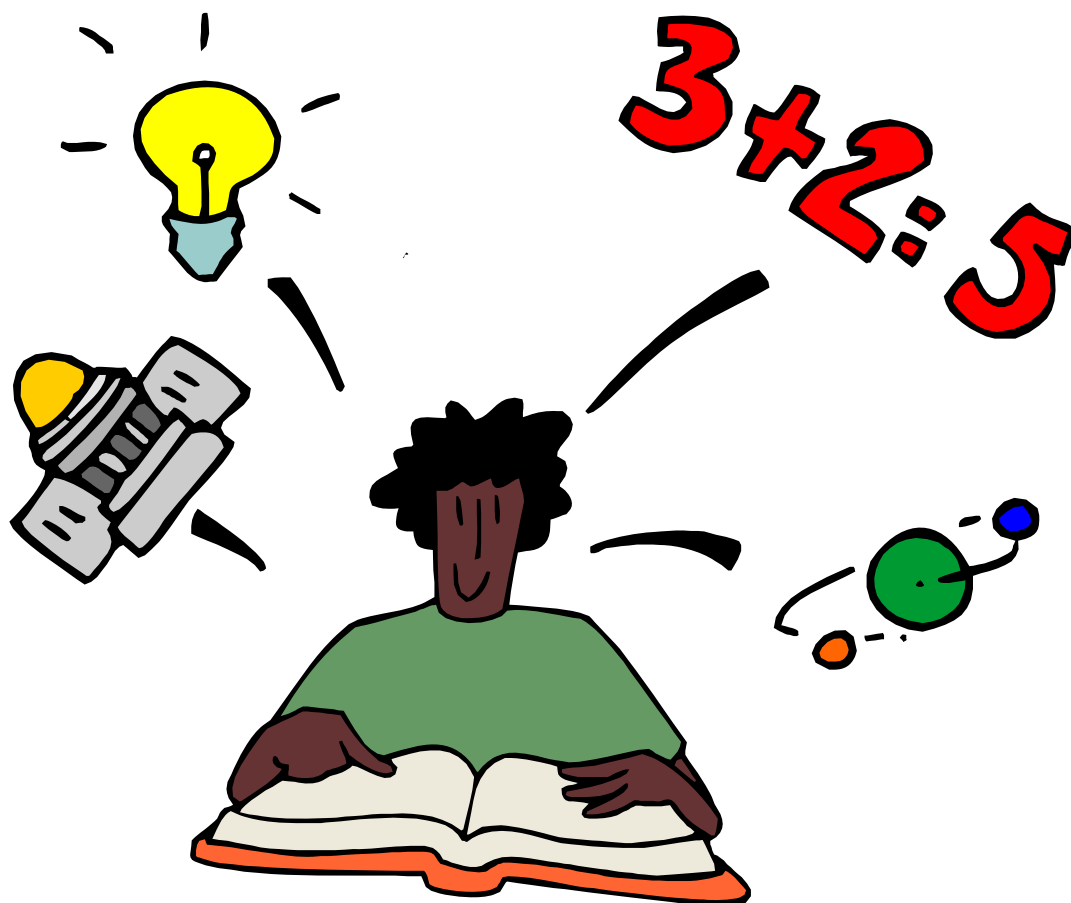


Literacy and Numeracy Fun
















Literacy and Numeracy Fun

Welcome to the GMAC sponsored Literacy-based In-School Mentoring Program! We hope you are feeling prepared to help your mentee learn while having fun. That's the point of this program: to learn some literacy and numeracy skills in a fun, non-threatening environment.

This workbook is designed to assist you in planning fun learning opportunities with your mentee. Work through it however you wish. Each activity can be simplified or made slightly more difficult; it's up to you and your mentee to adapt it to his or her educational level and learning style.

Some of the activities require certain supplies such as:

-  A pencil case with pencils, eraser, scissors, glue stick
-  Lined paper, graph paper, coloured paper, journal and assorted stickers
-  Containers of scented clay (for making three-dimensional objects, for playing games, etc.)
-  Play money (in various denominations) in a sealable container (for playing store, for incentives, for learning to count with money, etc.)
-  Hacky sack
-  Deck of cards
-  Play clock
-  Sidewalk chalk in a bucket (for working on activities outside; a variation: mentees can "paint" word families or sentences with water on a hot sidewalk, then watch the letters disappear! Have your mentee guess how long it takes for his/her words to evaporate, then time it. Record all guesses and results.)
-  Letter beads with string (can use the letter beads to play word games e.g. randomly select 10 beads and see how many three or four letter words can be made out of the beads)
-  A package of straws (for making three dimensional objects or for blowing bubbles in a drink)
-  Crayons (different kinds)
-  Markers with stamps
-  A sealable baggie with pompoms and dozens of spongy cut-out pieces (of hands, feet, stars and moons) (for counting and grouping, etc.)

Match relationships always work out better if you and your mentee decide together what activities you want to do. So, talk a lot, toss in some learning and have a great time!

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Student-Centred Approach

- ♦ Create your own learning materials. Allow your mentee to guide your activities and build materials and projects based on his or her strengths and interests.
- ♦ Praise your mentee honestly and frequently.
- ♦ Remember that your mentee is not going to take risks in front of you or anyone else, if s/he is feeling uncomfortable. Build a relationship and help your mentee understand that making mistakes is part of learning.
- ♦ Everyone learns differently. If one method isn't working, do something else...draw a picture, read out loud, talk, whatever works.



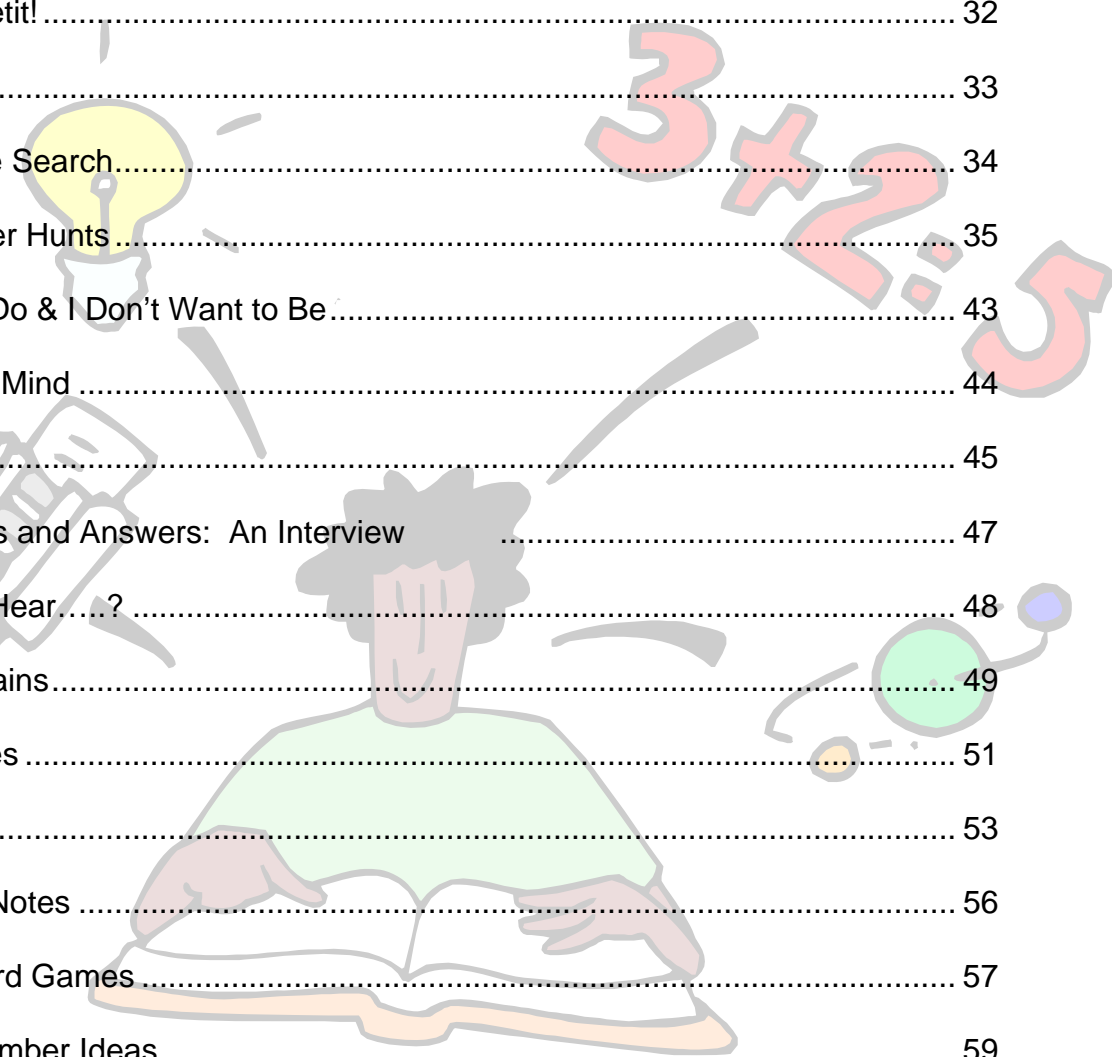
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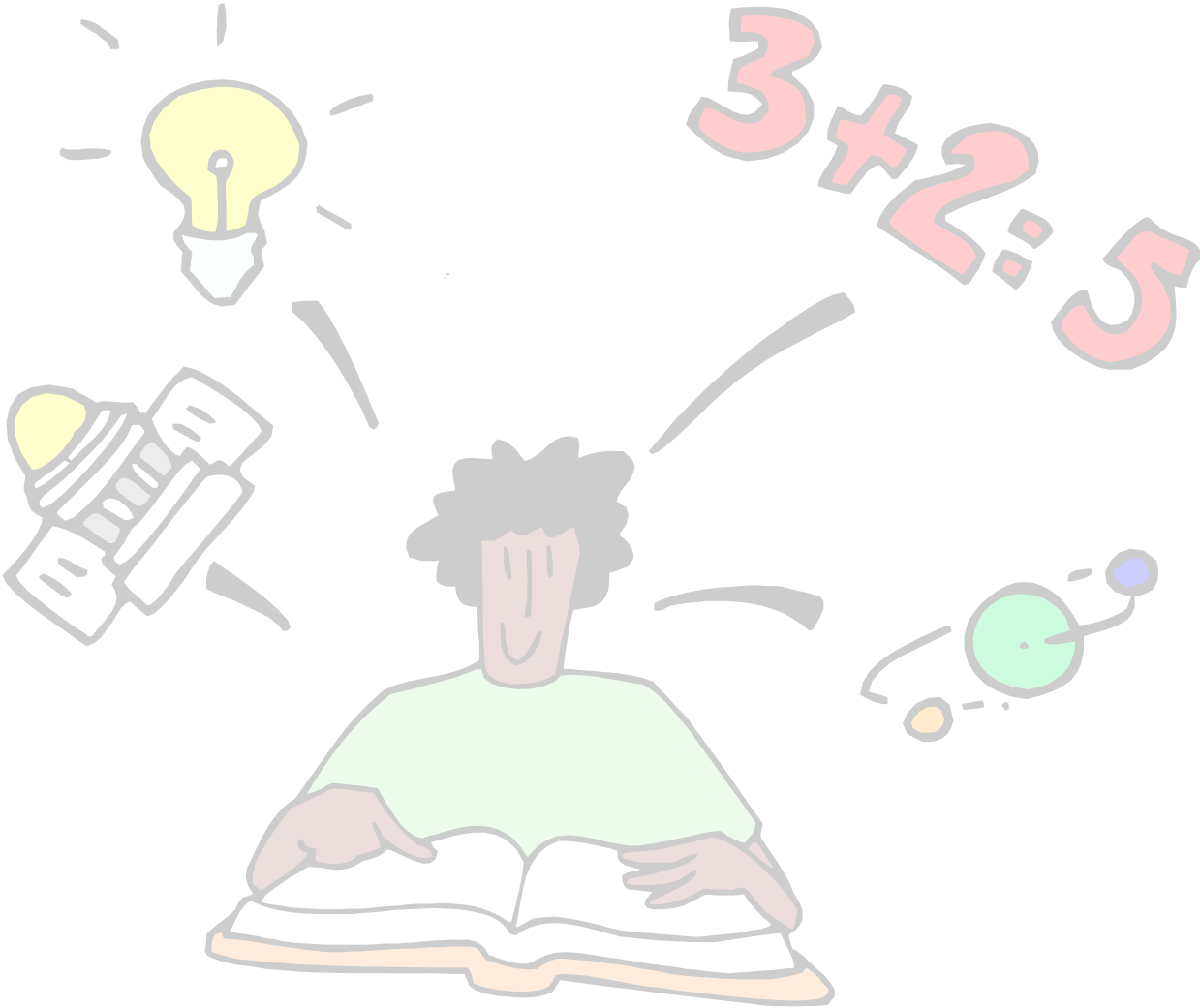
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Getting to Know Me

