

# SPRING '24 NEWSLETTER



## In this Issue:

- Letter from the Associate Director
- Alumni Spotlight
- Graduating Leadership
- Graduating Tutors
- Writing Contest
- A Glimpse into the Sites
- House Cup
- Tutor Highlights
- Festival of Books
- More About Us
- Stellar Lesson Plans

## Peer Leadership at its Best

I am writing this piece coming off of an emotional high after spending most of the weekend at the LA Times Festival of Books. Our amazing ReadersPLUS student staff literally "ran the show" at our Dornsife/JEP Booth, engaging with children and families through book reading and creative and interactive learning activities. Over the span of the two days several former ReadersPLUS students from years gone by stopped by to visit and share sweet, nostalgic memories about their time with Readers, as well as updates on what they are doing now.

Phebe Chew, who was our Graduate Student Literacy Director from 2017 - 2019, asked about any changes in the program. Incidentally, one of our newest changes relates to her former role. When the Math and Literacy Director positions were first introduced to the program in the late 90s, they were intended as graduate student positions and have been so until just recently. As graduate students are often pulled into TAs or research specific to their department, we have had a difficult time recruiting grads with experience/expertise specific to education to fill these positions. As a result, this year we "tapped" some of our most talented, committed, and highly capable undergrad students who were already working in our program as tutors and/or peer leaders to fill these roles.

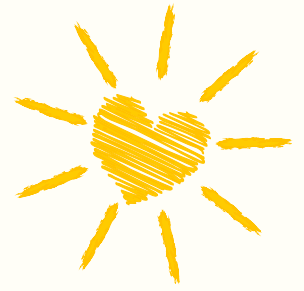
Not only has this move solved the problem of our recruitment pool, but it also erases the challenging learning curve required for graduate students who are thrust into a leadership role for a program about which they know very little. In contrast, Jade Almodovar and Danica Montes - whom we hired as the Math Director and Literacy Director, respectively - were able to build on their years of experience as Tutors and School Coordinators, gracefully transitioning into the Director roles. This change has been such a success that we now plan to institutionalize the promotion of undergraduate student leaders into the Math and Literacy Director positions moving forward. We have learned (and keep learning!) that sometimes we must be brave and try something new - in the same way we encourage our young learners to do in each session with their tutors!



**Tina Koneazny, JEP Associate Director**



# ALUMNI SPOTLIGHT



**My time with USC Readers was incredible and has been etched in my heart for about 20 years now. My name is Dr. Arameh Anvarizadeh. I am an Associate Professor of Clinical Occupational Therapy and former Director of Admissions at the USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy. I am also a Faculty in Residence where I have the privilege of supporting and building community with students in residential housing. My core values of community and coalition building and having equity and justice for all always lead me to engage in service work. Being a servant leader is a large part of my identity, and as I reflect on my time as a student at USC (triple Trojan), it is no surprise that my work study was just that: service work. I was a USC Reader at Norwood Street Elementary and had the honor of being part of this team until I graduated.**

**Now that I have a family who lives on campus, I often tell my 2-year-old about where mommy used to work. I beam with excitement when I talk to him about Norwood. As I drive past it, I smile and recall all of the incredible relationships I built, the impact that the students had on my life, and the opportunities I had to educate, play, and create a sense of belonging. Those memories have shaped my time at USC, and I am so very grateful for them.**

**Making math fun and exploring the joys of reading with the students while mentoring and creating nurturing spaces are just a few aspects of what made my role as a USC Reader so magical. Now, as an occupational therapist (OT) specializing in pediatrics, I can't help but think about the impact my work as a USC Reader made on my decision to pursue my career goals. The knowledge I learned in the classroom strengthened my skills as a Reader and vice versa; being a Reader influenced my skills as an OT student. And because of that, there was deep value in how I promoted reading and math development to the students.**

