



Unlocking Potential Educational Services, LLC

COURSE CATALOG



If there is a specific math or language arts course you are looking for and it is not listed, please contact me and I will create it.



www.upedservices.com





AGES 7-9

AGES 8-10

AGES 8-9

AGES 8-12



Unlocking Potential Educational Services, LLC

LIVE MATH CLASSES

AGES 9-11

FINDING EQUIVALENT FRACTIONS MADE SIMPLE

- THIS CLASS TEACHES STUDENTS HOW TO FIND EQUIVALENT FRACTIONS.
- MEETS ONCE

WORKING WITH IMPROPER FRACTIONS & MIXED NUMBERS

- IN THIS CLASS STUDENTS WILL LEARN ABOUT ROUNDING RULES AND PRACTICE ROUNDING UP TO MILLIONS
- MEETS ONCE

MAKING CHANGE USING REAL WORLD TASKS!

- THIS CLASS TEACHES STUDENTS ABOUT THE CONCEPT OF MAKING CHANGE USING REAL WORLD CONNECTIONS.
- MEETS ONCE

WORKING WITH IMPROPER FRACTIONS & MIXED NUMBERS

- LEARN HOW TO TURN IMPROPER FRACTIONS INTO MIXED NUMBERS AND MIXED NUMBER INTO IMPROPER FRACTIONS.
- MEETS ONCE

CRITICAL THINKING FUN WITH MATH PERPLEXORS! SOLVING DEDUCTIVE LOGIC PUZZLES

- PUZZLE SOLVERS WILL LOVE THESE ENTERTAINING STORY PROBLEMS THAT REQUIRE DEDUCTIVE REASONING, LOGICAL ELIMINATION AND MATH SKILLS.
- MEETS ONCE

COMPARING & ORDERING FRACTIONS WITH UNLIKE DENOMINATORS

- STUDENTS WILL LEARN HOW TO COMPARE AND ORDER FRACTIONS WITH UNLIKE DENOMINATORS.
- MEETS ONCE

ADDING & SUBTRACTING FRACTIONS WITH UNLIKE DENOMINATORS

- LEARN HOW ADD AND SUBTRACT FRACTIONS WITH UNLIKE DENOMINATORS.
- MEETS ONCE

AGES 9-12

EVERYTHING FRACTIONS, STEP BY STEP PART 1

- WE WILL COVER ALL BASIC FRACTION CONCEPTS FROM EQUIVALENT FRACTIONS, REDUCING FRACTIONS, FINDING COMMON DENOMINATORS, ADDING, SUBTRACTING, MULTIPLYING, AND DIVIDING FRACTIONS, AS WELL AS WORKING WITH IMPROPER FRACTIONS AND MIXED NUMBERS.
- ONCE PER WEEK OVER 8 WEEKS

EVERYTHING FRACTIONS, STEP BY STEP PART 2

- THIS IS PART 2 OF EVERYTHING FRACTIONS STEP BY STEP WHERE STUDENTS WILL LEARN THE REMAINING FRACTION CONCEPTS NOT COVERED IN PART 1.
- ONCE PER WEEK OVER 8 WEEKS

ORDER OF OPERATIONS IN SMALL STEPS! PEMDAS

- THIS CLASS BREAKS ORDER OF OPERATIONS INTO SMALL STEPS ALLOWING STUDENTS TO BE MORE COMFORTABLE WITH THE PROCESS.
- ONCE PER WEEK OVER 3 WEEKS

MULTIPLYING & DIVIDING MIXED NUMBERS

- THIS CLASS IS AN INTRODUCTION TO MULTIPLYING AND DIVIDING MIXED NUMBERS.
- MEETS ONCE

LEAST COMMON DENOMINATOR VS. GREATEST COMMON FACTOR

- STUDENTS WILL LEARN HOW TO FIND THE LEAST COMMON MULTIPLE AND GREATEST COMMON FACTOR.
- MEETS ONCE

AREA, PERIMETER, VOLUME. WHAT'S THE DIFFERENCE?

- IN THIS COURSE STUDENTS WILL LEARN THE DIFFERENCE BETWEEN AREA, PERIMETER, AND VOLUME.
- MEETS ONCE



Unlocking Potential Educational Services, LLC

LIVE MATH CLASSES

AGES 9-12

SIMPLIFYING FRACTIONS

- STUDENTS WILL LEARN HOW TO SIMPLIFY/REDUCE FRACTIONS WHICH IS ONE OF THE FOUNDATION SKILL OF WORKING WITH FRACTIONS.
- MEETS ONCE

ANGLES ALL AROUND

- STUDENT WILL LEARN HOW TO IDENTIFY THE MAIN ANGLE TYPES, SEE HOW ANGLES ARE ALL AROUND US AND LEARN HOW TO MEASURE ANGLES.
- MEETS ONCE

INTRODUCTION TO LONG DIVISION WITHOUT TEARS

- THIS CLASS IS AN INTRODUCTION CLASS TO BASIC LONG DIVISION USING A NON-TRADITIONAL STRATEGY.
- MEETS ONCE

FACTORS AND FACTOR TREES

- STUDENTS WILL LEARN HOW TO FIND FACTORS OF A NUMBER AND HOW TO MAKE FACTOR TREES.
- MEETS ONCE

GRAPHING ORDERED PAIRS DRAWING FUN

- IN THIS CLASS STUDENTS WILL LEARN HOW TO PLOT ORDERED PAIRS WHILE CREATING A PICTURE USING THE POINTS THEY PLOTTED.
- MEETS ONCE

USING MENU MATH TO WORK WITH DECIMALS IN THE REAL WORLD

- IN THIS CLASS STUDENTS WORK WITH ADDING, SUBTRACTING, AND MULTIPLYING DECIMALS USING MENU PLANNING IN AN EFFORT TO SHOW HOW MATH IS USED IN THE REAL WORLD.
- MEETS ONCE

CREATE YOUR OWN GRAPHS FROM SCRATCH

- STUDENTS WILL LEARN ABOUT THE FOUR MAIN TYPES OF GRAPHS AND CREATE EACH TYPE FROM SCRATCH USING REAL WORLD ACTIVITIES.
- ONCE PER WEEK

MULTIPLYING & DIVIDING FRACTION FUN

- THIS COURSE IS AN INTRODUCTION TO MULTIPLYING AND DIVIDING FRACTIONS.
- MEETS ONCE

METRIC MEASUREMENT CONVERSIONS MADE EASY

- STUDENTS WILL LEARN HOW TO USE A MNEMONIC TO CONVERT METRIC MEASUREMENTS WITH EASE AND CONFIDENCE.
- MEETS ONCE

FINDING FRACTIONS OF A FRACTION AND A WHOLE NUMBER

- STUDENTS WILL LEARN HOW TO FIND A FRACTIONAL PART OF A FRACTION AND A WHOLE NUMBER.
- MEETS ONCE

BREAK THE ROMAN NUMERAL CODE!

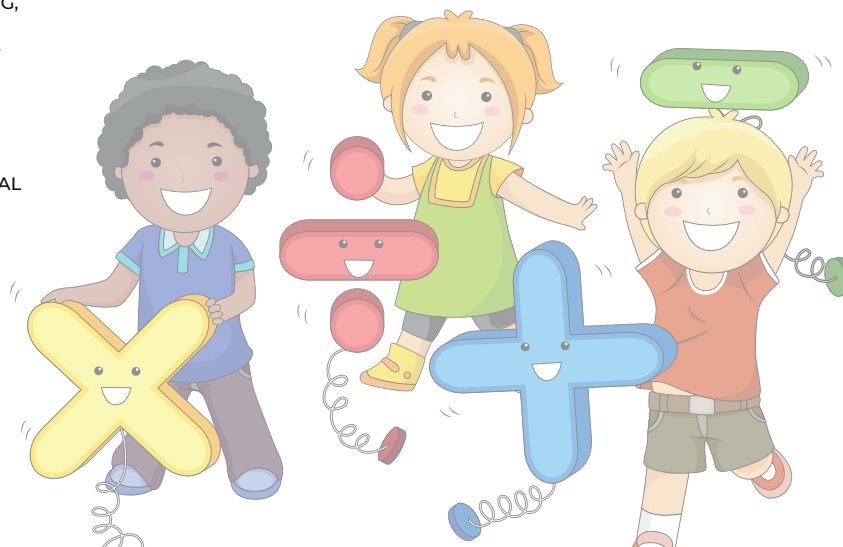
- IN THIS CLASS STUDENTS WILL LEARN THE RULES FOR WRITING AND READING ROMAN NUMERALS.
- MEETS ONCE

MEAN, MEDIAN, MODE, OH MY! MATH YOU CAN EAT

- STUDENT WILL LEARN HOW TO FIND MEAN, MEDIAN, AND MODE USING SKITTLES.)
- MEETS ONCE

FINDING COMMON DENOMINATORS FOR MULTIPLE FRACTIONS

- THIS CLASS TEACHES STUDENTS HOW TO FIND COMMON DENOMINATORS FOR MULTIPLE FRACTIONS.
- MEETS ONCE





Unlocking Potential Educational Services, LLC

LIVE MATH CLASSES

AGES 9-12

WORKING WITH MIXED NUMBERS (ADDING & SUBTRACTING)

- THIS CLASS WILL PROVIDE AN INTRODUCTION TO ADDING AND SUBTRACTING MIXED NUMBERS WITH LIKE AND UNLIKE DENOMINATORS.
- MEETS ONCE

AGES 10-13

FRACTIONS TO DECIMALS TO PERCENTS BROKEN DOWN INTO SMALL STEPS

- THIS CLASS TEACHES STUDENTS HOW TO CONVERT FRACTIONS TO DECIMALS TO PERCENTS.
- ONCE PER WEEK OVER 3 WEEKS

MULTIPLYING & DIVIDING WITH DECIMALS

- STUDENTS WILL LEARN HOW TO MULTIPLY AND DIVIDE WITH DECIMALS.
- MEETS ONCE

INTRODUCTION TO FRACTIONS, DECIMALS, AND PERCENTS

- STUDENTS WILL LEARN HOW TO TURN FRACTIONS INTO DECIMALS AND DECIMALS INTO PERCENTS.
- MEETS ONCE

FINDING THE AREA OF DIFFERENT SHAPES

- THIS CLASS IS AN INTRODUCTION TO FINDING AREA OF TRIANGLES, PARALLELOGRAMS, AND TRAPEZOIDS.
- MEETS ONCE

WHEN WILL I EVER USE THIS IN REAL LIFE? CONSUMER MATH

- IN THIS 45 MINUTE CLASS STUDENTS WILL TAKE ON THE ROLE OF BEING CONSUMERS IN THE REAL WORLD, APPLYING MATH SKILLS TO FIND OUT WHICH PURCHASES ARE THE BETTER DEAL.
- MEETS ONCE

INTRODUCTION TO ALGEBRA PART 1

- THIS CLASS IS AN INTRODUCTION TO ALGEBRA CONCEPTS COMMONLY LEARNED IN MIDDLE AND HIGH SCHOOL.
- ONCE PER WEEK OVER 10 WEEKS

INTRODUCTION TO ALGEBRA PART 2

- THIS CLASS PART 2 OF INTRODUCTION TO ALGEBRA PART 1 AND WILL CONTINUE TO EXPLORE ALGEBRA CONCEPTS COMMONLY LEARNED IN MIDDLE AND HIGH SCHOOL.
- ONCE PER WEEK OVER 10 WEEKS

AGES 10-13

MIDDLE SCHOOL PROBABILITY AND STATISTICS

- THIS CLASS WILL EXPOSE STUDENTS TO VARIOUS PROBABILITY AND STATISTICS CONCEPTS.
- ONCE PER WEEK OVER 10 WEEKS

WHO IS PEMDAS? (ORDER OF OPERATIONS)

- IN THIS CLASS STUDENTS WILL BE INTRODUCED TO THE CONCEPT OF ORDER OF OPERATIONS.
- MEETS ONCE

FINDING PERCENTS OF NUMBERS WITH REAL WORLD APPLICATIONS

- THIS COURSE TEACHES STUDENTS HOW TO FIND PERCENTAGES OF NUMBERS USING REAL WORLD APPLICATIONS.
- MEETS ONCE

INTRODUCTION TO DIVISIBILITY RULES MADE EASY

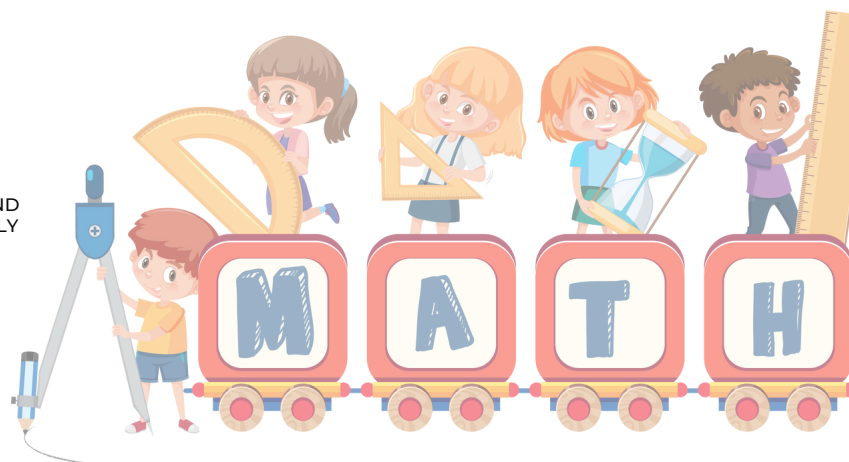
- THIS CLASS INTRODUCES STUDENTS TO DIVISIBILITY RULES WHICH ARE CRITICAL WHEN DIVIDING, FINDING RATIOS, AND WORKING WITH FRACTIONS.
- MEETS ONCE