Ready:

- ♦To help you and your mentee get to know each other
- ♦To practice vocabulary and spelling skills

Set:

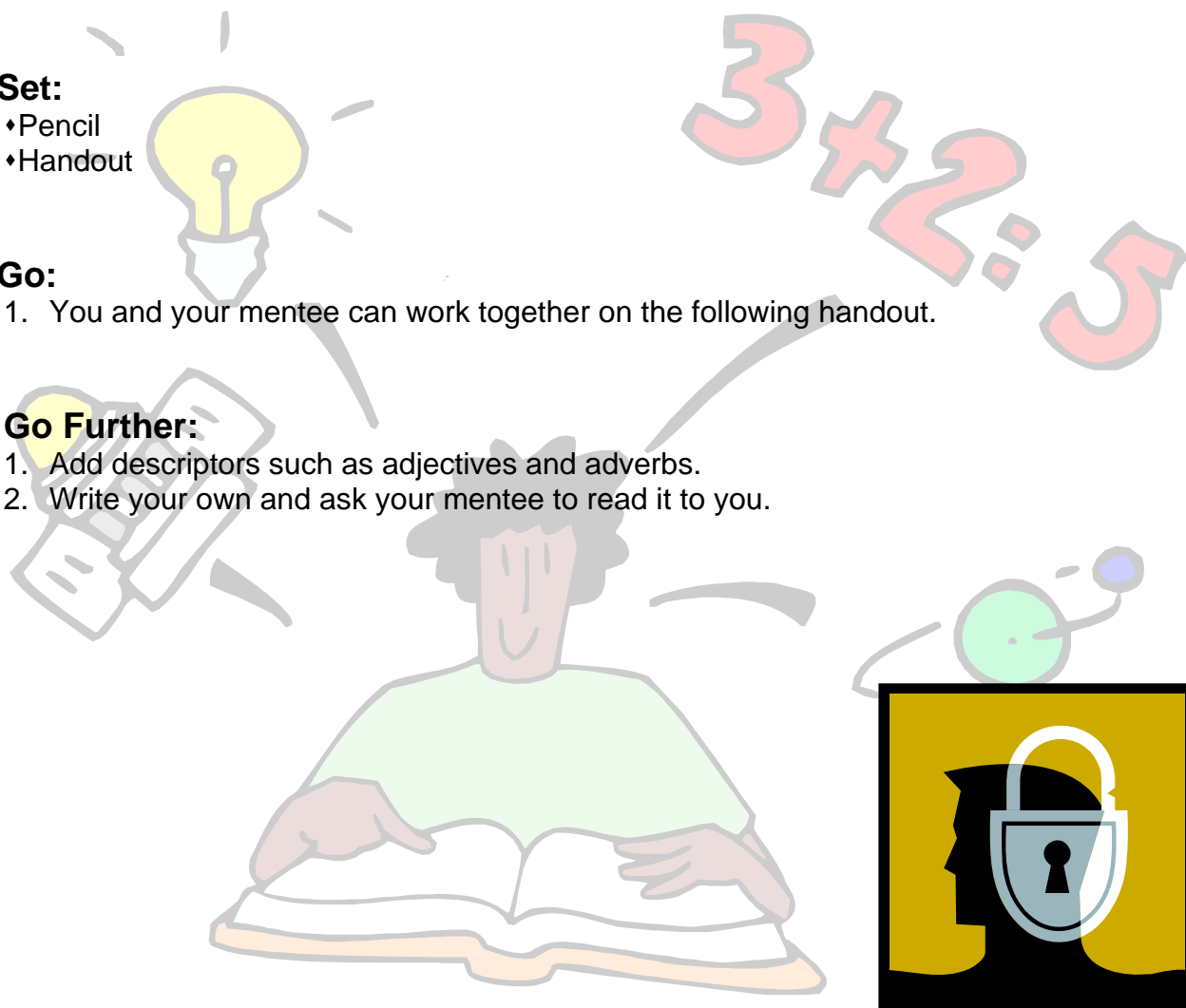
- ♦Pencil
- ♦Handout

Go:

1. You and your mentee can work together on the following handout.

Go Further:

1. Add descriptors such as adjectives and adverbs.
2. Write your own and ask your mentee to read it to you.



Getting to Know Me

First Name: _____

Who is (describe yourself): _____

And is related to: _____

And can't live without: _____

Who feels excited when: _____

Who feels sad when: _____

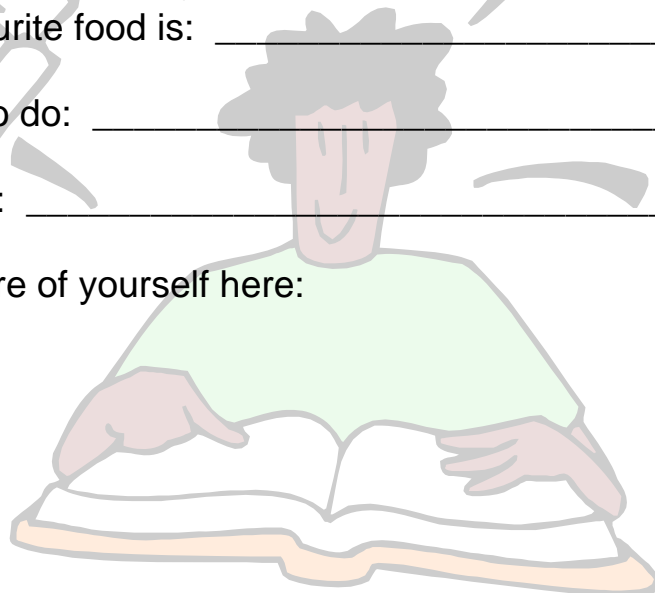
Who would like to meet: _____

Whose favourite food is: _____

Who loves to do: _____

Who lives in: _____

Draw a picture of yourself here:



Favourite Stuff

Ready:

- ♦To help you and your mentee get to know each other better.

Set:

- ♦Something to write with

Go:

1. You and your mentee interview each other to discover your favourite things.

Go Further:

1. Choose an actor or athlete or author – someone you both admire – and look through magazines and books to find the answers to these questions.
2. Ask the question “why”? For example, why would you like to visit there? Why would you like to meet that person? If you want, your mentee can write the answers in his or her journal and share a paragraph with you next week.
3. Choose someone else from history and try to figure out how that person would answer the question; do some research together to see if you are right.



GMAC

Name: _____

Birth Date: _____

Nickname: _____

Birthplace: _____

Favorites:

Sport: _____

Food: _____

Movie: _____

Book: _____

Piece of Clothing: _____

TV Show: _____

Hobby: _____

Song: _____

The Place I Would Most Like to Visit: _____

The Person I Would Most Like to Meet: _____

The Person I Admire Most: _____

Name: _____

Birth Date: _____

Nickname: _____

Birthplace: _____

Favorites:

Sport: _____

Food: _____

Movie: _____

Book: _____

Piece of Clothing: _____

TV Show: _____

Hobby: _____

Song: _____

The Place I Would Most Like to Visit: _____

The Person I Would Most Like to Meet: _____

The Person I Admire Most: _____



If I.....

Ready:

- ♦To practice grammar and verb tenses and writing skills

Set:

- ♦Something to write with
- ♦Paper or journal

Go:

1. Together, complete the following sentences:

If I go to the Arctic...

If I win \$1,000,000...

