

# Making a Difference In the Lives of Children Through OST Programs



## Contact Information

Larry I. Bell

Multicultural America, Inc.

12689 Crossbow Drive

Manassas, VA 20112

703.690.0413

[www.larry-bell.com](http://www.larry-bell.com)

[larry@larry-bell.com](mailto:larry@larry-bell.com)

**I. Share one of your biggest success stories, or your biggest accomplishment thus far through the OST program.**

**II. Why do you feel the program is critical in the lives of your participants?**

**III. Why do you feel the program is critical to the parents and community?**

**IV. What are some simple things you do to create a positive culture and make all participants feel welcome, respected and safe?**

**V. What is your absolute best unity building technique or activity?**

**VI. What are three “fun” activities your students enjoy as a part of your program?**

**VII. What are your best academic strategies to help students with classroom-type work?**

**VIII. What have you found to be your biggest challenge and what are some ways you have developed to overcome this challenge?**

# TWELVE WORDS

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Twelve words that trip up the “at-risk” student on standardized tests.

Part I: Convert these words into short, “at-risk” friendly phrases your students can identify with and remember.

Word	Short, “at-risk” student friendly phrases
1. Trace	
2. Analyze	
3. Infer	
4. Evaluate	
5. Formulate	
6. Describe	
7. Support	
8. Explain	
9. Summarize	
10. Compare	
11. Contrast	
12. Predict	

Part II: List ways teachers can make these a part of every child’s vocabulary.

Personal Reflection:

Here are the three ways I will use these words in my classroom:

- 1.
- 2.
- 3.

What other words in your subject area trip up students?

**UNRA(A)VEL**  
Reading Strategy Mnemonic

- U** nderline title
  - N** ow predict passage
  - R** un through and number the paragraphs
  - A** re you reading the questions?
  - (A)** re the important words circled (write down their meaning)
  - V** enture through the passage
  - E** liminate
  - L** et the questions be answered, and write the paragraph # and line # where you found the answers
- ✓ **Double check your work**

Brent Grimes, Paul Paschal, JeJuana Collins, Kristen Bowen, Angela Buzzetti, Darcy Ellette, Diana Keeler-Deak  
Glasgow Elementary, Riverview Gardens School District, MO

**WRITING UNRA(A)VEL**  
(Essay Writing)

- U** nderline the prompt/question
- N** ow predict (identify) the type of writing
- R** ecord ideas in proper order
- A** rrange ideas by topic
- (A)** re you ready to write?
- V** enture through the passage
- E** liminate information not on topic
- L** et the final draft be written!

Created By: Janell Harris  
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**MATH UNRA(A)VEL**  
A Word Problem – Solving Strategy

- U** nderline the question
  - N** ow predict what you think you need to do to solve the problem
  - R** ead the word problem
  - A** re the important words circled?  
(especially clue words)
  - (A)** pply the step(s) you chose to solve the problem
  - V** erify your answer (is it reasonable; does it make sense?)
  - E** liminate wrong answers
  - L** et the answer stay or rework the problem
- ✓ **Double check your work!**

**R.E.M.E.M.B.E.R.**  
(UNRA(A)VEL for Kindergartners)

- R** – Restate the title
- E** – Everyone predict/think what the story will be about
- M** – Mark the sentences
- E** – Emphasize the important words
- M** – Make sure you look at the pictures
- B** – Be aware of the reading objective
- E** – Evaluate the story
- R** – Retell the story to a friend/partner

*“Remember the story we read...” Earth, Wind, and Fire*

Karen E. Howard, Kindergarten Teacher, Bessie Owens Primary School  
Bakersfield City School District , 815 Potomac Ave., Bakersfield, CA 93307

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