

K-3rd

Getting to Know You activities for Staff
Week 4: August 20th-24th
(Feel free to plug in the below activities into your schedule)
****Activities should be performed daily***

Academic Hour Activities

- *** Review and practice routines and expectations**
- Me Hanging
- Practice Active Threat
- Practice: Leave the Building
- Safety Map Creation
- Practice Correct Behavior (whole group)Pra
- My Dreams
- KWL- After school program

Enrichment Activities

- Animal Groups
- Hot Potato Jumble
- Player to Player
- Me Poster
- Paper Towel Designs

SPARKS

- ***Stretch your body**
- Rock, Paper, Scissors
- Meet me in the Middle
- Have you ever?
- Houdini Hoops
- Partner Tag

No Homework Activities

- Practice writing letters S-U
- Practice writing letters X-V
- Practice letters Y & Z
- Choose favorite letter; write it; write a word starting with it; draw a picture
- Choose favorite number; write it; draw pictures of different objects representing the number

SH42



Me Hanging

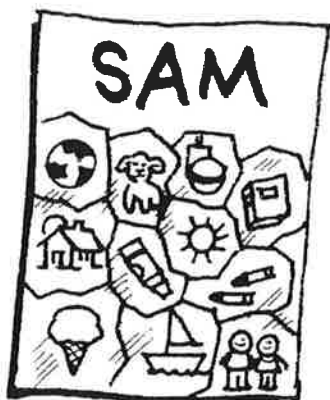
17

1. Make a paper figure of you and color it.
 2. Cut 6" circles out of paper.
 3. On each circle write something about yourself. Describe:
 - a. what you look like.
 - b. your family.
 - c. something you're proud of.
 - d. an interest or hobby.
 4. Punch a hole in the middle of the top and bottom of each circle. Punch one hole in your figure.
 5. Tie 5" yarn pieces in the holes to connect the holes.
- You need: hole punch, yarn, marking pens, paper, glue, scissors

SH43

Me Poster

18



1. Cut out pictures from magazines of things that remind you of yourself for your Me Poster.
2. Paste the pictures onto a large sheet of paper.
3. Write your name at the top of the paper.

You need: magazines, scissors, glue, construction paper

“Active Threat” Safety Process

Purpose: To teach students what to do during an active threat.

Time: 20 – 30 minutes

Ages: All ages

Materials: Map of School

Prep: Determine possible escape routes for different parts of campus.

Procedure:

1. Explain to students that the signal for active threat is voice signal “active threat” or whistle signal.
 - When students hear this signal you will freeze/stop what you are doing and become absolutely quiet.
 - If outside, staff will direct students to run to the nearest safe location. (this location could be outside or inside)
 - If inside or once inside:
 - Staff will lock doors and windows
 - Close blinds
 - Students will be quiet. Hiding out of view of doors and windows. During actual event staff and students will barricade doors.
 - If inside cafeteria/MPR, student should not be hiding under desks. They should be in an area where they can escape if room is breached.
 - Doors are not to be opened until the all clear is signaled.
2. Have students practice responding by freezing and becoming quiet / 3x or until they can respond immediately to the signal.
3. Practice running to the nearest safe place if outside.
4. Practice locking doors and windows, close blinds, and remaining quiet.
5. Once you hear the all clear. Staff will proceed back to their original activity.
6. Review with students:
 - What did we do well
 - What do we need to practice again
 - Why do we practice this? (to be safe)
7. If you need additional practice, do so that day and follow up with another practice within the week.

Leave the Building Safety Process

Purpose: To teach students how to leave the building during an emergency.

Time: 20 – 30 minutes

Ages: All ages

Materials: Map of School

Prep: Determine where your designated meeting places are based on current location.

Procedure:

1. Explain to students that the signal to leave the building is voice signal “leave the building” or fire alarm. (Do not pull fire alarm for drills)
 - When students hear this signal you will freeze/stop what you are doing and become absolutely quiet.
 - Staff will direct students to line up and walk to the designated meeting place.
2. Have students practice responding by freezing and becoming quiet / 3x or until they can respond immediately to the signal.
3. Then practice walking to the designated meeting place.
4. Staff should take attendance at meeting place and contact program facilitator updating them of status of students. (ex. Blue group all 18 student accounted)
5. Once you hear the all clear. Staff will proceed back to their original activity.
6. Review with students:
 - What did we do well
 - What do we need to practice again
 - Why do we practice this? (to be safe)
7. If you need additional practice, do so that day and follow up with another practice within the week.

