

4th-8th

Getting to Know You activities for Staff

Week 1: August 2nd- 3rd

(Feel free to plug in the below activities into your schedule)

**Activities should be performed daily*

Academic Hour Activities

- **Create and practice attention getters**
- **Create and practice group expectations (3-5 group agreements)**
- **Name Glyphs (name tags)**
- **Create seating charts and line charts (Use name tags)**
- **I can't imagine my life without.....**

Enrichment Activities

- **Autographs, please!**
- **Snowball Fight**
- **Finde Someone Who...**
- **Name exchange**

SPARKS

- ***Stretch your body**
- **Change 3 things**
- **3-2-1**

No Homework Activities

- **Write and illustrate your first day of school**
- **Read a chapter and write a summary**

Name: _____

Age or grade levels **K-8**

Academic/Enrichment Activities

May include: Reading, Writing, Research, Math skill building, Science, Social Studies, Geography, History, Homework Help, Lakeshore, Reader's Theater...

Activity: Teaching attention signals

_____ 1st two weeks
Time: 2-5 min Sessions: _____

Location: quiet area

Decide what attention getting signal you will use with your group. (this can be the same as the whole group signal or another one) You may need to change to a different signal mid-year.

1. Preview objectives. "We are doing this activity so that you will know exactly what to do when you see or hear our signals. You and I will have a better time, you will be safer because you will give me your attention more quickly when you know what the signals mean." The signal for quiet is a raised hand and I will stop talking. I will expect you to stop what you are doing and look at me.

2. Teach: I will tell the students what signal I will use when I want them to stop moving, talking and give me 100% of their attention. I will tell the students to talk to their neighbor and when I give the signal everyone will stop what they are doing and give me their attention. I will congratulate the groups/individuals that are successful and have them practice again until the whole group is successful. I will thank and praise students for following directions, getting quiet, giving me their attention. I will remind others of the expectations and have the group practice again, praising those who do well.

3. Practice: Students will listen, follow my directions and respond to the signal. I will praise positive responses and have students practice throughout the 1st two weeks.

4. Review: Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity. Students will demonstrate success by responding to the signal. I will ask: Why do we do this? What do you want me to do when you raise your hand? (you should respond to their signal as well)

5. Notes: A place to write down ideas for improving the lesson next time.

Follow this plan for teaching any signals or processes for your group. Praise students whenever they follow the directions or demonstrate positive behavior.

ATTENTION GETTERS!

Staff Says...

1. One, two, three...
2. Ready set...
3. Hocus Pocus
4. Holy moly
5. Macaroni and cheese
6. Zip, zip, zip
7. Ready to rock
8. All set
9. Peanut butter
10. Flat tire goes
11. Eeny Meeny
12. Zip it, lock it
13. Hands on top
14. Chicka, Chicka
15. Tootsy roll, lollipop

Students say...

Eyes on me!
You bet!
Everybody Focus!
Guacamole!
Everybody freeze!
We're all that!
Ready to roll!
You bet!
Jelly!
Shhhhhh!
Miny mo!
Put it in your pocket
That means stop!
Boom, boom!
We've been talking now let's stop



Name Glyph

(create your own name tag)

Grade: K – 8th

Time: 45 minutes – 1 hour

Materials:

- One copy of the “Name glyph Template” per each student
- White construction paper, card stock or computer paper (one per student)
- Pencils
- Markers

Objectives: Students will create their own name tags that represent themselves through words and/or pictures. They will share out their name tags with the group.

(Use for making seating charts, behavior management and line orders.)

A name tag glyph is a great getting-to-know-you activity for the first day or first week of school. I will show you how to make one here (or if you just want a free one, scroll down to the bottom! I will never know!)

