as the digestive system
- Learn about other cultures from the past and present, such as indigenous cultures
- Learn more about the earth such as studying landforms (geology) and continents (geography)
- Discuss current events

**Sight Words:** always, around, because, been, before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made, many, off, or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon, us, use, very, wash, which, why, wish, work, would, write, your

### Learning Troubles:

- Can not print their name and/or other words legibly
- Reads slowly, guessing at unfamiliar words, leaving out words, not recognizing sight words
- Is unable to master counting by various means (i.e. by 2s, by 5s, by 10s)
- Continues to rely on one-to-one correspondence as a way to solve basic addition and subtraction problems. For example, needing to count on their fingers to get an answer

**Fluency:** 89 wpm (oral), 115 wpm (silent)

## Third Grade

### Reading and Writing:

- Continue to expand vocabulary
- Use reference books such as dictionaries and thesauruses to get information
- Read longer chapter books and be able to articulate the main points of the stories
- Popular third-grade titles include "A Series of Unfortunate Events" by Lemony Snicket and "The Magic Tree House" series by Mary Pope Osborne
- Write detailed stories and essays with a logical sequence of events and discernible plot points and endings
- Write in paragraphs and learn how to use transitions
- Learn and practice cursive writing

### Math:

- Learn multiplication, fractions, and decimals
- Become increasingly more adept at applying math to real-life situations such as making a change or adding up allowance money
- Multiply and divide double- or triple-digit numbers by single-digit numbers
- Learn how to measure weight, height, and volume

### Science, Social Studies, and Technology:

- Review the names of states and learn the state capitals
- Learn about space (the solar system, planets, moon, stars, etc.)
- Learn how to prove or disprove a hypothesis using experiments
- Become skilled at using maps and globes to find places
- Learn how to analyze and create graphs and charts
- Use numbers to apply to real-life situations, such as using a budget
- Become more skilled at using the computer to do research with supervision

### Sight Words:

- about, better, bring, carry, clean, cut, done, draw, drink, eight, fall, far, full, got, grow, hold, hot, hurt, if, keep, kind, laugh, light, long, much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today, together, try, warm

### Learning Troubles:

- Can't read sight (or high frequency) words without stopping to think about it
- Cannot write in legible, complete sentences
- If they can not solve basic addition and subtraction facts up to 10. This includes doubles facts, double plus one facts, and other fact family problems

**Fluency:** 107 wpm (oral), 138 wpm (silent)

## Fourth Grade

### Reading and Writing:

- Demonstrate an understanding of the themes of a book by writing a book report
- Become familiar with a wide variety of stories such as fiction, non-fiction, myths, fables, poems, biographies and more
- Increasingly use research materials to tackle a variety of subjects including fourth-grade science and history
- Continue to build vocabulary
- Learn synonyms, antonyms, and homonyms

### Math:

- Tackle increasingly difficult fractions, multiplication, and division using multiple digits
- Begin geometry and algebra
- Learn how to collect data and convert the information into graphs, charts, and tables.]
- Solve word problems that require logical-thinking skills and calculations

### Science, Social Studies & Technology:

- Learn about electricity and other forms of energy and matter
- Study American history and historical figures
- Learn about other cultures around the world
- Learn how to read maps
- Know the geography of the U.S.
- Classify organisms

### Learning Troubles:

- Is unable to repeat directions that have just been given or retell a story that has just been read
- Mispronounces words, drops or inverts syllables when talking. For example, says "fustrated" or "supposably" instead of "frustrated" and "supposedly" (or "probably")
- Doesn't understand how to use or interpret idioms, metaphors or similes
- Cannot grasp or identify basic themes and ideas when reading or listening to a story
- Doesn't use cues to work out unfamiliar words in a text and prefers to guess at them instead
- Struggles to learn basic multiplication and division facts
- Doesn't align math problems (tens, ones, etc.) correctly, resulting in incorrect computation

**Fluency:** 123 wpm (oral), 158 wpm (silent)

## Fifth Grade

### Reading and Writing:

- Be able to offer detailed analyses of characters and plots of books
- Work on the phases of writing: outline, draft, revise, edit
- Read newspapers, magazines and write opinions about news and events
- Research and write reports of several pages in length on various topics
- Give oral presentations
- Plow through reading lists faster than ever before
- Continue to increase vocabulary words
- Handle more challenging spelling tests