**Now, when my current USC students share that they work at JEP, I immediately ask, "Are you a USC Reader?" If they say yes, a special bond is formed because we know that our service to the community will be unforgettable, and we get the opportunity to share space with brilliant children daily.**

**I continue to be proud of being a USC Reader, and in 2022, when we celebrated the 50th Anniversary of JEP, I was filled with joy. Being in a room surrounded by the JEP community, we could feel and see the impact of the programs, from the stories to the awards to the camaraderie. It is true: JEP, particularly the USC Readers program, is a special place, and I am so grateful to be an alumnus.**

**The future is bright!**

**With Gratitude,  
Arameh**







# GRADUATING LEADERSHIP

## **Danica Montes, Literacy Director**

My time at ReadersPlus has been very rewarding because I got the opportunity to serve my community. As a tutor, I worked directly with students at Norwood Elementary and I valued my time with my students. Getting to know the students and working with them every week was gratifying because of the progress they made and what they were able to teach me. As a Director I loved working with the Coordinators and Assistant Coordinators because the work we do trickles down to the students. Seeing progress in tutors and in turn, their students, and being able to give advice and guide tutors was a perspective I did not know I would enjoy just as much as working with students. I am proud of the work that I was able to do at ReadersPlus and excited for the future team. Moving forward, I will take with me everything I had the privilege of learning from students, teachers, tutors, leadership, and central staff.



## **Jade Almodovar, Math Director**

My time at ReadersPLUS has been such a huge part of my time here at USC. Over the last three years I have had the joy of being involved in this program in multiple ways. Starting as a tutor my first semester and then transitioning to site coordinator was such a huge challenge, but great reward. Learning how to be a part of something bigger than myself and finding ways to improve the program has taught me so much. While I love tutoring and working with the wonderful kids at our partner schools, I have grown the most learning how to be a successful peer leader and mentor. The past spring I had the opportunity to become math director of ReadersPLUS. This time has meant so much to me. Being a part of program development and training other future leaders in our program has left me with such a sense of fulfillment and I am so sad to say goodbye. The people in this program have been a family to me and made my time at JEP a core part of my university experience. Thank you to everyone, especially my partner in crime, Danica. I can't wait to see where the future leaders take the program and I will always be rooting my JEP family on!



## **Ariyana Griffin, Central Coordinator**

My time with ReadersPlus played a huge role in shaping my college experience. I've always had a big family and have always loved being around and working with kids. While tutoring at Weemes I was able to solidify that love. Through ReadersPlus I was able to make learning special for my student and provide them with not only academic guidance but also overall support. I'm so thankful for all that I learned from them. ReadersPlus helped me embrace my creative side, become a better leader, and gain a deeper understanding of others' perspectives and experiences. After graduation, I'm excited to continue my education and apply the valuable lessons I learned as a Reader to enhance my journey towards becoming an occupational therapist.



## **Rachael Somers, Weemes Coordinator**

It has been a pleasure to serve the community at Weemes. First joining the program, I truly loved feeling like the work I was doing was meaningful. What a blessing to be able to call mentoring, teaching, and having fun with children my job. I remember I was a bit hesitant about joining leadership, but I am very glad I did. This job has taught me what it means to be a leader, how to balance my own priorities with what needs to get done, advocating for others, while also staying grounded to the intention of uplifting the school community.



## **Aaliyah Evans, Mack Assistant Coordinator**

My time with Readers Plus has been very fulfilling. Working with children in LAUSD has opened my eyes to the many educational disparities that minorities in public schools face. Being able to impact a child's life and help them gain their confidence in reading and learning has really touched my heart and even made me consider going into teaching. I loved my coordinators and my onsite staff, they made it easy for me to enjoy my work environment. I also think that being a part of Reader's Plus has prepared me for my desired career goal of being a child therapist.