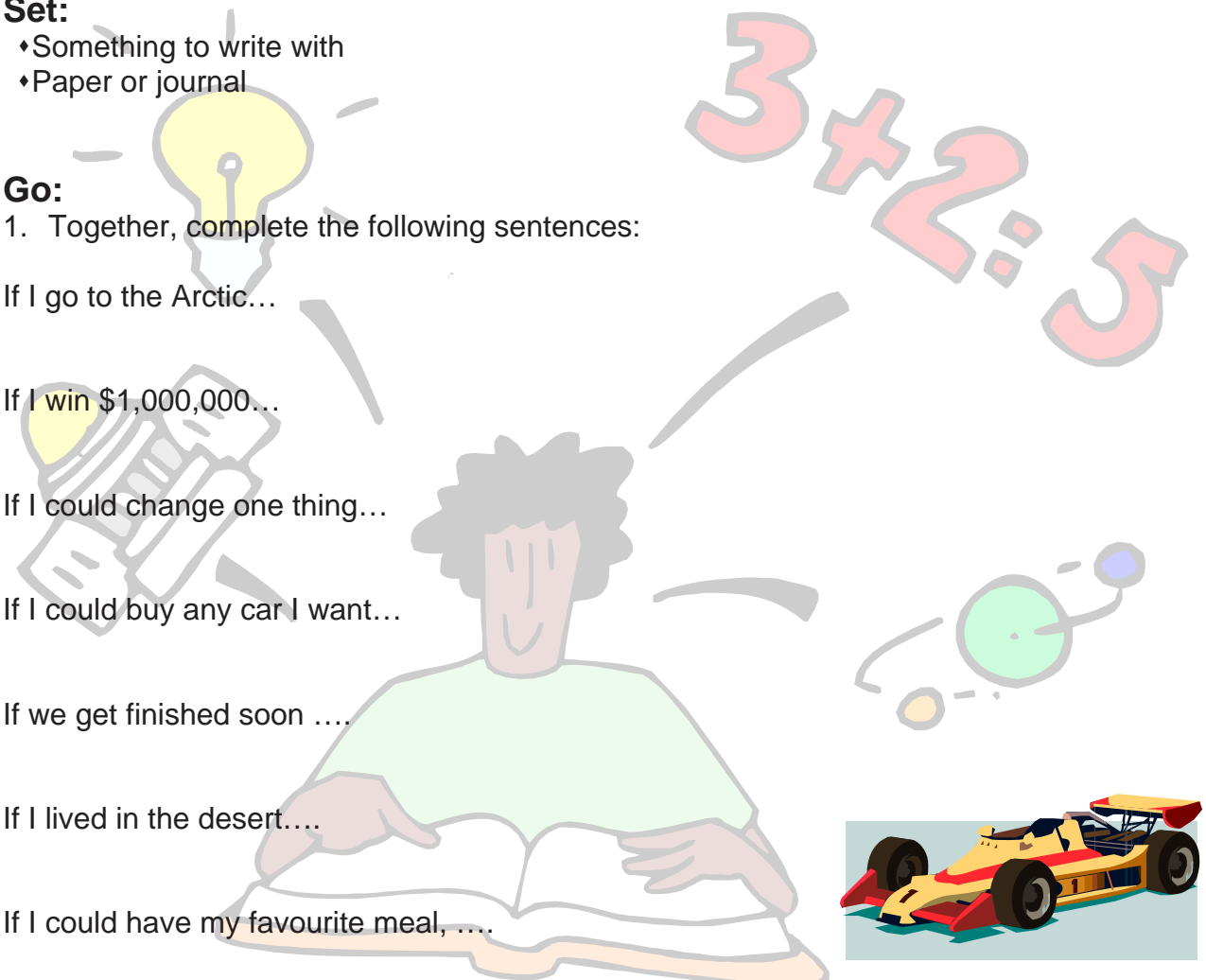
If I could change one thing...

If I could buy any car I want...

If we get finished soon

If I lived in the desert....

If I could have my favourite meal,



A Time to Rhyme

Ready:

To help your mentee hear and make up a rhyme

Set:

Pencil

Go:

1. Point to each word and say it out loud.
2. Say a word that rhymes.
3. Ask your mentee to write the rhyming words in her or his journal.
4. Read the rhyming pair out loud.

rat
ball
fish
dog
cake

Go Further:

1. Write a rhyming couplet using the two rhyming words: e.g. The rat sat on the hat.
2. Add plenty of descriptors.
3. Try two syllable rhyming words, for example, mountain, wizard, flower, etc.
4. Use the graph paper to graph how many rhyming words both of you could think of.

Tongue Twisters

Ready:

- ♦To emphasize initial sounds in words.

Set:

- ♦Pencil
- ♦Books
- ♦Graph paper

Go:

1. Search the library together to find some books of tongue twisters.
2. Find the tongue-twisters that have “alliteration” (repeated consonant sounds, like “Peter Piper picked a peck of pickled peppers.”).
3. Add more words that fit the sentence. For example, the word “purple” could be added to the above tongue twister to make “Peter Piper picked a peck of purple pickled peppers.”
4. Write your own tongue twisters. Choose a letter and write a sentence where most or all of the words begin with that letter.

Go Further:

1. Time yourself. Use graph paper to graph how quickly you could each say the tongue twister without making mistakes.
2. After you’ve tried making sentences with single consonants, try using blends like “th” or “sh” or “cr” or “pr”.
3. When you get really good, you can try using three consonant blends like “str” or “thr”.



Syllable Smash

Ready:

- ♦To help your mentee learn to read new words by breaking them into syllables

Set:

- ♦Something to write with

Go:

1. One way to help read a word is to divide it into parts called syllables. Every syllable has a vowel sound. Example: num • ber Number has two vowel sounds and two syllables.

2. Say these words. Clap once for each part of the word to tell how many syllables are in the word. Write the number of syllables on the line in front of each word.

- ___ num • ber
- ___ bird
- ___ pup • py
- ___ sun • shine
- ___ tur • key
- ___ cat
- ___ birth • day
- ___ eye • brow

Go Further:

1. Say the names of friends or sports or Pokemon or Yu-gi-oh characters, etc. Break the names into syllables. Then clap once for each syllable.
2. To read a new word, look at its parts. Remember, the root word is the main part. The prefix is the part in front of the root word.

Ask your mentee to try to read the list below:

- im • perfect
- bio • graphy
- micro • phone
- il • legal
- tele • phone
- auto • mobile

3. What other words begin with the prefix auto? Use the dictionary to try making lists of words that use each prefix used above.

A Mind Reader

Ready:

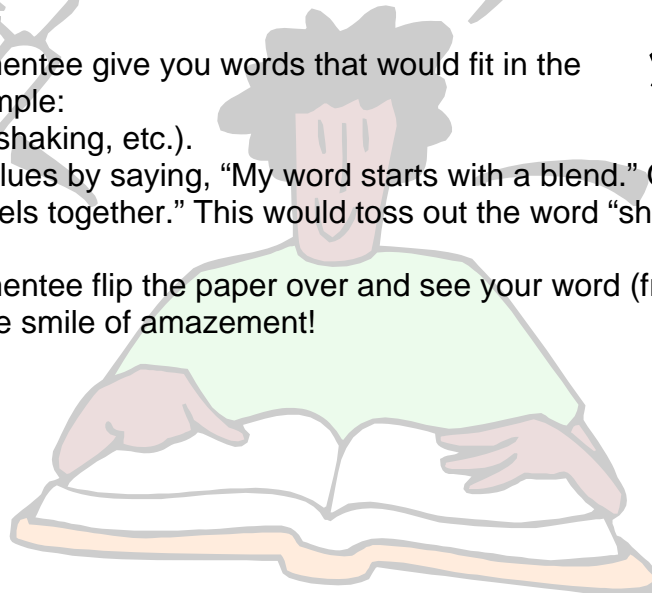
- ♦ To help your mentee use words in a sentence that make sense and to break words apart to look for features like blends or vowel teams (two vowels together).

Set:

- ♦ Something to write with
- ♦ Piece of paper that has the “magic word” on it

Go:

1. Tell your mentee that s/he is going to be a mind reader.
2. Think of a sentence in your head. Say the sentence out loud, leaving out one word. Write the missing word on a piece of paper. Flip it over and don't show it to your mentee.
3. Say your sentence out loud: “It was so cold outside that my body was _____.”
4. Have your mentee give you words that would fit in the sentence (example: freezing, cold, shaking, etc.).
5. Give some clues by saying, “My word starts with a blend.” Or “The word I'm thinking of has two vowels together.” This would toss out the word “shaking,” leaving the answer: freezing.
6. Have your mentee flip the paper over and see your word (freezing).
7. Watch for the smile of amazement!



Word Families

Ready:

- ♦To help your mentee hear individual sounds within word families

Set:

- ♦Six small pieces of paper about 8cmx8cm in size (your mentee can measure and cut these)
- ♦Small container
- ♦Paper and pencil for recording score
- ♦List of word families

Go:

1. On four of the small pieces of paper write down four word families, such as -at, -an, -all, and -ap. On one of the other small pieces of paper write "Lose a Turn," and on the other one write "Choose Again." Put the six pieces of paper into the small paper bag or bowl.
2. Shake up the bag and take out one piece of paper. Have your mentee read what the paper says. If it is a word family, your mentee needs to come up with a word for that family and write it on a piece of paper.
Example: For -at, your mentee could write "cat."
3. Now you take a turn. If you or your mentee cannot think of a word or if you pick "Lose a Turn," the small piece of paper is placed back in the bag and then it is the next person's turn.
4. If you or your mentee pick "Choose Again," you get another try.
5. When all the word family cards are gone, the game is over. The person who records the most words at the end of the game is the winner.
6. Put all the papers back in the bag and play again.

Blends to Search For

Ready:

- ♦To help your mentee hear blends or digraphs in the beginning of words

Set:

- ♦Scissors
- ♦Magazines that your mentee can cut up
- ♦Pieces of paper
- ♦Pencil or pen and glue

Go:

1. Depending on the blend that your mentee is working on, have her/him say the blend out loud and then have her/him go through the magazine and cut out anything that starts with that blend.
2. For a young mentee, you and your mentee can go through the magazine together, state the name of the objects and have your mentee tell you if it starts with the blend s/he is working on.
3. Then have your mentee glue all the pictures on a piece of paper.
4. Have your mentee state the name of the objects.
5. Have her/him go back and write the word of the object below the picture.

A List of Some Blends and Digraphs

SH - sheep, shirt, shoe, shark	TH - thumb, think, thirteen
CH - chair, chain, chin, cherries	WH - whale, whiskers, wheel, whisper
BL - block, blouse	CL - clock, clown, clouds, closet
GL - glass, globe, glove	FL - flag, flower, flashlight
PL - plane, plant, plate	SL - slipper, sled, slide
SW - sweep, swim, swan	ST - stamp, star, stump
SM - smoke, smile	TR - train, truck, tree
GR - grass, grapes	PR - present, prize, pray
BR - bread, brush, bridge	CR - crayon, cracker, crib
FR - frame, frog, fruit	

Go Further:

1. You and your mentee can play I Spy using the same concept or play Hangman with the words that s/he has learned to spell.

Reading Compound Words

Ready:

- ♦To help your mentee learn that two words can be put together to make a compound word like “football”

Set:

- ♦Something to write with

Go:

1. Sometimes two words are put together to make a new word, such as base + ball, which makes baseball. We call these words compound words.
2. Read the words below.
3. Then draw a line that separates the compound word into two small words.

bedroom
sailboat

base / ball

hallway
raincoat

railroad
suitcase



Go Further:

1. Look for compound words in a magazine and ask your mentee to record them in the journal.
2. Use the two smaller words and the compound word in one sentence; see how silly they can be. For example, “The way to the hall is in the hallway.”