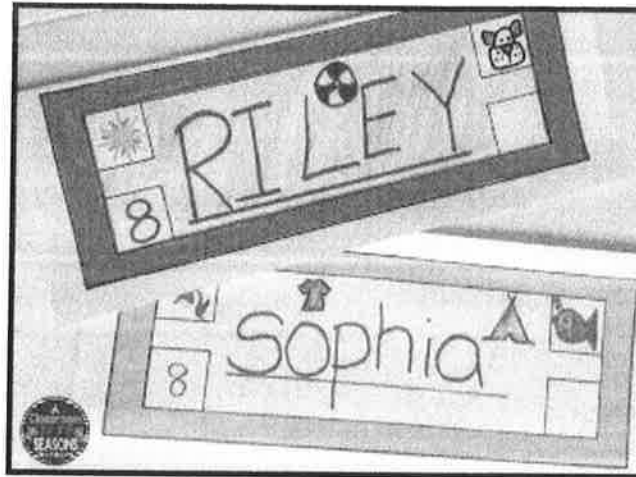
A glyph is a picture or symbol that gives information. Name glyphs are great for elementary aged students and I have even used them successfully with high school ESL students.

What you need: paper (card stock works best but is not necessary), markers and crayons and a worksheet with the questions you want to ask your students

Step 1: Print out the worksheets with getting-to-know-you questions. Each answer will have a symbol or direction to follow. Have students answer the questions on the paper and make their practice name tags. (see attached templates)

Step 2: Give students a piece of white construction paper or card stock. (You can also use white computer paper.) Fold it horizontally (hot dog style) so it will stand on the student's desk.

Step 3: Students will then complete their name tag with the information from the worksheet. It is very important that they follow the directions closely and maybe even do a practice name tag first. (copy what their practice mini name tag looks like on the apper)



Step 4: After students complete their name tags, there are a number of follow up activities you can do. - Have students introduce a partner by interpreting a classmate's name tag for the class. - Students can write a paragraph about another classmate just using the information from his or her glyph. - Prepare a glyph worksheet for your sub tub so your substitute will have a name tag for each student.

Share out Name tags

1. Staff – Use Attention getter: have students go around the room and share out their name tags and what they chose to draw or write on their name tags to decorate their name tags. (20 – 25 minutes)

Staff: Collect the name tags and use them to help you create:

- **Seating chart**
- **Line order**
- **To move student's seats around daily, when needed, for behavior management purposes**
- **Continue using the name tags daily to set up their seating charts and rearrange where they are sitting for each day or each activity.**

Name _____

Name Glyph

Directions: First answer the questions below. Then complete your name tag.

1. Are you a boy or girl? Circle the correct answer.
boy = write your name in all capital letters
girl = write your name in all lower case letters
2. Do you have brothers and sisters? If you are
the oldest child = write your name in red
the youngest child = write your name in green
a middle child = write your name in purple
an only child = write your name in orange
3. Are you a new student to this school?
yes = circle your name
no = underline your name
4. Which of the following activities do you like the most?
playing video games = color the border yellow
reading = color the border blue
playing sports = color the border black
doing arts and crafts = color the border orange
5. Do you have a pet?
Yes = draw a picture of your pet in the top right corner
No = draw a picture of a pet you would like to have in the bottom right corner
6. What month were you born in? Draw the symbol in the top left corner.

January = snowman	July = sun
February = heart	August = sunglasses
March = clover	September = apple
April = umbrella	October = pumpkin
May = flower	November = leaf
June = ice cream cone	December = candle

Autographs, Please!

Grade: 2-8

Time: 10-15 Min.

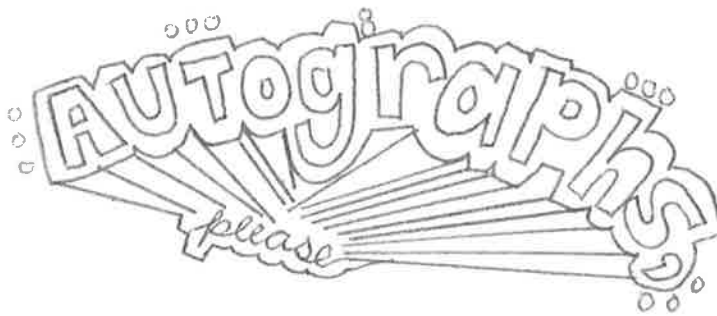
Objective: Getting to know your peers by asking students questions about themselves.

Materials: *Autographs, Please!* Worksheet

Activity: Explain to students that they will be playing a getting to know you activity by signing the box that applies to them. Students will walk around the classroom and ask their peers questions that are in the boxes. If the box applies to the student, they will sign it. The student will then move on to the rest of the class until his/her sheet is filled with autographs.