# GRADUATING TUTORS



## Helen Guo, Foshay

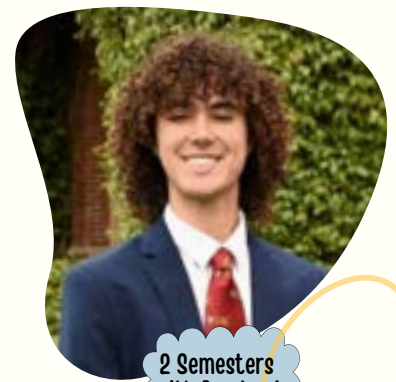


2 Semesters  
with Readers!

Some of my favorite memories with Readers are when I am on site at Foshay. From interacting with the staff, the teachers, and the students--they always bring a smile to my face. My favorite memories are the smiles and laughter from the students. Math isn't always fun and it's frustrating at times but a little laughter goes a long way. When we're in our tutoring session, there are some moments when the students smile or laugh. It usually happens when they're confident with their work or when they found some mistake they've made. Everyone makes mistakes, me included, but we'll go through it and see where the mistake was made. The shy smiles show their courage as they face math concepts that they don't know too well. They smile and laugh in excitement when they get a little piece of the puzzle figured out, motivating me and more importantly themselves to keep going. Those are my favorite moments.

## Patrick Connors, Vermont

My favorite memory of the JEP ReadersPLUS program has been very simple: the students looking forward to our sessions. THAT shows that what we are doing works. When I think back to my own classes in college, high school, and elementary school, I DREADED going to many of them. The goal of this program is to help students fall in love with learning, something the education system as a whole is failing to do. Sure, there are days when my students are tired or more distracted than usual - as am I - and it makes the session frustrating. But overall, they genuinely enjoy coming. THAT IS HUGE! That brings me great joy. Although improving literacy and reading comprehension skills are great and this program does do this, this is not most important. What is most important is cultivating a love of learning which develops the habit of lifelong curiosity and study. The consistent JOY with which my students greet me when I go to pick them up (ie. after Spring Break both saying they were incredibly excited to be back for our ReadersPLUS sessions) is a sign that we are doing just that with this program. It is a great blessing to be a part of!



2 Semesters  
with Readers!

## Isabella Livits, Weemes

My favorite memory with readers is the first few sessions I had with my students. It was incredible to get to know them and watch them slowly open up and become more comfortable with me. Coming in and watching them be excited for our time together was truly motivating.



First Semester  
with Readers!

## Sherman Wu, 32nd Street

My favorite memory with ReadersPLUS is the daily interactions I've had with the students and the little stories they tell in passing that enrich the learning experience. Joining ReadersPLUS my last semester at USC made me wish I joined much earlier! I feel very supported by my other tutors, coordinators, and central staff to excel and provide the best learning experience for our students.



First Semester  
with Readers!





# GRADUATING TUTORS



2 Semesters  
with Readers!

## Sydney Powell, Norwood

My favorite memory is when I did a lesson outside with chalk with my students!



3 Semesters  
with Readers!

## Abbie Lukavsky, Norwood

My favorite memory is the Christmas Scavenger Hunt!



First Semester  
with Readers!

## Odalyz Morfin, Mack

My favorite part about Readers is that my students always had something new to teach me. I'm so happy to have been a part of JEP and will remember it as one of many amazing things I got to do during my time at USC!



## Spring 2024 Writing Contest

Prompt: Imagine you had a time machine and you could travel anywhere in the past, present, or future. Where would you go and what would you do?



**2024 USC/JEP READERSPLUS WRITING CONTEST**  
theme: time travel

Prompt: Imagine you had a time machine and you could travel anywhere in the past, present, or future. Where would you go and what would you do?