Staff Name:

Age or grade levels

K-8TH

Academic/Enrichment Activities

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

Activity: SAFETY MAP CREATION
Time: 30 # Sessions: 1

Book: **Page:** **Location:**
Supplies: paper or small poster paper, pencil, crayons or markers or colored pencils

1. Preview objectives. "We are doing this activity so that you ..."show what you have learned about your safety expectations and locations through drawing a map of the school and emergency evacuations.

2. Teach: Describe what staff (you) will be doing during this activity.

*Staff will review over emergency evacuation plans with students helping them reflect the locations & plans

*Staff will explain that they are going to draw a map of the school and the emergency locations for safety

*Staff will pass out a sheet paper and coloring items and allow students to create map

*Staff will move around to help assist students stay on task and remember safety locations

3. Practice: Describe what students will be doing during this activity

*Students will reflect emergency plans and locations.

*Students will draw map of the school, and the emergency locations

*Students will pair up in a group of 4 and present to class

4. Review: Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity.

* In what ways will you be ready for an emergency? * How safe do you feel knowing where to go?

*Why do we leave our work area, to go to our emergency locations?

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

Activity:
Time: **# Sessions:**
Book: **Page:** **Location:**
Supplies:

1. Preview objectives. "We are doing this activity so that you"

2. Teach: Describe what staff (you) will be doing during this activity

3. Practice: Describe what students will be doing during this activity

4. Review: Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity.

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

My Dreams

11

1. Draw a picture of your head and cut it out. (Or make your silhouette by standing in front of an overhead projector. Have a friend trace the silhouette that appears on a piece of paper taped on the wall.)
2. Cut out your silhouette. What things do you dream about? What things do you wish might happen to you? Draw pictures of your dreams on your cutout.



KWL

“AFTER SCHOOL PROGRAM”

WHAT WE KNOW

WHAT WE WANT TO KNOW

WHAT WE LEARNED

Grade: K – 3rd

Time: 20 – 30 minutes

1. What we KNOW:

Use a large sheet of paper and have your group brainstorm what the students KNOW about the After School Program (ASP)

Questions to help the discussion: Describe what students know about the ASP, what have you heard about it, is anyone been in the program for more than three years, what are some things they might do in the ASP?

Each question may start a new line of thinking. Remember to write down all the thoughts and not judge if they are right or wrong.

2. What we WANT to Know:

On the same sheet have the students think about what they WANT TO KNOW about the ASP

3. What we learned:

You may keep this sheet posted and students can add to *What we Want to Know* - or put it away until the last week. Before you end the quest on the ASP post this paper and have the students review what they KNOW and WANT TO KNOW. Then have them talk about and list what they LEARNED.

After School Program		
KNOW	WANT TO KNOW	LEARNED

Staff 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: Practice correct behavior-whole group

Time: 1- 10 minutes **# Sessions:** _____ **when needed**
Page: _____ **Location:** in or outdoors

Supplies: Pictures or words to support the lesson

1. Preview objectives.

"We are doing this activity because you have forgotten what the process is for : (lining up, walking across campus, how to sit in the cafeteria (at a desk, on the floor), what tone of voice to use how to get your snack, how to clean up, how to get my attention)...whatever the problem may be.

2. Teach: Whenever the group of students demonstrate they do not know how to follow the rules for any behavior, I will stop the activity and tell the students they are going to practice how to (see above). Ask a volunteer to tell you what they should be doing. Ask all the students to practice that procedure. (You may need to have all the students return to their desks and line up again on your direction Or they may need to stop and return to the starting point and show you how to walk quietly in the hall). 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: The students will respond to my attention getting signal and follow a direction to assure that all are quiet and paying attention to me . They will listen, review what the correct behavior is and tell me what they should be doing. They will listen and follow my directions and practice the appropriate behavior. I will model the correct behavior if needed.

4. Review: If students complete the practice quickly and without problem-congratulate them and continue. If it takes multiple times-let them know that they will probably be faster when they have learned the rules, remind them that they made the rules and then move on to the next activity.

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

Getting To Know You Activities

Animal Groups

On the first day of school, gather all the students from a grade level in a large common area. Give each student a slip of paper with the name of an animal on it. Then give students instructions for the activity: They must locate the other members of their animal group by imitating that animal's sound only. No talking is allowed. The students might hesitate initially, but that hesitation soon gives way to a cacophony of sound as the kids moo, snort, and giggle their way into groups. The end result is that students have found their way into their homerooms or advisory groups for the school year, and the initial barriers to good teamwork have already been broken.