INTRODUCTION TO PRE-ALGEBRA PART 1

- THIS CLASS IS AN INTRODUCTION TO VARIOUS ALGEBRA CONCEPTS COMMONLY LEARNED IN MIDDLE SCHOOL.
- ONCE PER WEEK OVER 10 WEEKS

INTRODUCTION TO PRE-ALGEBRA PART 2

- THIS CLASS IS A CONTINUATION OF INTRODUCTION TO PRE-ALGEBRA PART 1.
- ONCE PER WEEK OVER 10 WEEKS





Unlocking Potential Educational Services, LLC

LIVE LANGUAGE ARTS CLASSES

READING CLASSES

AGES 9-12

I SURVIVED 4 NATURAL DISASTERS BOOK STUDY

- IN THIS CLASS STUDENTS WILL READ AND DISCUSS 4 BOOKS FROM THE "I SURVIVED" SERIES FOCUSING ON NATURAL DISASTERS.
- ONCE PER WEEK OVER 6 WEEKS

WONDER BY R.J PALACIO NOVEL STUDY

- THIS NOVEL STUDY IS DESIGNED TO HELP STUDENTS UNDERSTAND THAT THERE IS NOTHING WRONG WITH BEING DIFFERENT.
- ONCE PER WEEK OVER 5 WEEKS
- AGES 9-12

LITERATURE JOURNEY WITH THE TALE OF DESPEREAUX AND BECAUSE OF WINN-DIXIE

- THIS CLASS WILL TAKE STUDENTS ON A JOURNEY WITH 2 AWARD WINNING BEST SELLERS THROUGH ENGAGING DISCUSSIONS AND ACTIVITIES.
- ONCE PER WEEK OVER 6 WEEKS

READING ADVENTURES WITH WHERE THE RED FERN GROWS AND JOHNNY TREMAIN

- THIS CLASS WILL TAKE A LITERATURE JOURNEY WITH TWO HIGHLY ENGAGING BOOK AND LIVELY SOCRATIC BOOK DISCUSSIONS.
- ONCE PER WEEK OVER 6 WEEKS

NUMBER THE STARS NOVEL STUDY

- JOIN US FOR A JOURNEY BACK IN TIME TO 1943 AND FIND OUT ABOUT THE EVENTS LEADING TO THE HOLOCAUST AND THE TREATMENT OF JEWISH PEOPLE.
- ONCE PER WEEK OVER 3 WEEKS

CLASSIC JOURNEY OF THE SECRET GARDEN BOOK

- THIS CLASS WILL TAKE STUDENTS ON A JOURNEY OF CLASSIC LITERATURE.
- ONCE PER WEEK OVER 3 WEEKS

**CHECK OUT OUR
OTHER READING
CLASSES IN THE
WRITING AND
GRAMMAR SECTION.**





Unlocking Potential Educational Services, LLC

LIVE LANGUAGE ARTS CLASSES

WRITING AND GAMMAR CLASSES

AGES 7-9

INTRODUCTION TO PARAGRAPH USING THE FOUR SQUARE METHOD

- THIS CLASS IS AN INTRODUCTION TO PARAGRAPH WRITING USING THE FOUR SQUARE WRITING METHOD WHICH ALLOWS STUDENTS TO USE A WRITING FORMULA TO DEVELOP QUALITY PARAGRAPHS.
- ONCE PER WEEK OVER 6 WEEKS

PARAGRAPH WRITING USING THE 4 SQUARE METHOD PART 2

- STUDENTS WILL WORK ON EXPANDING THEIR PARAGRAPH WRITING SKILLS BY FOCUSING ON ELABORATION.
- ONCE PER WEEK OVER 5 WEEKS

AGES 8-9

SUMMARY WRITING USING THE 4 SQUARE METHOD

- IN THIS 5 WEEK COURSE WE WILL USE THE 4 SQUARE PARAGRAPH WRITING METHOD TO RESPOND TO TEXT.
- ONCE PER WEEK OVER 5 WEEKS

EXPERIENCE WRITING FOR THE REAL WORLD FOR YOUNG LEARNERS PART 1

- THIS CLASS FOCUSES ON WRITING ACTIVITIES STUDENTS MAY ENCOUNTER IN THE REAL WORLD. IT SHOWS THEM THAT HOW WRITING IS USED OUTSIDE OF THE SCHOOL SETTING.
- ONCE PER WEEK OVER 6 WEEKS

WRITING FOR THE REAL WORLD FOR YOUNG WRITERS PART 2 OR OPTION B

- THIS CLASS FOCUSES ON WRITING ACTIVITIES STUDENTS MAY ENCOUNTER IN THE REAL WORLD. IT SHOWS THEM THAT HOW WRITING IS USED OUTSIDE OF THE SCHOOL SETTING.
- ONCE PER WEEK OVER 6 WEEKS

INTRODUCTION TO 4 SQUARE ESSAY WRITING FOR YOUNG WRITERS (PART 1)

- IN THIS CLASS STUDENTS WILL LEARN HOW TO WRITE 3 PARAGRAPH ESSAYS USING THE 4 SQUARE WRITING METHOD.
- ONCE PER WEEK OVER 6 WEEKS

INTRODUCTION TO 4 SQUARE ESSAY WRITING FOR YOUNG WRITERS (PART 2)

- IN THIS CLASS STUDENTS WILL LEARN BUILD ONTO THEIR ESSAY WRITING SKILLS BY GOING FROM 3 PARAGRAPH TO 5 PARAGRAPH ESSAYS USING THE 4 SQUARE WRITING METHOD.
- ONCE PER WEEK OVER 6 WEEKS

AGES 8-10

LANGUAGE ARTS ADVENTURE: ENJOY READING, WRITING, AND GRAMMAR WITH MINECRAFT

- STUDENTS WILL GET TO WORK ON READING, WRITING, AND GRAMMAR SKILLS IN A FUN WAY AS EVERYTHING WE WILL LEARN WILL HAVE A MINECRAFT THEME.
- ONCE PER WEEK OVER 6 WEEKS

EXPLORE THE EXCITING WORLD OF READING, WRITING, AND GRAMMAR WITH CHARLOTTE'S WEB

- IN THIS SIX WEEK COURSE WE WILL BE DOING READING, WRITING, AND GRAMMAR ACTIVITIES WHILE GOING ON AN ADVENTURE WITH FERN, WILBUR, AND CHARLOTTE.
- ONCE PER WEEK OVER 6 WEEKS

CREATIVE WRITING - SOMETHING FOR EVERYONE! MULTI-DAY COURSE

- IN THIS CLASS STUDENTS WILL BE ENCOURAGED TO LET THEIR CREATIVITY SHINE THROUGH WEEKLY STORY WRITING.
- ONCE PER WEEK OVER 6 WEEKS

POETRY WITH PIZZAZ! INTORDUCTION TO POETRY WRITING

- THIS CLASS INTRODUCES STUDENTS TO 6 DIFFERENT POETRY TYPES ALLOWING STUDENTS TO UNDERSTAND THE CHARACTERISTICS OF EACH TYPE AND CREATE THEIR OWN MASTERPIECES.
- ONCE PER WEEK OVER 6 WEEKS



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LIVE LANGUAGE ARTS CLASSES

WRITING CLASSES

AGES 10-12

ESSAY WRITING WITH THE 4 SQUARE METHOD FOR NOVICE WRITERS PART 1

- IN THIS COURSE STUDENTS WILL LEARN HOW TO WRITE 5 PARAGRAPH ESSAYS USING THE 4 SQUARE METHOD WRITING METHOD.
- ONCE PER WEEK OVER 6 WEEKS

FOUR SQUARE ESSAY WRITING METHOD FOR NOVICE WRITERS PART 2

- THIS 5 WEEK CLASS IS A CONTINUATION OF THE 4 SQUARE WRITING METHOD FOR STRUGGLING WRITERS AND IS DESIGNED TO ALLOW STUDENTS TO HAVE MORE PRACTICE WITH NARRATIVE, EXPOSITORY/INFORMATIVE, DESCRIPTIVE, AND PERSUASIVE WRITING.
- ONCE PER WEEK OVER 5 WEEKS

AGES 10-13

EXPERIENCE WRITING FOR THE REAL WORLD PART 1

- THIS CLASS FOCUSES ON WRITING ACTIVITIES STUDENTS MAY ENCOUNTER IN THE REAL WORLD. IT ANSWERS THE COMMON QUESTION OF "WHEN WILL I EVER NEED TO USE THIS?"
- ONCE PER WEEK OVER 6 WEEKS

EXPERIENCE WRITING FOR THE REAL WORLD PART 2 OR OPTION 2

- THIS CLASS FOCUSES ON WRITING ACTIVITIES STUDENTS MAY ENCOUNTER IN THE REAL WORLD. IT ANSWERS THE COMMON QUESTION OF "WHEN WILL I EVER NEED TO USE THIS?"
- ONCE PER WEEK OVER 6 WEEKS





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FLEX/INDEPENDENT STUDY CLASSES

LAWN BOY NOVEL STUDY IN ECONOMICS AND AN ENTREPRENEURIAL JOURNEY (FLEX)

- IN THIS COURSE STUDENTS WILL EXPLORE ECONOMIC CONCEPTS THROUGH A NOVEL STUDY AND THEN APPLY THOSE CONCEPTS TO A BUSINESS OF THEIR OWN CHOOSING.
- AGES 9-14
- NO LIVE MEETINGS
- OVER 4 WEEKS

WORLD TRAVEL PROJECT - FLEXIBLE SCHEDULE

- IN THIS COURSE STUDENTS WILL ENGAGE IN A WORLD TRAVEL JOURNEY WHERE STUDENTS ARE IN CHARGE OF PLANNING THEIR TRIP WHILE ADHERING TO A BUDGET.
- AGES 9-14
- NO LIVE MEETINGS
- OVER 6 WEEKS

DESIGN AND FURNISH YOUR DREAM HOUSE (FLEXIBLE SCHEDULE)

- STUDENTS WILL USE AREA, PERIMETER, AND BUDGETING THROUGH THE REAL WORLD APPLICATION OF DESIGNING AND FURNISHING THEIR DREAM HOUSE.
- AGES 9-12
- NO LIVE MEETINGS
- OVER 4 WEEKS





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PRICELIST

***PLEASE NOTE THAT EACH COURSE NOT TUTORING IS SUBJECT TO A \$5 ADMINISTRATIVE FEE WHICH IS NOT INCLUDED IN THE PRICES BELOW.**

***PRICES INCLUDE CURRICULUM HANDOUTS BUT YOU ARE RESPONSIBLE FOR PRINTING THEM.**

- **30 MINUTE ONE ON ONE TUTORING IN MATH \$45**
- **6 SESSION 30 MINUTE ONE ON ONE TUTORING PACKAGE IN MATH \$245**
- **30 MINUTE ONE ON ONE TUTORING IN WRITING \$50**
- **6 SESSION 30 MINUTE ONE ON ONE TUTORING PACKAGE IN WRITING \$275**
- **ONE TIME CLASS MEETING FOR 45 MINUTES \$15-\$20**
- **6 WEEK SMALL GROUP CLASS MEETING ONCE A WEEK FOR 40 - 45 MINUTES \$75-\$120**
- **8 WEEK SMALL GROUP CLASS MEETING ONCE A WEEK FOR 40 - 45 MINUTES \$90-\$160**
- **10 WEEK SMALL GROUP CLASS MEETING ONCE A WEEK FOR 40- 45 MINUTES \$150-\$180**
- **4 TO 6 WEEK INDEPENDENT STUDY COURSES \$40 TO \$60**

***I OFFER CUSTOMIZED CLASSES UPON REQUEST INCLUDING LEARNING PODS. PRICES WILL DEPEND ON LEVEL OF CUSTOMIZATION.**



Unlocking Potential Educational Services, LLC

HOW I TEACH

ASYNCHRONOUS/FLEX/INDEPENDENT STUDY

- No live interaction with teacher or students but teacher is readily available for questions.
- Teacher posts weekly content and tasks in Google Classroom for student to work through independently.
- Student submits completed work for feedback.



LIVE CLASSES (SMALL GROUP CLASSES/ONE ON ONE CLASSES/CAMPS)



- Students meet with teacher via Zoom call weekly during a scheduled time. Duration of meetings will depend on the class.
- Teacher provides all content needed for weekly lessons but parents will need to print materials.
- Students complete homework after class and submit it for teacher feedback.

A note about small group classes.....

- My goal is to keep class sizes small so my classes will not have more than 6 students.
- We must have at least 4 students to have the class.
- I am not a big organization so I am the only one teaching the classes.



DETAILED COURSE DESCRIPTIONS

Everything Fractions, Step by Step (Part 1)



Once per week over 10 weeks



9-12 year olds



45 minutes per class



4-6 learners per class

This class is designed to give students well rounded exposure to commonly learned fraction concepts which are outlined below in the course breakdown section. This class is perfect for students needing a refresher on fractions or for students wanting to learn about working with fractions. Class is conducted via discussion, modeling, and practice. Students will need to have a fluent understanding of addition, subtraction, division, and multiplication facts to be successful. Homework will be in the form of practice worksheets and/or online skills practice and should take 30 minutes per class. Progress is monitored through class participation/performance. I am also offering one on one tutoring on Mondays and Fridays depending on availability if needed. Sometimes students just need a little one on one reinforcement:) I only do tutoring on an request basis so you would need to request for a section to be created. Here is the link to the class: <https://outschool.com/classes/elementarymiddle-school-math-or-elementary-writing-tutoring-11-learning-JOfvU4Re#usJ3AQa2wl>

Course Breakdown: (Progress through these lessons will vary by class depending on student ability as some concepts may need additional time and some may need less time)

Lesson 1: What is a fraction

Students will learn specific terminology pertaining to fractions and identify fractional parts

Lesson 2: Adding and Subtracting Fractions with Like Denominators

Students will learn the rules for adding and subtracting fractions with like denominators

Lesson 3: Equivalent Fractions

Students will learn how to find equivalent fractions.