**RULES:**

1. STUDENTS MUST BE ENROLLED IN GRADES K-5 AT ANY OF THE FOLLOWING USC FAMILY OF SCHOOLS: 53RD ST., NORWOOD, VERMONT, WHEMES, JOHN MACK, ALEXANDER SCIENCE CENTER
2. STUDENTS MUST CREATE THEIR OWN ORIGINAL ESSAYS, LEGIBLY HAND-WRITTEN OR TYPED ON 8 1/2" BY 11" PAPER, NO MORE THAN ONE PAGE IN LENGTH
3. ALL ENTRIES MUST INCLUDE: STUDENT NAME, GRADE LEVEL, SCHOOL, AND CLASSROOM TEACHER

Entries must be received by **March 22nd**


Give to a ReadersPlus coordinator at your school or send it to JEP at 801 W. 34th St., Los Angeles, CA 90089-0471

For more info, call 313-748-1834 or email [koneszny@usc.edu](mailto:koneszny@usc.edu)

**REWARDS:**  
One winner will be selected from each grade level, each receiving a \$50 USC bookstore gift certificate. Winning entries and student photos will be displayed at our LA Times Festival of Books at USC (April 20 & 21). All contestants will receive a certificate of participation!

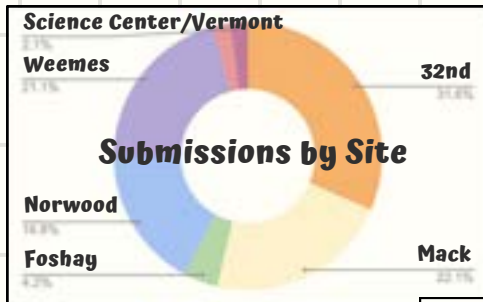


Every spring, we hold a writing contest to encourage creativity among students from our partner schools. This year, the theme was time travel, and we had 95 total submissions from all 7 schools! The first place winner from each grade has been awarded a \$50 USC bookstore gift card. This year's entries impressed us with their originality and creativity and we invite you to travel through time through our winner's submissions in the pages ahead. Happy Reading! :)



# Spring 2024 Writing Contest

Prompt: Imagine you had a time machine and you could travel anywhere in the past, present, or future. Where would you go and what would you do?



Congrats to our 5 winners!

## HONORABLE MENTIONS

- 1st Grade: Caleb Ramirez (32nd)
- 2nd Grade: Elias Ferrer (32nd)
- 3rd Grade: Gisabelle Germudez Reyes (Mack)
- 4th Grade: Sophia Machado (Weemes)



### Michael Giron, 1st Grade Winner from 32nd Street

"If I had a time machine I will go to the zoo. I want to see the giraffe and animals that are still alive. I will see if gorillas are alive. I will see a elephant. I will save the animals so they can stay alive. I will feed the animals and I will take them home. I will have a big house to keep them. I will bring them toys and more toys a lot. I want to love them. They are sweet and lovely and soft. That is why I want to go to the future."

### Samantha Sanchez, 2nd Grade Winner from 32nd Street

"If I had a time machine and I could travel anywhere in the past, present, or future I would travel to the past. I would help my world keep clean and I would help the homeless. I would clean step by step. First a small section then a bigger one until I finished all of my sections. The way I would help the homeless is by giving them food, money, and shelter. The shelter I would give them is an umbrella and a rain jacket. Right now my world is a sick world. A lot of sick minds! But I will do as much as I have to, to help my community. I would gather a group of homeless and help them with all of their needs for at least 20 mins. There is a big world out there with a bunch of communities that need help and I would be happy to help so that way I can help my world and other people's world. Listen, I know it can be hard to do soooo many things for people but I think helping other people will make me happy and if you do it too I think you will be happy too! Wait unless you have no light in your heart."



# Spring 2024 Writing Contest

Prompt: Imagine you had a time machine and you could travel anywhere in the past, present, or future. Where would you go and what would you do?



