



2020 Week by Week Workbook

2020's 23 Participating Schools

Clearwater

Belleair (Mon. 11:55-12:40)

St. Petersburg – Gulfport

Mondays: Sawgrass Lake 10:35-11:20, Pasadena Fundamental 12:05-12:50, and Mt. Vernon 1:20-2:05

Tuesdays: Gulfport 10:10-10:55, New Heights 11:30-12:15, Northwest 12:00-12:45 & 12:30-1:15,
Maximo 12:05-12:50, and Lakewood 12:25-1:10

Wednesdays: North Shore 10:25-11:10, Shore Acres 11:00-11:45, Jamerson 11:00-12:00,
Sanderlin 11:45-12:30 and 74th Street 12:25-1:10

Thursdays: Campbell Park 10:55-1:35, Bear Creek 11:25-12:10, and Sexton 12:20-1:05

Tampa

Thursdays: Lanier 11:25-12:10, Shore 11:30-12:15, Macfarlane Park 12:15-1:00, Roland Park 12:20-1:05

Fridays: Rampello 11:15-12:00 and 12:15-1:00 and Channelside Academy 11:10-11:55

Calendar

We are scheduled for 11 sessions at most schools

Week 1 – Jan. 6-10	Tutoring starts most schools no Monday schools – non-student day
Week 2 – Jan. 13-17	
Week 3 – Jan. 20-24	No school/tutoring Mon. Jan. 20 Martin Luther King Day
Week 4 – Jan. 27-31	
Week 5 – Feb 3-7	Rampello & Channelside: no school/tutoring state fair day Friday Feb 7
Week 6 – Feb. 10-14	
Week 7 – Feb. 17-21	No school/tutoring Mon. Feb. 20 President's Day
Week 8– Feb. 24- 28	
Week 9 – Mar. 2-6	
Week 10 – Mar. 9-13	
Week 10 – Mar. 16-20	Spring Break for both Hillsborough & Pinellas County Schools
Week 11 – Mar. 23-27	Last week of tutoring
	FSA Reading-Language arts testing is the following week - two 80 minute tests
We have a brief gathering of tutors and students on their tutoring day later in April and May. Promotion to 4 th grade is known the end of May and we advise all tutors about their student.	

Reading Emphasis for 3rd Graders

1. Regular practice with complex texts
2. Reading, writing, and speaking grounded in evidence from texts
3. Building knowledge through content-rich (complex) nonfiction
4. Vocabulary building via reading more and grammar.

Lawyers for Literacy Contact Information

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A Special Thank You to Each of Our 2020 School Sponsors

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School Sponsors at the LFL Kickoff Social . Photo form November 2018

(L-R) Hon. Marion Fleming, Lisa Johni, Scott Johni, Scott Wagman, Larry Heinkel, Liz Heinkel, Lee Greene, Heather Morin, Dan Morin, Chad Johnson and Bill McQueen.

A Little History of Lawyers for Literacy

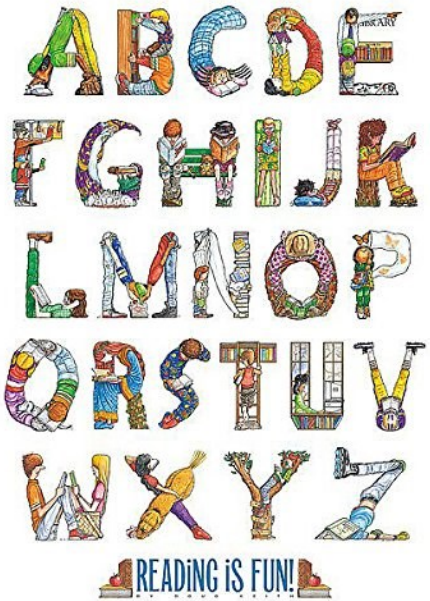
Helping children read to succeed has been the aim of Lawyers for Literacy, Inc. (LFL), a 501c3 non-profit charity created by St. Petersburg criminal defense attorney Lucas Fleming. LFL started in 2003 as a one day read-in at Perkins Elementary in St. Petersburg and each student was given a book. Among the 12 volunteers first going to schools were Dana Greenbaum and Amy San Marco—they continue to tutor in the program!

By 2008, 70 tutors were traveling to five schools—four in St. Petersburg and one in Tampa. In 2013 112 tutors were out and about to 11 schools—5 in St. Pete, 2 in Clearwater, and 4 in Tampa. The Week-by-Week workbook was introduced into the tutoring materials.

In 2018 schools sponsors increased—good thing!, since a *Tampa Bay Times* article about LFL that was echoed on social media by tutor Theresa Richardson gave a big boost to the number of tutors coming forward, including professionals (working and retired) from other disciplines. LFL was then 150 tutors strong—each helping a 3rd grader read better.

For 2020, 170 tutors will serve 23 schools around Tampa Bay. LFL tutors have helped 1200+ students over the years and almost 16,000 books have been given out. Results? Students tutored have had a 98% promotion rate and gained a zest for reading and improved skills to do so. They “Read to Succeed” in school, career and life!

Week 1



Make friends. Be positive. Have fun.
Have some smiles & laughs together today.

1. Complete the **Ice Breaker Sheet** on the next page of this booklet - 5 min.
2. **Sight Words** on the card in folder...**student reads 30 words aloud each week.** Circle words not recognized, talk about them – review next week. - 2 min.
3. **Poem** to read, discuss and have student summarize what is about - 5 min.
4. **Vocabulary** Worksheet Sheet - 5 min.
(No sample test passage this week since time is short)
5. **Choose a Book** The last 10 or 15 minutes today, together look over the 10 banded books (easiest on top / most difficult on the bottom – though all are fine choices). Student then selects a book. If time, begin to read. Pre-read the book cover and back. What's the book about?-any guesses? Is it a chapter book? Pre-read the first few pages. Today you might read a bit first if there is time, then the student reads.

With 2 minutes remaining – pack up and return the chosen book to pocket of folder.

What is something the student did well today? Student chooses a **sticker!**

And return the book bag as is the routine at your school.

We must end on time and not go over – students are expected back in class.

Icebreaker Sheet

Tutor reads & writes; student answers

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Student's First & Last Name _____

- write his/her name also on book bag tag above your name,
- keep, perhaps in your phone, his/her name for yourself to enter into the front desk computer when you check-in on the following weeks as a "volunteer" "tutoring"

Tutor's Name _____ (what you want the student to call you)

ABOUT YOUR STUDENT

How old are you? _____

When is your birthday? _____

Do you have brothers? sisters? _____ Older? Younger? At this school?

Any pets do you have at home? What kind(s)? _____

What's your best friend's name? _____ Is he or she in your class? _____

What is your favorite foods? _____

What is something that you are good at doing? _____

What is something that you would like to learn to do? _____

What are some things you like to do after school each day? _____

What is your favorite TV show or movie? _____

What are things you like to do in the summer when you are not in school?

Now a little about reading...do you have a favorite book or book series? Tell me about it.

What kind of stories do you like most to read? Ones about animals, or sports, or mysteries, fantasy or ?

Anything else you like me to know about you? _____

Tell the student a few things about yourself

**Leave this page open, pull out the Sight Words card
- in the pocket folder**

Do 30. Circle ones that didn't come easy and talk about them. Review those next time before starting.

Then – 2. Poem Time



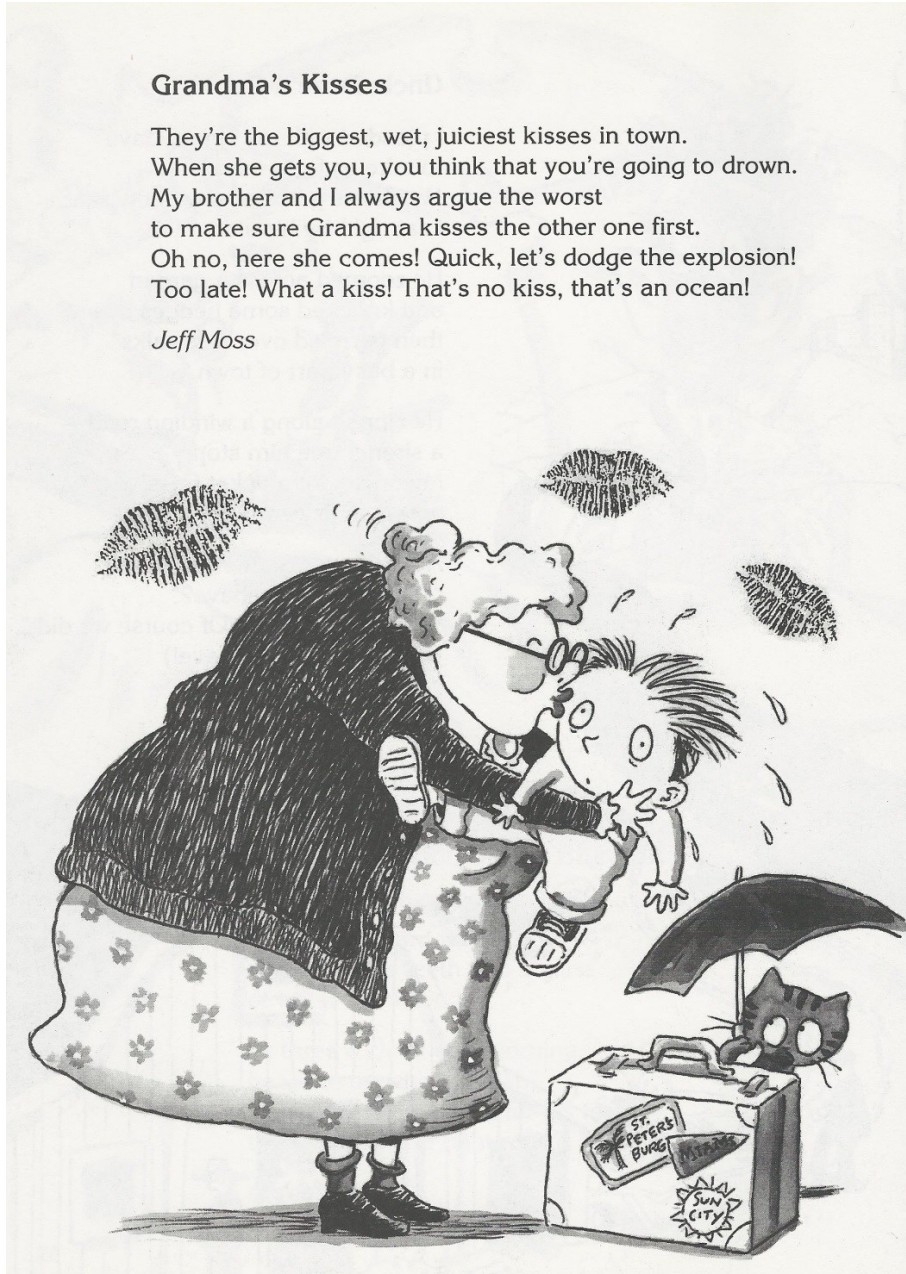
Tutor pre-reads aloud before starting to read