Lesson 4: Reducing Fractions

Students will understand that reducing fractions is like finding equivalent fractions using division.

Lesson 5: Adding and Subtracting Fractions with Unlike Denominators

Students will learn how to find common denominators

Lesson 6: Improper Fractions and Mixed Numbers

Students will learn to change improper fractions to mixed numbers, and mixed numbers to improper fractions

Lesson 7: Adding and Subtraction Mixed Numbers

Students will learn how to add and subtract mixed numbers

Lesson 8: Multiplying Fractions and Dividing Fractions

Students will learn how to multiply and divide fractions

Lesson 9: Multiplying and Dividing Mixed Numbers

Students will learn how to multiply and divide mixed numbers

Lesson 10: Review

Students will review all concepts learned.





Everything Fractions, Step by Step (Part 2)



Once per week over 8 weeks



9-12 year olds



45 minutes per class



4-6 learners per class

This class is a continuation of Everything Fractions Step by Step (<https://outschool.com/classes/everything-fractions-step-by-step-gtRAEbY8#usJ3AQa2wl>). Students should have either taken that class or understand the concepts covered in that class before taking this class. In this class we will be learning through discussion, modeling, guided practice, and independent practice. Students will be encouraged to share their problem solving processes and solve problems on the whiteboard. Students should have a good understanding of multiplication and division in addition to the concepts covered in the previous class. Homework will be given after each class to allow practice of the new skill. Progress is evaluated via class participation.

Concepts to be Covered:

Week 1: Comparing Fractions

Week 2: Finding a fractional part of a whole number

Week 3: Dividing Fractions with Whole Numbers

Week 4: Finding common denominators of multiple fractions

Week 5: Converting Fractions to Decimals

Week 6: Converting Decimal to Fractions

Week 7: Converting fractions to percents

Week 8: Review





Elementary and Middle School Math Tutoring 1:1 Learning Your Way!



Meets once



9-12 year olds



30 minutes per class



1 learner per class

This course is designed to be personalized, one on one tutoring in any elementary or middle school math topic at parent request. For middle school I can help with Pre-Algebra and Algebra not Geometry. I will customize our math lesson to meet your child's needs. Math can be tricky for students especially with the push to explain their thinking. I enjoy finding new and creative ways to help students gain confidence in their math skills. Students will need paper and a pencil for this class. I will not assign homework but the student is welcome to bring their homework to class. Progress will be evaluated via observation and progress checks. I have taught K through 5th grade and tutored in middle school so I am very comfortable with math. After you sign up please email to let me know what you would like your child to work on.





Beginning Multiplication Facts Made Easy!



Once per week over 10 weeks



8-9 year olds



40 minutes per class



4-6 learners per class

This course is designed to help students learn their multiplication facts 0 through 12 by means of patterns, rules, and mnemonic devices. Students will not learn the multiplication facts in order, rather we will focus on learning them by level of difficulty and patterns (please see the weekly lesson breakdown below). Class will be very interactive with discussions, modeling, and independent practice. Students should have a solid understanding of addition facts. Students should plan on daily homework of 15 to 20 minutes to allow for structured fact practice to ensure students master one fact group before moving on to the next group the following class. If students are not going to be able to commit to do the weekly work, this class may not be for them. Students are evaluated formatively based on class performance.

Course Breakdown:

Lesson 1: Understanding the Concept of Multiplication

Students will understand the basic concept of multiplication by use of concrete examples.

Lesson 2: Perfect Squares

Students will start their memory work with the perfect squares

Lesson 3: Mastering the 9s

Students will learn this difficult group by means of patterns

Lesson 4: Mastering 0, 1, and 2

Students will understand the difference between adding 0 or 1 to a number and multiplying by 0 or 1 and be introduced to 2s.

Lesson 5: Mastering the 10s and 5s

Students will learn 10s and 5s by observing the patterns in answers.

Lesson 6: Mastering the 11s

Students will learn 11s using various strategies.

Lesson 7: Mastering 12s

Students will learn the 12s multiplication facts by observing the patterns in the answers.

Lesson 8: Mastering 3s and 4s

Students will learn 3s and 4s by means of routine drill, charts, and games

Lesson 9: Mastering 6s, 7s, and 8s

Students will relate what they have already learned these last 3 difficult groups and see that only 3 facts remain to be learned.

Lesson 10: Review, Reinforce, and Celebrate

Students will review facts learned.





Divine Division - Introduction to Long Division Using Alternative Strategies



Once per week over 4 weeks



8-12 year olds



45 minutes per class



4-6 learners per class

Students will learn long division concepts using 3 different methods as an alternative to traditional division. The class consists of discussion, modeling of concepts, group, and individual practice. Students should have a solid understanding of basic multiplication, addition, and subtraction. Homework will be in the form of a worksheet or online practice and should take no longer than 20-30 minutes for each lesson. Progress is evaluated as we go and there will be an end of unit assessment or project (student choice).

Lesson Breakdown:

Lesson 1: Box Area Method

Dividing with and without remainders

Lesson 2: Partial Quotients Method

*Dividing with and without remainders

Lesson 3: Grid Method

*Dividing with and without remainders

Lesson 4:

Review of all three methods and introduction to the traditional method





Introduction to Pre-Algebra Part 1



Once per week over 10 weeks



11-13 year olds



45 minutes per class



4-6 learners per class

In this course students will be introduced to several pre-algebra concepts which will be outlined in the lesson descriptions below. This class is an introductory course to provide exposure but not mastery of the skills. Our class is conducted via discussion, modeling, and practice. Students will be asked to take notes. Students have to have a solid understanding of basic math (addition, subtraction, division, multiplication, fractions). Homework will be in the form of a worksheet and/or online skill practice. Learner progress is evaluated through class participation. Additional web resources for extra practice are posted in the classroom with the welcome message.

I am also offering one on one tutoring on Mondays and Fridays depending on availability if needed. Sometimes students just need a little one on one reinforcement:) I only do tutoring on an request basis so you would need to request for a section to be created. Here is the link to the class: <https://outschool.com/classes/elementarymiddle-school-math-or-elementary-writing-tutoring-11-learning-JOfvU4Re#usJ3AQa2wl>

Course Breakdown:

Lesson 1: Adding Positive and Negative Integers

Students will learn the rules for adding positive and negative integers.

Lesson 2: Subtracting Positive and Negative Integers

Students will learn the rules for subtracting positive and negative integers

Lesson 3: Multiplying and Dividing Integers

Students will learn the rules for multiplying and dividing integers

Lesson 4 and 5: Exponent and Order of Operations

Students will work with exponents in addition, subtraction, division, and multiplication and learn about order of operations.

Lesson 6: Simplifying Expressions

Students will learn to simplify expressions using order of operations.

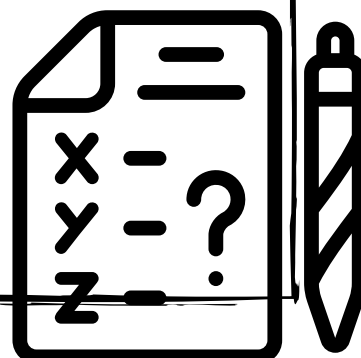
Lesson 7 and 8: Solving Equations

Students will learn solve single and multi step equations.

Lesson 9 and 10: Binomials and Trinomials

Students will learn about multiplication of binomials and factoring of trinomials.

***Pacing will depend on our class and how quickly students are ready to move on.





Introduction to Pre-Algebra (Part 2)



Once per week over 10 weeks



11-13 year olds



45 minutes per class



4-6 learners per class

In this course students will be introduced to several pre-algebra concepts which will be outlined in the lesson descriptions below. This class is an introductory course to provide exposure but not mastery of the skills. Our class is conducted via discussion, modeling, and interactive practice. Students should have a solid understanding of addition, subtraction, division, multiplication, and fractions. It is recommended that this class be taken after my Pre-Algebra Part 1 class as we are building on those concepts but it is not required as long as students already understand those concepts covered. Homework will be in the form of worksheets. Learner progress is evaluated through class participation and weekly homework which should take not more than 30 minutes to an hour to complete. The things we will cover are listed below. I have listed several websites for additional resources on the resource list posted with the welcome message.

I am offering one on one tutoring on Mondays and Fridays depending on availability if needed. Sometimes students just need a little one on one reinforcement after our group lesson:) I only do tutoring on a request basis so you would need to request for a section to be created. Here is the link to the class: <https://outschool.com/classes/elementarymiddle-school-math-or-elementary-writing-tutoring-11-learning-JOfvU4Re#usJ3AQa2wl>

Class Breakdown:

Lesson 1: Ratios and Proportion

Lesson 2: Percents

Lesson 3 & 4: Multiplying and Dividing Monomials

Lesson 5 & 6: Powers and Negative Powers

Lesson 7: Graphing and solving one step inequalities

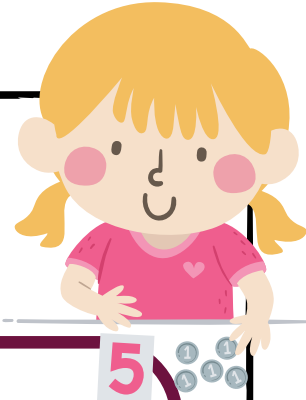
Lesson 8: Graphing and solving multi-step inequalities

Lesson 9: Square Roots

Lesson 10: Simplifying Square Roots

*Please note that the pace of the class will depend on the students in the class.





Introduction to Algebra (Part 1)



Once per week over 10 weeks



11-13 year olds



45 minutes per class



4-6 learners per class

This class is an introduction to various Algebra concepts commonly learned in middle school. Students should have taken a pre-algebra class before taking this class. I offer a 2 part pre-algebra class that would be a good foundation for this class if needed:

Introduction to Pre-Algebra Part 1: <https://outschool.com/classes/introduction-to-pre-algebra-part-1-uGJKn6X2#usJ3AQa2wl>

Introduction to Pre-Algebra Part 2: <https://outschool.com/classes/introduction-to-pre-algebra-part-2-m96v94LL#usJ3AQa2wl>

This class will be taught through discussion, modeling, guided and independent practice. Homework will be assigned in the form of pdfs or Khan Academy practice. Progress is evaluated through class participation and submitted homework.

I am also offering one on one tutoring on Mondays and Fridays depending on availability if needed. Sometimes students just need a little one on one reinforcement:) I only do tutoring on an request basis so you would need to request for a section to be created. Here is the link to the class: <https://outschool.com/classes/elementarymiddle-school-math-or-elementary-writing-tutoring-11-learning-JOfvU4Re#usJ3AQa2wl>

Content that will be covered in this course:

Lesson 1: Working with Real Numbers

(students should know how to work with positive and negative integers but we will review all 4 operations)

Lesson 2: Real Number Operations with Absolute Value

(students should know order of operations but we will review the concept)

Lesson 3: Combining Like Terms

Lesson 4-6: Solving Equations

(one step, multistep, variables on both sides, inequalities)

Lesson 7-9: Working with Polynomials

(Multiplication and division of Exponents, Powers of exponents, Negative and Zero exponents, adding, subtracting and multiplying polynomials, multiplying binomials)

Lesson 10: Review and catch up time

* Pace of class will depend on students



Introduction to Algebra (Part 2)



Once per week over 10 weeks



11-14 year olds



45 minutes per class



4-6 learners per class

This class part 2 of Introduction to Algebra Part 1 and will continue to explore Algebra concepts commonly learned in middle and high school. Students do not have to take the first part with me but should have an understanding of the concepts covered in that class as well as have an understanding of pre-algebra concepts. Please view the class listing for more information on what was covered in part 1: <https://outschool.com/classes/introduction-to-algebra-part-1-yppswor2#usJ3AQa2wl>

This class will be taught through discussion, modeling, guided and independent practice. Homework will be assigned in the form of pdfs or Khan Academy practice by request. Progress is evaluated through class participation and submitted homework. Additional practice can be found by going to the websites listed on the resource pdf.

I am also offering one on one tutoring on Mondays and Fridays depending on availability if needed. Sometimes students just need a little one on one reinforcement:) I only do tutoring on an request basis so you would need to request for a section to be created. Here is the link to the class: <https://outschool.com/classes/elementarymiddle-school-math-or-elementary-writing-tutoring-11-learning-JOfvU4Re#usJ3AQa2wl>

Content that will be covered in this course:

Lesson 1-3: Factoring

(factoring polynomials , factoring polynomials with special cases, and solving equations by factoring)

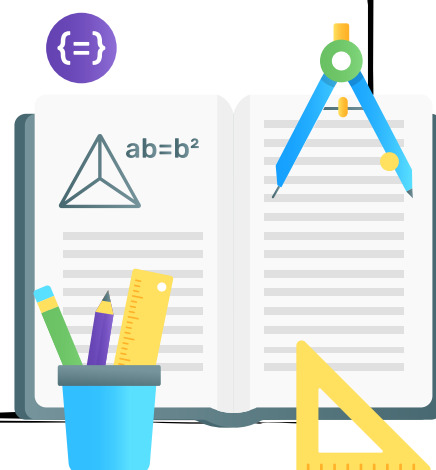
Lesson 4-6: Rational Expressions, Ratios, and Proportions

(Dividing polynomials, operations of rational expressions, ratios and proportions)

Lesson 7-10: Graphing and Review

(Graphing linear equations and inequalities)

* pacing depends on class





Metric Measurement Conversions Made Easy



Meets once



9-12 year olds

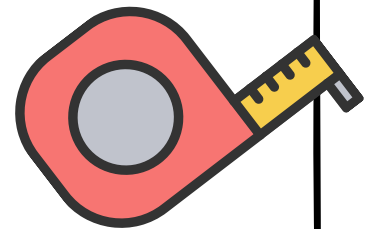


45 minutes per class



4-6 learners per class

Students will use a Mnemonic strategy to convert metric measurements easily. By the end of this course students will understand the order of metric measurement from the largest to smallest unit and how to use that knowledge along with the Mnemonic to convert from one metric measurement to another with ease. Many students struggle with the memorization metric units so this strategy will help them be successful with metric conversions. I will demonstrate the strategy several times and then allow students time to practice and ask for help. Students should take notes so they can remember the strategy.