## **Arlin Barua, 3rd Grade Winner from 32nd Street**

"My name is Arlin Barua. I live with my parents in USA. And my grandparents live in Bangladesh. When I am writing this essay in USA its Sunday evening. But at the same time in Bangladesh my grandparents already started Monday morning. Because they are ahead of time from us. So if I wish I have a time machine I can quickly travel to Bangladesh and visit my grandparent on their Monday morning and have breakfast with them and spend some time with them. And come back in a blink of eyes with the help of time machine to my parents and have dinner with them on Sunday evening. So that I can see and enjoy both present and future at the same time with the help of a time machine."



Congrats to our 5 winners!

## **Calvin Clark, 4th Grade Winner from Weemes**

Stay in the Present and Live in the Moment

"If I had a time machine and could travel anywhere in the past, present, or future; I would not use it because I wouldn't need it. I have seen what happened to me in the past and some wasn't pretty so that's the reason I wouldn't go back to the past.

Reason two why I wouldn't use a time machine to go to the future is because I wouldn't want to see what I will be doing in a few years. I don't want to know what school I go to. Honestly, I just want the days to play out.

The past was a long time ago but I didn't forget it. It was one good moment but it wasn't that good for me to use a time machine and go back in time. The future, it may be cool, but I don't know that for sure. I might achieve my dreams, but I don't know that for certain. No one does, but I hope I am in a successful position. Time is very valuable it's everything that we have, all the time in the world before our time ends. I'm living in the past, present, and future right now so it's no reason that I should be using a time machine. In conclusion, for all the reasons I stated, I would not be using a time machine."



## **Aaliyah Azurdia, 5th Grade Winner from Foshay**

"I will go the the past to the year 1993. It is when the movie "The Sandlot" came out. I like the character that Benny Rodriguez plays. I will talk to him about baseball and I will ask if I could be his friend."







# A GLIMPSE INTO THE SITES



## WORDS FROM OUR COORDINATORS

### 32nd St. Magnet School

This previous fall semester was my 1st semester as a Site Coordinator with ReadersPLUS. Initially, we had a very small team at the start of the semester, but it quickly grew after 32nd St. received new tutors after training (Shoutout to Anna and Nicole for always being such awesome tutors since day 1!). This team has been nothing short of amazing and I am so glad I had the opportunity to work with them. Prior to the year starting, the Palm Springs training had an activity that highlighted ways the site glows/grows. The way 32nd glows the brightest is the connections our tutors have made to their students. Each tutor has developed an exceptional connection with their students and are always trying to look for innovative ways to engage their student. Whenever I am on site, students are always excited to work with our tutors and it is clear that ReadersPLUS provides a safe space for them to learn. Thank you to the 32nd St. team for being absolutely amazing! <3

♥ **Kaylana Kaniaupio**



### Norwood Street Elementary School

I think joining the Leadership team this semester was an amazing experience. I really enjoyed being more involved with ReadersPlus. I was able to gain a lot of valuable leadership skills and increase my knowledge about the surrounding USC community. It was difficult adapting to this new role [mid-year], but everyone was so supportive, and I love the time I've spent so far on this team!

♥ **Imani-Onheri Whyte**



### Lenicia B. Weemes Elementary School

This has been a great semester at Weemes. Although I was initially nervous to coordinate for a bigger team, it proved to work out great. My tutors are very responsible and reliable, always completing task with care. I appreciate my team for being outspoken when any issue comes up, addressing it with me, and often reacting with a solution based attitude and a willingness to help. They set a great example and lift up the team. Lil Yoginis has been running amazing, largely thanks to Jake and Sophia. One challenge is student distraction, one tutor had two high energy students and I am very grateful for Katie persevering with her students, making the most of the situation, and supporting them in practicing concentration. I think education could be more dedicated to meeting these students where they're at- with an emphasis on social emotional learning, and concentration as our world becomes more technology driven.