Going Deeper:

- Ask students if they were surprised by any similarities or things in common with students in the classroom.
- Discuss similarities and differences. Every student is unique in his or her own way and experiences.






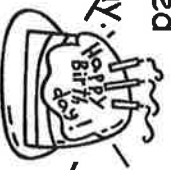
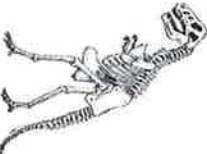

















Name _____

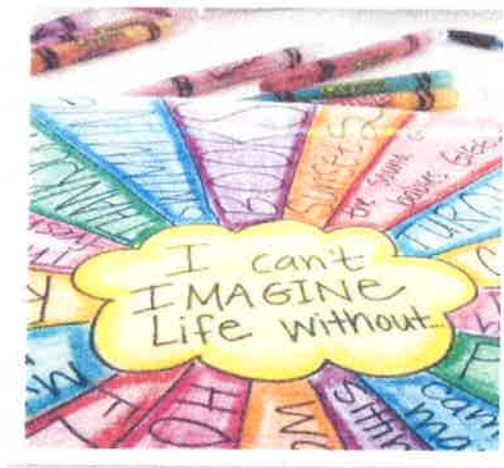
Autographs, Please!

When you find a classmate who has done an activity on your sheet, ask them to sign that box.
You can only sign each person's sheet once. Can you fill them all???



<p>I slept in a tent.</p> 	<p>I hiked a mile or more.</p> 	<p>I acted in or attended a play.</p>	<p>I read a map.</p>	<p>I went to a party.</p> 
<p>I slept over at a friend's house.</p> 	<p>I visited a different state or country.</p> 	<p>I celebrated my birthday.</p> 	<p>I went to a museum.</p> 	<p>I planted a garden.</p> 
<p>I wrote a story or poem.</p> 	<p>I swam in an outdoor pool.</p> 	<p>I ate a hot fudge sundae.</p> 	<p>I made a new friend.</p> 	<p>I went to an amusement park.</p> 
<p>I went to a movie.</p> 	<p>I read a great book.</p> 	<p>I stayed up really late.</p>	<p>I ate at McDonald's.</p> 	<p>I learned something cool.</p> 
<p>I went on a picnic.</p> 	<p>I watched a parade.</p> 	<p>I went to a fair or carnival.</p> 	<p>I rode in a convertible.</p> 	<p>I visited the zoo.</p> 

I can't Imagine Life Without



Grades: K-8th

Sessions: 1 (45min)

Overview: In this lesson student will share what they can't imagine life without.

Objective: Getting to know what is important to one another, as well as finding similarities amongst one another.

Materials

- "I can't imagine life without" (see attached document, make copies for all students)
- Pencils
- Markers
- Color pencils
- Crayons