Title -> Image -> Skim the text -> make guesses & raise questions ... Then read

Grandma's Kisses

They're the biggest, wet, juiciest kisses in town.
When she gets you, you think that you're going to drown.
My brother and I always argue the worst
to make sure Grandma kisses the other one first.
Oh no, here she comes! Quick, let's dodge the explosion!
Too late! What a kiss! That's no kiss, that's an ocean!

Jeff Moss



Who is speaking in this poem? What does he/she want us to think about Grandma's kisses?

Draw a line to match words that mean the same.

cold

like

ill

children

bugs

sick

large

damp

enjoy

done

kids

cap

finished

big

wet

insects

hat

cool

Now....

Turn the page, fold over booklet showing Week 2 starting page and slip back into the folder pocket.

>>> Time now to **choose from among the 10 books** that we will read together.

Help your student choose a book (cover, back cover with text that tells what the book is about, and flip through the pages). If time remains you can pre-read aloud to the student Chapter 1. And starting reading. If not, put the book in the folder pocket for quick picking each session.

What is something the student did well today? Student chooses a **sticker!**

Close up – tidy up. And return the book bag as is the routine at your school.

We must end on time – students are expected back in class and are on a schedule.

Week 2



Sight Words 2 min.

Poem 5 min.

Vocabulary 5 min

NEW Today! Sample Text & Questions 15 min

Read in chosen book 15 min.

1. **Sight Words** on the card in folder...**student reads 30 words aloud each week.** Circle words not recognized, talk about them – review next week. - 2 min.
2. **Poem** to read, discuss and have student summarize what is about - 5 min.
3. **Vocabulary** Worksheet Sheet - 5 min.
4. **Sample test passage & questions.** 15 min. Tutor pre-reads aloud.
Pre-read looking at the questions and possible answers.
Since this is the first sample test...you read, they read, then answer questions together.
5. **Read in the chosen book** Read together in the chosen book. 15 min.
You read, then they read. They read more and you less - e.g. to give them a little break before they read aloud again.

With 2 minutes remaining – pack up and return the chosen book to pocket of folder.

What is something the student did well today?

Student chooses a **sticker!**

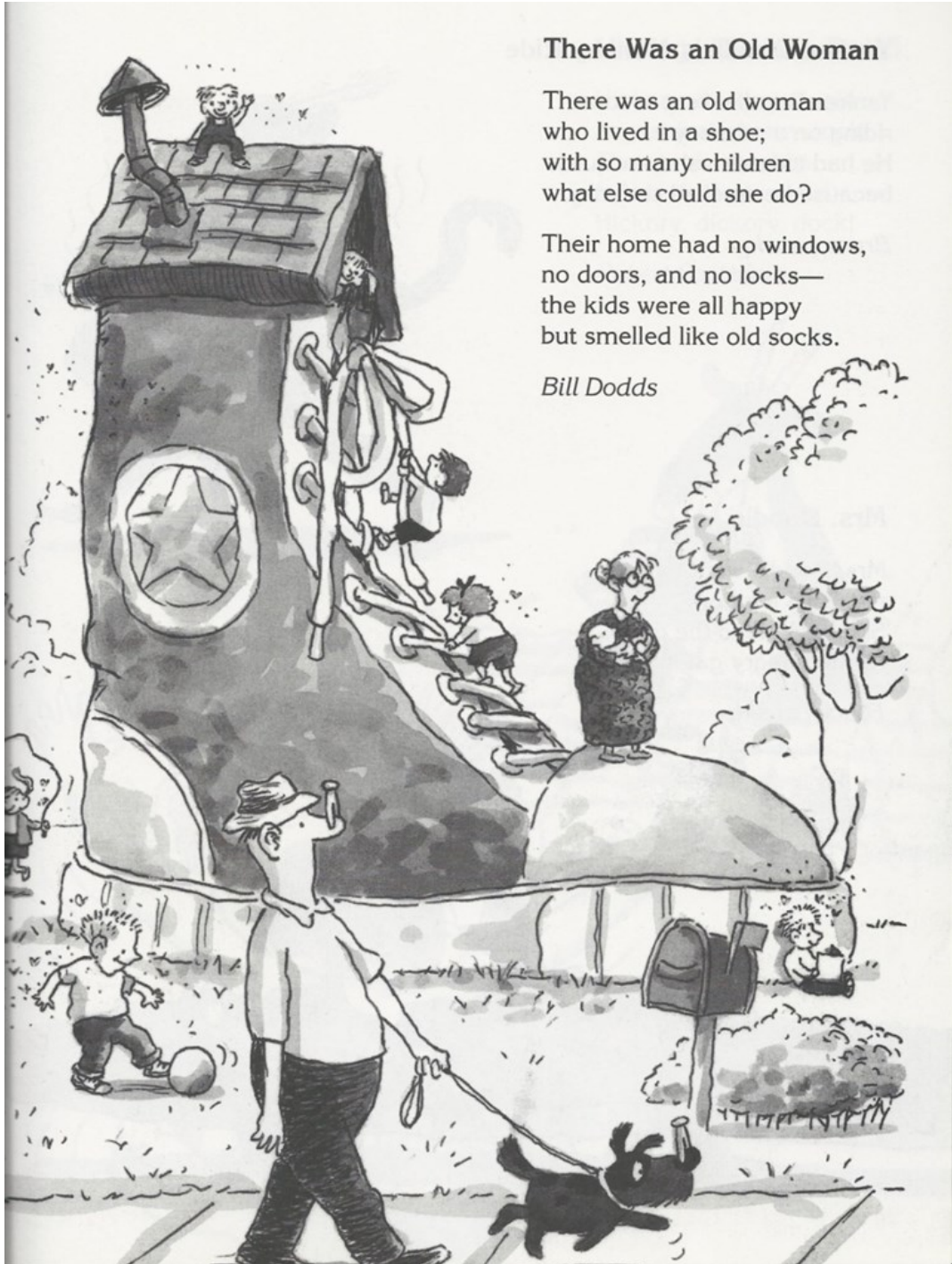
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Poem Time – **LOOK!** (pre-read) *before you read*

Title → Image → Skim the text → make guesses & look at or raise questions ... Then read

Tutor pre-reads aloud – in future weeks student pre-reads aloud to tutor



There Was an Old Woman

There was an old woman
who lived in a shoe;
with so many children
what else could she do?

Their home had no windows,
no doors, and no locks—
the kids were all happy
but smelled like old socks.

Bill Dodds

How many children do you see?

Who is speaking in this poem? What does he/she want us to think? Why the close-pins?

Vocabulary Worksheet – add new words learned to the NEW WORDS card

Synonyms are words or phrases that mean exactly or nearly the same as another word or phrase

DIRECTIONS: Read each item. Choose the answer that means the same or about the same as the underlined word.

Example:

A pair of birds

- (A) a dozen
- (B) white
- (C) one
- (D) two

Answer: (D)



Your first answer choice is probably correct. Don't change it unless you are sure another answer is better.

1. A secret bond

- (A) tie
- (B) search
- (C) trap
- (D) light

2. Attend a class

- (F) skip
- (G) pass
- (H) like
- (J) go to

3. A prize pig

- (A) award-winning
- (B) clever
- (C) pink
- (D) bad

4. Towering cliff

- (F) tipping over
- (G) handmade
- (H) high
- (J) low

DIRECTIONS: Choose the best answer.

5. To shoplift is to _____.

- (A) buy
- (B) steal
- (C) weigh
- (D) walk

6. A basement is like a _____.

- (F) staircase
- (G) attic
- (H) kitchen
- (J) cellar

7. To faint is to _____.

- (A) bow
- (B) wake up
- (C) pass out
- (D) pretend

8. To be disturbed is to be _____.

- (F) noisy
- (G) calm
- (H) joyful
- (J) upset





(Tutor pre-reads aloud to show student how.)

Title → Image → Skim the text → make guesses & look at the questions ... Then read

Tutor pre-reads aloud – in future weeks student can pre-read aloud to tutor—takes less than a minute!

Juan looked at the clock. He paced across the floor. His best friend, Bill, was coming to visit for the first time in six months. Bill had moved very far away. Juan wondered if they would still feel like good friends.

The doorbell rang, and Juan raced to answer it. Bill looked a bit unsure. Juan smiled and started talking just as he always had when they had lived near one another. He made Bill feel comfortable. As the day went on, it felt like old times.