♥ **Rachael Somers**



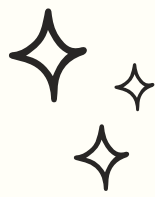
### Alexander Science Center School

One of the defining characteristics of Science Center is the vibrant sense of community among tutors, students, and staff—an energy felt as soon as one walks through its doors. Our tutor team has more than doubled this semester, creating exciting learning and teaching opportunities among everyone involved. School staff continues to create an environment where students can thrive, and tutors feel welcomed, which is a prime condition for a successful semester of tutoring. Some of my core memories on site were the conversations I had while walking the hallways and running into someone, whether it was the principal, teachers, students I previously/currently tutored, or students I had never met! Overall, this semester was a testament to the strength and adaptability of our community on-site. I'm excited to continue working with this ever-evolving school.

♥ **Bryant Comunidad**







# A GLIMPSE INTO THE SITES

## WORDS FROM OUR COORDINATORS



### Vermont Ave. Elementary School

Working at Vermont Avenue Elementary School through the Readers Plus program has been such a fulfilling experience. My team at Vermont, Eduarda Vivanco (Assistant Coordinator), Carina Iraheta, Patrick Connors, Rigo Reyes, Ruth Sanchez and Erika Johnson, are fully committed to providing the most enriching one-on-one learning experience for their students and always keep their best interest in mind. Vermont was the last site to come back entirely in person after the pandemic, and the effects still linger; however, my team at Vermont strives to maintain clear and transparent communication with their students' teachers to ensure they can continue supporting the students.

Furthermore, the staff at Vermont Elementary is very supportive of the program. A special shout-out goes to Mr. Daniel Nakama, who has worked with the ReadersPlus program for approximately 20 years and always supports and encourages ReadersPlus tutors and coordinators alike!

♥ **Nataly Lozano**



### John Mack Elementary School

This has been my first semester as a site coordinator at Mack and it has been great! I got to experience meeting new tutors from different backgrounds and grades that have been an amazing group to work with this semester. My favorite part of being a coordinator is being able to go on site and see the tutoring sessions with both the tutor and their student having a smile on their faces. Shoutout to Mack for being a great site to work at! :)

♥ **Britney Garcia**

### Foshay Learning Center

Being a part of ReadersPLUS has been such a fun experience. I have been able to meet and work with amazing people throughout my time here. ReadersPLUS has become a community where everyone is welcome. Working this semester as the Coordinator at Foshay has been a privilege. Although with all its obstacles, the Foshay Team continued to work their hardest and make sure to continue showing up for our students with a smile on our faces! Shout out to the Foshay Team :)

♥ **Alyssa Arana**



## HOUSE CUP

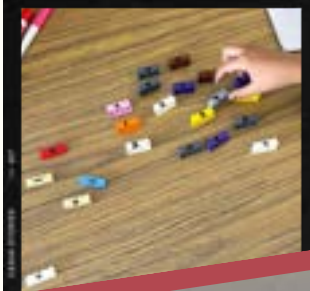
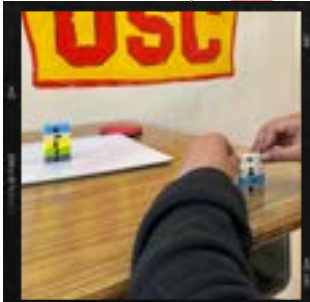
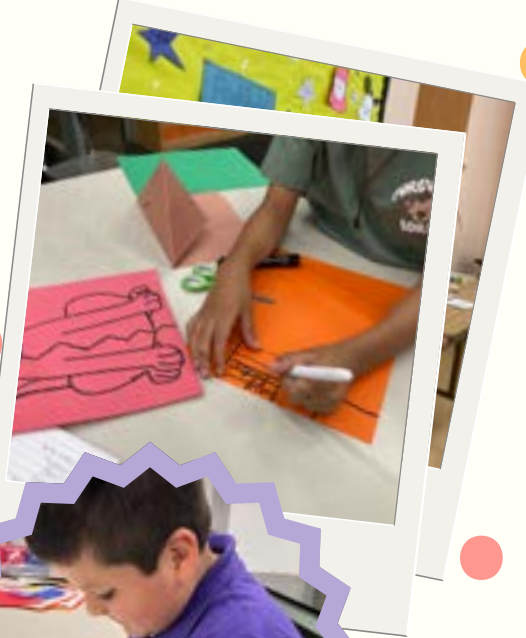
Each semester, our sites engage in a spirited competition for the sought after House Cup. This friendly rivalry involves fun icebreakers, completion of weekly tasks, and going above and beyond throughout the program, with points awarded for each achievement.