Chain Gang

Begin by asking students "Who can do something really well?" After a brief discussion about some of the students' talents, pass out paper and ask students to write down five things they do well. Then provide each student with five different-colored paper strips. Have each student write a different talent on separate paper strips, then create a mini paper chain with the strips by linking the five talents together. As students complete their mini chains, use extra strips of paper to link the mini chains together to create one long class chain. Have students stand and hold the growing chain as you link the pieces together. Once the entire chain is constructed and linked, lead a discussion about what the chain demonstrates -- for example, all the students have talents; all the students have things they do well; together, the students have many talents; if they work together, classmates can accomplish anything; the class is stronger when students work together than when individual students work on their own. Hang the chain in the room as a constant reminder to students of the talents they possess and the benefits of teamwork.

See more at:

http://www.educationworld.com/a_lesson/lesson/icebreakers_for_kids_2.shtml#sthash.XtXaVOQr.dpuf

True or False?

This activity is always fun, and we all learn something interesting about one another! I start. I write four facts about myself on the board. Three of the facts are true, and one is false. 4-Hers take little true-false test. Then survey the 4-Hers to learn the results. We go back over each question to see what they thought about each statement. That gives you, the leader, a chance to tell a little about you. Then, on a sheet of paper, 4-Hers write three interesting facts about themselves that are true and one that is false. Throughout the meeting, ask a few 4-Hers to try to stump the rest of us

Secret Identity

Have everyone secretly write down the name of a person on a small piece of paper or a "post-it" note. It has to be a person that everyone in the room would know about - a famous historical figure, an actor or sports celebrity, a politician, etc. Then have them tape the name on the back of the person on their left.

Everyone goes around and asks people yes or no questions about who is on their back. They can only ask each person one question. The person who can do it in the least number of questions wins.

Rhyming Names

TIME

5 minutes

THE GAME Gather the group in a circle. Ask players to introduce themselves to the group, one by one, by stating their name and sharing a word that rhymes with their name. For example, players might say, “Ann’s van,” “Kate’s late,” “Daniel’s spaniel,” “Susan’s cruisin’,” and so on. The group responds to each person’s introduction by repeating the name and rhyming word to affirm the person and learn the name. As each new person introduces her- or himself, ask the group to also repeat each previous person’s name and rhyming word. Eventually the whole group will be repeating every player’s name and rhyming word.

NOTE Some names may be difficult to rhyme. In such situations, it would be acceptable for players to create their own nonsense words that do rhyme with those names. Other players could help think of rhymes as well, as long as they provide respectful suggestions.

GOING DEEPER

- What were the funniest or craziest rhymes you heard in the game?
- What was the hardest part of this game?
- This is a great way to remember names. How do you remember other things? For instance, how do you remember to pack your goggles after swimming, or take your raincoat home when the rain has passed, or put away all your toys when you’re finished playing?
- Why is it important to remember the names of the people in our group?

SET CATEGORIES: Support, Empowerment, Commitment to Learning, Social Competencies

Taken from *Great Group Games For Kids*, “Rhyming Names” pg. 25, “Hot Potato Jumble” pg. 30

Hot Potato Jumble

TIME

5–10 minutes

SUPPLIES

- A tossable object (such as a beanbag) and music or a timer

THE GAME Gather all players into a circle. The group is going to pass around the tossable object, which is considered the hot potato. The players will say their names when they get it, and then they will pass it on to the nearest person. If you are using a timer, set it for 10–20 seconds. You can also use recorded music and plan to stop it after 10–20 seconds of play. When you turn off the music or the timer sounds, whoever is holding the hot potato has to answer one question about her- or himself, such as “What is your favorite color?” or “What animal would you most like to have as a pet?” That person then steps out of the circle for the remainder of the game, but she or he can still watch and think of questions to ask. Questions can come from anyone in the group, whether they are inside or outside of the circle.

Play resumes with the player who would have been next to receive the hot potato if the music hadn’t stopped, and the game continues, allowing everyone the chance to be in the “hot spot” and answer a question, until only one player is left.

GOING DEEPER

- How did it feel to be caught with the hot potato and to have to answer an unknown question?
- What surprising or interesting thing did you learn about someone else?
- What did you learn about asking questions to find out more about others?
- How are questions important in developing friendships and finding common interests?
- What are some questions that you could ask others, if you wanted to get to know them a little bit better?