Hangman

Ready:

- ♦To help your mentee decode and spell longer words

Set:

- ♦Something to write with
- ♦A piece of paper
- ♦Something small for incentives (for example, stickers, pompoms other little goodies)

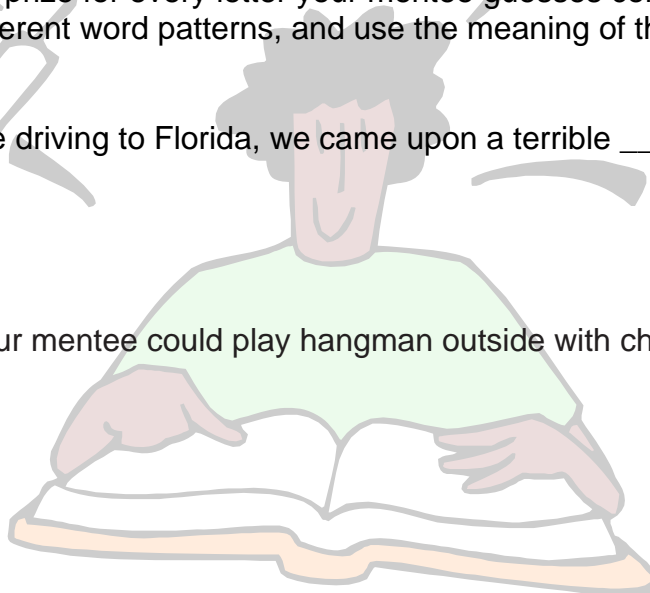
Go:

1. Write a sentence on the paper, using only blank lines for each letter of an important big word.
2. Have your mentee guess "Is there a _____?" (choose a letter)
3. If s/he guesses a correct letter, fill it in. If s/he guesses an incorrect word, write it down on the side of the paper, so s/he can see what has already been guessed.
4. Give a small prize for every letter your mentee guesses correctly.
5. Point out different word patterns, and use the meaning of the sentence to make sense.

Example: While driving to Florida, we came upon a terrible _____
(blizzard)

Go Further:

1. You and your mentee could play hangman outside with chalk.



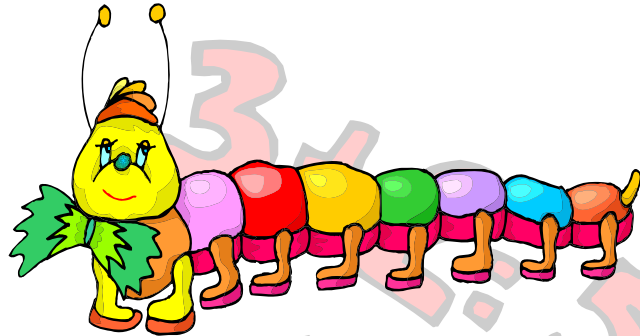
Cut-Apart Stories

Ready:

- ♦ To help your mentee build comprehension skills by arranging lines of text to form a story

Set:

- ♦ Paper
- ♦ Something to write with
- ♦ Scissors



Go:

1. Write a short story with your mentee and copy it onto a sheet of paper. Or rewrite a story you have read. Make sure your story has a beginning, middle, and an end.
2. Draw a picture that goes with the story and attach it to the back.
3. Cut the lines of the story apart.
4. Place them into a container.
5. Have your mentee take out the pieces and read them.
6. Ask your mentee to arrange the lines of text to retell the story in the right order.
7. Reread the story to check for accuracy. Turn the pieces over. They should make a picture if pieces are placed in the right order.

Example:

The mother butterfly lays her eggs on a leaf. Caterpillars come out of the eggs. Soon each caterpillar spins a chrysalis. A butterfly comes out.

Go Further:

1. For younger children, try using a familiar nursery rhyme.
2. For older children, cut the story into smaller pieces.
3. Older children may also want to challenge you; your mentee could write a story and cut it apart for you to put back together.
4. For older children, you could clip out an interesting news story and cut the paragraphs apart. Ask your mentee to read the paragraphs and put them in order.

Predictions

Ready:

- ♦To help your mentee predict missing words

Set:

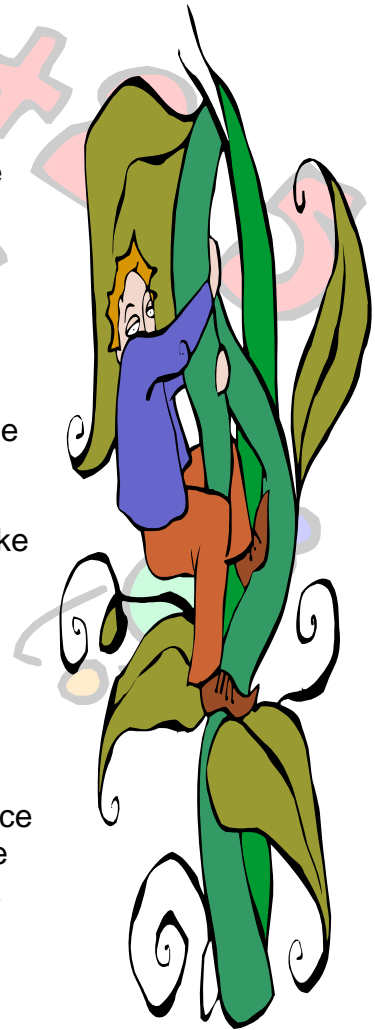
- ♦Book or story

Go:

1. Read the story with your mentee. Once in a while stop in the middle of a sentence and ask your mentee to guess what word comes next.
Or: Cover up words with small sticky notes or use your finger. Ask your mentee to guess the word based on his/her understanding of the words in the sentence.
2. Finish reading the sentence.
3. Go back and reread the sentence, using the word the mentee guessed.
4. Ask, "Does that word make sense?"
5. Show the beginning letter only and ask, "Does that word make sense and begin with this letter?"
6. Show the whole word and ask, "Does that word look right?"
7. Repeat with new sentences.

Go Further:

1. Rewrite the ending of the story as if the story now takes place in outer space or under the sea. For example, Jack and the Beanstalk could end with Jack climbing down the beanstalk and stepping onto Mars.



Outguess the Author

Ready:

- ♦To help your mentee predict a missing word or phrase

Set:

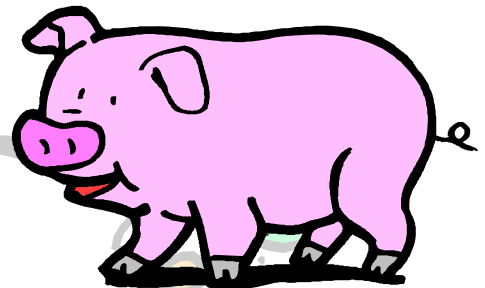
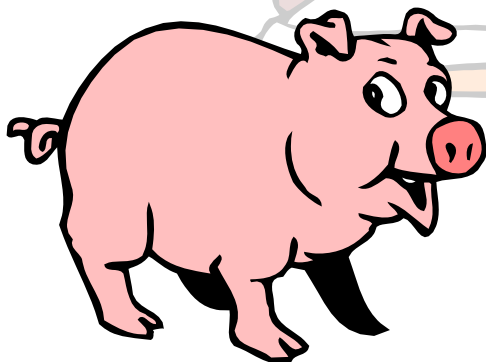
- ♦Paper cut into long strips
- ♦Pencil or markers
- ♦Scissors

Go:

1. Write sentences, each containing several phrases, on strips of paper.
2. Cut each sentence into phrases.
3. Put the phrases for each sentence into a container.
4. Give your mentee the container.
5. Ask her/him to take out the pieces and read them.
6. Now, arrange them to make a complete sentence.
7. Repeat with the additional sentence puzzles.

Examples:

The first pig built a house of straw
Mary went to the store for mother.
I like to go to school.
Jack went to the show with Bill.



Drawing Conclusions

Ready:

- ♦To help your mentee learn to draw conclusions about a book or article

Set:

- ♦A book
- ♦Something to write with

Go:

1. Read a short book or article with your mentee. Write the title and author below.

Title: _____

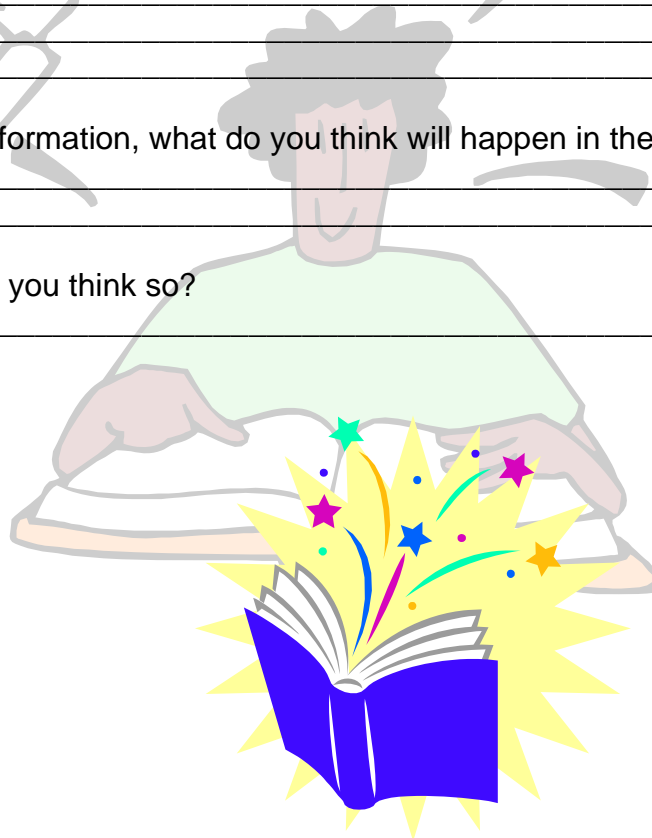
Author: _____

Chapter(s): _____

2. What important information did the author tell you in the chapter(s)?

3. Given this information, what do you think will happen in the rest of the book?

4. What makes you think so?



Put on Someone Else's Shoes

Ready:

- ♦ Help your mentee see the story from the character's point of view.



Set:

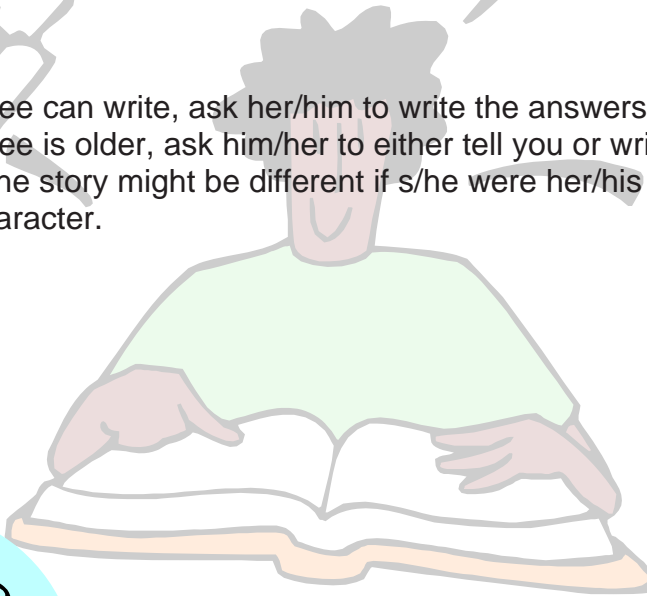
- ♦ A book

Go:

1. After reading a story or book with your mentee, just ask a few simple questions:
2. Which character is most like you? How?
3. Which character is least like you? How?
4. What happens in the story that you wish could happen to you? Why?

Go Further:

1. If your mentee can write, ask her/him to write the answers.
2. If your mentee is older, ask him/her to either tell you or write about how the story might be different if s/he were her/his favourite character.