Site coordinators can further boost their scores by actively engaging with weekly emails and consistently showcasing their tutors' outstanding work. This semester, the leaderboard remained constant for most of the semester: 32nd Street in the lead, followed closely by Vermont and Mack. However, during the final week, after the Festival of Books, Vermont submitted an abundance of content from the event (shoutout Nataly), leading to a surprising turn of events. In a thrilling end to the rivalry, Vermont pushed ahead and claimed the House Cup!





# TUTORING HIGHLIGHTS

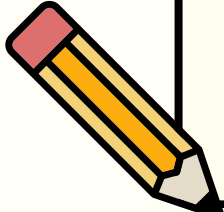






# FESTIVAL OF BOOKS

The Los Angeles Times Festival of Books is a public festival that honors the written word and is open to all for free. It is the biggest book festival in the U.S., attracting around 150,000 visitors each year. Established in 1996, the Festival takes place on the second-to-last weekend of April and is hosted by the University of Southern California. It showcases vendors, authors, and publishers, and offers panels where authors discuss various topics, storytelling performances for children, and the presentation of Los Angeles Times book prizes.



Each site created engaging math and reading activities and read aloud to children who joined, all aligned with our writing contest theme of time travel. We had approximately 365 students come to visit us and engage in our fun lesson plans! The interactive experiences is what makes the Festival of Books a core memory for all those who participate.



"My favorite part of Festival of Books was being able to talk about ReadersPLUS to parents, staff, and community members. It was really awesome to see people so supportive of our program. My other favorite part was being able to work with tutors and some of my close friends like Britney :)" - Kaylana Kaniaupio



My favorite part of Festival of Books was when Blippi came out and all the kids were screaming LOL I also enjoyed skip counting with kids that came to our booth! - Jeanine Bautista

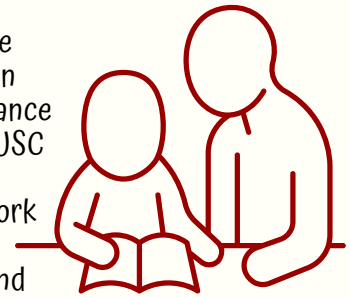


My favorite part of the festival of books was getting to work on our lesson plans with the kids and seeing them enjoying themselves. There was one part where I was reading to the kids and at the end I asked them if they knew the different dinosaurs that we'd read about. It was so heartwarming to see them actively participating! - Nataly Lozano

# MORE ABOUT US



USC ReadersPLUS is a literacy and math tutoring program administered by the Joint Educational Project and partly funded through the Good Neighbor's Campaign. ReadersPLUS benefits both children and college student tutors as a meaningful relationship between students is formed while fostering a new love for learning. Established since President Clinton's America Reads initiative in 1997, the program places trained work-study students into local schools, providing tutorial assistance in reading and math to hundreds of children annually. Recognized by local principals as "the best USC program in the community," USC ReadersPLUS continues to fulfill their objectives of enhancing education in communities and offering meaningful work opportunities for students. Our tutors work one-on-one with students K-5 in our 7 partner schools: John Mack, Vermont Ave Elementary, Alexander Science Center, Lenicia B. Weemes, 32nd St Magnet School, Foshay Learning Center, and Norwood St Elementary.



## Stellar Lesson Plans



**Lesson Plan Template**  
Readers™ Lesson Plan Template

Name of Tutor: Julie Assaf	Grade: 5th	Subject: Math
-------------------------------	---------------	------------------

**Common Core Standard**  
Add, subtract, multiply, and divide fractions and decimals  
• Solve real-world problems involving fractions and decimals.