The way a writer describes how a character is acting can give you clues about how the character is feeling.

1. Who are the main characters in this story?

2. Where does the story take place?

3. When does the story take place? Now? In the past? In the future?

4. What problem does Juan have?

5. What clues in the story helped you to understand how Juan is feeling?

6. How does Juan try to solve his problem?

**Finish today's session by reading together in the chosen book
And remember — "Choose a sticker"**

Week 3



Always look over text, images, & questions before you read

Tutor pre-reads aloud the first few weeks to show student how. Thereafter student pre-reads aloud to tutor

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3. **Vocabulary** Worksheet Sheet - 5 min.
4. **Sample test passage & questions.** 15 min. Tutor pre-reads aloud.
Pre-read looking at the questions and possible answers.
Since this is the first sample test...you read, they read, then answer questions together.
5. **Read in the chosen book** Read together in the chosen book. 15 min.
You read, then they read. They read more and you less - e.g. to give them a little break before they read aloud again.

With 2 minutes remaining – pack up and return the chosen book to pocket of folder.

What is something the student did well today?

Student chooses a **sticker!**

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Tutor can set an example and read the poem aloud with INFLECTION,
and the student follows along – HAVE FUN!!!



: **before you read—student can pre-read aloud**
What do you think this poem is about?

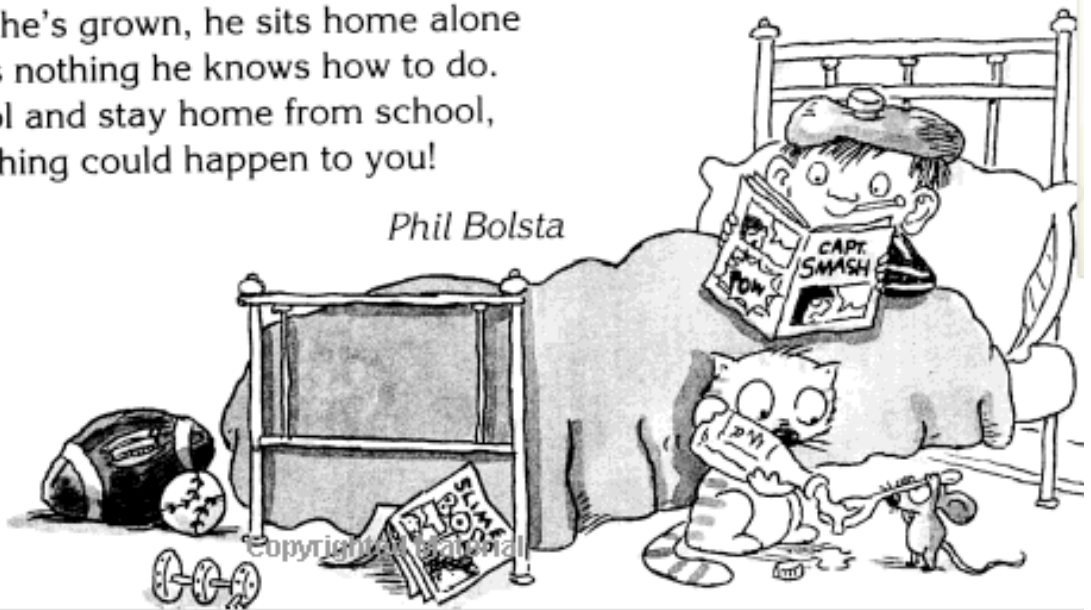
Title → Image → Skim the text → make guesses & look at or raise questions

< Can you make up a title for this poem? >

Michael O'Toole never did get to school,
So he never learned how to write—
Or to read or to spell or do anything well,
Which is sad, for he's really quite bright.

And now that he's grown, he sits home alone
'Cause there's nothing he knows how to do.
Don't be a fool and stay home from school,
Or the same thing could happen to you!

Phil Bolsta



What is the meaning of the word “bright” in this poem? Careful—a word can have more than one meaning—depends on how it is used (context) in the sentence.

What is the lesson or moral to this poem?

How many new words are on your card? Let's get some more today! Whatdayasay?

It is ok to start the sheet together, then remove and student takes it home to do.
Will give you a little more time to read in the book. :-)

Vocabulary Practice

Read each set of sentences. Fill in the bubble next to the word that can be used in both sentences.

1. Mr. Night is a strict but _____ principal.
I know _____ the place to go for ice cream.

<input type="radio"/> unfair	<input type="radio"/> just
<input type="radio"/> nice	<input type="radio"/> fair
2. Jim and Mary _____ to go fishing and camping.
Jenny has a dress just _____ mine.

<input type="radio"/> want	<input type="radio"/> different
<input type="radio"/> like	<input type="radio"/> hate
3. Some people have a _____ attitude.
The photographer provided us with the _____.

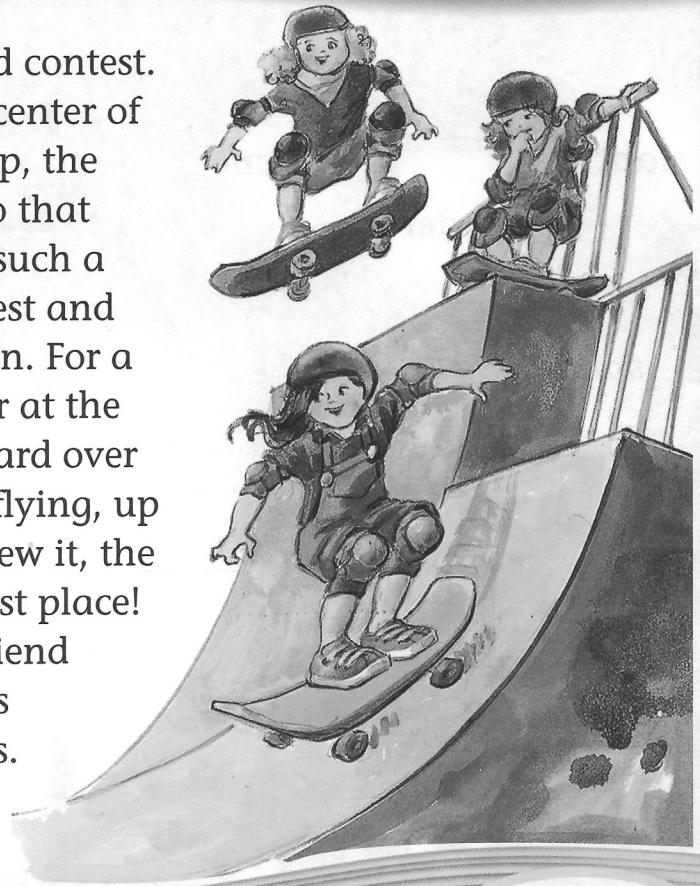
<input type="radio"/> negative	<input type="radio"/> positive
<input type="radio"/> good	<input type="radio"/> picture
4. Duane saw a _____ of wild coyotes in the desert.
Please hand me that _____ of gum.

<input type="radio"/> group	<input type="radio"/> piece
<input type="radio"/> stick	<input type="radio"/> pack
5. The _____ came through the open window.
Your suitcase is _____ and mine is heavy.

<input type="radio"/> light	<input type="radio"/> heavy
<input type="radio"/> shiny	<input type="radio"/> bright
6. The raft will _____ if it gets a hole in the bottom.
The plumber installed a new kitchen _____.

<input type="radio"/> float	<input type="radio"/> drain
<input type="radio"/> sink	<input type="radio"/> rise

This was Shelly's first skateboard contest. A huge skating ramp stood in the center of the park. At the bottom of the ramp, the wood had been bent and twisted so that it curved. Shelly had never ridden such a big ramp. Could she do her very best and win the prize? The first round began. For a minute, Shelly was frozen with fear at the top of the ramp. She tipped her board over the side. Soon she was diving and flying, up and down the ramp. Before she knew it, the round was over. Shelly had won first place! And to her surprise, Shelly's best friend Lisa had finished second. Both girls smiled as they accepted their prizes.



- 1 The wood at the bottom of the ramp was _____.
- 2 Shelly wanted to _____ in the contest.
- 3 At first Shelly felt _____ on the ramp.
- 4 Shelly _____ her skateboard over the edge.
- 5 It was a _____ that both Shelly and Lisa won prizes in the same contest.

achieve
coincidence
paralyzed
tilted
warped



Are you adding new words to your new words card?

Words you have discovered from your sight words, poem, vocabulary, sample text and chosen book?

There are lots of new words there waiting for you!

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What is something the student did well today?

Student chooses a **sticker!**

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Poem—Maybe take turns reading—a paragraph at a time.

The Spaghetti Challenge

My mom's spaghetti is the best;
no other mom can beat it;
and every time she cooks it
I can hardly wait to eat it.

