

FORMING GROUPS

Print and cut out the Afterschool Kids cards. Arrange the children into groups of 3–4 based on the information provided.

What criteria did you use to form the groups? Ask a colleague to form groups with the cards, and compare.

Warren Johnson

- 5th grade
- Excellent reader and writer; good student
- Competitive; able to set and achieve goals; impatient

Homework—Pick a state for your “state project” and write a proposal on why you should be able to do a report on that state.

Shelia Rodriguez

- 5th grade
- Very good in math; has trouble completing homework
- Very patient; likes number and logic games

Homework—Develop questions for your interview with an older person. Ask about his/her life and community when he/she was your age.

Francis Chan

- 5th grade
- English Language Learner; likes science
- Natural leader; excellent artist

Homework—Think of two project ideas for the science fair. Write down your question and two possible hypotheses for each idea.

Khalil Peters

- 5th grade
- Average student; has trouble staying focused
- Good athlete; likes to create and play games; likes to help the younger students

Homework—Read section 1.4 in the social studies book. Answer questions at the end of the chapter.

Elizabeth Stewart

- 4th grade
- Excellent reader; very creative thinker
- Bundle of energy; likes to dance and sing

Homework—Turn in corrections on the “Matter” test.

Elliot Monroe

- 4th grade
- Good student; likes social studies best
- Prefers to work independently; very imaginative

Homework—Write a story about what happens to Wilbur or one of Charlotte’s baby spiders after the end of *Charlotte’s Web*.

Boomer Okara

- 4th grade
- Excellent student; math and science are his favorite subjects
- Friendly; outgoing nature; relatively patient; needs his alone time
- Has a younger sister, Teresa, in the program

Homework—Complete problems #1, 2, 6, 19, 20, and 26 in math workbook pg. 12.

Matthew O’Neil

- 3rd grade
- Average student; has trouble completing homework
- Competitive; outgoing; likes games with physical activity
- Has a younger sister, Sarah, in the program

Homework—Spelling test tomorrow.

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Ana Maria Schwartz

- 2nd grade
- Likes spelling and reading
- Bundle of energy; likes working with the older kids

Homework—Write a story about the day after Alexander's bad day in *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

Mike Pascal

- 2nd grade
- Has difficulties with math; likes social studies; good reader
- Competitive; likes riddles and jokes

Homework—Write a paragraph on how you would have handled things, if you were Alexander in *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

Mary Moore

- 2nd grade
- Has trouble with spelling; good student otherwise
- Outgoing; natural leader

Homework—Complete pages 1–2 of addition and subtraction problems in the math workbook.

William Ortiz

- 1st grade
- Likes spelling and math; has trouble focusing during homework time
- Prefers to work in groups; likes word games

Homework—Write a sentence from *Tar Beach* and illustrate it; write 5 sentences using this week's vocabulary words.

Edith Carmen Moreno

- 1st grade
- Likes math and science; large vocabulary
- Natural leader; can be disruptive

Homework—Use your own words to write definitions of words on vocabulary list.

Nigel Jacobs

- Kindergarten
- Learning how to read
- A little shy; once acclimated, works well with others; likes counting and number games

Homework—Identify the following coins, and know their value: penny, nickel, and dime.

Mikey Dillon

- Kindergarten
- Learning how to read; likes to play games
- Has trouble following directions; likes working with others

Homework—Draw pictures of 3 animals and 3 foods that begin with the letter of the week, R.

Christopher Elliott

- Kindergarten
- Likes to draw and paint; likes to make up stories
- Very outgoing; prefers to work with other kids; likes to interact with the big kids

Homework—None