### Math:

- Become familiar with improper fractions and equivalent fractions
- Learn about prime numbers
- Become familiar with aspects of data such as mean, median, range, etc.
- Learn different types of triangles (isosceles, equilateral, etc.)
- Calculate the perimeter and area of triangles, rectangles, etc.
- Add, subtract and multiply fractions
- Become more skilled at doing math “mentally” without writing problems down on paper

### Science, Social Studies, and Technology:

- Understand the different branches of government and how they work
- Identify important landmarks around the world
- Study how living organisms work, such as photosynthesis and digestion
- Learn more about the human body, including the cardiovascular and skeletal systems Depending on where you send your child to school, this may also cover sex education
- Begin basic chemistry and physics
- Continue to learn about the solar system and our planet
- Learn about the environment and our effects on it

### Learning Troubles:

- Cannot interpret charts, graphs or maps
- Does not fully develop their ideas when writing (lack details, be very short or seem incomplete)
- Struggles to recall basic multiplication facts and have difficulty learning multi-number multiplication
- Is unable to master long division
- Continues to have messy writing, with cross-outs, uneven spacing, misspellings, letter reversals or trouble staying on the line

**Fluency:** 139 wpm (oral), 173 wpm (silent)

\*Credits to Charles D. from the UCF chapter for compiling the standards for grades K-5!

## Sixth Grade

### Reading and Writing:

- Determine a central idea of a text and how it is conveyed through particular details
- Understand words in a text, including figurative, connotative, and technical meanings
- Determine an author's point of view or purpose and explain how it's conveyed in the text
- Compare and contrast one author's presentation of events with that of another
- Explain how an author develops the point of view of the narrator or speaker in a text
- Write arguments to support claims with clear reasons and relevant evidence
- Follow conventions of standard English grammar and usage when writing or speaking
- Follow conventions of capitalization, punctuation, and spelling when writing
- Interpret information presented in diverse media and formats
- Adapt speech to a variety of contexts, demonstrating command of formal English
- Write informative/explanatory texts to examine a topic and convey ideas
- Write narratives to develop real or imagined experiences or events
- Produce clear, coherent writing with appropriate development, organization, and style
- Draw evidence from literary or informational texts to support analysis

### Math:

- Write and evaluate numerical expressions involving whole-number exponents
- Write, read, and evaluate expressions in which letters stand for numbers
- Apply the properties of operations to generate equivalent expressions
- Identify when two expressions are equivalent
- Fluently divide multi-digit numbers using the standard algorithm
- Fluently add, subtract, multiply, and divide multi-digit decimals
- Solve real-world and mathematical problems by graphing points in the coordinate plane
- Understand and use ratios to describe a relationship between two quantities
- Find the area of right triangles, other triangles, special quadrilaterals, and polygons
- Display numerical data in plots on number lines, dot plots, histograms, and box plots
- Reason abstractly and quantitatively
- Evaluate algebraic expressions using substitution and order of operations
- Apply the properties of operations to generate equivalent algebraic expressions
- Express composite whole numbers as a product of prime factors

### Science:

- Describe and give examples of ways in which Earth's surface is affected by weathering
- Recognize that there are a variety of different landforms on Earth's surface
- Differentiate among radiation, conduction, and convection
- Understand how the water cycle, atmosphere and hydrosphere affect weather patterns
- Describe how global atmospheric patterns influence local weather
- Differentiate among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere
- Explain how solar energy influences global patterns of atmospheric movement
- Differentiate between weather and climate
- Explain why scientific investigations should be replicable
- Explain the difference between an experiment and other types of scientific investigation
- Explain that scientific knowledge is durable because it is open to change
- Recognize that a scientific theory is a well-supported explanation of nature

- Describe and identify patterns in the hierarchical organization of organisms
- Investigate and explain the components of the scientific theory of cells
- Compare and contrast the structure/function of major organelles of plant and animal cells
- Identify and investigate the general functions of the major systems of the human body