Adding and Subtracting Fractions with Unlike Denominators



Meets once



9-12 year olds



45 minutes per class



4-6 learners per class

In this mini session, students will learn how to add and subtract fractions with unlike denominators through demonstration and practice. The student should know their multiplication facts but I will provide a multiplication chart just in case. There will be no homework but additional practice sheets will be provided in the classroom. The learner should leave this class with a better understanding of how to find common denominators and how to add and subtract fractions with unlike denominators.





Skittle Graphs – Fun You Can Eat!



Meets once



8–9 year olds



45 minutes per class



4–6 learners per class



Students will learn how to create their own Skittle graphs using real skittles:) By the end of class students will have created 3 different types of graphs. Class is conducted via discussion, modeling, and hands on practice. Students need to be able to count, organize by color, and follow directions. There will be no homework. Progress is evaluated via class participation and finished graphs. PARENTS WILL NEED TO PURCHASE A SMALL BAG OF SKITTLES AND PRINT THE PDFS BEFORE CLASS. You may purchase different candy as long as it is something with similar colors that we can group. :)

Working with Improper Fractions and Mixed Numbers



Meets once



9–12 year olds



40 minutes per class



4–6 learners per class

In this class students will learn how to work with improper fractions and mixed numbers through demonstration and practice. We will also discuss reasons for being able to work with both fraction types. Students should have a basic understanding of addition, subtraction, division, and multiplication concepts. There will be no homework but extra practice will be provided.





Using Menu Math to Work with Decimals in the Real World



Meets once



9-12 year olds



45 minutes per class



4-6 learners per class

In this mini-class students will be taking their families out to eat on a budget. Students will need to make meal decisions for each family member, figure out food cost totals, taxes, and tip. Students should have a basic understanding of addition, subtraction, and multiplication of decimal concepts and rounding principles. We will apply this background knowledge to doing mathematical computations using decimals. There will be no homework as this is a one meeting course. Students will be evaluated based on their completed meal plan.

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Simplifying Fractions



Meets once



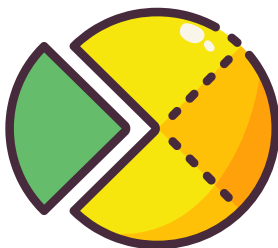
9-12 year olds



45 minutes per class



4-6 learners per class



Students will learn how to simplify/reduce fractions which is one of the foundation skill of working with fractions. Our class is very interactive as I encourage students to work problems on the whiteboard which keeps students engaged and allows them to process what they are learning. Class is held via discussion, modeling, and hands on practice. Students need to know their multiplication facts and understand basic division. If multiplication and division facts are giving your child trouble please be sure they have a multiplication chart handy or print the one provided. There is no homework as this class only meets once. I do provide practice sheets for after class. Learning is evaluated through student participation.



Rounding Round Up!



Meets once



9-11 year olds



45 minutes per class



4-6 learners per class

This class will teach students how to round numbers to specified place values. We will use numbers up to 100,000,000. We will also do rounding of decimals up to the hundredth place if time allows or students need the extra challenge. Our class will consist of review of place value, rules for rounding, modeling, and independent practice. Students should have an understanding of place value. For example students should be able to identify the 100's place in the number 12,345. There will be no homework but additional practice will be provided via pdf in the classroom. Progress is evaluated by student participation.



Multiplying and Dividing Fraction Fun



Meets once



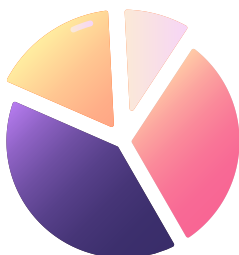
9-12 year olds



45 minutes per class



4-6 learners per class



In this course, we will learn how to multiply, divide and simplify fractions. We may also solve word problem using this concept if allows. Students should know basic multiplication and division facts. Class will be conducted through discussion, modeling, and practice. There will be no homework but there are practice sheets to practice the skills which will be posted in the classroom. Progress is evaluated via an exit ticket and/or class participation (students apply what they have learned at the end of class independently).



Middle School Probability and Statistics



Once per week over 10 weeks



10-13 year olds



45 minutes per class



4-6 learners per class

This class is a continuation to my Introduction to Pre- Algebra and Algebra Part 1 and 2 classes. It is not required that students have taken part 1 and 2 with me since this class focuses on concepts that do not build on others. This class will expose students to various probability and statistics concepts. Students should have an understanding of how to solve equations, work with percentages, coordinate grids, and basic math operations. Our class is very interactive via discussion, modeling, guided and independent practice. Homework will be assigned after each class in the form of a pdf and should be uploaded to the teacher section in the classroom when completed. Progress is evaluated via participation and homework completion. Submission of homework is not required but if homework is not submitted, I can not see who is having a hard time with the content. There is a big difference between solving problems in class with assistance and then doing them on their own. It is recommended that students keep a notebook for this class to keep notes that they can refer back to as needed.

Weekly Course/Lesson Breakdown:

Week 1: Introduction to Statistics

Week 2: Measures of Central Tendency

Week 3: Displaying Data - Frequency Tables and Histograms

Week 4: Displaying Data - Stem and Leaf Plots

Week 5: Displaying Data - Box and Whisker Plots

Week 6: Understanding Surveys

Week 7: Probability

Week 8: Compound Events

Week 9: Permutations and Combinations

Week 10: Review





Mean, Median, Mode, Oh My! Math You Can Eat



Meets once



9-12 year olds



45 minutes per class



4-6 learners per class

This course is designed to teach students how they can find mean, median, and mode of a given data set (Skittles). Students will learn little tricks on how to remember what each word means as well. Finding mean, median, and mode are a common skill used in upper elementary, statistics/probability, pre-algebra, and algebra. These concepts are often introduced in the late elementary grades. Students will need to be able to add, subtract, divide, and multiply. Class will be held via discussion, modeling, and hands on guided practice. There will be no homework but extra practice will be provided via pdf in the classroom. Progress is evaluated with student participation and completed classwork.

PARENTS MUST PURCHASE A SMALL BAG OF SKITTLES AND PRINT THE ATTACHED PDF BEFORE CLASS.

Making Change Using Real World Tasks!



Meets once



9-11 year olds



45 minutes per class



4-6 learners per class

This class will provide students with different scenarios where they will have to figure out what their change will be after making purchases. We will pretend to go to the movies, ice cream store, grocery store, and a few other places where students will make purchases and figure out what their change should be. Our class will consist of discussion, modeling, and independent practice. Students should have a basic understanding of money and know how to add and subtract numbers with regrouping. There will be no homework but I suggest that parents build on this skill by having their child practice making change the next time they go to the store. I will also post a related activity in the classroom for additional practice. Progress is measured by student participation.





Introduction to Long Division Without Tears



Meets once



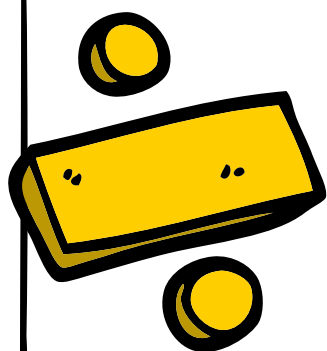
9-12 year olds



45 minutes per class



4-6 learners per class



Students will learn how to do basic long division using a NON-TRADITIONAL strategy dividing numbers with and without remainders. Our class is done via discussion, modeling, and independent practice. Students **MUST** have a good understanding of addition, subtraction, and basic multiplication to fully benefit from this class. Students who struggle with multiplication could still take the course if they can use a multiplication chart which they would need to have during class. There will be extra practice problems posted in the classroom to practice with after class. Learner progress is evaluated via class participation.

Introduction to Divisibility Rules Made Easy



Meets once



10-13 year olds

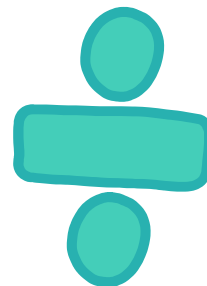


45 minutes per class



4-6 learners per class

This class introduces students to divisibility rules which are critical when dividing, finding ratios, and working with fractions. Class will be conducted via discussion, modeling, and hands on practice. Students should know how to multiply and divide larger numbers. There will be no homework but extra practice will be provided. Progress is evaluated via class participation. Students will need to prepare a flip book before class to use as a note catcher. You will need 6 pages of plain white printer paper to make the book. Alternately students can also just have one sheet of plain white printer paper divided into 9 sections.





Graphing Ordered Pairs Drawing Fun



Meets once



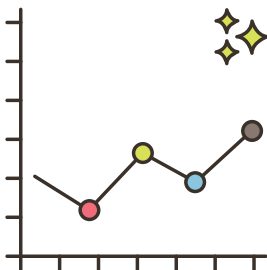
10-13 year olds



45 minutes per class



4-6 learners per class



In this class students will learn how to plot ordered pairs while creating a picture using the points they plotted. Class is conducted via discussion, modeling, and hands on practice. Students do not need any background knowledge but do need to be able to follow directions and count up to 100. Since this is an introductory class, we will only work with positive numbers. We will be covering graphing vocabulary, data charts, and the graphing of ordered pairs. The end result of our class will be a picture composed solely of ordered pairs.

Finding Percents of Numbers with Real World Applications



Meets once



10-13 year olds



45 minutes per class



4-6 learners per class

Often times students want to know why they need to learn the things we ask them to learn. This course teaches students how to find percentages of numbers using real world applications. Class is conducted via discussion, modeling, and hands on practice. Students should have a SOLID understanding of adding, subtracting, multiplying and dividing larger numbers as well as rounding. There will be no homework but extra practice will be provided. Progress is evaluated via learner participation.





Finding the Area of Different Shapes



Meets once



10-12 year olds



45 minutes per class



4-6 learners per class

This class is an introduction to finding area of triangles, parallelograms, and trapezoids. The class is very interactive through discussion, modeling, and hands on practice. Students need to be able to do long multiplication and division. There will be no homework as we only meet once but extra practice will be provided. Progress is evaluated via class participation.



Finding Fractions of a Fraction and a Whole Number



Meets once



9-12 year olds



45 minutes per class



4-6 learners per class

Students will learn how to find a fractional part of a fraction and a whole number. We will do this through discussion, modeling, guided practice, and independent practice. Our class will be very interactive with students solving problems on the whiteboard. Students will also be encouraged to share their problem solving process. Students should know how to multiply and divide whole numbers. Students may use a multiplication chart if needed:) Progress will be evaluated via student participation in class. Students will be given extra practice after class to allow them to practice the skill we learned in class.



Finding Equivalent Fractions Made Simple



Meets once



9-11 year olds



45 minutes per class



4-6 learners per class

This class teaches students how to find equivalent fractions. We will learn this concept through discussion, modeling, guided and independent practice. Students should know basic multiplication and division. There will be no homework but extra practice will be provided. Progress is evaluated via class participation.



Finding Common Denominators for Multiple Fractions



Meets once



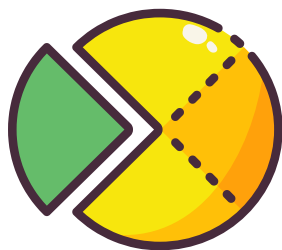
9-12 year olds



45 minutes per class



4-6 learners per class



This class teaches students how to find common denominators for multiple fractions. Class is very interactive and is conducted via discussion, modeling, guided and independent practice. Students should know their multiplication facts as we will be finding the least common multiple to find common denominators for multiple fractions. Students also need to understand division to simplify our answers. There will be no homework but extra practice will be provided. Progress is evaluated by student participation.



Factors and Factor Trees



Meets once



9-12 year olds

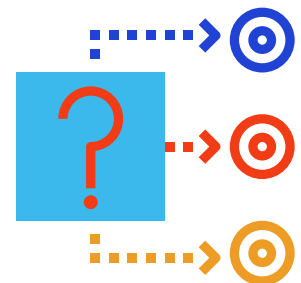


45 minutes per class



4-6 learners per class

Students will first learn how to find factors of a number. Students will then take that knowledge to create factor trees. Students should know their basic multiplication facts. For those struggling with math facts a multiplication chart will be provided via pdf. Class is conducted through discussion, modeling, and guided practice. There will be no homework but additional practice will be provided in the classroom. Progress will be evaluated through participation and an exit quiz.



Comparing and Ordering Fractions with Unlike Denominators



Meets once



9-11 year olds



45 minutes per class



4-6 learners per class

This course is designed to teach students how to compare and order fractions with unlike denominators using 2 different methods. The class will consist of discussion, demonstration, guided and independent practice. Student needs to know how to do basic multiplication but can use a multiplication chart if they struggle with fact recall. Extra practice will be provided if wanted:)



Break the Roman Numeral Code!



Meets once



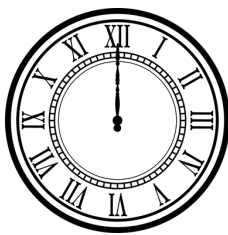
9-12 year olds



45 minutes per class



4-6 learners per class



In this class, students will learn the rules for writing and reading Roman numerals. Class is conducted via discussion, modeling, and hands on practice. Students should know how to add and subtract larger numbers. There will be no homework but extra practice will be provided. Progress is evaluated via class participation.

Students will need to print out the note catcher for class.

Angles All Around



Meets once



9-12 year olds

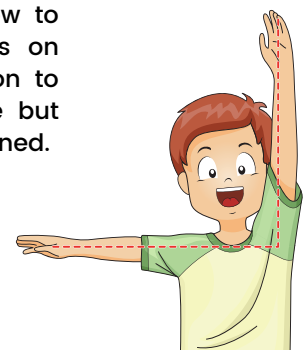


45 minutes per class



4-6 learners per class

In this class students will learn how to identify acute, right, obtuse, and straight angles, will see how angles are all round us in the real world and how to measure angles. Our learning will be through discussion and hands on practice. No background knowledge is needed as this is an introduction to angles. There will be no homework as this class only meets one time but students will be given an optional assignment to apply what they have learned.