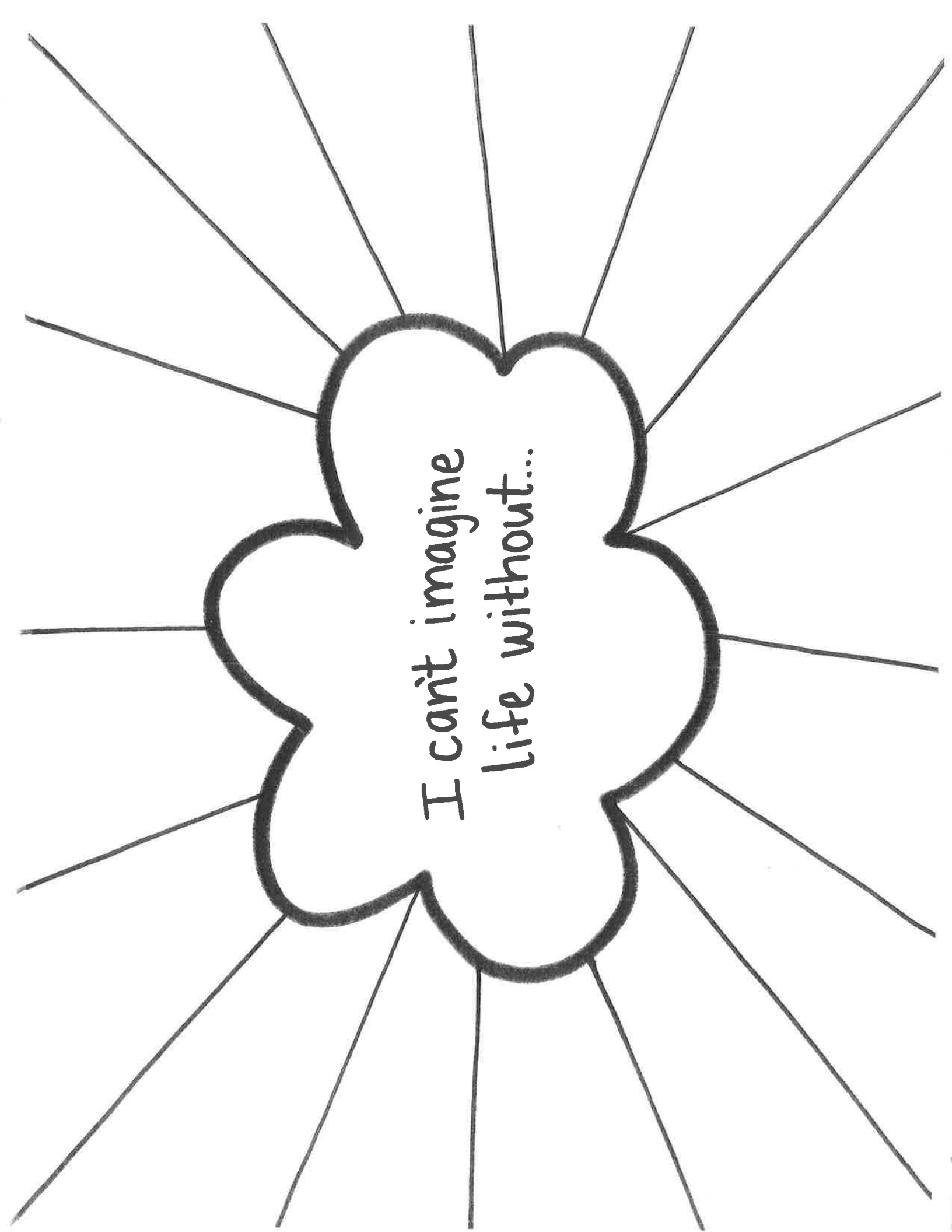
Step 1: On a large piece of butcher paper/ whiteboard, brainstorm with your group items we can't live without (i.e. people, food, places, items anything special to them). 5-10 min

Step 2: Have students fill in the attached paper "*I can't Imagine life without...*"

- If you have artistic students, have them create their own "*I can't imagine life without*" web.
- For younger students (K-2), have them write and draw a correlating picture in their "*I can't imagine life without.*"

Step 3: Have student present their work.

- Pair students together and have them share their "*I can't imagine life without,*" **OR**
- Open the floor up for students that would like to present their "*I can't imagine life without*" to the class



I can't imagine
life without...

Activities

For the First Week of School . . . and Beyond

Grade: 4-8

Time: 20-30 min.

Find Someone Who . . .

This game is a wonderful ice breaker for the first day of school. It's like a socially interactive scavenger hunt which allows students to get to know each other. You'll be amazed by the buzz of excitement that this activity generates and by the interesting conversations which take place when reviewing the winner's category sheet.

- Copy the "Find Someone Who..." form
- Give students fifteen minutes to find classmates who fit the listed categories, without listing the same person for more than two categories. When fifteen minutes are up, have the students add up the total number of categories they completed and write the total at the top of the page.
- Ask everyone to stand. Then start counting up to 25. Students should sit when you say the number which matches their total. The last standing student is the winner.
- Take the winner's sheet and review it with the class. Talk to each of the students whose name is listed under each category. Verify that they fit the given category. If they do not, deduct one point from the total. Continue until the winner is established.
- Decide on some small prize for the winner to receive, such as a book, a free computer pass, lunch with the teacher, etc.

Interest Inventory

It is important that you get to know your students as unique individuals. The responses they give on the interest inventory on pages 20-21 provide an insight into how they view the world, as well as what they find fun and exciting. This may help you choose class novels and activities throughout the year.