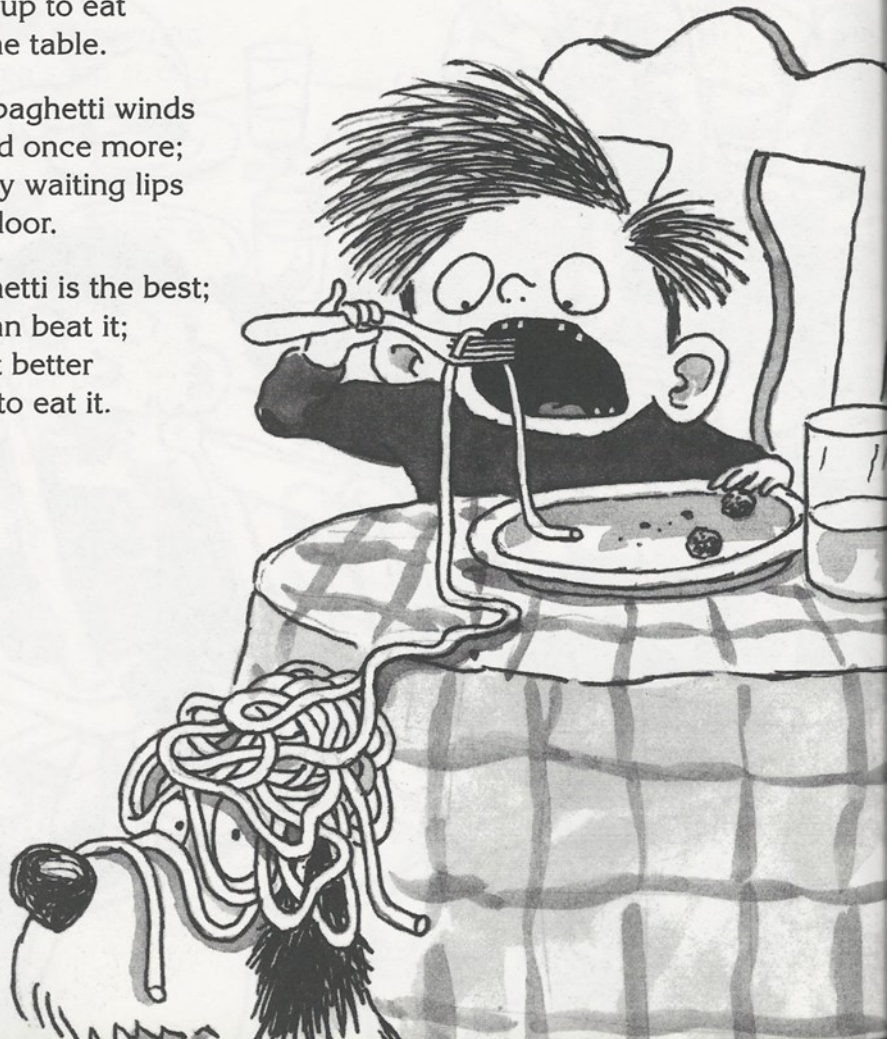
I twist the strands around my fork
with wonderful control,
but as I raise them to my mouth
they fall back in the bowl.

I twirl the noodles once again
with all the skill I'm able,
but as I lift them up to eat
they tumble to the table.

I spin my fork; spaghetti winds
around and round once more;
but as it nears my waiting lips
it slithers to the floor.

My mom's spaghetti is the best;
no other mom can beat it;
but I would like it better
if I got a chance to eat it.

Leslie D. Perkins



In a sentence or two, what does the author want us to know?

Spelling

Writing

DIRECTIONS: For numbers 1–6, find the underlined word that is not spelled correctly. If all of the words are spelled correctly, choose “all correct.”

1. (A) identify a bird
(B) bottle of juice
(C) quiet room
(D) all correct
2. (F) easy lesson
(G) bright lites
(H) paddle a canoe
(J) all correct
3. (A) good balance
(B) runing shoes
(C) private property
(D) all correct
4. (F) great relief
(G) our house
(H) sunnie day
(J) all correct
5. (A) forty years
(B) twelve pears
(C) a thousand questions
(D) all correct
6. (F) my brother
(G) your friend
(H) his uncle
(J) all correct

DIRECTIONS: For numbers 7–11, find the word that is spelled correctly and fits best in the blank.

7. We opened the _____.
(A) presence
(B) presants
(C) presents
(D) prasents
8. We picked _____ in our garden.
(F) berries
(G) berrys
(H) berrese
(J) berreis
9. The _____ helped me.
(A) nourse
(B) nurce
(C) nirse
(D) nurse
10. The answer to this problem is a _____.
(F) frackshun
(G) fracteon
(H) fraction
(J) fracton
11. Did you _____ the page?
(A) tare
(B) tair
(C) tear
(D) taer



Interpreting Text

Reading and Comprehension

DIRECTIONS: Read the passage and answer the questions.

The Contest

Tat and Lin loved to enter contests. It did not matter what the prize was. Once, they wrote a poem for a magazine contest. They won a free copy of the magazine. Another time, they guessed how many marbles were in a glass jar. They got to take all the marbles home with them.

One morning, Tat was reading the Crunchy Munchies cereal box as he ate his breakfast. "Lin," he said, "here's another contest! The first-place winner gets a bike. Second prize is a tent."

"Those are great prizes," said Lin. "How do we enter?" The box said that the boys had to fill out a box top with their names and address. The more box tops they filled out, the better their chances for winning the drawing. Tat and Lin started eating Crunchy Munchies every morning. They also asked everyone they knew for cereal box tops.

By the end of four weeks, Tat and Lin had sixteen box tops to send in for the drawing. "I'm glad that's over," said Tat. "If I had to look at another box of that stuff, I don't know what I'd do."

A few weeks passed. One day, the boys got a letter in the mail. "Hooray! We've won third prize in the Crunchy Munchies contest!" Lin exclaimed. "I didn't even know there was a third prize."

Tat took the letter and started to read. His smile disappeared. "Oh, no!" he cried. "Third prize is a year's supply of Crunchy Munchies!"

1. What is this story about?

- (A) two teachers who love cereal
- (B) two cereal makers who love contests
- (C) two sisters who play marbles
- (D) two brothers who love contests

2. How do the boys find out about the Crunchy Munchies contest?

- (F) from a letter in the mail
- (G) from the back of a cereal box
- (H) from their mother
- (J) from their teacher

3. What is the problem in this story?

- (A) Tat and Lin can't figure out how to enter the contest.
- (B) Tat and Lin eat so much cereal they can't stand it anymore.
- (C) Tat and Lin don't collect enough box tops to win.
- (D) Tat and Lin argue about who will get the prize.

4. What do you think Crunchy Munchies is like?

- (F) smooth like pudding
- (G) crisp and sweet
- (H) cooked cereal like oatmeal
- (J) salty like crackers



Often a big problem is presented in the text.

What do you think will happen? How will the problem be solved? Make some guesses before reading—and as you read the answer will jump out at you!

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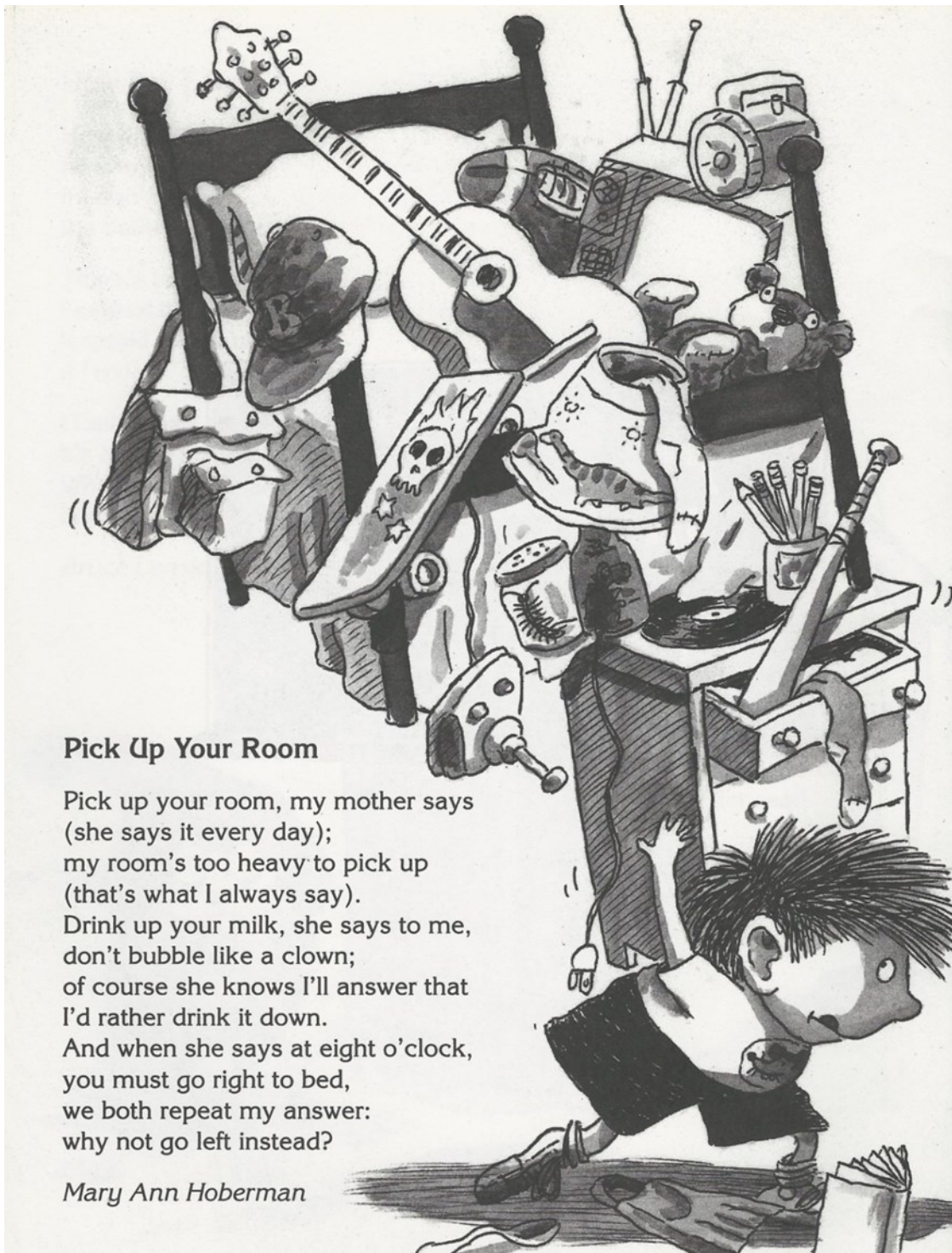
With 2 minutes remaining – pack up and return the chosen book to pocket of folder.