When Will I Ever Use This in Real Life? Consumer Math



Meets once



10-14 year olds



45 minutes per class



4-6 learners per class

Students often wonder why they need to learn certain things, especially when it comes to math. This class is all about consumer math where students will gain an appreciation for the practical application of math as they explore real world consumer scenarios while learning about the benefits of smart shopping. Some of the things we will investigate are the use of coupons in various ways, sales, and single versus bulk purchases. To be successful in this class students need to be able to add, subtract, multiply, and divide whole numbers as well as decimals. Students should also have an understanding of how to find percentages. Class is conducted via discussion, modeling, and hands on practice. Student progress will be evaluated via class participation. Extra practice to allow students to apply what they have learned will be provided after class and will be posted in the classroom.





Dissecting Word Problems for the Young



Meets once



8-9 year olds



45 minutes per class



4-6 learners per class

This class will teach students how to break apart a word problem into manageable parts so that they can successfully solve them. Many times students are overwhelmed with the information given or they struggle figuring out what the problem is asking them to solve. This class is NOT for students who are advanced in math but more for those who struggle with this concept in math. We will break the problems into a series of steps. We will solve word problems involving basic operations at varying levels of difficulty. We will start out with simple 1 step word problems and then move onto multi step word problems. The focus is not on word problem difficulty but rather it focuses on the skill of breaking the problems apart. Class is conducted through discussion, modeling, and practice. Students should be able to read fluently and have a basic understanding of math facts (addition, subtraction, multiplication, division). There will be no homework as this class only meets once but additional practice will be provided in the classroom. Progress is evaluated through student participation.

Working with Mixed Numbers (Adding and Subtracting)



Meets once



9-13 year olds



45 minutes per class



4-6 learners per class



This class introduces students to adding and subtracting mixed numbers with like and unlike denominators. Class is held through discussion, modeling, and guided practice. Students should know how to find a common denominator before taking this class. I do have a class that teaches this concept titled "Adding and Subtracting Fraction with Unlike Denominators" if a refresher is needed. Students will not have homework but additional practice is provided via pdf in the classroom. Progress is evaluated via participation and an exit ticket at the end of class.



Order of Operations in Small Steps! PEMDAS



Once per week over 3 weeks



9-12 year olds



45 minutes per class



4-6 learners per class

In this class students will learn about order of operations in a step by step process. We will start with the 4 basic operations, then add in parenthesis, and finally work in exponents. Class is conducted via discussion, modeling, guided and independent practice. Class is very interactive through students use of the whiteboard. Students should know how to add, subtract, multiply, and divide before taking this class. Extra practice for PEMDAS will be provided to allow students to practice the new skill.



Who is PEMDAS?!?! (Order of Operations)



Meets once



10-13 year olds



45 minutes per class



4-6 learners per class

Students will learn the order of operations formula and apply that formula to solving problems involving order of operations. We will start with simple problems and then work our way up to more difficult ones. Students should know how to do basic multiplication, division, subtraction, and addition. Class will be held through discussion, modeling, and guided practice. There will be no homework but students will be provided with extra practice. Progress is evaluated by class participation and exit questions.



Multiplying and Dividing Mixed Numbers



Meets once



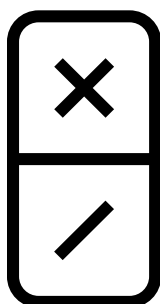
9-12 year olds



45 minutes per class



4-6 learners per class



Students will learn how to multiply and divide mixed numbers. Class is held through discussion, modeling, and guided practice. Students should understand how to turn mixed numbers into improper fractions, be able to multiply and divide, and simplify fractions. This concept will be practiced when multiply and dividing mixed numbers but it is not our focus. If a refresher is needed I do have a class titled "Working with Improper Fractions and Mixed Numbers." Homework is not required but extra practice is offered via pdf in the classroom. Progress is evaluated by student participation and exit quiz.

Least Common Denominator vs. Greatest Common Factor!



Meets once



9-12 year olds

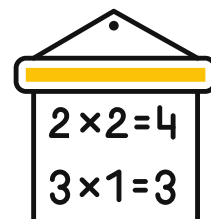


45 minutes per class



4-6 learners per class

In this class students will learn how to find the least common multiple (LCM) and the greatest common factor (GCF). Students should have an understanding multiplication facts and how multiples and factors relate to basic multiplication facts. Class is conducted through discussion, modeling, and guided practice. There will be no homework but additional practice will be provided in the classroom. Progress will be evaluated through participation and an exit quiz.





Learning to Add and Subtract Bigger Numbers Using Model Drawing



Twice per week over 1 week



8-9 year olds



45 minutes per class



4-6 learners per class

In this class students will learn how to add and subtract larger numbers using model drawing. We will work on 2 and 3 digit numbers but may also do 4 digit numbers depending on class ability. Our class will be held through discussion, modeling, and hands on practice. Students should have a notebook or paper to write down strategies learned in class. Students should know basic adding and subtraction facts as well as place value up to the 100s. Homework will be assigned daily for each skill learned. Progress is monitored through class participation and homework completion.

80

100

Lesson Breakdown:

Lessons 1 Adding 2 and 3 digit numbers using model drawing

Lessons 2 Subtracting 2 and 3 digit numbers using model drawing

Fractions to Decimals to Percents Broken Down into Small Steps



Once per week over 3 weeks



10-12 year olds



40 minutes per class



4-6 learners per class

This class teaches students how to convert fractions to decimals to percents. Student will also learn how to go from percents to decimals to fractions. Concepts will be taught through modeling, discussion, and practice. Students will need to know how to round numbers, do basic multiplication and divide numbers using long division. Homework will be assigned after each class and should not take longer than 20 to 30 minutes to complete. Progress is evaluated through participation.

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Multiplying and Dividing with Decimals



Meets once



10-12 year olds



45 minutes per class



4-6 learners per class

This course is an introduction to multiplying and dividing with decimals. The class is split into 2 meetings so that we can focus on multiplying with decimals first and then work with dividing decimals second. Class will be held through discussion, modeling, and guided practice. Students should know how to multiply and divide multi-digit numbers and have a good understanding of multiplication and division facts. Homework is optional but practice packets will be provided and posted in the classroom. Progress is evaluated by student participation and an exit quiz.

Multi-Digit Multiplication Strategies



Once per week over 4 weeks



8-12 year olds



45 minutes per class



4-6 learners per class

This class will teach students how to multiply multi-digit numbers using 4 different strategies. Class is conducted via discussion, modeling, and hands on practice. Students should know their multiplication facts or have ready access to a multiplication chart and know how to use it. Student also should know how to add and subtract numbers up to 3 digits. Homework will be assigned weekly in PDF format however, it is up to the student/parent if they want to complete it. Homework should not take longer than 30 to 40 minutes and can be spread out over several days. Progress is evaluated by weekly participation.

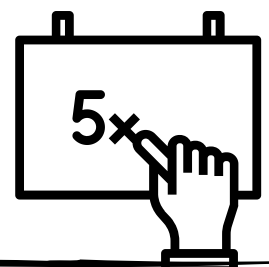
Class Lesson Breakdown:

Week 1- Box/Window Method

Week 2- Partial Products

Week 3 - Lattice Method

Week 4- Traditional





No Tears Double Digit Multiplication



Meets once



8-12 year olds



45 minutes per class



4-6 learners per class

This is an introductory lesson to multiplying double digit by double digit numbers. Many students struggle with this concept when learning how to do it in the traditional way. In this class students will learn how to solve such problems using the area model strategy. Students will need to know their multiplication facts, know how to add multiple numbers up to 4 digits, and have to understand the concept of expanded form for numbers (breaking them apart). For example 23 would be 20 and 3. Students can take the course if they do not have all their facts memorized if they understand how to read a multiplication chart which I will upload for students to print out for reference. I will demonstrate the strategy for the class and then students will be given an opportunity to practice the method several times. It is recommended that students take notes as I demonstrate the strategy.

Calculating Elapsed Time Using Word Problems



Meets once



8-10 year olds

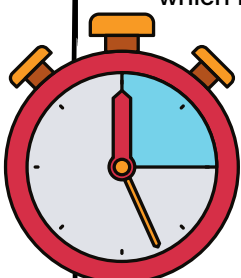


45 minutes per class



4-6 learners per class

In this class, students will be taught a model drawing strategy to help calculate elapsed time. Students will also be working with self created elapsed time scenarios. Our class consists of discussion, modeling, group, and independent practice. Students should have a basic understanding of telling time which includes knowing that one hour is equal to 60 minutes, and they should be able to do basic math operations. Being able to count by 5's is necessary. There will be no homework but additional math practice will be provided. Progress will be evaluated by exit ticket (last problem) which is where students show what they learned by solving a problem correctly at the end of class.





Area, Perimeter, Volume....What's the Difference?



Meets once



9-12 year olds

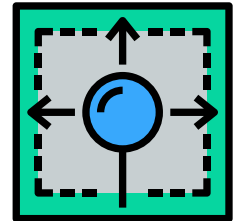


45 minutes per class



4-6 learners per class

In this course, students will learn the difference between area, perimeter, and volume. Students will also find the area and perimeter of irregular shapes. Class consists of discussion, modeling, and independent practice. Students should know their multiplication facts or have access to a multiplication chart. There is no homework but a link for additional practice will be provided in the classroom. Progress is evaluated via exit ticket where student solves problems independently at the end of class.



Introduction to Fractions, Decimals, and Percents



Meets once



10-12 year olds



45 minutes per class



4-6 learners per class

This class is an introductory class for learning how to turn fractions into decimals and decimals into percents. This skill is commonly learned in the later elementary grades and early middle school years. Students will need to know how to round numbers, do basic multiplication and divide numbers using long division. Class will be held through discussion, modeling, and guided practice. There will be no homework but extra practice will be provided via pdf in the classroom. Progress is evaluated via student participation and exit quiz.



Beginning Multiplication Facts Social Club



Once per week over 4 weeks



7-9 year olds



45 minutes per class



4-6 learners per class

In this 4 week class students will practice recalling their multiplication facts 1-12 in a social setting. Each class will start with a quick journal prompt related to multiplication in some way so students must be able to write a complete sentence or more. Students will be given the opportunity to share their prompts. We will then do a problem solving activity consisting of a multiplication mind stretcher that will be solved as a class, followed by a discussion. Finally, we will do a hands on activity that will allow students to further practice their multiplication facts. Students should have dice, a deck of playing cards, and paper handy for every class. In addition, there will be pdf documents to print for each class.

Weekly Breakdown:

Week1: Introduction to journal prompt, mind stretcher, hands on activity/game

Week 2-4: Respond to journal prompt, complete mind stretcher and hands on activity/game

* Please note that students need to know their multiplication facts through the 12s to be successful in this class as our class will NOT focus on learning the facts. If your child has not learned their facts yet, my Beginning Multiplication Facts Made Easy! class (<https://outschool.com/classes/beginning-multiplication-facts-made-easy-qb1J55y6#usJ3AQa2wl>) would be a great start before taking this class.

7x

Critical Thinking Fun With Math Perplexors! Solving Deductive Logic Puzzles



Meets once



9-11 year olds

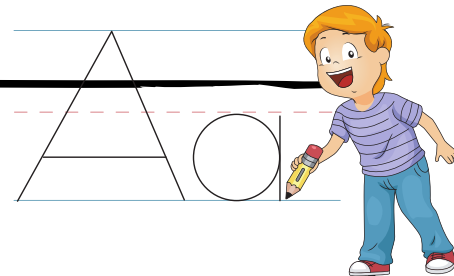


45 minutes per class



4-6 learners per class

In this class students will practice going through math puzzles systematically working with a partner using Math Perplexors. Class is conducted via discussion, modeling, and partner work. Students need to be able to read, enjoy math puzzles, and work with others. There will be no homework but extra practice will be provided. Progress is evaluated via participation. The activities we will be doing are for students ages 8-9 according to the publishers. All pdfs posted in the classroom the day before class starts should be printed for class.



Introduction to 4 Square Essay Writing for Young Writers (PART 1)



Once per week over 6 weeks



8-9 year olds



45 minutes per class



4- 6 learners per class

This introduces students to the concept of essay writing using the 4 square writing method. Students will write an expository, a persuasive, a descriptive and a narrative essay using the four square writing method. The 4 Square Writing Method gives students a formula to utilize to help them feel more confident in their writing abilities. Class will be held through discussions, guided and independent practice and sharing of completed work. Students need to have a basic understanding of paragraph structure and MUST be able to write 5 sentence paragraphs. We will be building on that skill. Essays should be typed as it is easier to give feedback on longer pieces of writing. Parents may help with the typing process as younger students may have a harder time typing. I just ask that parents do not make corrections on their child's work when typing for them:) Homework can take anywhere from 1 to 2 hours a week depending on the type of essay we are working on. Students are evaluated on their finished essays. Teacher feedback is given privately in writing each week in the teacher section. This is a learning process so perfection is not the goal as this concept is something that students need continuous practice with.

Weekly overview (order may change)

Week 1:

*Introduction of the 4 square method writing method

Week2:

* Narrative Writing- Define it, look at examples, create outline and write our own (Homework)

Week 3:

*Descriptive Writing- Define it, look at examples, create outline and write our own (Homework), and share our narrative writing

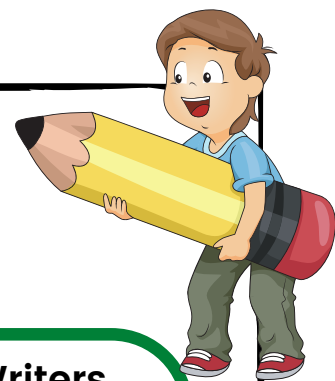
Week 4:

*Expository Writing- Define it, look at examples, create outline and write our own (Homework) and share our descriptive writing

Week 5:

Persuasive Writing- Define it, look at examples, create outline and write our own (homework) and share out expository writing

Week 6: Share and discuss our persuasive writing, and small group activity if time allows.