Story Telling

Ready:

- ♦ To help your mentee learn to write a story

Set:

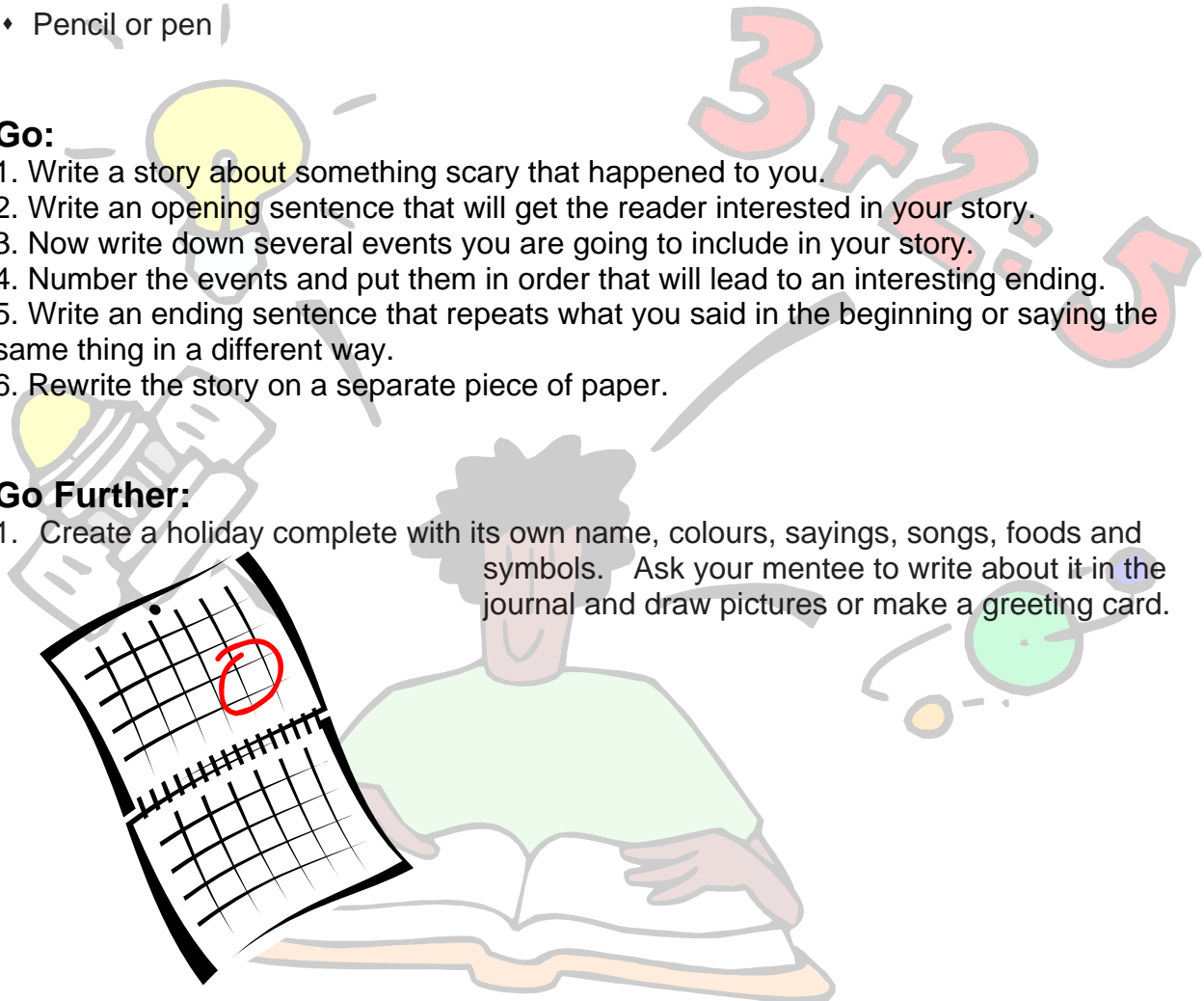
- ♦ Pencil or pen

Go:

1. Write a story about something scary that happened to you.
2. Write an opening sentence that will get the reader interested in your story.
3. Now write down several events you are going to include in your story.
4. Number the events and put them in order that will lead to an interesting ending.
5. Write an ending sentence that repeats what you said in the beginning or saying the same thing in a different way.
6. Rewrite the story on a separate piece of paper.

Go Further:

1. Create a holiday complete with its own name, colours, sayings, songs, foods and symbols. Ask your mentee to write about it in the journal and draw pictures or make a greeting card.



Recipe for Friendship

Ready:

- ♦Using fractions and language skills

Set:

- ♦Something to write with
- ♦Paper cut into a circle

Go:

1. Ask your mentee to think of the qualities that make a good friend.
2. Make a list of those qualities.
3. Decide what amount/fraction of the whole circle that quality would be (for example, humour/fun might be worth half of the circle, listens well might be worth one quarter, etc.)
4. After the circle has been divided up, help your mentee figure out the fractions.

Go Further:

1. You and your mentee could do the same activity for “things that make a good teacher”, “things that make a good parent”, “things that make a good summer vacation”, etc.



Card Games

Ready:

- ♦To help your mentee build known word vocabulary

Set:

- ♦8cmx8cm cards or pieces of paper

Go:

1. Make a set of word cards using 8cmx8cm cards or pieces of paper. Begin with a set of about 20 to 30 words, including words that the mentee knows. Gradually add new words to the known words. Write each word on two separate cards.
2. Play card games using the words:

GO FISH

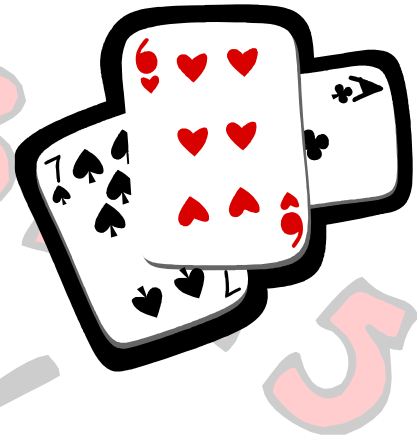
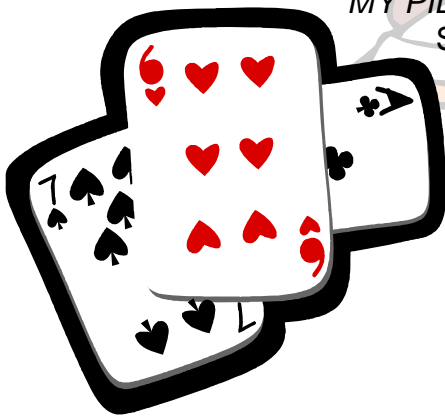
Give each player six cards and put the remaining cards in a drawing pile. Ask your mentee, "Do you have the word '_____'?" (Read one word card in your hand.) If s/he has a matching card, you may take it. If not, you can "go fish" in the pile of remaining cards. Now it's your mentee's turn! Repeat until one player matches all his or her cards.

MEMORY

Shuffle the cards and place them in rows with the words facing down. Take turns turning over two cards at a time. When a player finds a match, that player keeps the pair. Keep playing until all the pairs are matched. The player with the most pairs wins.

MY PILE, YOUR PILE

Shuffle the word cards. Stack them up. Turn over one card at a time. The first player to correctly read each card gets to keep the card. Keep playing until all cards are used. The player with the most cards wins!



Record a Story

Ready:

- ♦To help your mentee read more fluently and with expression

Set:

- ♦Story or short book
- ♦Tape recorder
- ♦Your best reading voice

Go:

1. Read your story together.
2. Help your mentee practice reading the story alone, using her/his best reading voice. Be sure to add expression and sound effects!
3. Help your mentee tape her/his reading on cassette.

Go Further:

1. It would be fun to write a story together about something you and your mentee did and then to record it. This would be something your mentee could take home to listen to over the summer.
2. Take the “getting to know you” information learned when you first met and have your mentee interview you on tape like s/he’s a talk show host.



Does This Make Sense?

Ready:

- ♦To help your mentee learn to read new words by asking, “Does this word make sense here?” and “Does it sound right?”

Set:

- ♦Time

Go:

1. Sometimes, you can figure out a new word from the other words in a sentence. You can ask yourself, “Does the word make sense?” “Does it sound right?” and “Does it look right?” Example: The weather is cold, wet, and foggy. You already know the words the, is, cold, wet, and, and foggy. You can guess weather.

Remember to ask:

“Does the word make sense here?” Yes

“Does it sound right?” Yes

“Does it look right?” Yes

2. Ask your mentee these questions as s/he reads the following sentences:

The square has four sides.

A rainbow had red, yellow, and blue colors in it.

The ball is bouncing.

The sun is shining bright.



Homophones

Ready:

- ♦To help your mentee learn about words that sound the same but are spelled differently

Set:

- ♦Pencil

Go:

1. Some words sound the same but are spelled differently. These words are called homophones.

2. Have your mentee read the homophones below.

eye — I

hear — here

no — know

new — knew

one — won

right — write

3. Then ask your mentee to read the sentence and write in the correct homophone.

- My friend and _____ like to play ball.
- Do you _____ the answer to the question?
- Our team _____ the game last night.
- Did you _____ what he said?
- I got a _____ bike for my birthday.
- I got the _____ answer to that question.
- The batter must keep his _____ on the ball.
- Put the box over _____ on the table.

Go Further:

1. Challenge your mentee to find as many homophones as s/he can during the next week.
2. Write them in the journal.
3. Can your mentee make sentences with these homophones? Your mentee could try to make one sentence with for each homophone and then one sentence with both homophones in it.

Word Building

Ready:

- ♦To help your mentee build vocabulary.