PLAYER TO PLAYER

2-51

TIME 5-15 minutes

THE GAME Have players mingle in an open area. Randomly call out various categories and then count down from 10 as players find others who share the same characteristics for a particular category. If time is up before players form a group, they're out. Ask them to help call out new categories.

SAMPLE CATEGORIES

- › Left-handed, right-handed, or ambidextrous
- › Number of siblings
- › Number of pets
- › Favorite subjects
- › Favorite soft drink
- › Birthplace in current hometown or other town
- › Birthday month

- › Hair color
- › Eye color
- › Sports fan
- › Arts fan
- › Nature lover

- › Favorite movie genre
- › Favorite book genre
- › Favorite comic book hero
- › Favorite time of day
- › Favorite color

- › Favorite animal
- › Favorite ice cream
- › Prefer to use brush, comb, or fingers to fix hair

VARIATION Once groups have formed, give players time to introduce themselves, answer questions, and get to know each other better.

GOING DEEPER

- › How did you find players who shared your interests?
How did it feel to be part of a group?
- › Were some of the same people in your group every time?
Different people in your group each time?
- › Is it easy or difficult to participate in groups other than with your usual group of friends? How can you become more comfortable joining other groups?
- › How do you find good friends? How does it feel to belong?
- › How might you invite others to join your circle of friends?

Paper Towel Designs

Grade: k - 3rd

Time: 45 minutes

**Materials
& Equipment:**

You may use:

White paper towels, brown paper towels from the bathroom or coffee filters.
Containers about the size of coffee cups, one for each color
Food coloring in several colors
A spoon for each cup
Newspapers
Smocks

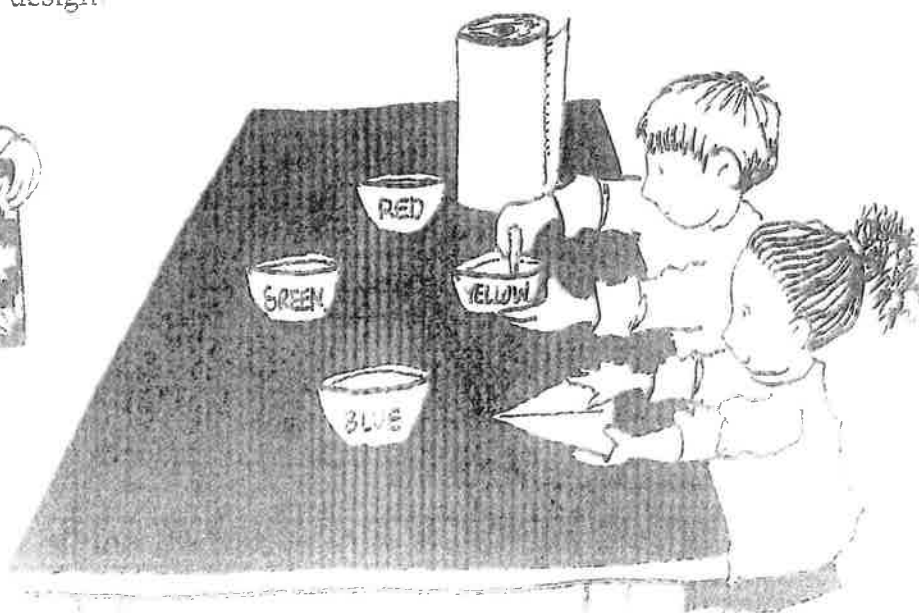
Directions: About four children could work at once.

Cover the table with thick newspapers and have children put smocks on to prevent their clothing from being stained.

Put about five drops of food coloring in the bottom of each cup. Fill two-thirds full with warm water. Stir the colors with the spoons.

Place cups in the middle of the table, with space between. Give each child a paper towel, which should be folded into quarters, at least. The more folds, the more complex the design will be. Dip the folded corners into whatever colors children want. The dyes should not be mixed or overlapped while learning the technique. The corners will drip into the cup or onto the newspapers.

Unfold towels and look at the designs. If children want more color, they may refold the towel and dip corners again (in the same or a different way); or, they can use the spoons to place drops of dye on the folded towel in different locations. The dye will soak through all layers to maintain a symmetrical design.