What is something the student did well today?

Student chooses a **sticker!**

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Pick Up Your Room

Pick up your room, my mother says
(she says it every day);
my room's too heavy to pick up
(that's what I always say).
Drink up your milk, she says to me,
don't bubble like a clown;
of course she knows I'll answer that
I'd rather drink it down.
And when she says at eight o'clock,
you must go right to bed,
we both repeat my answer:
why not go left instead?

Mary Ann Hoberman

Capitalization and Punctuation

Writing



Remember that sentences and proper nouns start with capital letters.

DIRECTIONS: For numbers 1–3, choose the answer that has a missing capital letter. If no capital letters are missing, choose the answer “none.”

1. (A) I want
(B) to read the book
(C) *The Light in the window.*
(D) none
2. (F) Oliver knows
(G) he isn't
(H) supposed to do that.
(J) none
3. (A) did you
(B) find your gift
(C) on the table?
(D) none

DIRECTIONS: For numbers 4 and 5, choose the answer that has the correct capitalization.

4. The ruler of England at that time was _____.

- (F) king George I
- (G) King George I
- (H) king george I
- (J) King george I

5. The bus arrived at _____ more than three hours late.

- (A) the Station
- (B) The station
- (C) The Station
- (D) the station

DIRECTIONS: For numbers 6–9, choose the answer that shows the correct punctuation.

6. The cake _____ in the oven.

- (F) wasn't
- (G) wasn't'
- (H) wasnt
- (J) was'nt

7. _____ starting to snow!

- (A) Its
- (B) I'ts
- (C) It's
- (D) Its'

8. (F) You will need some paper a pencil and an eraser.

- (G) You will need some paper, a pencil and, an eraser.

- (H) You will need some paper; a pencil; and an eraser.

- (J) You will need some paper, a pencil, and an eraser.

9. (A) Michael's grandmother gave him a puppy.

- (B) Michaels grandmother gave him a puppy.

- (C) Michaels' grandmother gave him a puppy.

- (D) Michael's grandmother's gave him a puppy.



< Title - What should it be? >

Long ago, the animals had no tails or very small ones. One day, Lion asked all the animals to come to him to get good fat tails. It was raining that day. The hare had only a short little tail, but he did not like to go out. He said to the other animals, "Please bring me a tail. I can't go anywhere when it rains."

"What tail do you want to have?" the animals asked him.

"Oh, any tail will be good for me. But it must not be too long or too short."

Some time later the animals came back, and each animal had a beautiful tail. But nobody brought a tail for the hare. Some of them had forgotten about the hare, some had no time, and some could not find a good tail for the hare.

1. What would be a good title for this story?

- (A) The Lazy Hare
- (B) Why the Hare Has No Tail
- (C) Why the Hare Doesn't Like Rain
- (D) The Lion and the Tails

2. This story from Ghana teaches a moral, or lesson. What is the moral of this story?

- (F) Always be sure to be first in line.
- (G) If you need something done, don't ask others to do it for you.
- (H) Always be wary of lions.
- (J) Don't worry about a little rain.



You should be pre-reading out loud to your tutor when you read the poem or sample text or in your chosen book.

Take note of the title and any images—what do you think the text is about? Make some guesses—"I think that".

Have you ever done or seen anything like is being described in the text or story?

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You read, then they read. They read more and you less - e.g. to give them a little break before they read aloud again.

With 2 minutes remaining – pack up and return the chosen book to pocket of folder.

What is something the student did well today?

Student chooses a **sticker!**

And return the book bag as is the routine at your school.

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Can you sign with Donald each time?

DEAF DONALD

Deaf Donald met Talkie Sue

But  was all he could do.

And Sue said, "Donald, I sure do like you."

But  was all he could do.

And Sue asked Donald, "Do you like me too?"

But  was all he could do.

"Good-bye then, Donald, I'm leaving you."

But  was all he did do.

And she left forever so she never knew

That  means I love you.

"Deaf Donald" from *A Light in the Attic* ©1981 Evil Eye Music, Inc.

Subject and Verb Agreement

Writing

DIRECTIONS: Choose the answer that best completes the sentence.

1. Chang and Audrey made _____ kites together.

(A) him
(B) she
(C) they
(D) their

2. Are _____ parents coming to the concert?

(F) she
(G) he
(H) her
(J) it

3. _____ spoke to my mother on Parents' Night.

(A) Him
(B) He
(C) Us
(D) Them

DIRECTIONS: Choose the answer that could replace the underlined word.

4. Tyrone has a baseball card collection.

(F) Him
(G) He
(H) We
(J) Them

5. Jill and Keisha went to soccer practice.

(A) Him
(B) Them
(C) They
(D) She

6. I thought the play was very good.

(F) him
(G) her
(H) we
(J) it

DIRECTIONS: Choose the answer that uses an incorrect verb.

7. (A) The skipper steering the boat.
(B) The wind blew across the lake.
(C) The boat stayed on course.
(D) The brave skipper brought the boat safely to shore.

8. (F) The dentist cleaned my teeth.
(G) I was worried he might have to use the drill.
(H) He were very nice.
(J) My teeth are shiny now!

9. (A) The pioneer chose his land carefully.
(B) He wanted a stream near his cabin.
(C) He wanting good land for crops.
(D) He knew he could use the trees for building.

Students are often questioned – “Who is speaking in the story?”



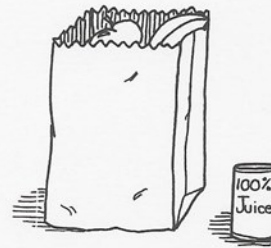
Understanding Point of View

Writing

DIRECTIONS: Read the passages and then answer the questions.

A Sad Tale

- A.** I felt sorry for Jason when I saw him come in this morning. He looked so sad. When it was finally time for recess, I asked him to stay behind. Then he told me his problem. With one quick phone call, the problem was solved.
- B.** I was in such a rush this morning I forgot my lunch. Mom had packed extra cookies today. At recess, Ms. Warner asked me what was wrong. Then she made a phone call, and Mom soon brought my lunch.
- C.** As soon as Jason left for the bus, I saw his lunch sitting on the counter. I had planned to bring it to school anyway, but I was glad that Ms. Warner called. Jason was so happy to see those cookies again.



1. Who is the writer of passage A?

How does this person help?

2. Who is the writer of passage B?

What is this person's main problem?

3. Who is the writer of passage C?

How does this person help?

4. What is being described in all three passages?



Your tutor will be asking you questions as you read just like the ones your teacher would ask and ones that would be on a test.

Pre-read and you can see the answers as you read the text.!

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Student chooses a **sticker!**

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Tutor reads aloud steadily with inflection—student follows along. Student summarizes.

THIRD GRADE

I Don't know what you might have heard,
But the coolest grade by far is third.
We have three years behind us and two more ahead.
There are new skills to master and books to be read.
We're writing in cursive. We're trying our best.
Which way does that I curve? Oops, that's an S.
We have to learn multiplication by heart.
Division is tricky...Do I subtract on this part?
Our backpacks are heavy with text books and toys.
Third grade's a transition time for all girls and boys.



By K. Fulweiler

Mini-Test 2

Writing

DIRECTIONS: Read the paragraph, and answer the questions.

Before Samantha woke up, I left her presents beside her bed. I knew she would like the surprise from her father and me. When we saw Samantha on the stairs, we surprised her by saying, "Happy birthday!"

1. Who is the writer of the paragraph?

- (A) Samantha
- (B) Samantha's mom
- (C) Samantha's sister
- (D) Samantha's dad

2. What clue helped you identify the writer?

DIRECTIONS: Find the underlined word that is not spelled correctly.

- 3. (F) my favorite food
- (G) writing journel
- (H) best friends
- (J) all correct
- 4. (A) beutiful house
- (B) exciting day
- (C) write with a pen
- (D) all correct

DIRECTIONS: Choose the answer that shows the correct punctuation and capitalization.

- 5. (F) What is your favorite city
- (G) I like San francisco.
- (H) It's in California.
- (J) The golden gate Bridge is in San francisco.

- 6. (A) October, 12, 2006
- (B) october 12, 2006
- (C) October 12, 2006
- (D) October 12 2006

7. Choose the answer that uses an incorrect verb.

- (F) The spider spun a beautiful web.
- (G) Dew glistened on it in the morning.
- (H) The spider wait to catch a fly.
- (J) I'm glad the spider is outside.

8. Choose the sentence that is written correctly.

- (A) Concert in the park last night.
- (B) Music, dancing, and cheering.
- (C) Over a thousand people was there.
- (D) I will never forget that concert.



Defining Words in Context

Reading and Comprehension

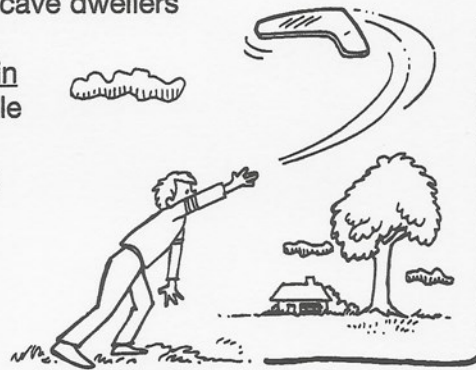
DIRECTIONS: Look at the underlined phrases in the passage. Decide what is being described in the phrase by looking at the words around it. Then, answer the questions.

A Boomerang

Have you ever thrown a boomerang to see if it would spin back to you?