Date:

Total:

Find Someone Who . . .

Find someone in the class who fits each of the following categories. Record their name. You cannot use the same person more than twice. Circle the number of each category you've completed.

1. Can name the 5 Great Lakes. NAME: _____
(List them.) _____
2. Loves to read. NAME: _____
(What kind of books?) _____
3. Has a younger brother. NAME: _____
(Brother's name?) _____
4. Has two older sisters. NAME: _____
(Sisters' names?) _____
5. Enjoys gardening. NAME: _____
6. Has tried asparagus. NAME: _____
7. Can speak several words of a foreign language.
NAME: _____ (What language?) _____
8. Has brown eyes. NAME: _____
9. Likes to use the computer. NAME: _____
10. Can play a musical instrument. NAME: _____
(What instrument?) _____
11. Has a birthday in November. NAME: _____
(What date?) _____
12. Plays on a sports team. NAME: _____
(What sport? _____ What's the team's name?) _____
13. Owns a collection of items. NAME: _____
(What is it?) _____
14. Owns more than three pets. NAME: _____
(What are they?) _____
15. Has performed in a play before. NAME: _____
(What was the name of the play?) _____
16. Likes to write stories. NAME: _____
17. Has lived in another state. NAME: _____
(Which state?) _____
18. Has seen a chicken hatch before. _____
NAME: _____ (When?) _____
19. Knows what a thesaurus is. NAME: _____
(What is it?) _____
20. Has made dinner for the family. NAME: _____
(What did they make?) _____
21. Loves to draw. NAME: _____
22. Knows the name of the Vice President.
NAME: _____
(What is it?) _____
23. Knows the name of the governor.
NAME: _____
(What is it?) _____
24. Knows the capital of Vermont.
NAME: _____
(What is it?) _____
25. Knows the chemical formula for water.
NAME: _____
(What is it?) _____

Snowball Fight

Grade level: 3rd-8th

Time: 15 minutes

Objective: To become familiar with classmates

Materials: scratch paper, pencils

Steps:

1. Discuss "snowball fight" activity
2. Pass out supplies
3. Give students 5 minutes to write down 3 facts about him or herself
4. Have them crumple up papers and place to show they have finished
5. On your signal, have the students throw the "snowballs" all over the classroom
6. On your signal, have them stop and pick up and unfold a snowball
7. Have the students try to find the student whose snowball they found

https://docs.google.com/document/d/138FDfOCJwilwRmEI_1kBwhl_sshA59xRN7TOnT1WvQ0/edit

Grades
1-8

Name Exchange

S19

Purpose: To provide the opportunity for students to learn each other's names.

Materials: Copies of S19 Name Exchange form, 1 per student, run off on light-colored construction paper and cut along the outside border; marking pens, crayons or pencils.

Procedure: Give each participant a copy of the Name Exchange form. Ask students to write their name in the center shape. Encourage them to colorfully decorate their name letters and the form using marking pens, crayons or colored pencils. In the spaces provided, they then include a few words, pictures or symbols that describe them (interests, strengths, favorite place or pastime). Instruct students to color only to the center rectangle, and not to color in the space that contains their name.

Explain to students that they are now to find out the names of each of their classmates by referring to everyone's decorated name tag. The object of the activity is to fill in each classmate's name in the spaces provided. Model to students how to initiate the meeting with classmates. They are to introduce themselves by stating their name and showing their name tag. Students take a moment to explain a few symbols they've used on their own tag. The introducing student then writes the classmate's name in an available space, and the greeted student writes the name of the initiator in an available space on his/her name tag. Classmates continue the activity until the forms are completely filled out. Students may wear completed name tags; laminate them if they are to be used over and over again.