Introduction to 4 Square Essay Writing for Young Writers (PART 2)



Once per week over 6 weeks



8-9 year olds



45 minutes per class



4-6 learners per class

This class continues to build on the concept of essay writing using the 4 square writing method. We will now move from writing 3 paragraph essays to 5 paragraph essays by adding an introduction and concluding paragraph to our essays. Students will write an expository, a persuasive, a descriptive and a narrative essay using the four square writing method. The 4 Square Writing Method gives students a formula to utilize to help them feel more confident in their writing abilities. Class will be held through discussions, guided and independent practice and sharing of completed work. **STUDENTS MAY NOT TAKE THIS CLASS UNLESS THEY HAVE COMPLETED PART 1** as we are building on to the skills learned in part 1. It is also important to note that students will transition to being more independent as we will not be writing an essay together in class each time we meet. Instead we go over sample essays and identify essay components. Students will be writing one essay per week starting in week 1. Essays should be typed as it is easier to give feedback on longer pieces of writing. Parents may help with the typing process as younger students may have a harder time typing. I just ask that parents do not make corrections on their child's work when typing for them:) Homework can take anywhere from 1 to 2 hours a week depending on the type of essay we are working on. The 4 square outline needs to be completed with each writing piece. Students are evaluated on their finished essays. Teacher feedback is given privately in writing each week in the teacher section. This is a learning process so perfection is not the goal as this concept is something that students need continuous practice with.

Weekly overview (order may change)

Week 1:

*Introduction of the 4 square method writing method

Week 2:

* Narrative Writing- Define it, look at examples, create outline and write our own (Homework)

Week 3:

*Descriptive Writing- Define it, look at examples, create outline and write our own (Homework), and share our narrative writing

Week 4:

*Expository Writing- Define it, look at examples, create outline and write our own (Homework) and share our descriptive writing

Week 5:

Persuasive Writing- Define it, look at examples, create outline and write our own (homework) and share our expository writing

Week 6:

Share and discuss our persuasive writing, and small group activity if time allows



Introduction to 4 Square Essay Writing for Young Writers (PART 3)



Once per week over 6 weeks



8-9 year olds



45 minutes per class



4-6 learners per class

This class continues to build on the concept of essay writing using the 4 square writing method. We will continue writing 5 paragraph essays. The 4 Square Writing Method gives students a formula to utilize to help them feel more confident in their writing abilities. Class will be held through discussions, guided and independent practice and sharing of completed work. STUDENTS MAY NOT TAKE THIS CLASS UNLESS THEY HAVE COMPLETED PART 2 as we are building on to the skills learned in part 2. It is also important to note that students will transition to being more independent as we will not be writing an essay together in class each time we meet. Instead we go over sample essays and identify essay components. Students will be writing one essay per week starting in week 1. Essays should be typed as it is easier to give feedback on longer pieces of writing. Parents may help with the typing process as younger students may have a harder time typing. I just ask that parents do not make corrections on their child's work when typing for them:) Homework can take anywhere from 1 to 2 hours a week depending on the type of essay we are working on an. The 4 square outline needs to be completed with each writing piece. Students are evaluated on their finished essays. Teacher feedback is given privately in writing each week in the teacher section. This is a learning process so perfection is not the goal as this concept is something that students need continuous practice with. Also we will be doing a book report essay so students should have a book they have read that they can write about.

Weekly overview (order may change)

Week 1: Compare and Contrast Essay

Week 2: Cause and Effect Essay

Week 3: Book Report Essay

Week 4: Informative Essay

Week 5: Opinion Essay

Week 6: Discussion



Essay Writing with the 4 Square Method for Novice Writers (Part 1)



Once per week over 6 weeks



10-12 year olds



45 minutes per class



4-6 learners per class

Students will write an expository, a persuasive, a descriptive and a narrative essay using the four square writing method. The 4 Square Writing Method gives students a formula to utilize to help them feel more confident in their writing abilities. Class will be held through discussions, guided and independent practice and sharing of completed work. Students need to have a basic understanding of paragraph structure. Essays should be typed as it is easier to share those and give feedback. Homework can take anywhere from 1 to 3 hours a week depending on the type of essay we are working on and the students ability to type and generate ideas. Students are evaluated on their finished essays which must be posted in the classroom each week. Teacher feedback is given privately in writing each week in the teacher section. This is a learning process so perfection is not the goal as this concept is something that students need continuous practice with. That said, students who do not complete the weekly writing assignments, review their feedback, and apply it to the next essay will not get the full benefit of the class. I do offer a second part to this class as well for additional practice:)

Weekly overview (order may change)

Week 1:

*Introduction of the 4 square method writing method

Week2:

* Narrative Writing- Define it, look at examples, create outline and write our own (Homework)

Week 3:

*Descriptive Writing- Define it, look at examples, create outline and write our own (Homework), and share our narrative writing

Week 4:

*Expository Writing- Define it, look at examples, create outline and write our own (Homework) and share our descriptive writing

Week 5:

Persuasive Writing- Define it, look at examples, create outline and write our own (homework) and share out expository writing

Week 6: Share and discuss our persuasive writing, and small group activity if time allows



Four Square Essay Writing Method for Novice Writers (Part 2)



Once per week over 5 weeks



10-13 year olds



45 minutes per class



4-6 learners per class

This class is a continuation of the 4 Square Writing Method for Struggling Writers and is designed to allow students to have more practice with narrative, expository/informative, descriptive, and persuasive writing. If students have not taken part 1 of this course please go to:

<https://outschool.com/classes/essay-writing-with-the-4-square-method-for-struggling-writers-xG7bliK#usJ3AQa2wl>

We will spend 1 week on each of the four writing types, engaging in different activities to stretch our writing. Class will be held through discussions, guided and independent practice, quick writes, sharing of completed work and constructive peer feedback. Students need to have a basic understanding of the four square essay structure as that is our foundation. Essays should be typed as it is easier to share those and to give feedback on. Homework can take anywhere from 1 to 2 hours a week depending on the type of essay we are working on and the research required. Students are evaluated on their finished essays.

Weekly overview (order may change)

Weeks 1:

*Narrative Essay Writing

Weeks 2:

*Expository/Informative Essay Writing

Weeks 3:

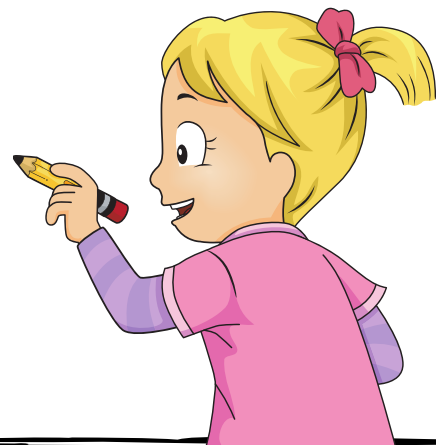
*Descriptive Essay Writing

Week 4:

*Persuasive Essay Writing

Week 5:

*Sharing and writing critical reviews if time allows





Four Square Essay Writing Method for Novice Writers Part 3 or Alternative Part 2



Once per week over 5 weeks



10-13 year olds



45 minutes per class



4-6 learners per class

This class is a continuation of the 4 Square Writing Method for Struggling Writers and is designed to allow students to have more practice with different essay types using the 4 square method. Students can not take this class until after they have completed part 1. If students have not taken part 1 of this course please go to:

<https://outschool.com/classes/essay-writing-with-the-4-square-method-for-struggling-writers-xG7bIijK#usJ3AQa2wl>

We will spend 1 week on each writing type going over the characteristics of the writing piece and exploring examples. Class will be held through discussions, guided and independent practice, sharing of completed work and constructive peer feedback. Teacher will give feedback privately. Students need to have a basic understanding of the four square essay structure as that is our foundation. Essays should be typed as it is easier to share those and to give feedback on. Homework can take anywhere from 1 to 2 hours a week depending on the type of essay we are working on. Please keep in mind that students need to write weekly to get feedback and improve:) Students are evaluated on their finished essays.

Weekly overview (order may change)

Weeks 1:

*Compare and Contrast Essay Writing

Weeks 2:

*Cause and Effect Essay Writing

Weeks 3:

*Critical Review Essay Writing

Week 4:

Informative Essay Writing

Week 5:

*Opinion Essay Writing

Week 6

*Sharing of essays and discussion





Introduction to Paragraph Writing Using the Four Square Method (Part 1)



Once per week over 6 weeks



7-9 year olds



40 minutes per class



4-6 learners per class

This class is an introduction to paragraph writing using the four square writing method which allows students to use a writing formula to develop quality paragraphs. In our first class students will learn about paragraph structure, by our third meeting we will work on adding more details to our paragraphs, then by week five we will work on adding supports so that by week six students have the tools to write a quality paragraph. Class will be conducted via discussion, modeling, and independent practice. Students should be able to write or type and have a basic understanding of writing complete sentences. Students will be asked to complete a 4 square outline and then write one paragraph independently using that outline each week. This will be critical as students need to practice what they have learned in class. Progress is evaluated through student paragraphs and weekly feedback is provided to each student via the teacher section. Depending on the feedback, revisions and resubmission of paragraphs may be necessary.

After this class is completed, students can take part2 where we build onto our paragraph writing skills which can then lead students to taking my beginning essay writing class. So this class can be taken in isolation or as part of a series of writing classes. :)





Paragraph Writing Using the 4 Square Method (Part 2)



Once per week over 5 weeks



7-9 year olds



45 minutes per class



4-6 learners per class

Students will work on expanding on their paragraph writing skills by working on elaborating on their writing. Students will need to have taken part one of this class or know how to use the 4 square writing method as we will continue to use this method. Our goal will be to write solid 8 sentence paragraphs. Each week we will also do a mini lesson related to paragraph writing with an emphasis on elaboration. Class is held via modeling, guided practice, and independent practice. Students will be asked to write one 8 sentence paragraph on their own for homework each week.

Course Breakdown:

Week 1: Narrative Writing (elaboration skill: Precise Nouns)

Week 2: Descriptive Writing (elaboration skill: Vivid Verbs)

Week 3: Informative Writing (elaboration skill: Active Adjectives)

Week 4: Opinion Writing (elaboration skill: Synonyms)

Week 5: Sharing of opinion paragraphs, celebrations, and fun in class activity.





Summary Writing Using the 4 Square Method (Part 3)



Once per week over 5 weeks



8-9 year olds



40 minutes per class



4-6 learners per class

Students will work on expanding on their paragraph writing skills by using what they have learned in part 1 and 2. Students will need to have taken part one of this class or know how to use the 4 square writing method as we will continue to use this method. Each week we will read a short story and practice responding to the story in paragraph form. Students will then read a story of their own and respond to the story by writing a paragraph about what they have read. Our goal will be to write solid 8 sentence paragraphs. Class is held via modeling, guided practice, and independent practice. Students will be asked to write one 8 sentence paragraph on their own for homework each week. The teacher will provide the readings students will respond to as well as guiding questions to help with their responses. Feedback will be provided weekly in the teacher section and revisions may be necessary. We will cover a different subject each week.

Course Breakdown:

Week1: Responding to stories

Week 2: Responding to science

Week 3: Responding to social studies

Week 4: Responding to math

Week5: Culminating activity





Paragraph Writing for Older Students - How to Write a Solid Paragraph (English)



Once per week over 5 weeks



10-12 year olds



40 minutes per class



4-6 learners per class

This class is an introduction to paragraph writing using the four square writing method which allows students to use a writing formula to develop quality paragraphs. The class is designed for older students who have not yet mastered writing a solid 5 sentence paragraph. In our first class students will learn about paragraph structure, by our third meeting we will work on adding more details to our paragraphs, then by week four we will work on adding supports so that by week six students have the tools to write a quality paragraph. Class will be conducted via discussion, modeling, and independent practice. Students should be able to write or type and have a basic understanding of writing complete sentences. Students will be asked to complete a 4 square outline and then write one paragraph independently using that outline each week. This will be critical as students need to practice what they have learned in class. Progress is evaluated through student paragraphs and weekly feedback is provided to each student via the teacher section. Depending on the feedback, revisions and resubmission of paragraphs may be necessary. After this class is completed, students can take introduction to essay writing.

Lesson breakdown

Week 1: Introduction to the 4 Square Method

Week 2: Narratives

Week 3: Descriptive

Week 4: Informative

Week 5 Opinion

Week 6: Closing





Introduction to Paragraph Writing Using the Four Square Method One Time Class



Meets once



7-9 year olds



40 minutes per class



4-6 learners per class

This class is an introduction to paragraph writing using the four square writing method which allows students to use a writing formula to develop quality paragraphs. In this one time class students will learn about paragraph structure using a special outline to help organize their thoughts in order to write a solid 5 sentence paragraph. Class will be conducted via discussion, modeling, and independent practice. Independent practice will be started in class but students are expected to complete their paragraph on their own after class and then upload it to the classroom for feedback. Students should be able to write or type and have a basic understanding of writing complete sentences. Progress is evaluated through student paragraphs and feedback is provided to each student via the teacher section. Depending on the feedback, revisions and resubmission of paragraphs may be necessary.

Students can then further develop their paragraph writing skills by joining the 6 week paragraph wiring class if so desired:
<https://outschool.com/classes/introduction-to-paragraph-writing-using-the-four-square-method-JRKmPxDx#usJ3AQa2wl>.





Creative Writing – Something for Everyone!