Boomerangs are flat, curved objects that can be thrown for fun or as a sport. There are two kinds of boomerangs—returning and nonreturning. A returning boomerang is made to spin through the air in a curve and return to the thrower. It is used mostly for fun or as a sport. The cave dwellers made nonreturning boomerangs. These boomerangs were thrown in a straight path. They were valuable hunting weapons, because they could spin through the air and hit a target with great force.

Boomerangs were considered so important that they were often decorated and used in ceremonies.



1. To what does flat, curved objects that can be thrown refer?

- (A) cave dwellers
- (B) scientists
- (C) boomerangs
- (D) sport

2. To what does spin through the air in a curve and return refer?

- (F) fun or sport
- (G) straight path
- (H) nonreturning boomerang
- (J) returning boomerang

3. To what does thrown in a straight path refer?

- (A) nonreturning boomerang
- (B) returning boomerang
- (C) cave dwellers
- (D) hunting weapons

4. To what does decorated and used in ceremonies refer?

- (F) boomerangs
- (G) important
- (H) stick
- (J) stone



Multiple choice questions:

Often one or two are immediately out—now way Jose!

And it comes down to choice between two—carefully check each one—which one does the text support?

Read the questions carefully—those adult question makers might be trying to trick you! Don't let'em—catch'em! You ARE good.!

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What is something the student did well today?

Student chooses a **sticker!**

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Tutor starts by quickly covering up the last paragraph with his his/her hand.

Student pre-reads aloud then reads—hit those rhyming words!

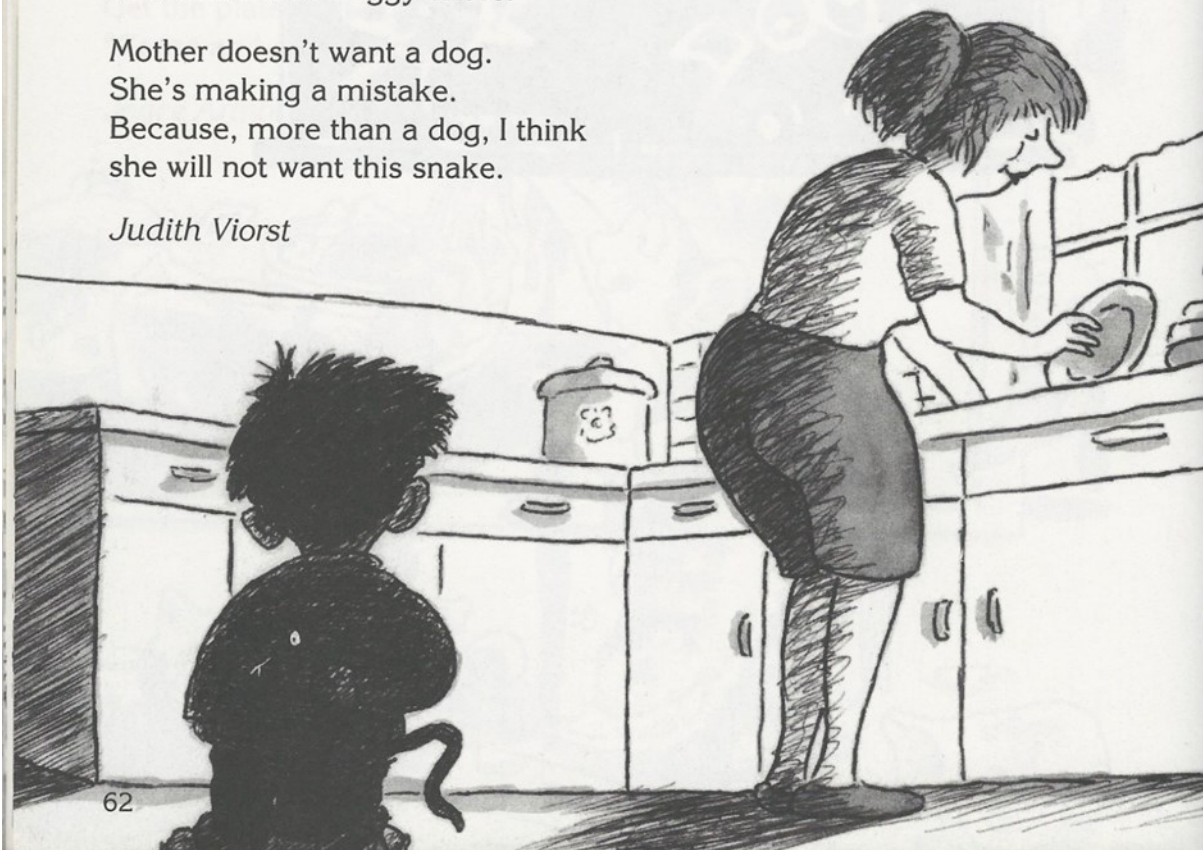
Mother Doesn't Want a Dog

Mother doesn't want a dog.
Mother says they smell,
and never sit when you say sit,
or even when you yell.
And when you come home late at night
and there is ice and snow,
you have to go back out because
the dumb dog has to go.

Mother doesn't want a dog.
Mother says they shed,
and always let the strangers in
and bark at friends instead,
and do disgraceful things on rugs,
and track mud on the floor,
and flop upon your bed at night
and snore their doggy snore.

Mother doesn't want a dog.
She's making a mistake.
Because, more than a dog, I think
she will not want this snake.

Judith Viorst

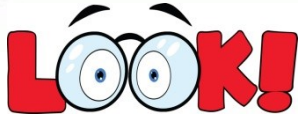


DIRECTIONS: For numbers 1–6, find the underlined word that is not spelled correctly. If all of the words are spelled correctly, choose “all correct.”

1. (A) identify a bird
(B) bottle of juice
(C) quiet room
(D) all correct
2. (F) easy lessen
(G) bright lites
(H) paddle a canoe
(J) all correct
3. (A) good balance
(B) runing shoes
(C) private property
(D) all correct
4. (F) great relief
(G) our house
(H) sunnie day
(J) all correct
5. (A) forty years
(B) twelve pears
(C) a thousand questions
(D) all correct
6. (F) my brother
(G) your friend
(H) his uncle
(J) all correct

DIRECTIONS: For numbers 7–11, find the word that is spelled correctly and fits best in the blank.

7. We opened the _____ .
(A) presence
(B) presants
(C) presents
(D) prasents
8. We picked _____ in our garden.
(F) berries
(G) berrys
(H) berrese
(J) berreis
9. The _____ helped me.
(A) nourse
(B) nurce
(C) nirse
(D) nurse
10. The answer to this problem is a _____ .
(F) frackshun
(G) fracteon
(H) fraction
(J) fracton
11. Did you _____ the page?
(A) tare
(B) tair
(C) tear
(D) taer

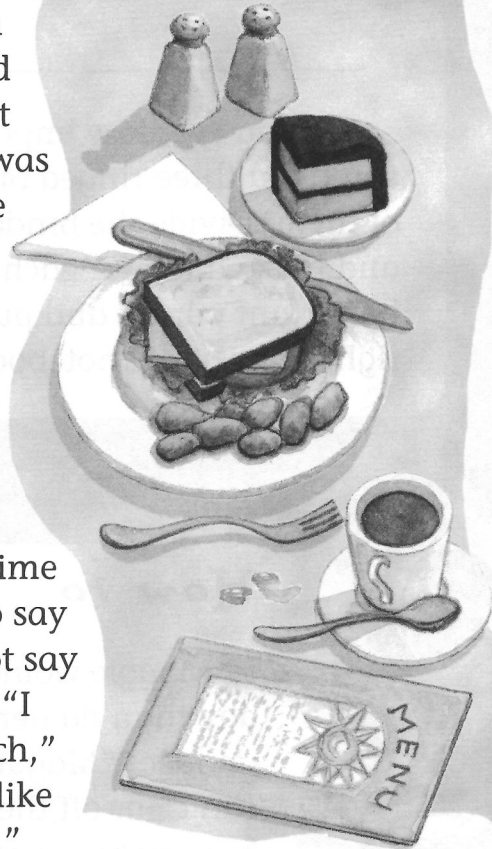


Lunch With Uncle Max

Jerry was nervous during his lunch with Uncle Max because Uncle Max complained about everything. First, his sandwich didn't have enough meat on it. Then his dessert was too sweet. Finally he was upset because the waiter filled his teacup up to the edge and tea spilled onto the tablecloth. "He needs to relax," thought Jerry. "Maybe I should just ask him to stop."

"I can't stop," said Uncle Max. "It is a habit."

"Hmm," thought Jerry. "What if every time you say something you don't like, you also say something you do like?" Uncle Max did not say anything until the waiter brought the bill. "I don't like having to pay this much for lunch," he said. Then he smiled at Jerry. "But I do like spending time with such a smart, nice boy."



- 1 At the beginning of the story, Jerry's Uncle Max was _____ about everything.
- 2 The teacup was full to the _____.
- 3 Jerry wanted Uncle Max to be _____.
- 4 Jerry suggested a _____ to help Uncle Max.
- 5 Jerry _____ Uncle Max to change.

persnickety

compromise

mellow

brim

motivated

Week 9



How are you doing on your Sight Words card? Almost done?

These are words you are supposed to recognize instantly by the end of 3rd grade.

You have done about 240 so far—zoom on to 299+1 !!!!

Tutors: sometimes the question directions are “choose all that are correct”. Sometimes there are two part questions—only correct if student answers both parts correctly.

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Student chooses a **sticker!**

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Student pre-reads aloud then reads the first , third and last paragraph, tutor the others.

Let's hear those rhyming words!