Set:

- ♦Book or story
- ♦Paper and pencil

Go:

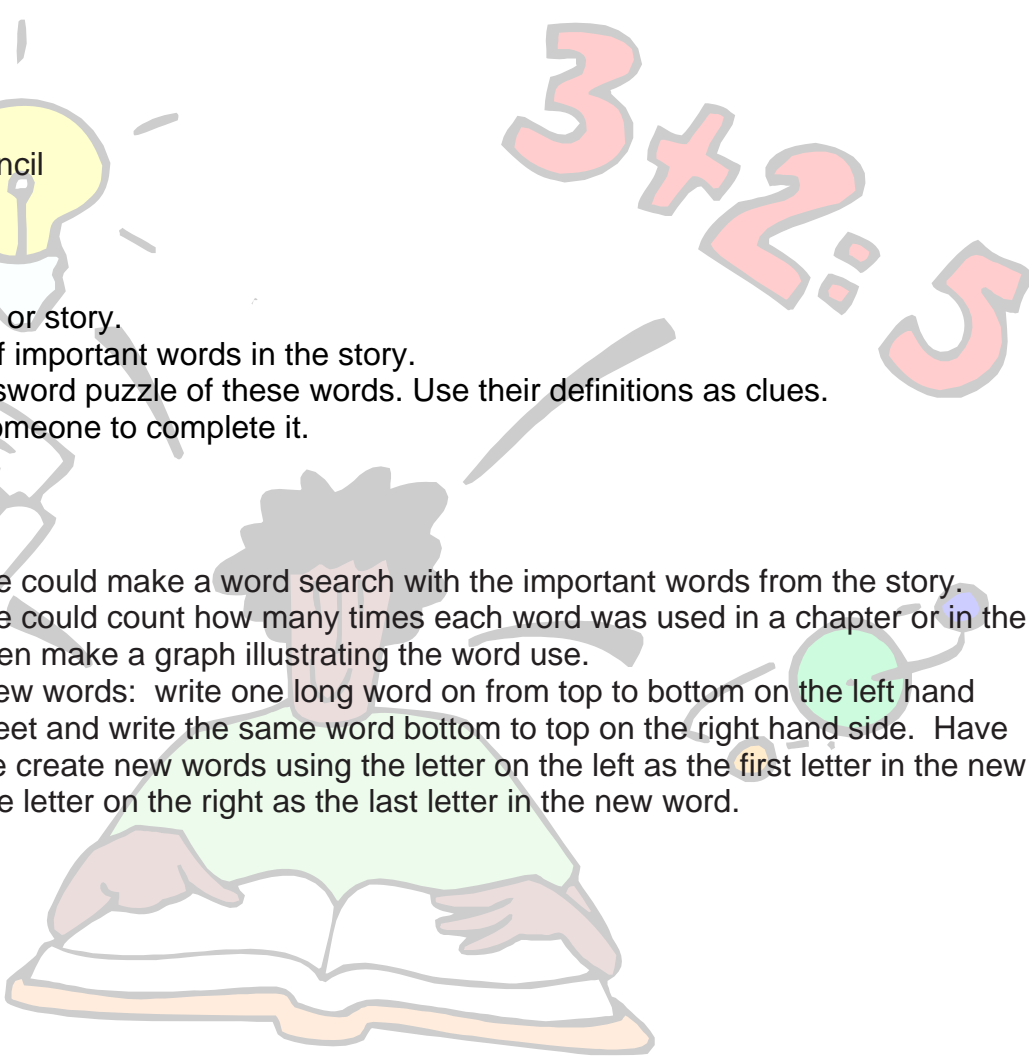
1. Read a book or story.
2. Make a list of important words in the story.
3. Make a crossword puzzle of these words. Use their definitions as clues.
4. Challenge someone to complete it.

Go Further:

1. Your mentee could make a word search with the important words from the story.
2. Your mentee could count how many times each word was used in a chapter or in the story and then make a graph illustrating the word use.
3. Construct new words: write one long word on from top to bottom on the left hand side of a sheet and write the same word bottom to top on the right hand side. Have your mentee create new words using the letter on the left as the first letter in the new word and the letter on the right as the last letter in the new word.

For example:

M	as	K
A		A
R		E
C		R
H		B
B		H
R		C
E		R
A		A
K		M



Bon Appetit!

Ready:

- ♦To help your mentee write words more easily and to become an effective communicator

Set:

- ♦Pen, pencil, note pads for taking notes
- ♦Paper
- ♦Play money
- ♦Paper to make open and close signs, business hours, etc.

Go:

1. Talk about visiting a restaurant with your mentee and help your mentee remember all the things you might see in a restaurant. (Remember, your mentee may not have had very many restaurant experiences.) Together list some of the things you might see in a restaurant.
2. If you have the room, provide materials and props and let your mentee set up a restaurant. If you don't have room, use the graph paper to draw the floor plan of a restaurant.
3. Have your mentee write the menus and signs. Your mentee could even use the clay to make the play food!
4. Become a customer and order what you'd like to eat from the restaurant.
5. Use the play money to pay for your meal and to get change.

Go Further:

1. Make up other situations, depending on your mentee's interest: fire station, department store, pizza parlor, arena.
2. Create a shopping list of grocery items or school supplies. Provide your mentee with a certain amount of money that s/he can spend. Have your mentee shop through the flyers and choose the items on the list and purchase them with her/his money.



Mail Call

Ready:

- ♦To help your mentee learn to write letters
- ♦Build vocabulary
- ♦Practice spelling

Set:

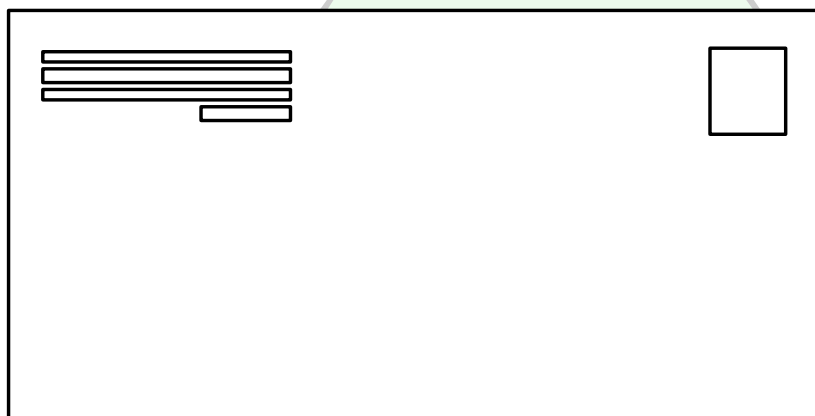
- ♦Pencil or pen
- ♦Paper

Go:

1. Spend five or ten minutes talking about three things you would like to do together the next time you meet.
2. Write a letter describing your plans, using usual formats.

Go Further:

1. Create some postcards using the material provided and have your mentee write on the postcards.
2. Your mentee could compose a letter to his/her teacher or family.
3. Create poems using the letters of these Canadian cities as the first letter of a descriptive word, for example, Ottawa could be "Old", "Tourist" "Terrific" etc. Try Toronto, Hamilton, Vancouver, Edmonton, Halifax and Montreal.



Magazine Search

Ready:

- ♦To help your mentee learn to use new words in writing

Set:

- ♦Pencil or pen
- ♦Newspaper, magazine or book

Go:

1. Read something from a newspaper, a magazine, or a book.

2. List some new, unusual, or interesting words found in the reading.

3. With your mentee, list some ways that s/he can figure out the meaning of the words?

4. Determine what the words mean.

5. Ask your mentee to choose a few of the words to use in a paragraph. Either write the paragraph in the journal or on a piece of paper...make the words out of clay....write them with sidewalk chalk.

Go Further:

1. If your mentee is so inclined, s/he could write a whole short story using the words found in the reading. Ask her/him to draw some pictures to go with the story.



Scavenger Hunts

Scavenger Hunt 1

Ready:

- ♦To have fun reading, searching, and writing using readily available reading materials.

Set:

- ♦Something to write with
- ♦Reading material with pictures: magazine, newspaper, etc.

Go:

Using the reading material, your mentee selected, answer the following questions:

1. What is the year the magazine was issued or the book was written? _____
2. How many pages does it have? _____
3. Find a photo of someone you recognize.
Who is it? _____ page _____
4. Is a country talked about in your material? Which one is it? _____
5. Write the name of a woman: _____ page _____
7. Write a headline with more than four words. _____
_____ page _____

Go Further:

1. You and your mentee could time how long it takes to finish the scavenger hunt and create a chart comparing the times for all of the other scavenger hunts.
2. You and your mentee could create your own scavenger hunts.
3. For every correct answer, you could agree on a payment of play money. Have your mentee figure out how much s/he is awarded.



Scavenger Hunt 2

Go:

Use one issue of any magazine:

1. What is the date of the issue you are using? _____

2. How many pages are in this magazine? _____

3. Find a photo of someone you do not recognize.

Who is it? _____ page _____

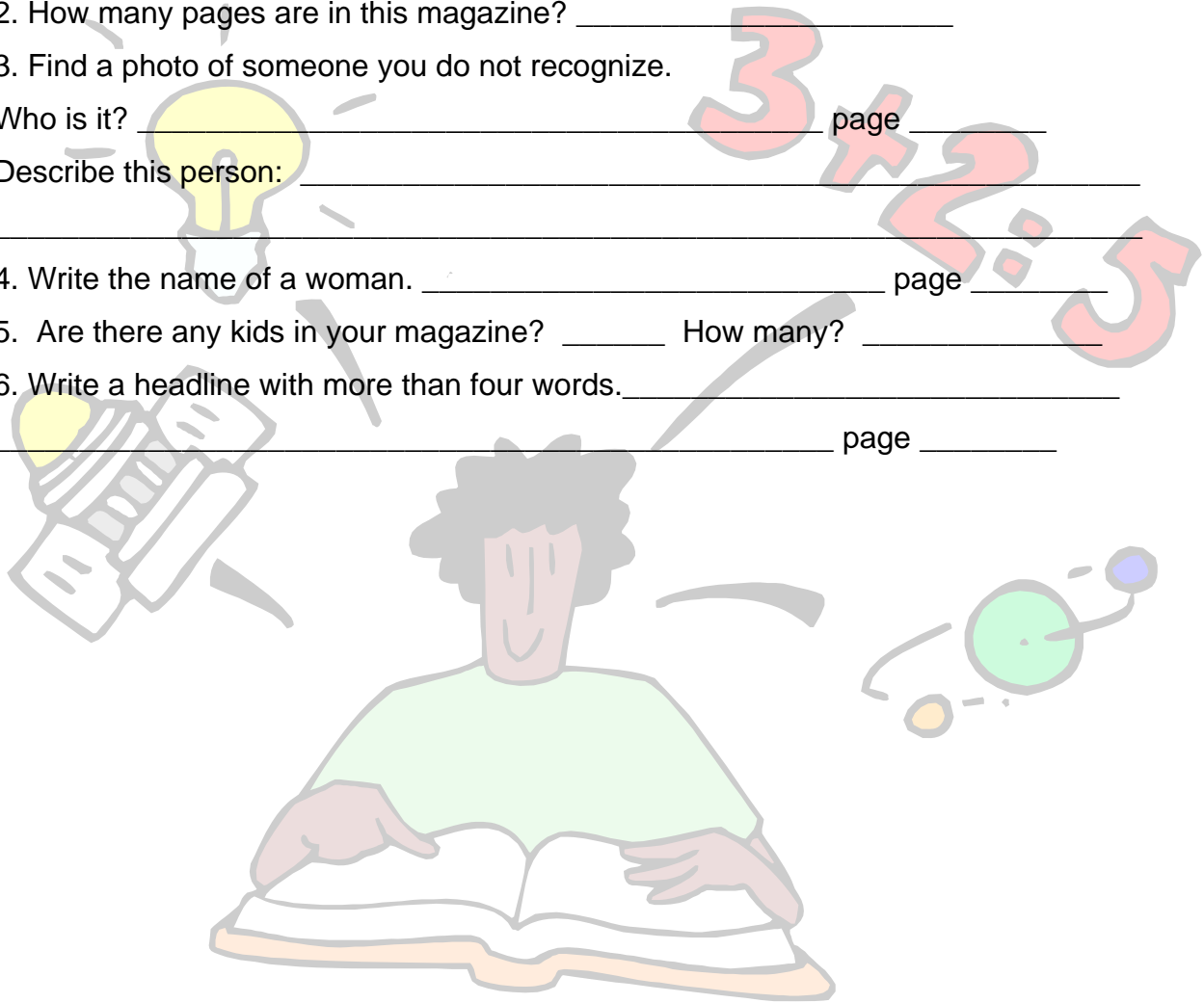
Describe this person: _____

4. Write the name of a woman. _____ page _____

5. Are there any kids in your magazine? _____ How many? _____

6. Write a headline with more than four words. _____

_____ page _____

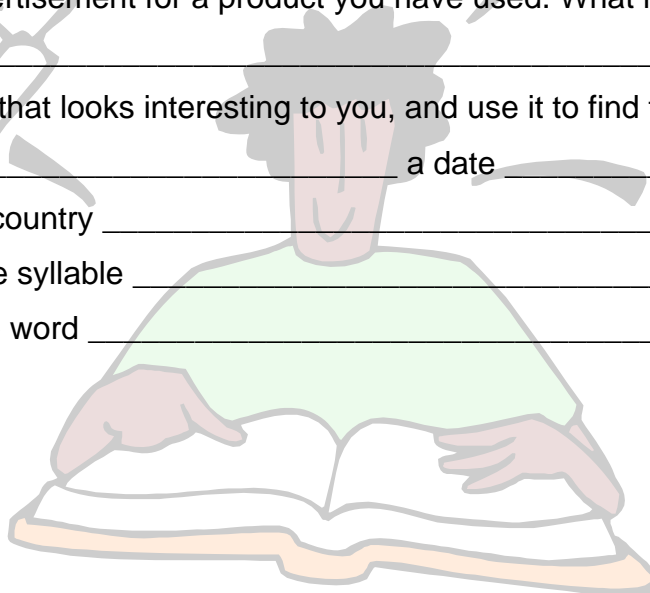


Scavenger Hunt 3

Go:

Use one issue of Sports magazine (preferably for children) to find the items listed below:

1. Which Issue do you have? _____
2. How many pages are in this magazine? _____
3. Find a photograph of a professional athlete. What is the athlete's name and sport? _____ page _____
4. Find a number on an athlete's uniform. What is it? _____
5. Find a color word. _____ page _____
6. Find a photo of a sport you'd like to try. What is it? _____
7. Copy a headline with four words. _____
_____ page _____
8. Find an advertisement for a product you have used. What is the product? _____
_____ page _____
9. Find a page that looks interesting to you, and use it to find the following items:
a name _____ a date _____
the name of a country _____
a word with one syllable _____
a three-syllable word _____



Scavenger Hunt 4

Go:

Look in a magazine for names of people that fit the following descriptions. Write their names on the lines that follow the descriptions.

1. a coach _____
2. a champion _____
3. someone who works with young athletes _____
4. someone you know a lot about _____
5. someone you don't know a lot about _____
6. someone you are likely to hear more about _____
7. someone who said something you agree with _____
8. someone who said something you disagree with _____



Scavenger Hunt 5

Set:

- ♦A ruler
- ♦Something to write with

Go:

Find and name something in the room that is:
about 5 mm long: _____

very large: _____

smaller than your head: _____

the same length as your foot: _____

very light to lift: _____

the same colour as your eyes: _____

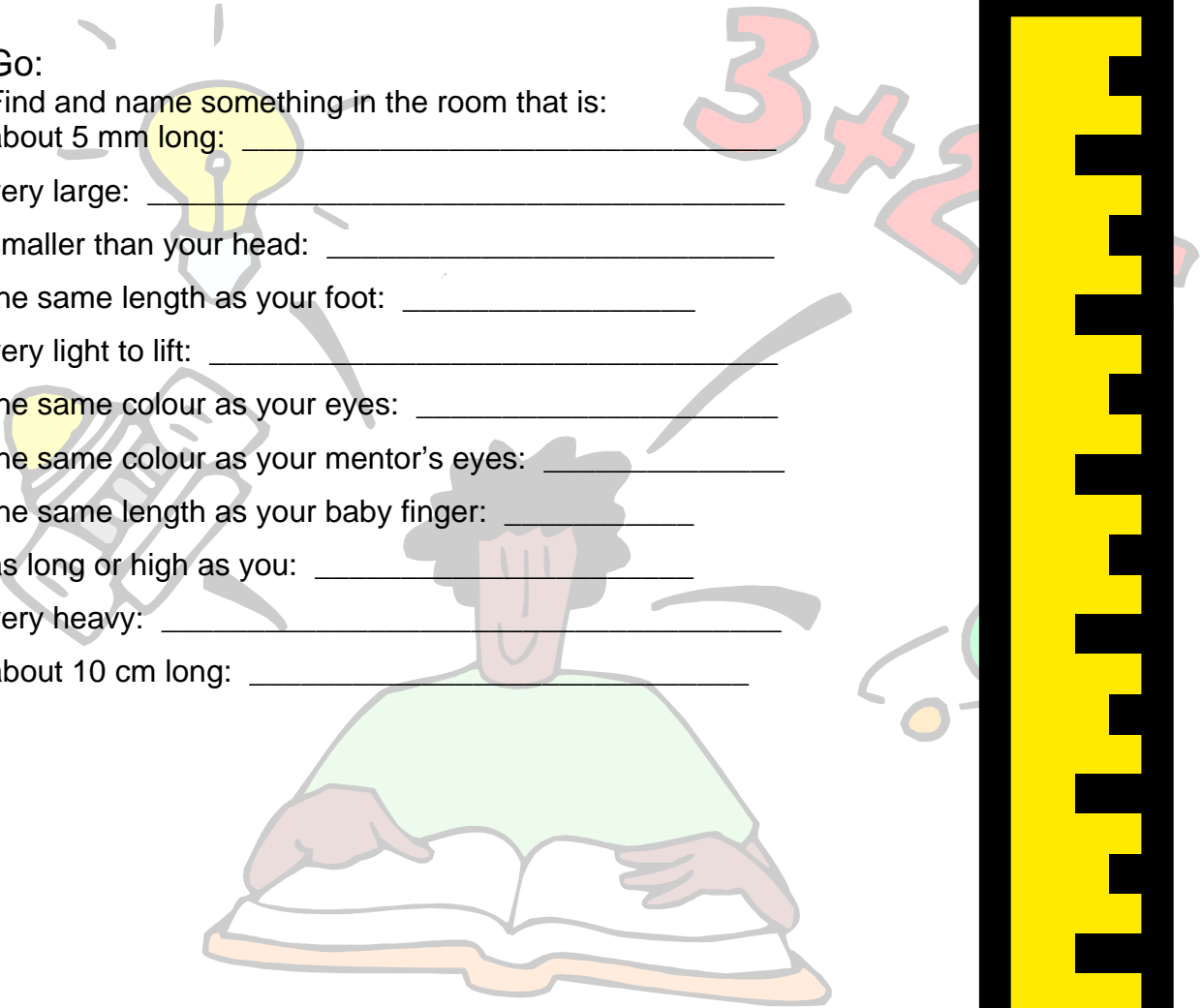
the same colour as your mentor's eyes: _____

the same length as your baby finger: _____

as long or high as you: _____

very heavy: _____

about 10 cm long: _____



Scavenger Hunt 6

Go:

Select reading material...a magazine or book or newspaper.

Find a word:

- that starts with the letters "st" _____
- that rhymes with "cake" _____
- with eight letters _____
- that is a colour _____
- that ends with the letter "y" _____
- that is new to you _____
- that has three syllables _____
- that is the name of a place inside Canada _____



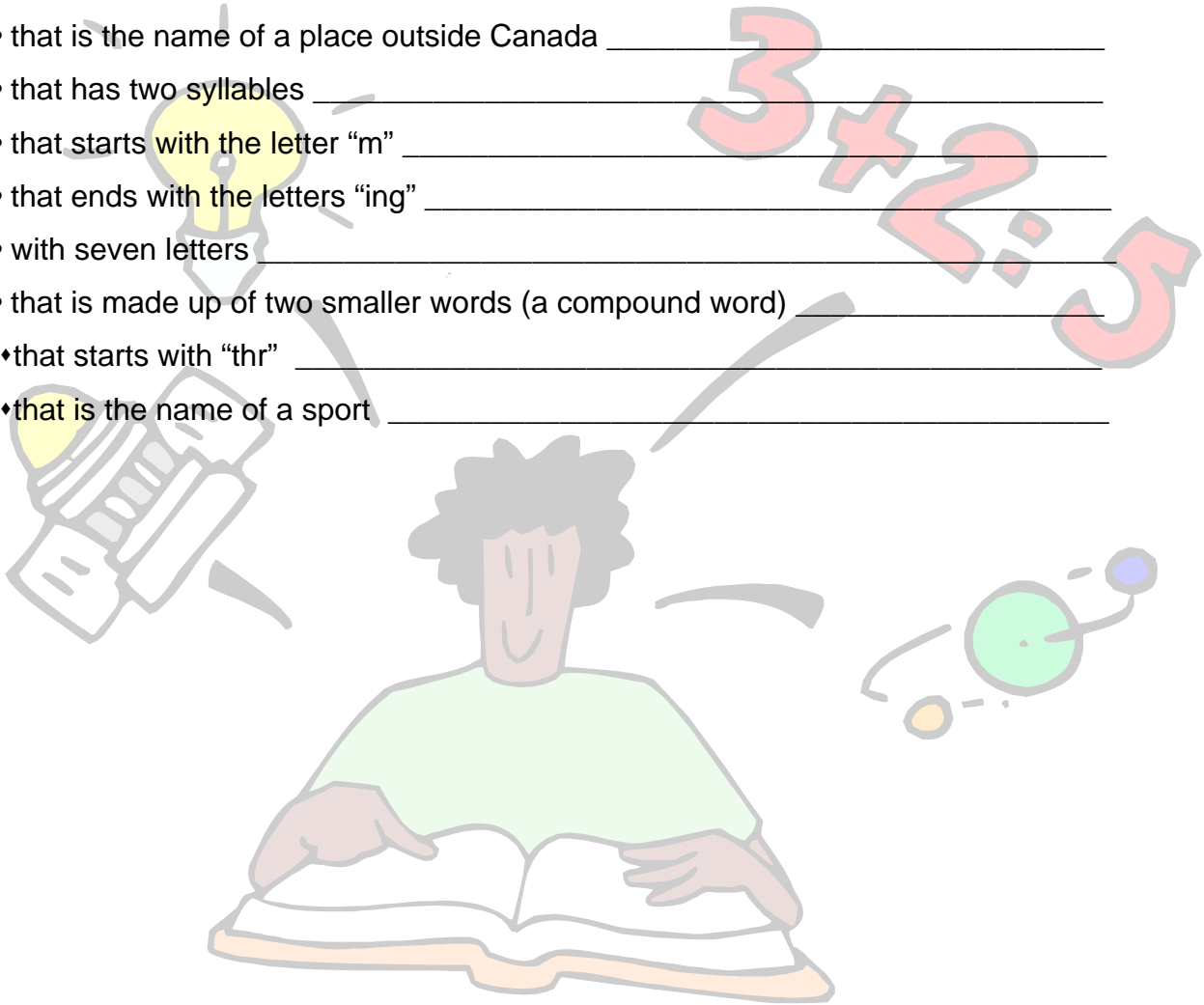
Scavenger Hunt 7

Go:

Select reading material....a magazine or book or newspaper.