Once per week over 6 weeks



8-10 year olds



45 minutes per class



4-6 learners per class

In this class students will be encouraged to let their creativity shine through weekly story writing. Each class will start with a short discussion and sharing of stories followed by the week's writing lesson. Our classes are held via discussion, modeling, and hands on practice. Students will learn about the different story components that need to be included with each weekly story type. Students are expected to write at one story on their own each week. They should have an understanding of paragraph and sentence structure. Learner progress is evaluated through their weekly stories using a rubric.

Creative Writing Topics:

Week 1- Fairy Tales

Week 2- Tall Tales

Week 3- Fables

Week 4- Myths

Week 5- Mysteries

Week 6- Sharing of Mysteries and making of comics.





Explore the Exciting World of Reading, Writing, and Grammar With Charlotte's Web



Once per week over 6 weeks



8-10 year olds



45 minutes per class



4-6 learners per class

In this six week class we will be incorporating reading, writing, and grammar using fantastic story of "Charlotte's Web". We will start class with a discussion of assigned readings from the book "Charlotte's Web" and then move on to our weekly grammar and writing activity. Class will be held via discussion, modeling, and independent practice.

What Your Child and You Needs to Know:

The book students are reading is designed for students in grades 3-4 so if your child struggles with reading you may need to read the assigned chapters out loud, get the recorded version so your child can read along (available at most libraries or even online) or read the chapters together. Students should have a good understanding of how to write a complete sentence.

Book Summary:

When Fern convinces her father not to kill the runt pig of the litter, she names him Wilbur and raises him with a bottle. Soon Wilbur goes to live in her Uncle Homer Zuckerman's barn down the road, where she visits him every day. But when she's not there, Wilbur is lonely -- the sheep, cows, geese, and even the rats don't want to play and be his friend. Then he meets Charlotte, a gray spider whose web is in a corner of the barn door, and they become good friends. But soon after, they learn that Wilbur is to be slaughtered next Christmas to make ham and bacon. So Charlotte hatches a plan to make the Zuckermans want to keep Wilbur around forever. (<https://www.common sense media.org/book-reviews/charlottes-web>)

You will need to purchase the book or borrow it from your local library. I purchased mine at Barnes and Noble but it can also be bought on Amazon:

https://www.amazon.com/Charlottes-Web-B-White/dp/0061124958/ref=sr_1_1?dchild=1&keywords=Charlotte%27s+Web&qid=1633818539&sr=8-1

Class Breakdown:

Week 1: Pre-reading book activity

- Understanding to components of a good paragraph
- Subjects and Predicates

Week 2: Discussion of Chapters 1-6

- Writing Activity
- Nouns, Verbs, Adjectives, Adverbs

Week 3: Discussion of Chapters 7-12

- Writing Activity
- Conjunctions, Simple and Compound Sentences

Week 4: Discussion of Chapters 13-18

- Writing Activity
- Title capitalization and commas in a series

Week 5: Discussion of Chapters 19- 22

- Writing Activity
- Quotations

Week 6: Culminating reading activity

- Grammar Review





Poetry With Pizzaz! Introduction to Poetry Writing



Once per week over 6 weeks



8-10 year olds



40 minutes per class



4-6 learners per class



This class introduces students to 6 different poetry types allowing students to understand the characteristics of each type and create their own masterpieces. Students will learn how to write Haiku, Couplet, Limerick, Acrostic, Cinquain, and Diamante Poems. Learning will take place through discussion, guided and independent practice, and sharing of poetry. Students need be able to handwrite or type. Students will be asked to create at least one poem a week. Learner progress is evaluated by student work.

Lesson Breakdown:

Week 1- Writing a couplet

Week 2- Writing a haiku

Week 3- Writing a limerick

Week 4- Writing a cinquain

Week 5- Writing a diamanté

Week 6- Writing an acrostic



Experience Writing for the Real World for Young Learners (Part 1)



Once per week over 6 weeks



8-9 year olds



40 minutes per class



4-6 learners per class

In this class we will go through 5 different writing activities applicable to real world situations. Often times students wonder when what they learn in school will be used in the real world. This class will show students how to apply what they learn in school to different non-school situations. Class will be held through discussions, guided and independent practice and sharing of completed work. Students need to have a basic understanding of paragraph structure (topic sentence, 3 or more details, closing sentence). Students will be expected to complete one writing assignment per week to be shared with the class. Private feedback will be given using an assignment rubric for each assignment submitted.

Weekly Lesson Breakdown:

Week 1: Invitation

Students will learn how to write invitations for special events.

Week 2: Thank you notes

Students will learn how to write thank you notes

Week 3: Brochures

Students will learn how to write a brochure for an interest piece

Week 4: Food / Product Review

Students will learn how to write a review

Week 5: Infographic

Students will learn how to write an infographic

Week 6: Sharing of infographics





Writing for the Real World for Young Writers (Part 2 or Option B)



Once per week over 6 weeks



8-9 year olds



40 minutes per class



1 learner per class

In this class we will go through 5 different writing activities applicable to real world situations. Often times students wonder when what they learn in school will be used in the real world. This class will show students how to apply what they learn in school to different non-school situations. Class will be held through discussions, guided and independent practice and sharing of completed work. Students need to have a basic understanding of paragraph structure (topic sentence, 3 or more details, closing sentence). Students will be expected to complete one writing assignment per week to be shared with the class. Private feedback will be given using an assignment rubric for each assignment submitted.

Weekly Lesson Breakdown:

Week 1: News Article

Student will write a news article

Week 2: Opinion Letter

Student will write an opinion letter

Week 3: Book Critique

Student will write a book critique

Week 4: Directions

Student will write directions for various situations

Week 5: Presentations

Student will create a presentation

Week 6: Present your presentation

Students will present the presentations they created





What's the Word? Parts of Speech Made Fun!



3x per week over 3 weeks



7-9 year olds



25 minutes per class



4-6 learners per class

In this class students will learn about the nine different parts of speech found in print. Our class will consist of discussions, hands on activities, and independent practice. By the end of this class students should be able to identify the nine different parts for speech in print and in their own writing as well. Students should know how to follow directions, read, and write simple sentences. Homework will be assigned after each class in the form of a pdf and should not take longer than 10 minutes to complete. Progress is evaluated via class participation and homework. Homework should be uploaded to the teacher section for review.

Lesson 1: What is a noun?

Lesson 2: What is a pronoun?

Lesson 3: What is a verb?

Lesson 4: What is an adjective?

Lesson 5: What is an adverb?

Lesson 6: What is an article?

Lesson 7: What is a preposition?

Lesson 8: What is a conjunction?

Lesson 9: What is an interjection?



* Please note that you will have to make a flip book before the beginning of our class using 5 pieces of paper. The instructions are attached but the example only uses 3 sheets of paper. We will use this to record the meaning each part of speech along with examples so students will have something to refer back to when working independently.



Wonder by R.J. Palacio Novel Study



Once per week over 5 weeks



9-12 year olds



45 minutes per class



4-6 learners per class

Publisher's Description of the Book:

August (Auggie) Pullman was born with a facial deformity that prevented him from going to a mainstream school—until now. He's about to start 5th grade at Beecher Prep, and if you've ever been the new kid then you know how hard that can be. The thing is Auggie's just an ordinary kid, with an extraordinary face. But can he convince his new classmates that he's just like them, despite appearances?

(Retrieved from <http://rjpalacio.com/book.html>)

In this novel study, students will explore various themes presented throughout the book such as bullying, courage, kindness, and being different, and how these concepts have a real-world impact. Students will respond to discussion questions as well as create their own questions to ask the class. These questions serve to not only assess story comprehension but to allow for critical thought. Each meeting will consist of discussions of assigned readings, sharing of writing prompts, and an activity related to the book. Students will be expected to read assigned chapters, complete their writing prompt, and think of their discussion questions before each class. Progress is evaluated by weekly discussions as well as an end of unit project centered around one of the themes discussed in class, chosen by the student. Below is our reading schedule for the entire class and the writing prompt and discussion questions for the first week. Writing prompts and discussions questions for Week 2-5 will be provided once the course starts.

Reading Schedule for readings to be completed before each meeting:

Week 1- Part One August (pages 1-80)

Writing Prompt: Have you ever felt different? How did that make you feel and how did people treat you? If you have never felt different describe how it might feel if you were different. Be sure to write in complete sentences and be detailed.

Discussion Questions:

1. What is a cleft palate? In this section, you meet Jack Will, Julian, and Charlotte.
2. What do you think about them and how do they treat Auggie?
3. A simile compares two things using like or as. What simile did the author use in the section titled "First Day Jitters" and what does it mean?
4. Explain Mr. Browne's September and October Precept.
5. In the section titled "The Bleeding Scream" what happened and how did it affect Auggie?

Week 2- Part Two Via and Part Three Summer (pages 81-132)

Week 3- Part Four Jack (pages 133-185)

Week 4- Part Five Justin and Part Six August (pages 186-234)

Week 5- Part Seven Miranda and Part Eight August (pages 235-310)



Number the Stars Novel Study



Once per week over 3 weeks



9-11 year olds



45 minutes per class



4-6 learners per class

Book Summary:

Number the Stars by Lois Lowry

In Number the Stars, the family of 10-year-old Annemarie Johansen takes in Annemarie's best friend, Ellen Rosen, as German troops begin their campaign to "relocate" all the Jews of Denmark. Annemarie's family conceals Ellen by pretending she's part of the family. Through Annemarie's eyes, readers witness the Danish Resistance smuggling nearly the entire Jewish population of Denmark across the sea to Sweden. (<https://www.scholastic.com/teachers/lesson-plans/teaching-content/number-stars-discussion-guide/>)

Book Trailer: <https://www.youtube.com/watch?v=VgcbIPIfRI>

Students will learn about the struggles of Ellen, a Jewish girl and her friend Annemarie in World War II. We will examine various themes such as bravery and friendship as well as symbolism like the seashell, star of David, and the woods. For each class, we will have discussions, complete various chapter-related activities as well as share journal activities. Students should be reading at a 4th grade level and the content is considered mature. Students are expected to read chapters on their own and respond to a journal prompt. Students are evaluated based on participation in our weekly discussions.

Assigned readings to be done before each class:

BEFORE YOU READ PLEASE COMPLETE ONE OF THE JOURNAL ACTIVITIES ATTACHED BELOW

Week 1: Chapters 1-5

Journal Prompt: In 4-6 sentences, summarize what you read so far.

Week 2: Chapter 6-11

Journal Prompt: Describe a character that you would like to meet. List 4 questions that you would ask the character. Each question must start with a different "W" word (who, what, when, where, why).

Week 3: Chapters 12-17

Journal Prompt: Describe the most important event (either in this week's reading or in the entire book so far). Give at least 4 reasons why you think it is the most important.





I Survived 4 Natural Disasters Book Study



Once per week over 6 weeks



9-12 year olds



40 minutes per class



4-6 learners per class

In this class students will read and discuss 4 books from the "I Survived" series focusing on natural disasters. The actual reading will take place outside of class and students will need to have read the first book before our first class. Students will read one book per week which is an average of 80-90 pages. In class we will discuss our thoughts on the book and do different comprehension activities. Students should be reading at about a 4th grade level. Book should be read before our class meeting. Progress is evaluated by participation in discussions and the final research presentation.

Class Breakdown:

Week 1: I Survived Hurricane Katrina, 2005

Discussion and critical thinking activity

Week 2: I Survived The Joplin Tornado, 2011

Discussion and critical thinking activity

Week 3: I Survived The Eruption of Mount St. Helens, 1980

Discussion and critical thinking activity

Week 4: I Survived The Japanese Tsunami, 2011

Discussion and critical thinking activity

Week 5: Review and culminating activity





Classics Journey of The Secret Garden Book Study



Once per week over 3 weeks



9-12 year olds



45 minutes per class



4-6 learners per class

In this class students will go on a classic literature journey with *The Secret Garden*. The book will be completed in 3 weeks so students need to commit to reading for about 30 minutes each day to keep up with the reading. Students will also be creating discussion questions to be discussed in class pertaining to what they have read outside of class. Our classes will consist of discussion using a variety of literature discussion techniques. Students should be at least at a 4th grade reading level. Progress is evaluated based on classroom participation.



The Secret Garden ISBN : 978-1679596858

"The discovery of a neglected garden transforms the life of a sullen and unloved little girl-and everyone around her, too. When the newly orphaned Mary Lennox leaves her native India and arrives at her uncle's mansion in Yorkshire, everything seems strange to her. Then Mary hears of a mysterious garden where no one has set foot in 10 years. With the help of some new friends, she plans to uncover its secrets...and make it blossom once again."

(<https://www.common sense media.org/book-reviews/the-secret-garden>)

Students will need to copy the book. I have listed the ISBN number to ensure students get the proper version. You can obtain the book on Amazon, or at local book stores like Barnes and Noble. Your local library may also have these books.



Literature Journey with The Tale of Despereaux and Because of Winn-Dixie



Once per week over 6 weeks



45 minutes per class



9-12 year olds



4-6 learners per class

In this class students will go on a literature journey using the 2 of Kate Dicamillo's award winning best sellers. We will be Tale of Despereaux and Because of Winn-Dixie. Each book will be completed in 2 to 4 weeks so students need to commit to reading for about 30 minutes each day to keep up with the reading. Students will need to read assigned reading before each class including our first class. Students will also be creating discussion questions to be discussed in class pertaining to what they have read outside of class after week one. Our classes will consist of discussion using a variety of literature discussion techniques. Students should be at least at a 4th grade reading level. Progress is evaluated based on classroom participation.

Tale of Despereaux by Kate Dicamillo ISBN: 9780439692687

"Listen, dear reader, to Kate DiCamillo, and you will hear of Despereaux Tilling, a half-sized mouse with giant ears who is "such the disappointment" to his mama because he won't act like other mice. He is sickly, faints at loud noises, loves music, bright light, and reading books. Worst of all, because he has fallen in love with a human princess named Pea, he talks to humans. For this transgression he is condemned by the other mice, including his own father, to be sent to the dungeon to be eaten by the rats. You will also, dear reader, hear of Roscuro the rat, who also loves light, but has a grudge against the princess. And of Miggery Sow, an abused, dimwitted, partially deaf serving girl who wishes to be a princess. And you will hear how the strange stories of these three outsiders intersect in a most unusual way. Reader, do you believe in happily ever after?"