**Book Title:** N/A (classroom sets)  
**Materials needed for lesson:**  
- Grocery lists with word problems and prices  
- Grocery items (store-made products)

**Warm Up**  
Introduce the lesson topic.  
Assess if your student has the necessary prior knowledge.  
Warm-up should be fun and engaging.

**Describe the Warm Up:**  
First, we will review the dividing decimals section from 7th. Since the student missed our tutoring session last week I will refresh his memory by doing some warm-up of all the different division problems that he worked on in his notes.  
Examples of warm-up problems:  
- 200.0 / 7  
- 90 / 14.00  
- 900 / 5  
- 200 / 8  
- 9.00 / 1.7  
- 60 / 1.5  
- 900 / 100

**Fun Learning Activity**  
Student practices the skill highlighted in the lesson plan.

**Describe the Fun Learning Activity:**  
- If the student does well on the warm-up, we will move on to the student activity.

**Student activity during the activity:**

The student will be given the grocery list below which has 12 grocery items and with their prices. All prices are written in decimal form up to the 100th place.



Then, the student(s) will refer back to the Grocery Items sheet to solve the following word problems.

<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>
1. Add	1. Add	1. Add
2. Subtract	2. Subtract	2. Subtract
3. Multiply	3. Multiply	3. Multiply
4. Divide	4. Divide	4. Divide
5. Word Problem	5. Word Problem	5. Word Problem

They will have to add the total cost and divide.  
This creative drawing becomes which will assess how comfortable they have.

**Post Assessment**  
Post assessment indicates whether the student can do the skill.

**Describe Post Assessment:**  
The student will be assessed on this skill by being given the opportunity to create their own grocery list.

**Lesson Plan Template**  
Readers™ Lesson Plan Template

Name of Tutor: Anna Castro	Grade: 1st	Subject: Reading
-------------------------------	---------------	---------------------

**Common Core Standard**  
• **Demonstrate reading with accuracy and fluency**  
- Develop fluency in reading informational text to enhance their understanding of the text and engage more effectively with the content in the text. (This standard is focused on student's ability to "decode" or sound out words so that they can read text fluently. This may happen before students have full comprehension of what they are reading. But, it is an important first step!)

**Book Title:** The Halloween Play  
**Materials needed for lesson:**  
- Book  
- Word Tiles

**Warm Up**  
Introduce the lesson topic.  
Assess if your student has the necessary prior knowledge.  
Warm Up should be fun and engaging.

**Describe the Warm Up:**  
1. Read book  
2. Give student word cards without the suffix (-ed, -ing, -ly, -ly)  
3. Add suffix using word tiles and ask them what it says now by accurately reading/pronouncing.  
a. Placed: Jumping, Bright, Silly, Apple

**Fun Learning Activity**  
Student practices the skill highlighted in the activity during the activity.

**Describe the Fun Learning Activity:**  
1. Set up a relay race where the student must run to a designated spot.  
2. Read a word correctly from a card, and then run back and read next set.  
3. There will be 3 rounds, each time trying to beat the previous score.  
a. Walked, Lounged, Napped, Wined, Carried, Played  
b. Jumped, Walked, Fights, Candy, Table, Handle  
c. Sighed, Played, Light, Messed, Slotted, Simple

**Post Assessment**  
Post assessment indicates whether the student can do the skill.

**Describe Post Assessment:**  
1. Have student silently pick 8 of the word cards from the relay race and fluently read them.

**Every week, our tutors create a detailed lesson plan tailored to their students' interests. Here are a couple of creative lesson plans from 32nd Street tutors Julie Assaf and Anna Castro. Our goal with the lesson plans is to keep students engaged and excited to learn in a space that encourages them to be themselves and learn at their own pace.**