Patricia Brought Her Parakeet

by Kenn Nesbitt

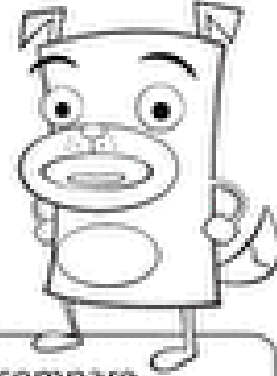
It pecked at Patrick's puppy.
Samantha's salamander swiftly
gobbled Gracie's guppy.
Savannah's snapping turtle
snapped the nose of Franklin's frog.
I'd say Fernando's ferret
went berserk on Daniel's dog.
Poor Jordan found his gerbil
being chased by Katelyn's cat,
and everyone was panicking
'cause Ryan brought his rat.
The teacher screamed and fainted,
and she fell right off her stool.
I guess I shouldn't bring
my pet tarantula to school.
She soon enough recovered,
but you should have heard her yell.
It looks like that's the last time
we'll bring pets for show-and-tell. ■

Name: _____

Date: _____

Vocabulary Practice: Nonfiction Genre

Directions: Write the word from the Word Bank on the line next to the correct definition. An example has been done for you.



Word Bank:

reason	cause	effect	compare
procedure	evidence	details	contrast

1. facts or examples that help prove something evidence
2. to look for differences _____
3. the reason something happened _____
4. to look for similarities _____
5. a statement that supports a position _____
6. examples or evidence that describe a topic _____
7. way of doing something _____
8. consequence or result of a cause _____



FSA Reading Practice Test Questions

There are three underlined words or phrases in the passage to show which word or phrase may be incorrect.

Tomorrow was the spelling bee. Sam was nervous, so he asked his mom to help him practice. If he worked hard, he knew he could learn all of the words. After school, Sam and his mom began to practice spelling. Sam frowning when he heard the first word: "muscle." He tried to sound it out. He carefully wrote down "mussel." His mom smiled but shook her head. Sam had gotten it wrong. His mom explained the error, but Sam was upset. He didn't want to practice anymore. But then his mom did something strange. She made a silly, funny face. Sam was surprised, and we started to laugh.

Choose the correct word or phrase for each of the following

1. If he worked hard, he knew he could learn all of the words.

- A word's
- B words'
- C wordes
- D correct as is

2. Sam frowning when he heard the first word: "muscle."

- A frown
- B frowned
- C frowns
- D correct as is

3. Sam was surprised, and we started to laugh.

- A she
- B he
- C I
- D correct as is

Hint: Who is speaking in this passage?



Have you found things that you like to read?

Where could you go to find more of those things?

Who could help you find more of the things you like to read?

Have you ever been to the public library near where you live? Try it! You will like it! Get your own library card!

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What is something the student did well today?

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for literacy

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Good poem to alternate reading paragraphs—tutor and student.

In the poem, the student is just too sick until what happens?



SICK BY SHEL SILVERSTEIN

'I cannot go to school today, '
Said little Peggy Ann McKay.
'I have the measles and the mumps,
A gash, a rash and purple bumps.
My mouth is wet, my throat is dry,
I'm going blind in my right eye.

My tonsils are as big as rocks,
I've counted sixteen chicken pox
And there's one more-that's 17 And
don't you think my face looks
green?

My leg is cut-my eyes are blue-
It might be instamatic flu.
I cough and sneeze and gasp and
choke,

I'm sure that my left leg is broke-
My hip hurts when I move my chin,
My belly button's caving in,

My back is wrenched, my ankle's
sprained, My 'pendix pains each
time it rains.

My nose is cold, my toes are numb.
I have a sliver in my thumb.
My neck is stiff, my voice is weak,
I hardly whisper when I speak.
My tongue is filling up my mouth,
I think my hair is falling out.

My elbow's bent, my spine ain't
straight, My temperature is one-o-
eight. My brain is shrunk, I cannot
hear, There is a hole inside my ear.

I have a hangnail, and my heart is-
what?
What's that? What's that you say?
You say today is...Saturday?
G'bye, I'm going out to play!

4.0

Vocabulary Development

Writing



The meaning of the sentence will give you a clue about which answer to choose.

DIRECTIONS: Choose the word that best fits in the blank.

1. My mother used the garden _____ to wash the dog.

- (A) rake
- (B) seeds
- (C) hose
- (D) gate

2. The _____ ride on the roller coaster made us yell out loud.

- (F) interesting
- (G) boring
- (H) slow
- (J) thrilling

3. The stormy weather will _____ all night.

- (A) change
- (B) continue
- (C) stop
- (D) knock

4. You should _____ this idea.

- (F) think
- (G) drive
- (H) consider
- (J) write

DIRECTIONS: Find the word that means the same as the underlined word.

5. Are you starting on your journey?

Journey means—

- (A) class
- (B) lesson
- (C) trip
- (D) vacation

6. Please bring me Volume K of the encyclopedia.

Volume means—

- (F) amount
- (G) book
- (H) measurement
- (J) large

7. His grades have improved.

Improved means—

- (A) gotten better
- (B) gotten worse
- (C) fixed
- (D) dropped



Dynamite

Dynamite is one of the most powerful explosives in the world. It is often used to blast away earth. This is needed for building dams, making foundations for large buildings, and for mining. The word *dynamite* comes from a Greek word meaning *power*.

Dynamite was first produced in 1867 by Alfred Nobel. Nobel was a Swedish chemist. He later became famous for using his fortune to establish the Nobel Prizes. His first dynamite was dangerous to use because it exploded so easily. He later developed a safer mixture of chemicals and chalk-like soil. He placed this mixture into hollow tubes, or sticks. This stick dynamite was safer because it would not explode until a blasting cap was added. Nobel later invented a special dynamite, called *blasting gelatin*. This dynamite would explode under water.

Today, there are over 200 kinds of dynamite.

Dynamite is used for which of the following? Mark all that are correct.

- ☐ blasting away earth in building things
- ☐ tooth extractions in the dentist's office
- ☐ in mining
- ☐ in making hollow tubes or sticks
- ☐ all of the above
- ☐ none of the above

How many kinds of dynamite are there? _____

What was the problem with the first attempts at making dynamite?

- ☐ It wouldn't blow up
- ☐ It weighed too much
- ☐ It exploded under water
- ☐ None of the above

Is this passage a poem, biography, non-fiction, fiction? Circle the correct answer.



Check out the test taking tips on the back of this booklet.

And we will be back later in April or May to have an award party with you like the one pictured here—there will be cookies and juice boxes too!

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What is something the student did well today?

Student chooses a **sticker!**

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Morning Announcements

Good morning, Staff and Students,
take note of what I say.
In school we will have showers
for April starts today.

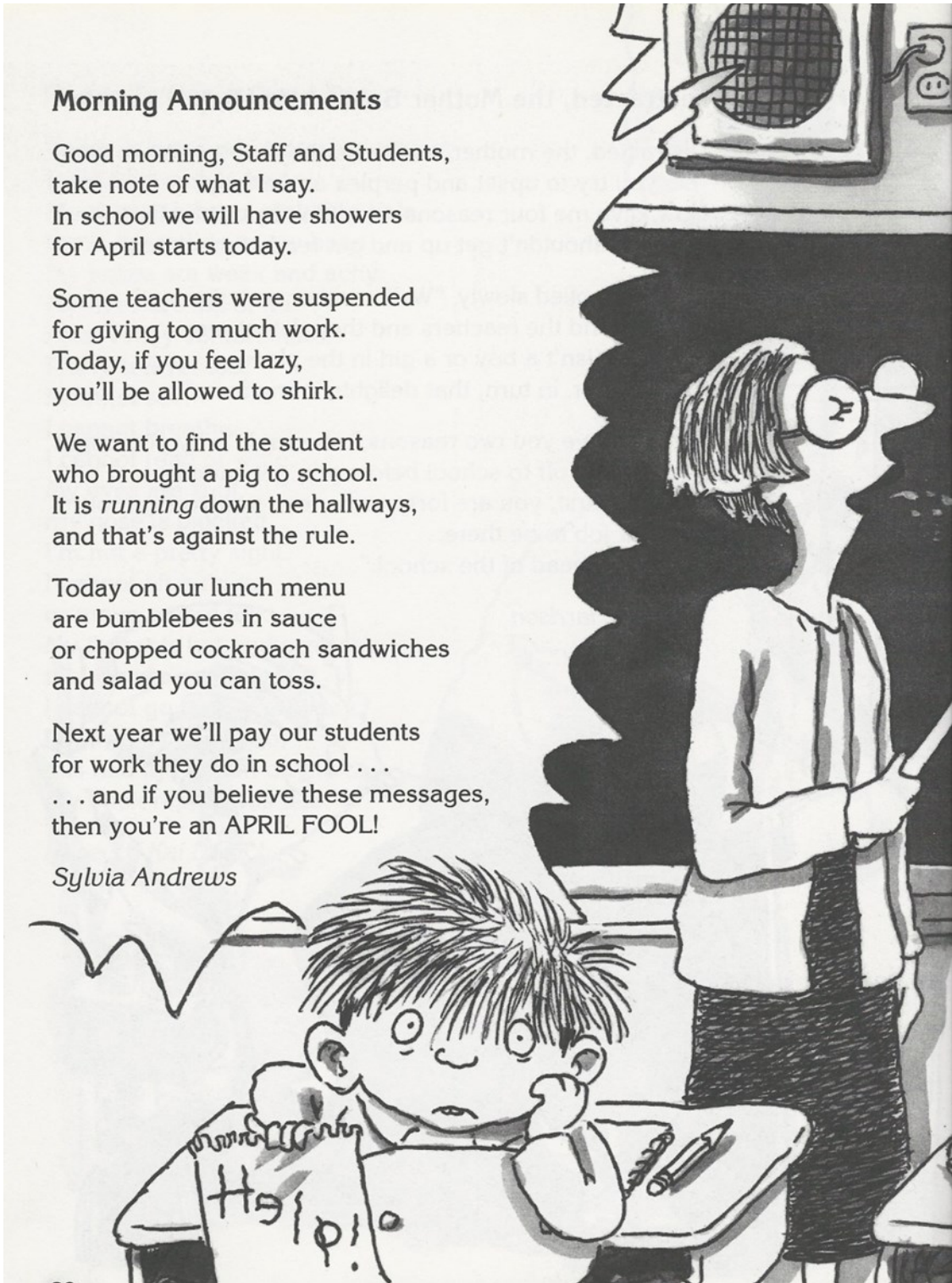
Some teachers were suspended
for giving too much work.
Today, if you feel lazy,
you'll be allowed to shirk.