**Social Studies:**

- Use timelines to identify chronological order of historical events
- Identify terms (decade, century, epoch, era, AD/CE) and designations of time periods
- Interpret primary and secondary sources
- Describe the methods of historical inquiry
- Describe the roles of historians and recognize varying historical interpretations
- Describe how history transmits culture and provides models of human character
- Identify the characteristics of civilization
- Compare the economic, political, social, and religious institutions of civilizations
- Compare the emergence of advanced civilizations across the world
- Identify factors that increase economic growth
- Describe traditional and command economies as they appear in different civilizations
- Describe the following economic concepts as they relate to early civilizations: scarcity, opportunity cost, supply and demand, barter, trade, and productive resources
- Use maps to identify characteristics and boundaries of civilizations around the world
- Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world
- Explain the concept of cultural diffusion, and how one society influences another

**Learning Troubles:**

- Difficulty reading full paragraphs of text
- Difficulty writing complete sentences with proper grammar and spelling
- Struggles with basic arithmetic (addition, multiplication, etc.)
- Unable to solve multi-step mathematical word problems
- Difficulty understanding basic vocab/concepts for science/social studies classes

**Fluency:** 150 wpm (oral), 185 wpm (silent)



## Seventh Grade

### Reading and Writing:

- Determine a theme or central idea of a text
- Analyze the impact of setting and point of view on literary texts
- Analyze characters, plot, and structure of a text
- Explain how an author uses diction, syntax, and rhetorical devices to establish meaning
- Be able to write well-structured argument, expository, and narrative essays
- Conduct short research projects, using information from print and digital sources
- Effectively prepare for and engage in class discussions and oral presentations
- Utilize knowledge of Greek and Latin roots to decode the meaning of unknown words
- Continue to improve grammar, capitalization, punctuation, and spelling

### Math:

- Use unit rates, proportions, and percentages to solve real-world problems
- Understand and apply the Laws of Exponents
- Add, subtract, multiply, and divide rational numbers
- Be able to convert word problems to mathematical equations/inequalities using variables
- Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole number, fraction, decimal)
- Be able to draw and understand 2D and 3D geometric figures
- Solve problems involving area, circumference, volume, and surface area
- Become familiar with statistics, probability, population samples, and random sampling
- Use measures of center and measures of variability to draw conclusions about a sample

### Science, Social Studies, and Technology:

- Understand the layers of the Earth and the impact of plate tectonics on natural disasters
- Identify impacts that humans have had on Earth, such as deforestation and urbanization
- Understand the scientific theory of evolution
- Gain an introduction to genetics and heredity
- Understand the forms of energy (light, sounds, etc.) and energy transformations
- Recognize the origin and purpose of government, law, and the American political system
- Analyze the structure and function of the three branches of government
- Gain a basic understanding of economic systems in America
- Locate the 50 states and capitals, as well as cultural and physical landmarks on a map

### Learning Troubles:

- Cannot interpret charts, graphs, or maps
- Difficulty comprehending or analyzing reading passages
- Limited vocabulary and/or spelling skills
- Struggles to understand mathematical word problems/unable to master basic mental math

**Fluency:** 150 wpm (oral), 195 wpm (silent)

\*Standards for grades 6-7 were compiled using the [Florida State Standards](#).  
Fluency rates can be found at [mpsaz.org](http://mpsaz.org) under files/optimal reading rates.

# Mentorship Section

## **Tips for Working with Students:**

- How to handle anxiety in children
  - A common problem in many students
  - Don't dismiss their feelings!
    - Let them know it's okay to feel bad about something and encourage them to share their emotions and thoughts.
  - Listen!
    - It is enormously comforting to have someone listen when something's bothering you.
  - If they don't feel like talking, let him know you are there for them.
- Praise your students' efforts
  - Do not only praise perfection but also progression!
    - E.g. by saying things like, "I noticed you didn't give up trying to sound out that word today and you got it right!", " or "I like how hard you have been trying on our activities, keep it up!"
- Problem-solve together!
  - When your student exhibits specific behavior problems, sit down and problem-solve the issue together.
- General
  - Refrain from using negative phrases such as "Stop messing around."
    - Instead, use phrases like, "You need to sit still."
  - If poor behavior or mood persist, or if you notice any signs of neglect/abuse, PLEASE contact the program coordinator ASAP!
- If you ask, "How was your day?" to the student and receive a bleh answer, try one of the following:
  - What was your favorite part of the day?
  - What was the hardest thing you did today?
  - Who put a smile on your face today?
  - What was your least favorite part of the day?
  - If today was a color, what would it be and why?
  - Tell me about a problem you solved today.
  - Was today a fast day or a slow day? Why?
  - Did anything happen today that made you proud?
  - Did you face any particular challenges today?
  - What was the kindest thing you did today?
  - Do you have any questions for me about your day?
  - What is the most important thing you learned today?