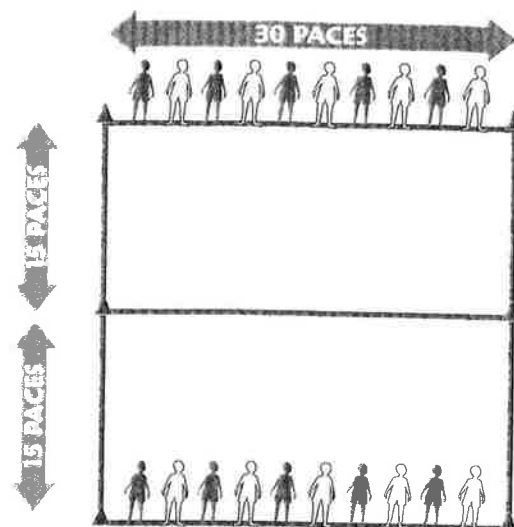
Ready

- 6 cones (for boundaries)
- Music and player (optional)

Set

- Create a large (30X30 paces) activity area with 2 cones forming a midline.
- Pair players and have them face-off on opposite endlines.

GO!



1. Today's activity is *Meet Me in the Middle* where you and your partner will meet in the middle and do activities I call. You will add new activities each round.
2. On signal, jog to meet your partner in the middle and do the task I call, then return to your original line.
3. Each time you meet, I will add a new task to the old tasks. Always do the 1st task 1st, then add the 2nd, the 3rd, and so on until you have sequenced them all.
4. Sequence Example
 - High-five R hands
 - High-five L hands
 - 2 perfect push-ups
 - Jumping high-ten
 - Jump 360° turn
 - Do si do
 - Create your own move
5. **Challenges**
 - It is not a race. How many can you sequence without forgetting any?
 - Can you add your own twist to the tasks to make them more vigorous?
6. **Fitness Focus**
 - How could you make this more aerobic?
 - How could you make it improve muscular endurance?

Safety First

- Be gentle with your high-fives. They should be friendly, not hurting.

Ready

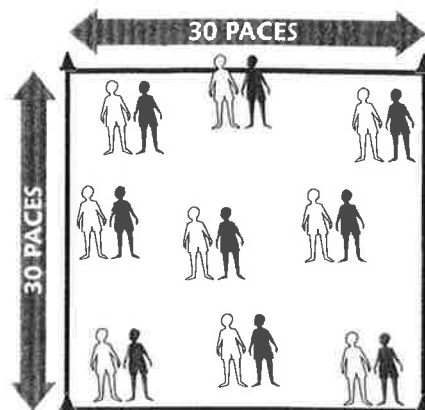
- 4 cones (for boundaries)

Set

- Create a large (30X30 paces) activity area.
- Form pairs and scatter throughout area.

GO!

1. Today's activity is *Partner Tag* where you will play tag with your partner.
2. One of you is the 1st Chaser, the other the 1st Flee; decide now.
3. On signal, Fleers walk quickly away from Chasers, while Chasers do 5 jumping jacks.
4. Chasers, when you are finished, fast walk toward your partner and try to tag them using a 2-finger tag.
5. If your Chaser tags you, switch roles. Begin chasing only after you have completed your jumping jacks.
6. **Challenges**
 - How quickly can you catch your partner?
 - What can you do to get away from your partner?
7. **Move More**
 - Can you think of another way to play *Partner Tag*? Talk with your partner and come up with a few new versions.



Safety First

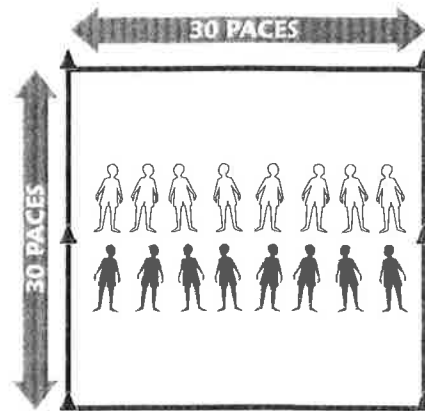
- Rate your partner's fairness. Thumbs up if they followed the rules well. Thumbs down if they need some work.
- Watch out for others moving throughout the area.

Ready

- 4 cones (for boundaries)

Set

- Create a large (30X30 paces) activity area.
- Form pairs. Create 2 lines with pairs standing 2 arm lengths apart facing each other.



GO!

1. Today's game is *Rock, Paper, Scissors Tag* where you play tag with your partner. The roles of Chaser and Fleeer are determined by who wins at Rock, Paper, Scissors.
2. On signal, play *Rock, Paper, Scissors* with your partner. Hold 1 palm open and with your other hand, pound your fist on your open hand and say, "1, 2, 3." Show your choice on "3."
3. Your choices are rock (fist), paper (open hand), or scissors (peace sign). Rules are: rock crushes scissors, scissors cut paper, and paper covers rock. The victor is "It" and chases their partner straight back to the boundary line. We'll play at a walking pace first.
4. When Chaser tags the Fleeer (or the Fleeer makes it safely to the boundary line), return to the center, then start again by playing *Rock, Paper, Scissors*.
5. **Challenge**
 - How quickly can you tag your partner?
6. **Character Matters**
 - Do you use R, P, S to solve disputes in your life? Does it work? Why or why not?