We want to find the student
who brought a pig to school.
It is *running* down the hallways,
and that's against the rule.

Today on our lunch menu
are bumblebees in sauce
or chopped cockroach sandwiches
and salad you can toss.

Next year we'll pay our students
for work they do in school . . .
. . . and if you believe these messages,
then you're an APRIL FOOL!

Sylvia Andrews



First—take out your Sight Word card again— read those words that were circled. Talk about any not recognized.

Second—take out your New Words card again—read each word. Talk about any not recognized.

You can now do the vocabulary below or move on to the sample text and question on the next page.

- 1** What might make a brightly colored shirt **fade**?
 - ☐ washing it many times
 - ☐ wearing it under a jacket
 - ☐ removing its buttons

- 2** What might make someone **disappointed**?
 - ☐ getting lots of gifts
 - ☐ getting sick on a special day
 - ☐ getting a party invitation

- 3** Which of the following might **thread** through a neighborhood?
 - ☐ a large oak tree
 - ☐ a busy shopping center
 - ☐ a winding bike path

- 4** What might you find in a **meadow**?
 - ☐ sand and shells
 - ☐ insects and wildflowers
 - ☐ cars and buildings

- 5** What might someone with a lot of **patience** do?
 - ☐ eat while they are walking
 - ☐ interrupt someone while they are talking
 - ☐ wait calmly in a long line

- 6** What might someone feeling **awe** say?
 - ☐ "This is amazing!"
 - ☐ "This is boring."
 - ☐ "This is silly!"

- 7** Which might someone **anticipate**?
 - ☐ riding in a car all day
 - ☐ washing the family car
 - ☐ buying a new car



1

The pond had finally frozen. The bright sun made the ice _____. Carrie put on her ice skates and _____ across the pond. To balance, she had to _____ her body carefully. Carrie could skate around the _____ pond without falling.

steer

glided

glisten

entire

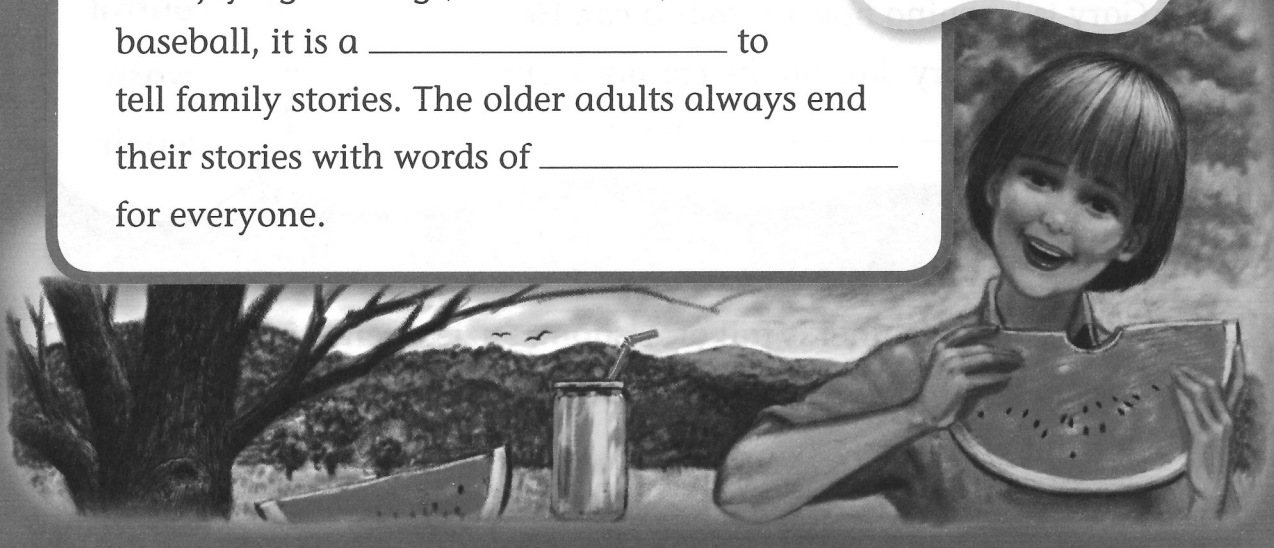
2

Though cloudy skies made the day seem _____, nothing could spoil our family picnic. After an afternoon of enjoying hot dogs, watermelon, and baseball, it is a _____ to tell family stories. The older adults always end their stories with words of _____ for everyone.

gloomy

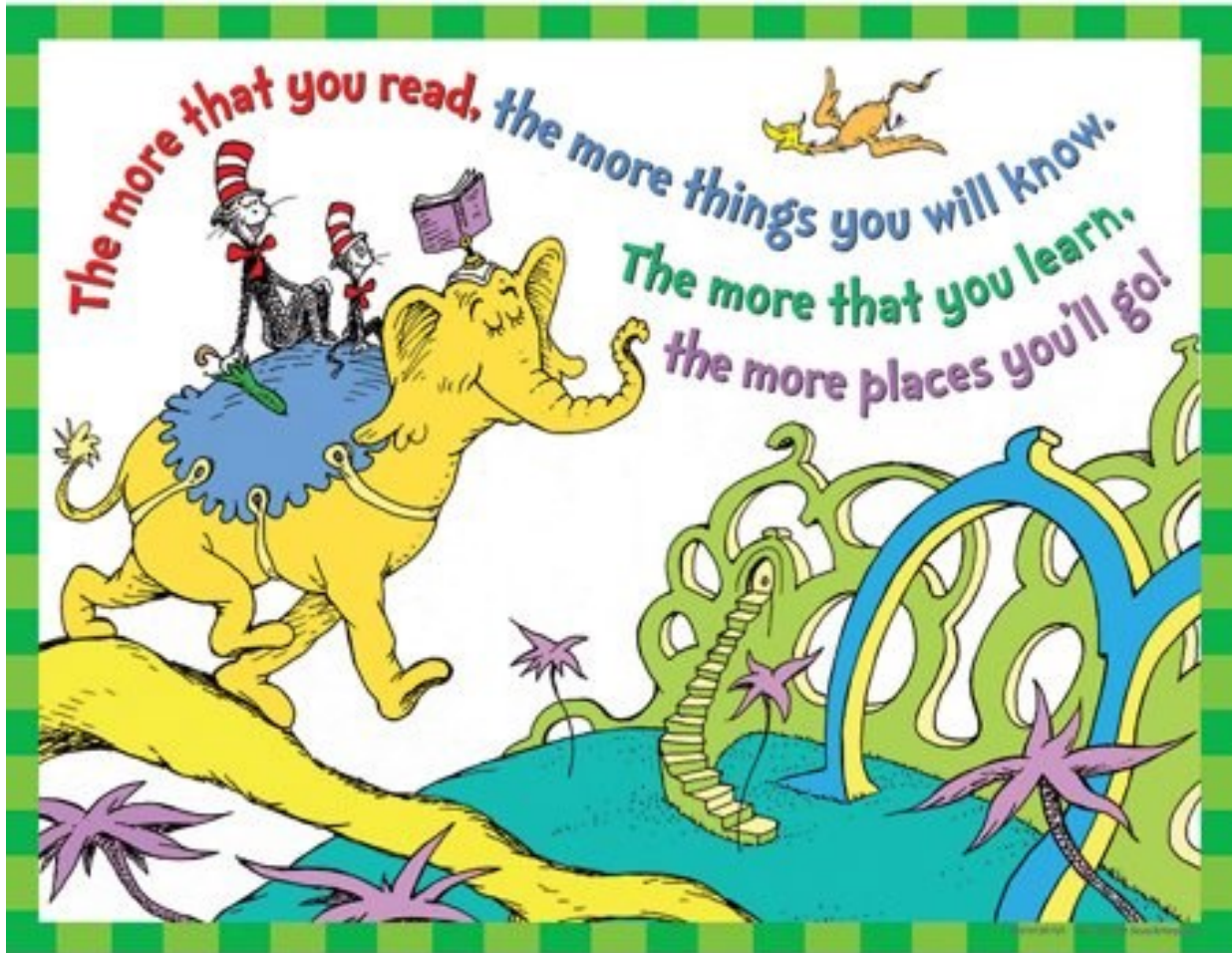
wisdom

tradition



Since today is our last day of reading together have a look at the next page then read together in your chosen book.

You can take your book bag, and everything in them, home with you today.



It has been fun reading with you. You have gotten better!

It has been fun, and hopefully, fun for you, too!

Have you been listening to your teacher's instructions about taking your FSA reading test?
Those instructions and advice can really help you do your best next week on the test.

**We tutors will be back one more time, later in April or early in May,
after your FSA testing, to sit with you on the same day and time as we have been coming
to have an awards party with you!**

LAWYERS
for literacy

Helping Children Read to Succeed