Greetings! This is the last BUILD newsletter of the year! Thanks for an amazing year.

- Your BUILD Coordinators
  Crystal, Cami and Jenn

**EVENTS**

**End of the Year Celebration!**

*Monday, April 26th, 6pm – 8pm*

SED Lobby and Rm. 130 (Auditorium)

Attend BUILD’s End of the Year bash! Come watch a slideshow highlighting all the fun we’ve had this year. We’ll congratulate tutors of the month and those that offered workshops, and bid farewell to our graduating seniors. There will be food and cake to help us celebrate!

**WORKSHOPS**

Workshops have been completed for the semester. Thanks to all our tutor trainers for offering such wonderful workshops! You will be contacted if you did not complete your semester requirement.

**REMINDERS**

**Last Official Day of Tutoring:** Thursday, April 29th (last day of classes)

**Tutors MAY choose to tutor until:** Tuesday, May 14th

Anyone who wishes to continue tutoring at their site until the end of the public school year, June 30th, MUST apply for summer work-study. Contact the work-study office if you are interested. If you qualify for summer work-study and plan on working, you must email the BUILD Graduate Coordinators. We will send you more information about summer timesheet deadlines and procedures.
PLEASE NOTE: If you continue to tutor past May 1st you must let your lead tutors know. Also, please let lead tutors know if you are planning on working for BUILD next year, or if you would like to switch sites.

**TUTORS OF THE MONTH**

**Congratulations to Michelle Gammill from Trotter In - School!**

**Her lead tutor said:**

Michelle always has a positive attitude, and though she is soft-spoken, she is always in control of tutoring situations and makes sure students get the most out of each tutoring session. She utilizes BUILD resources and follows the literacy development program at the Trotter enthusiastically and innovatively; she is a pleasure to work with.
Activity of the Month

Try this fun and interactive activity for Poetry Month!

P Is for Poetry

Brief Description
Students create a simple rhyming ABC book with younger or ESL students.

Objectives

Students:

• brainstorm a list of words beginning with an assigned letter.
• write simple rhymes for that letter, following the examples given.
• illustrate the rhymes.
• incorporate the letter into the rhyme illustration in obvious or hidden ways.

Materials Needed
Classroom writing and drawing materials

Lesson Plan

In this activity, students create simple rhymes for each letter of the alphabet. The rhymes will be collected and published in a book titled Our Rhyming ABC or P Is for Poetry.

Students might be grouped for this lesson in one of the following ways:

• Write each letter of the alphabet on a small piece of paper and put the papers into a container such as a bowl or hat. Have each student draw a letter from the container and explain to students that they will write a poem about the selected letter. If you have a class of fewer than 26 students, you might omit hard-to-rhyme letters such as i, q, x, and z.

• Organize students into pairs or groups of three or four, and let each pair or group select several letters and work together to create poems based on those letters. You might also assign each group one of the hard-to-rhyme letters mentioned above.
° Have each student or group brainstorm a list of words beginning with their assigned letter(s). The lists will serve as a "dictionary" from which they can draw ideas for the rhymes they create. When the poems are completed, ask students to illustrate their rhymes.

See some sample ABC poems. They include the following poem for the letter c.

C is for cow.
C is for cat.
C is for caterpillar
on my hat.

Extend the Lesson:

• Have students write each word that begins with the assigned letter in a different color.
• If students are stumped for rhyming words, and if they have Internet access, introduce them to an online rhyming dictionary.
• Make this activity a little more creative, and perhaps a little more challenging, by asking students to incorporate their assigned letter into their illustrations in obvious or hidden ways. For example, for the c poem above, the student might draw a picture of a cow with many black spots, including one spot shaped like the letter c, a cat curled up into a shape that resembles the letter c, or a caterpillar curled to form the letter c on a baseball cap that has a large team letter C on it.
• Students in foreign language classes might use this lesson to create an ABC book in the language they are learning.
• Students might use Kid Pix, or another software drawing program, to create the images for the book.
• Ask students to tell how many syllables appear in each line of their poems. (Do all lines have the same number of syllables?) Challenge students to try to include the same number of syllables (plus or minus one) in each line, so the rhyme has a nice rhythm.

Assessment
Students share their poems with their classmates or with students in other classes.

Lesson Plan Source
Education World