Find a word:

- that has a double letter _____
- that is the name of a place outside Canada _____
- that has two syllables _____
- that starts with the letter "m" _____
- that ends with the letters "ing" _____
- with seven letters _____
- that is made up of two smaller words (a compound word) _____
- ♦ that starts with "thr" _____
- ♦ that is the name of a sport _____



GMAC

Scavenger Hunt 8

Set:

- 1. Create your own scavenger hunt.

Go:

3 + 2 = 5



Places I Do & I Don't Want to Be

Ready:

- ♦To practice creative writing or speaking skills

Set:

- ♦Magazine with pictures or an atlas

Go:

1. Look through your magazines for pictures of places.
2. Where would you most want to be? Where would you least want to be? Take turns telling each other why you chose the places you did.
3. If you can, cut out the pictures and paste them in your journal. If the pictures can't be cut out, try drawing them.

Go Further:

1. Instead of telling why s/he made the choices, s/he could write it in the journal and share it with you next time you meet.
2. You could bring a travel magazine/flyer with you and do the math to figure out how much it might cost to travel to a favourite place. IF your mentee gets an allowance, how long would s/he have to save to be able to travel to a favourite place?



Read My Mind

Ready:

- ♦ To practice inference skills

Set:

- ♦ Something to write with
- ♦ A photograph of someone from the newspaper or a magazine

Go:

1. Cut out a photograph of a person from an article.
2. Paste it in the space below.
3. Ask your mentee to pretend s/he can read this person's mind. Make up answers to the following questions.

What is he or she thinking? _____

If this person were hungry, what would he or she want to eat? _____

What TV show would he or she want to watch? _____

What would he or she do over the weekend? _____

What music would he or she like to listen to? _____

What else do you know from "reading" his or her mind? _____

Go Further:

1. Cut out a picture with more than one person in it or cut out two pictures of different people. Imagine a conversation between the people. Think of:
 - questions they might ask each other
 - a secret they might tell each other
 - an argument they might have



Jumbles

Ready:

- ♦To practice problem solving and logical thinking skills
- ♦Reading for meaning

Jumble 1: Pictures and Captions Jumble

Set:

- ♦A magazine you can cut apart
- ♦Scissors

Go:

1. Cut out pictures and their captions from a magazine.
2. Cut apart the pictures and captions and then mix them up.
3. Try to match the right captions with the pictures they originally came from.
4. Try to make funny matches by matching captions with the “wrong” pictures.

Go Further:

1. Encourage your mentee to try to make up funny captions of his/her own.
2. Have your mentee read a short newspaper article and come up with the headline.

Jumble 2: Two-article Jumble

Go:

1. Choose two articles from a magazine.
2. Cut out the headlines and the first and last paragraphs, and mix them up.
3. Join one headline, one first paragraph and one last paragraph. Help your mentee to write the middle paragraph to make the first and last paragraphs make sense.

Jumble 3: Strange and Silly Stories

Go:

1. Cut out four pictures from a magazine: one person, one place, one object and one more picture. Try to choose pictures from different articles and advertisements.
2. Tell or write a story using the four pictures.
3. Pick some more pictures and keep your story going or make up another story.

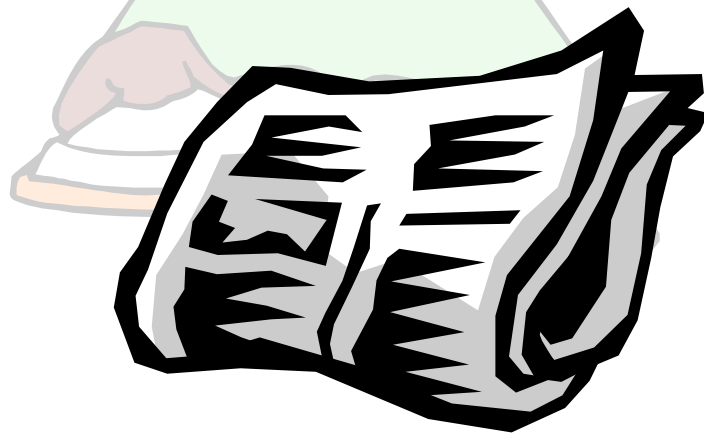
Jumble 4: Word Jumble

Go:

1. Read a short story together.
2. Make a list of 10 words that your mentee recognized.
3. Now write the same words only scrambling the order of the letters.
4. Ask your mentee to unscramble the letters and guess the word.
5. If, after several tries, s/he is unable to come up with the word, provide clues one at a time (the first letter, for example) until s/he guesses the word.

Go Further:

1. You could time the length of time it takes to get the answer. Agree to use the play money to pay a certain amount of money depending on the length of time it takes to unscramble the letters (for example, 1 minute = \$100; 30 seconds = \$1,000 etc.). Ask your mentee to keep track of how much money s/he is earning.



Questions and Answers: An Interview

Ready:

- ♦To learn how to develop questions and conduct a short interview

Set:

- ♦Something to write with

Go:

1. Make up some questions on any topic.
2. Find someone to interview.

Person's name: _____

Relation to you: _____

Question #1: _____

Person's response: _____

Question #2: _____

Person's response: _____

Question #3: _____

Person's response: _____

Go Further:

1. It might be fun to have your mentee ask the same questions of different people and graph the results. For example, one question may be about a favourite ice cream flavour. Your mentee can use the graph paper (or stickers or marker stamps) to illustrate the response tallies.



Did You Hear...?

Ready:

- ♦To practice writing dialogue

Set:

- ♦Paper
- ♦Something to write with

Go:

1. Pick any two words that your mentee would like to use. Give ideas or ask your mentee to come up with them alone. The words should be silly and not related to each other.
2. Now pick one person from Column A and one person from Column B.
3. Make up a short conversation between them using the two words.
4. Pick new words and create new conversations.

Column A

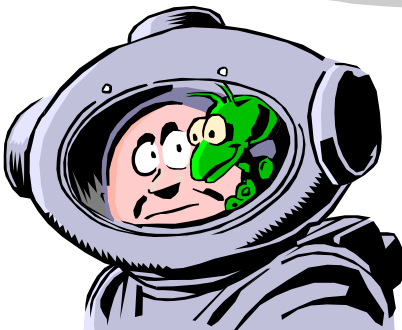
your mother
the Prime Minister
you
Will Smith
Tiger Woods
a scientist
Arnold Schwarzenegger
Canadian Idol
a teacher
Avril Lavigne

Column B

Bugs Bunny
a reporter
Scooby Doo
Powerpuff Girls
a bus driver
your brother or sister
a police officer
a ballet dancer
Vince Carter
an astronaut

Go Further

1. Your mentee could write an entire story introducing each of the characters above. What a wild story that would be!!



Word Chains

Ready:

- ♦To practice listening skills

Chain 1: A Spoken Chain

Go:

1. Say a word (e.g., school).
2. Your mentee says a word that starts with the last sound (sound, not letter) of the word (e.g., “school” to “love”).
3. Keep going for a while (“love” to “violin” to “neighbor” to “rat”...).

Note: A chain might go like this: read, dive, vote, ten, next, television, nervous, soap, pen.

Chain 2: A Written Chain

Go:

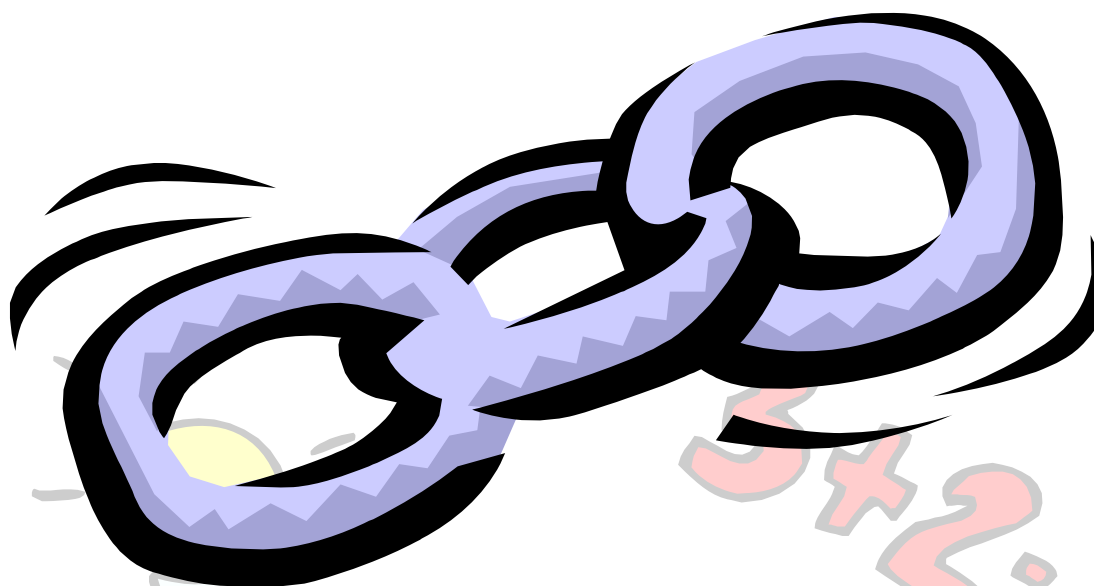
1. Write a three-letter word with a vowel in the middle (e.g., “cat”).
2. The next player changes any one letter to make a new word (e.g., “cat” to “bat” or “cat” to “cot” or “cat” to “cap”).
3. Keep going until you are stuck. (If you did “cat” to “bat,” then you might go “bat” to “bit” to “bin” to “ban” to “bag”....)
4. Count how many words you made.

Note: A chain might go like this: cat, bat, bit, sit, sip, tip, top, mop, map, cap, cup, pup.

Chain 3: An Alliteration Chain

Go:

1. Make up sentences in which every word starts with the same letter or sound.
2. (e.g.: “Charley chews chocolate,” “Hairy Harry hates horses”). See if you can make a sentence for most of the letters of the alphabet.



Go Further:

1. Have your mentee start a sentence. You add the second word. Your mentee adds the third. And so on until the sentence ends. How long can you make the sentence before it gets too silly!?!
2. Play “I packed my bag and in it I put...” using the alphabet...start with an “Apple” and go to a “Bed”...going in order until the end. Each person repeats all that was said before them.
3. You could also play “I opened my cupboard and what did I see...” or “I went on a picnic and in the basket I put...” or any other related type of game.