Name Exchange S19

CLASSMATE'S NAME	CLASSMATE'S NAME	CLASSMATE'S NAME	CLASSMATE'S NAME
	A FAVORITE ACTIVITY	A FAVORITE PLACE	
CLASSMATE'S NAME	<div>NAME</div>		CLASSMATE'S NAME
	A FAVORITE PASTIME	A STRENGTH	
CLASSMATE'S NAME	CLASSMATE'S NAME	CLASSMATE'S NAME	CLASSMATE'S NAME

CLASSMATE'S NAME	CLASSMATE'S NAME	CLASSMATE'S NAME	CLASSMATE'S NAME
	A FAVORITE ACTIVITY	A FAVORITE PLACE	
CLASSMATE'S NAME	<div>NAME</div>		CLASSMATE'S NAME
	A FAVORITE PASTIME	A STRENGTH	
CLASSMATE'S NAME	CLASSMATE'S NAME	CLASSMATE'S NAME	CLASSMATE'S NAME

SPARK ICEBREAKERS

3-2-1

Ready

- None

Set

- Pair students; scattered in area

GO!

1. Our icebreaker today is 3-2-1. You will learn some interesting facts about each of your partners and group members.
2. Find a partner and identify 3 unique items you have in common (*i.e. favorite fruit/vegetable, hometown, tv show, etc.*).
3. Once you have identified your 3 items, raise your hands to find another set of partners who are ready to join you to form a group of four.
4. Now your group of four needs to identify 2 items you all have in common. (*Encourage students to dig deep for commonalities because you cannot use items you have previously identified*).
5. Finally, when your group is ready, raise your hands to connect with another group of four to make a group of eight. The goal is for the group of eight to find 1 unusual event, interest or activity that all of you have in common. The groups of eight will report to the full group at the end of the activity.
6. Think About...
 - In this activity you were able to learn more about the people in your class. How would this affect the interaction between your classmates?

Teaching Tip...

When teaching this to students, provide a few examples to demonstrate the wide variety of interests from which they can choose their facts.

SPARK ICE BREAKERS

Change Three Things

Ready

- None

Set

- Pairs scattered throughout area.

GO!

1. Our icebreaker today is Change Three Things. You will practice your observational skills as well as your creativity.
2. On my signal, face away from your partner and change 3 things about yourself that are visible and can be detected by your partner. You can make them as obvious or as subtle as you like. I will give you approximately 30 seconds to make your changes.
3. On my signal, turn and look at your partner. Take turns guessing the 3 things they have changed.
4. *(After doing once, do again. If time, do a third time!)*
5. **Challenges**
 - Can you make it more difficult for your partner to discover your changes?
 - What creative ways can you change yourself?
6. **Wrap It up**
 - What did you notice about your partner's changes?
 - Did you have to get a little more creative each time we did the activity?
 - When you teach the same lesson several times, what do you do to keep your students challenged and engaged?

NO HOMEWORK?

1. POWER-WRITE and illustrate a story about:

- Your day
- Your family
- What you want to be when you grow up
- Where you live
- Describe your favorite meal
- If you could wave a magic wand, what would you make happen?

2. Read a book to a younger student

Ask 3 on the surface questions and 3 under the surface questions

Write the questions and answers and illustrate them, together

3. Write a book report Title, author, setting, characters, summarize what happened, if there was a problem - how was it resolved?

- Write the book report by yourself
- Write the book report with a younger student
- Create an advertisement or comic strip about your book

4. Write a report about your favorite animal

Name, physical description, where it lives, what it eats, is it used for anything by humans and why you like it.

5. Quick Draw: Have Staff time you for 5 minutes while you draw a picture. Now write a 5 paragraph story about your picture. Use Power Write to help you organize your thoughts.

6. Draw a map of:

- Your house and label each room
- Your neighborhood and label the places
- The school and label each room

7. Design an advertisement or brochure about your STEP Up program.

Include all the staff, the teachers and students. Your finished product should showcase the best points of your program and convince the reader to send their children to the STEP UP program at your school.

8. Write 3 word problems each for:

- Subtraction
- Addition
- Multiplication
- Division

POWER WRITE

- Brainstorm topics.
- Write words or sentence on line 1 and all line 2s.
- Elaborate on 2s by writing on line 3.
- Write your ideas out on 1st draft, writing complete sentences.
- Edit with the staff-look at spelling, sentence construction, does it make sense?
- Write a final copy and illustrate.

1

TOPIC SENTENCE

2

Detail

3

Expanding the detail

2

Detail

3

Expanding the detail

2

Detail

3

Expanding the detail

1

Conclusion-Restate the topic

Older students can add line 4 to each section. One Power Write can be one paragraph for a multi-paragraph paper.