# Triunfadores Track 1 Mentoring Guide

## Monthly Theme Overview:

September	Getting to Know You
October	Bullying
November	Goal Setting
December	Diversity
January	Time Management
February	Body Image/Self Worth
March	Stress Management
April	Peer Pressure/Healthy Living

## General Guidelines:

- ❖ These themes are the broad topics that we want to focus on each month, but can be tailored to fit the needs of each student.
  - Activities should be modified/chosen based on the age, maturity level, and interests of each mentee.
  - If needed, mentors should ask the program coordinator for permission to address other issues in student’s life rather than the monthly mentoring topic.
- ❖ Volunteers should aim to spend ~10 minutes every week on the relevant topic and complete 40 minutes of mentoring every four sessions!

## September Curriculum

- ❖ Topic: Getting to Know You
  - Form a connection with mentee!
  - Learn name, grade, age, family life, interests, strengths and weaknesses, etc.
  - Know favorite subject, book, etc. to motivate learning
  - Build rapport with mentee as trustworthy, supportive figure
  - Suggested activities:
    - Fill out ‘all about me’ sheet
    - Play ‘would you rather’ (appropriate, relevant questions)
    - Make ‘all about me’ collage/art
    - Take ‘High5’ personality test to find key strengths

## October Curriculum

### ❖ Topic: Bullying

- October is bullying awareness month, so we want to educate and prevent!
  - Explain bullying using a simple definition: when someone does hurtful things to another person on purpose, can take on many different forms
    - Verbal: name calling, teasing, mimicking
    - Physical: hitting, kicking, pushing, breaking someone's things
    - Social: excluding others, gossiping, rumors, embarrassing others
    - Cyberbullying: bullying that takes place online (text, social media)
  - Explain what to do if they experience/witness bullying
    - No one deserves to be treated poorly
    - Help student identify supportive figures
    - Explain importance of notifying a trusted adult—there is nothing wrong with asking for help
    - Encourage mentees to speak up for others and treat everyone kindly
  - Suggested activities:
    - Make list of trusted people (parents, teachers, counselors, etc.)
    - Write positive messages and give to others
    - Paper hearts: make a fold for each negative experience (name calling, exclusion, etc.) then unfold for each positive fix (compliments, kindness, etc.) and show that bullying leaves permanent marks
- ❖ NOTE: If your mentee expresses that they are experiencing bullying (or any sort of violence/abuse), please let the coordinators know ASAP!

## November Curriculum

### ❖ Topic: Goal Setting

- Explain the importance of setting realistic short and long term goals
- Ask mentee about future school/career goals (encourage option of college)
- Explain the process of setting goals, tracking progress, and reevaluating
- For volunteers with mentees in grades 3-7: introduce SMART goals
  - SMART goals are **s**pecific, **m**easurable, **a**ttainable, **r**elevant, and **t**ime-bound
  - Instead of saying “I want to do well in school” say “I want to earn A’s in all of my classes this quarter”
- Suggested activities:
  - List 5-10 weekly (short term) goals
  - Make interest maps linking hobbies to career paths
  - Write/draw about ideal future life
  - List 5-10 yearly (long term) goals
  - Practice changing generic goals into SMART goals

## December Curriculum

### ❖ Topic: Diversity

- Explain the importance of appreciating diversity
- Define diversity: the inclusion of individuals with various identities (gender, race, ethnicity, religion, sexuality, socioeconomic status, age, etc.)
  - Tailor this discussion to fit child's maturity level
- Highlight that everyone deserves equal rights and respect
- Discuss current events (racism, homophobia, xenophobia, etc.) in age-appropriate ways
  - Explain how discrimination can impact others
- Explain ways to fight injustice
  - Educate ourselves and others on relevant issues
  - Have an open mind and listen to others
  - Bring attention to discriminatory practices (use of slurs, exclusion, etc.)
- Ask student to talk about their culture/identity if comfortable, and discuss any instances of discrimination that they may have experienced
- Suggested activities:
  - Make list of actions that student can take to fight discrimination
  - Research specific culture/holiday/event of student's choice
  - Learn how to say 'hello' in different languages
  - Have student draw/write about their identity (what makes them unique)
  - Brainstorm things student has in common with others, despite differences
- Suggested resources for young children
  - K-2nd: Sesame Street's Racism Town Hall (link: <https://youtu.be/xBUFcvoyoyk>)
  - PBS KIDS Read Along: Author Christian Robinson reads *You Matter* (link: <https://youtu.be/ltOaIsWXpHA>)
- Suggested resources for all Track 1 mentees:
  - Accenture's "Inclusion Starts with I" video (link: <https://youtu.be/2g88Ju6nkcg>)
  - CBS Kids' A Brief History of the BLM Movement (link: <https://youtu.be/js6ERFDsQv4>)
  - "Diversity Matters in Education" video (link: <https://youtu.be/Rcw09YMDHuU>)

