

# Mentoring Program

## General Structure

- Students met every other Monday (twice/month) October through April...with no meetings in December
- 20 students in grades 3-4 were paired with 20 students in grades K-1
- A snack was provided for the students

## Curriculum

- The “*Martha Speaks*” program was used for Language Arts and “*Peg + Cat*” was used for Math
- The first Monday was a Math day and the second Monday was Language Arts

## Structure of the Meetings

- Students meet and have a snack and the students were presented with a general introduction to the topic for that meeting (20 minutes)
- The students were paired up and were guided upstairs for the remainder of the meeting time
- Centers were utilized to present the students with varied activities such as:
  - Watching the appropriate video for the week
  - Working in the computer lab on the games that went with the topic for that meeting
  - Problem solving activities
  - Writing Activities
  - Buddy Reading
- Each center was approximately 15-17 minutes long, allowing additional time to transition

## Materials

- The “*Martha Speaks*” and “*Peg + Cat*” programs provided activities and materials that were utilized during the centers
- Take-home materials were also provided to extend learning at home

The contents of this document were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. [PR/Award No. U295A150003, CFDA No. 84.295A]

Powered by a  
**Ready To Learn Grant**



### Looking Ahead to 2016-17

- Same general structure
- Addition of a Science component
- The structure of the meetings would utilize centers, however, the videos would be watched in Room 2 during the introduction/snack time to allow more time for the partner activities
- Take-home materials would be provided to teachers the morning of the meetings so that students could put them in their back packs when packing up at the end of the school day

The contents of this document were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. [PR/Award No. U295A150003, CFDA No. 84.295A]

Powered by a  
**Ready To Learn Grant**



# Spring into Lincoln Pre-K Science and Literacy Program Spring 2016

## General Structure

- Students met 4 consecutive Mondays in May from 1:00-2:00PM
- Incoming Kindergarten students were contacted via mail (mailing information was gathered after Kindergarten registration)
- 10 students and their caregivers attended each session
- Registration for the program was required and attendance to all sessions was mandatory

## Curriculum

- Themes were selected based on age of students and developmentally appropriate concepts
- Themes and activities were developed using the Association for Library Services to Children website as a guide
- The topics that were presented were “Color” and “Wind”

## Structure of the Meetings

- Meetings were held in the Library
- Students worked on activities with their caregivers
- Each session began with a group story and introduction of the concept
- 4-5 stations were set up each week with a variety of experiments/activities that students and caregivers worked through together
- Take-home resources were also reviewed and provided to parents during each session

## Materials/Activities for Color Unit

- Books—White Rabbit’s Color Book and Mouse Paint (copy given to each student as well as read as group story)
- Color mixing—shaving cream and food coloring, baking soda, food coloring and vinegar
- Color sorting
- Color search—match paint chip colors to colors found in the Library
- Art—contact paper pictures, mural painting

The contents of this document were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. [PR/Award No. U295A150003, CFDA No. 84.295A]

Powered by a  
**Ready To Learn Grant**



### Materials/Activities for Wind Unit

- Books—Curious George Flies a Kite and The Wind Blew (copy given to each student as well as read as a group story)
- Races—blowing on objects and racing them across the table
- Art—Spirograph, made windsocks, created Windblown pictures
- Strength—building cup pyramids and blowing them over
- Music—students played various musical wind instruments
- Motion—students used scarves to show how wind moves

### Partnerships

- Carlow College—provided pre-service teachers to facilitate stations. They also provided additional take-home materials that supported each theme and extended their learning from each session
- Bethel Park Public Library—provided material support, facilitated a station, provided parent resources
- WQED—provided material support, facilitated a station, provided parent resources

The contents of this document were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. [PR/Award No. U295A150003, CFDA No. 84.295A]

Powered by a  
**Ready To Learn Grant**