(<https://www.commonsemmedia.org/book-reviews/the-tale-of-despereaux-being-the-story-of-a-mouse-a-princess-some-soup-and-a-spool-of>)

Because of Winn-Dixie by Kate Dicamillo ISBN: 9780439757379

"When lonely India Opal Buloni takes home a stray dog she finds at the supermarket, her whole life changes in ways she couldn't have imagined. India Opal Buloni has just moved to the small town of Naomi, Florida, with her father, a preacher who "reminded me of a turtle hiding inside its shell." Her mother abandoned them years before, and Opal feels alone and abandoned in her new town. At the supermarket she rescues a stray dog who looks "like a big piece of old brown carpet that had been left out in the rain," and names him Winn-Dixie, after the market. She soon discovers that he is great at making friends, and because of Winn-Dixie, Opal is learning to see beyond people's surfaces. The ex-con who runs the pet shop plays music that mesmerizes animals. A woman rumored to be a witch is just an old lady who is half-blind but can see with her heart. A pinched-faced girl harbors a tragic secret. And all are soon her friends."

(<https://www.commonsemmedia.org/book-reviews/because-of-winn-dixie>)

Students will need to copy of each of the books.

Class Breakdown:

Tale of Despereaux

Week 1: Book 1 A Mouse is Born

Week 2: Book 2 Chiroscuro

Week 3: Book 3 Gor! The Tale of Miggery Sow

Week 4: Book 4 Recalled to the Light

Because of Winn-Dixie

Week 5: Chapters 1-13

Week 6: Chapters 14-26





Language Arts Adventure: Enjoy Reading, Writing, and Grammar With Minecraft



Once per week over 6 weeks



45 minutes per class



8-10 year olds



1 learner per class

In this six week class we will be incorporating reading, writing, and grammar using a Minecraft theme. We will start class with a discussion of assigned readings from the book "Minecraft Stonesword Saga: Crack the Code" and then move on to our weekly grammar and writing activity. Class will be held via discussion, modeling, and independent practice.

What Your Child and You Needs to Know:

The book students are reading is designed for students in grades 3-4 so if your child struggles with reading you may need to read the assigned chapters out loud or together. Students should have a good understanding of how to write a complete sentence.

Summary of the book:

Based on the most popular video game of all time, this all-new chapter book series takes a group of intrepid Minecraft players deeper into the game than ever before. Someone--or something--has turned the Evoker King to stone. And now a new player, Theo, has joined the team on their quest to return their former enemy to normal. Theo's has coding skills that could come in handy, but does he have what it takes to be part of the team, or will his meddling put a crack in the game code that none of them will survive?

(<https://www.goodreads.com/book/show/56937416-crack-in-the-code>)

You will need to purchase the book or borrow it from your local library. I purchased mine at Barnes and Noble but it can also be bought on Amazon: https://www.amazon.com/Crack-Minecraft-Stonesword-Stepping-Stone/dp/0593372980/ref=sr_1_1?dchild=1&keywords=Minecraft+stones+word+saga+crack+the+code&qid=1633816582&sr=8-1

Class Breakdown:

Week 1: Pre-reading book activity

Understanding to components of a good paragraph
Subjects and Predicates

Week 2: Discussion of Chapters 1-3

Writing Activity
Nouns, Verbs, Adjectives, Adverbs

Week 3: Discussion of Chapters 4-6

Writing Activity
Conjunctions, Simple and Compound Sentences

Week 4: Discussion of Chapters 7-9

Writing Activity
Title capitalization and commas in a series

Week 5: Discussion of Chapters 10-12

Writing Activity
Quotations

Week 6: Culminating reading activity

Grammar Review





Reading Adventures with Where the Red Fern Grows and Johnny Tremain



Once per week over 6 weeks



9-12 year olds



45 minutes per class



4-6 learners per class

This class will take a literature journey with two highly engaging books and lively socratic seminar discussions. The Socratic seminar is a discussion, based on a text, where the teacher asks open-ended questions designed to elicit higher level thinking. Students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. The discussions are designed to go beyond basic comprehension of the story. To be successful, students should be reading at the 4th to 5th grade level or higher and they must be willing to read daily as we will be reading one book every 3 weeks. Homework will consist of daily reading and preparation for socratic seminars once a week. Progress is evaluated via class discussion. Students are expected to have their weekly readings done before class.

The books we will be reading in this class are:

Where the Red Fern Grows by Wilson Rawls (ISBN 9780440412670)

Summary:

"Billy is growing up dirt-poor in the Ozarks during the Great Depression of the 1930s. More than anything, he wants a pair of redbone coon hounds. As it is financially out of the question for his parents to buy them, he works and saves for two years to buy them himself, then hikes barefoot 60 miles round-trip over the mountains and through the woods to the nearest town to pick them up. He then spends months training the pups to be the best hounds in the hills. His dreams all come true as he spends every night out hunting in the hills with his dogs, and their fame spreads far and wide. Billy and his dogs are so good that his grandfather enters them in a championship coon hunt against grown men."

(<https://www.commonsemmedia.org/book-reviews/where-the-red-fern-grows>)

Johnny Tremain by Esther Forbes (ISBN 9780440442309)

Summary:

"Against the panoramic backdrop of the Revolutionary War, a young and impressionable teen apprentice silversmith in Boston is caught up in events that will change his life and the life of his country forever."

(<https://www.commonsemmedia.org/book-reviews/johnny-tremain>)

Class Breakdown:

Where the Red Fern Grows

Week 1- Chapters 1-6

Week 2- Chapters 7-14

Week 3- Chapters 15-20

Johnny Tremain

Week 4- Chapters 1-4

Week 5- Chapters 5-8

Week 6- Chapters 9-12





Lawn Boy Novel Study in Economics and an Entrepreneurial Journey (Flex)



Over 4 weeks



9-14 year olds



No live meetings



4-6 learners per class

Book Summary:

At the start of this witty, quick-moving tale from the Newbery author, a 12-year-old receives an unexpected birthday present from his grandmother: his late grandfather's riding lawn mower. Since his family's lawn is postage-stamp size with grass that "never seemed to grow enough to need mowing," he's initially unsure what to do with the machine. But he soon realizes that he can earn money mowing neighbors' lawns—perhaps even enough to buy a new inner tube for his bike. As the young entrepreneur's lawn-mowing business booms, he sees green in more ways than one, making enough money to buy countless inner tubes and learning a lesson about capitalism and investing. His teacher, a colorful ex-hippie named Arnold, is a down-on-his-luck stockbroker who brokers a barter deal with the lad, offering to invest his earnings for him in exchange for grass-cutting services. Repeatedly remarking how "groovy" Lawn Boy's success is, Arnold instructs his young pal in the rules of the business road, humorously reflected in Paulsen's chapter titles (such as "Capital Growth Coupled with the Principles of Production Expansion" and "Conflict Resolution and Its Effects on Economic Policy"). Adding further wry dimension to the plot are a tough-talking thug who threatens to take over the kid's business, the prize fighter whom Arnold (through another investment) arranges for Lawn Boy to sponsor, and the boy's delightfully—and deceptively—dotty grandmother, who gets the novel's sage last line: "You know, dear, Grandpa always said, take care of your tools and they'll take care of you." Readers will find this madcap story a wise investment of their time. (<https://www.publishersweekly.com/978-0-385-74686-1>)

Students will learn about running a business at a young age and will apply what they have learned by thinking of a business they could run. After students have read the book, they will conduct research on their business idea, write a business plan, and if so desired try out their idea. Students should be reading at a 4th grade level and should be able to utilize the internet for research on their business idea. Students will have 1 to 2 hours of homework each week. Weekly lessons will be presented via pre-recorded video in the classroom. Students will also participate in weekly discussions using the classroom platform. Students will be evaluated using their culminating project- the business plan.

Weekly Course Breakdown

Week 1- Read chapters 1-8 and answer discussion questions posted in the classroom

Week 2- Read chapters 9-15 and answer discussion questions in posted in the classroom

Week 3- Research your business idea and write your business plan

Week 4- Create presentation about your business





World Travel Project- Plan Your Own Travel Adventure!



Once per week over 6 weeks



10-14 year olds



45 minutes per class



4-6 learners per class

If you have ever planned a trip, you know how much work can go into the planning process, especially if you are going out of the country. For this course students will select a country they would like to travel to. Students will then spend some time learning about the culture and laws specific to their chosen country. They will create a presentation showcasing what they learned and share it with the class. Then students will get busy planning a trip to their chosen country. Students will learn how to complete a passport application (fictitious information only), how to search for flights, hotels, sightseeing, etc, how to keep a travel budget and understanding currency, solve travel problems, and manage time.

This course is designed to incorporate reading, writing, math, technology, and critical thinking. Students will need to know how to operate the computer, be able to work with Google Docs and Slides or other writing computer program, and have access to the internet for research with parent guidance if needed. Students will be expected to spend about 1-3 hours each week working on their projects outside of class. The end result will be a portfolio showcasing all the steps your child went through to plan a trip. The portfolio consists of a 3 ring binder with sheet protectors. Students can print out all the information they put together and place it in the portfolio or it can be housed electronically in Google Docs or some other print document.

Course Schedule:

Week 1- Culture Research Project and Passport Application

Week 2- Travel Destination and Flights

Week 3- What do I need to bring? What are my expenses?

Week 4- Where will I stay and how will I get around?

Week 5- What do I want to go see and where will I eat?

Week 6- Travel itinerary and putting it all together





Design and Furnish Your Dream House (Flexible Schedule)



Over 4 weeks



9-12 year olds



No live meetings



4-6 learners per class

In this class, students will learn how to apply the concepts of area and perimeter to the real world by designing their dream home. Students will also learn how to manage a budget as they shop for flooring, paint, fencing, furniture, and more!

In this flexible schedule course, students will be creating their own dream home blueprint, select flooring and wall coverings, design their dream backyard, and furnish their dream house on a budget. We will be using the classroom to view instructional videos, retrieve and post assignments, and ask and answer questions. Students will also answer questions to building challenges each week to sharpen their critical thinking skills. These will also be posted in the classroom. Students will review each other's responses and give feedback to each other if other students are enrolled. Teacher will give weekly feedback to guide student progress within 24 hours of student submittal except on weekends.

Students should have an understanding of how to calculate area and perimeter as well as how to add and subtract money amounts.

I do offer a 45-minute live course on this topic -- if a refresher is needed (<https://outschool.com/classes/6d70b99b-96b8-46d2-8358-8e409b592ccf/schedule#usJ3AQa2wI>). Students should expect to work anywhere from 1-4 hours per week on this project depending on how detailed students want to get. Students have one week to complete each week's assignments. Progress is evaluated based on student's submitted weekly work. Younger students may need a little more assistance from parents.

Course Break Down:

Week 1

Review area and perimeter
Overview of the project
Home requirements
Design home blueprint

Week 2

Housing budget
Materials cost
Flooring, painting, and more

Week 3

Design the outside perimeter

Week 4

Move-in ready - what furniture will you use?



*THIS CLASS WILL TAKE PLACE EVEN IF ONLY ONE STUDENT IS ENROLLED. IF YOU PREFER TO HAVE YOUR CHILD IN CLASS WITH OTHER STUDENTS AND YOUR CHILD IS THE ONLY LEARNER IN THE CLASS YOU SIGNED UP FOR, PLEASE CONTACT ME AND I CAN TRY TO MOVE YOUR CHILD TO ANOTHER SECTION IF AVAILABLE.



World Travel Project – Flexible Schedule



Over 6 weeks



9-14 year olds



No live meetings



4-6 learners per class

Students will learn about the culture of the country they plan to visit, how to complete a passport application (fictitious information only), how to search for flights, hotels, transportation, sightseeing, etc, how to keep a travel budget and understanding currency, solve travel problems, create a schedule, and manage time. This course is designed to incorporate reading, writing, research skills, math, technology, and critical thinking. Students will need to know how to operate the computer, be able to work with GoogleDocs and Slides, and have access to the internet for research with parent guidance if needed. Students should have a gmail email account as we will utilize Google's platform for slide presentations and word documents. Other tools may also be used like keynote or powerpoint. Students will be expected to spend 2-4 hours each week working on their projects. The end result will be a portfolio showcasing all the steps your child went through to plan a trip. The portfolio consists of a 3 ring binder with sheet protectors. Students can print out all the information they put together and place it in the portfolio or it can be housed electronically in a word document file. This is a flexible schedule, 6 week course to allow for busy schedules. I will post weekly videos introducing our weekly tasks, post examples, and notes in the classroom forum. In addition, I will post weekly travel challenges in the classroom that students should respond to. Students will use this forum to ask questions if needed as well. In classes where other students are enrolled, students should look at each others work and post comments or questions. I will provide weekly feedback on items submitted within 24 hours of submittal except on weekends.

***THIS CLASS WILL TAKE PLACE EVEN IF ONLY ONE STUDENT IS ENROLLED. IF YOU PREFER TO HAVE YOUR CHILD IN CLASS WITH OTHER STUDENTS AND YOUR CHILD IS THE ONLY LEARNER IN THE CLASS YOU SIGNED UP FOR, PLEASE CONTACT ME AND I CAN TRY TO MOVE YOUR CHILD TO ANOTHER SECTION IF AVAILABLE.**

Course Schedule:

Week 1- Culture Research Project and Passport Application

Week 2- Travel Destination and Flights

Week 3- What do I need to bring? What are my expenses?

Week 4- Where will I stay and how will I get around?

Week 5- What do I want to go see and where will I eat?

Week 6- Travel itinerary and putting it all together