## January Curriculum

### ❖ Topic: Time Management

- Explain importance of time management skills for success
- Discuss common mistakes that waste time (procrastination, poor priorities, distractions, etc.)
- Introduce productivity tools (pomodoro method, making to-do lists, tackle hardest task first, etc.)
- Analyze student's current time usage and brainstorm how to improve

- Suggested activities:
  - Encourage students to fill out planner every day
  - Help design a daily schedule for school/chores/fun/sleep
  - Create morning/nightly routines to save time
  - Time jar: get cup, rocks, pebbles, and sand, have student try to fit as much as possible in cup, explain how prioritizing the larger things leaves room for smaller things (relate to how to spend one's time)

## February Curriculum

### ❖ Topic: Self Worth

- Talk about the importance of self worth, self esteem and body image
  - Recognizing own strengths and value is vital to happiness
  - Healthy eating and exercising help encourage a positive body image
- Love yourself first: practice kindness and compassion, encourage positivity
- Confidence helps you succeed, but more importantly, having high self worth makes you a happier person and helps you overcome challenges in life
  - It is okay to have down days and experience negative emotions, but no one should be defined by this; reach out if frequently feeling insecure
- Surrounding yourself with supportive, positive people will help you be happier
- Suggested activities:
  - List 5-10 best traits/things student likes about themselves
  - List 5-10 strengths/things student is good at
  - Write positive affirmation cards
  - Practice power poses to feel more confident
- Suggested resources:
  - “The Kid’s Guide to Confidence” (link: [https://youtu.be/j2oCP\\_wk1TA](https://youtu.be/j2oCP_wk1TA))
  - TED-Ed’s “3 Tips to Boost Your Confidence” (link: [https://youtu.be/l\\_NYrWqUR40](https://youtu.be/l_NYrWqUR40))
  - “Talking to Kids About Body Image” (link: <https://youtu.be/7N6-mTvW9Zw>)

## March Curriculum

### ❖ Topic: Stress Management

- Define stress: a feeling of emotional strain and pressure from external and internal factors, related to anxiety
  - Often expressed as feeling overwhelmed, worried, or upset
  - Can cause stomach pain, headaches and physical tension too
- Everyone experiences stress, but with varying intensity and frequency
  - Learning how to deal with stress and recognize unhealthy levels of stress is an important life skill
- Explain coping strategies that can help relieve stress
  - Breathing techniques/meditation
  - Going outside/exercising

- Talking it out with a friend
- Expressing it through art
- Suggested activities:
  - Identify situations when student feels stress, discuss how to manage it
  - Make stress balls (balloon filled with sand)
  - Practice deep breathing techniques
  - Write list of student's favorite coping methods

## **April Curriculum**

### ❖ Topic: Healthy Living

- Explain 3 types of well-being: physical, mental and emotional/spiritual
  - Physical: getting enough sleep, eating healthy, exercising, etc.
  - Mental: thinking positively, reading, limiting distractions, etc.
  - Emotional/spiritual: spending time with friends, having fun, etc.
- Identify areas that student needs to work on and brainstorm improvements
- Discuss peer pressure/impact of who we surround ourselves with
  - Can have a positive or negative influence
- Describe different ways in which negative peer pressure can affect mentee
  - Discussion should be tailored to mentee's age and maturity level
  - General age-appropriate topics:
    - K-5th: changing the way you dress or act, feeling pressured to end certain friendships, adopting a negative attitude, lying or cheating
    - 6th-7th: expand on K-5 topics and further discuss pressures to dismiss schoolwork, partake in risky behaviors, or to try drugs/alcohol
- Explain that it's okay to say no to things that seem uncomfortable/unhealthy
- YOLO: you only live once, so make the most of it by taking care of yourself
  - Figure out personal values/priorities
  - Know when to ask for help regarding health and well-being
- Suggested activities:
  - Color well-being wheel (3 sections) and list activities for each part
  - Do a short workout (ie. 10 sit ups, 5 pushups, 20 jumping jacks)
  - Help student make weekly healthy habit tracker

# Volunteer Code of Conduct:

## **Important to Know:**

Children Beyond our Borders, Inc. deals with vulnerable client populations. These include children, possible victims of violence and abuse, and their families. Without proper safeguards in place, volunteers may have the opportunity to take advantage of these clients. Volunteers must take particular care when working with youth. It is expected that volunteers' interactions with students are at all times appropriate and professional, and are strictly related to the role of mentor. The consequences for violating these expectations will result in immediate removal. Actions taken will first and foremost consider the need to ensure the safety of minors participating in the program.

\*Volunteers will be required to cover the cost of a background check (\$20)

## **NOT ALLOWED:**

- Holding hands. Intent is to eliminate special, singular relationships (ok for groups, while walking, games and with very young children who need assistance).
- Patting on the head (demeaning in some cultures).
- Restraint of a minor (unless minor is in immediate danger to self or others; to avoid harm to a minor, physically redirecting minor to safety).
- Being rough with minors for behavior management (ex: yanking arm, grabbing shoulder, pushing minor into position).
- Roughhousing: Aggressive physical contact, often for fun, minor not in control of body.
- Sarcasm: Harsh or abusive words; rejecting or stating you do not like a minor.
- Bullying: Taunting; intimidation of physical force.
- Neglect: Denying snack, bathroom, or breaks as a behavior consequence.

## **PLEASE do the following:**

- Make sure that the kids stay safe when around you, behave respectfully with one another and do not try to harm other children.
- Sometimes the children will seem discouraged or “not in the mood” to do work. Encourage them to continue going.
- Remember, you do not always have to know the right answer to homework! The act of perseverance, completion and spending time to build self-assurance is most important.
- Motivate your students to enjoy learning!

Please report any questionable activity to the program coordinator. Additionally, if you have **questions/concerns** please reach out.

You can contact the Program Coordinator, Jessica Alvarez:

- Email: [cppalachua@chbob.org](mailto:cppalachua@chbob.org)

You may also contact the CWOB Education Director, Emily Santiana:

- Email: [education@chbob.org](mailto:education@chbob.org)



## **Attendance**

Volunteers with Children Beyond Our Borders are expected to be present for tutoring sessions, on time, every day committed. Regular attendance and punctuality are important to keep our team operating efficiently. Being tardy or absent causes disruptions.

### **Attendance Policy:**

- You must stay the duration (do not arrive late or leave early) of the volunteer time unless an arrangement is made with the coordinator PRIOR to the session starting.
- If a volunteer is absent more than once, evidence for excusing the absence, such as a doctor's note, must be provided.
- Volunteers may request exceptions for absences. However, these must be approved on a case-by-case basis BEFORE the day in question.
- Excused absences can be granted for funerals, jury duty, bereavement, childbirth, a car accident, medical appointment, and unavoidable emergencies. In these cases, volunteers must provide documentation to prove a reason for the absence.

### **Attendance Violations:**

- If two or more sessions are missed, or if notice is not given within 24 hours of a session, tutoring placement will be subject to review.

## **Dress Code**

The Children Within Our Borders dress code policy is designed to help us all provide a consistent professional appearance to our students and community. Our appearance reflects on both ourselves and the nonprofit. The goal is to be sure that we maintain a positive appearance.

### **Dress Code Policy:**

- Volunteers are expected to wear the polo shirt provided by the program.
- Volunteers must always present a clean, professional appearance. Everyone is expected to be well-groomed and wear clean clothing, free of major holes and tears.
- Clothing with offensive or inappropriate designs or stamps are not allowed.
- Clothing should not be too revealing (no leggings or ripped jeans).

### **Dress Code Violations:**

- Volunteers in violation are expected to immediately correct the issue. This may include having to leave work to change clothes.
- Repeated violations or violations that have major repercussions may result in disciplinary action being taken up to and including termination.

I hereby understand and agree to abide by the Code of Conduct, Attendance, and Dress Code policies presented here in this program.

Tutor Signature: \_\_\_\_\_

Date: \_\_\_\_\_