Safety First

- Use a gentle 2-finger tag.

Ready

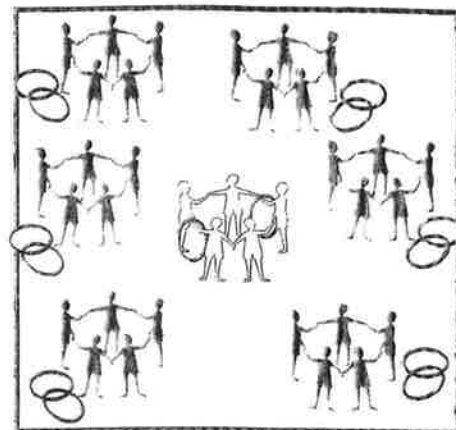
- 2 hoops per 5 players

Set

- Form circles of 5 players, hands joined, and scattered in area.
- Give 2 hoops to each group.

GO!

1. Today's activity is *Houdini Hoops* where you move a hoop around your circle without letting go of your hands.
2. I will place a hoop over 2 players' joined hands (hands join inside the hoop), so it dangles like a bracelet.
3. On signal, move the hoop around your circle by stepping and ducking through it. Remember; keep your hands joined at all times.
4. Once you are successful 1X around, add a 2nd hoop.
5. **Skill-it!**
 - Bend, twist, and turn. Talk to each other and work together.
6. **Challenges**
 - How many times can your group move the hoop around your circle in 1 minute?
 - How quickly can your group pass your hoop around the circle 2X?
7. **Move More** (*Discuss during a cool-down, while leading a stretch.*)
 - Have you ever heard of Harry Houdini? He was a talented magician from the late 19th and early 20th centuries who was famous for his ability to escape from all sorts of things. He was nicknamed the "Handcuff King." Some of his notable escapes include escaping from a locked, water-filled milk can, the Chinese water torture cell, being buried alive, and the box overboard escape.
 - How do you think someone gets so good at this type of thing?



Safety First

- Don't force a hoop to go over or under someone. Let them do it at their own pace.
- Encourage others as they try to move through the hoops.

Ready

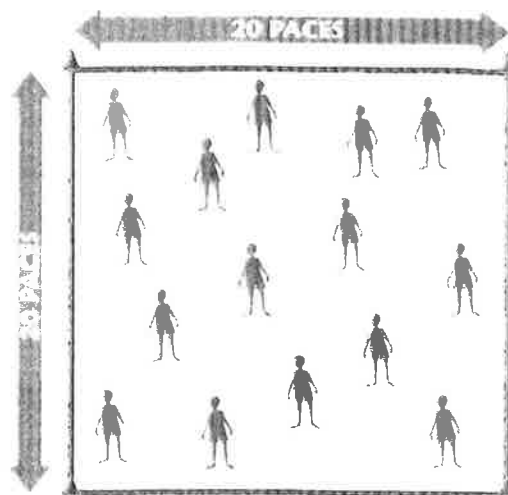
- None

Set

- Scatter participants throughout area.

GO!

1. Today's activity is *Stretch Your Body* where, you guessed it... you stretch your body!
2. On signal, follow my lead for each stretch. As you become more familiar with the proper way to stretch, you can do these more on your own.
3. You will start with your neck and work your way down.
 - **Neck** – Keep your shoulders down and drop your head to 1 side. Hold. Repeat to other side.
 - **Upper Back** – Give yourself a big hug. Hold. Switch top hands.
 - **Pectorals** – Grab your hands behind you and lean forward. Gently pull your hands upward. Hold.
 - **Quadriceps** – With your R hand, grab your R ankle behind you. Keep your R knee pointed down and pull your ankle gently toward your backside. Hold. Repeat to other side.
 - **Hamstrings** – Sit and keep one knee straight. Bend the other so your foot comes in and touches the straight knee. Reach toward your toes. Hold. Repeat to other side.
 - **Hip Flexors** – While in a deep lunge, pull your back hip toward the floor. Keep forward foot ahead of knee. Hold. Repeat to other side.
 - **Shins** – Curl 1 foot under itself and apply gentle downward pressure. Hold. Repeat to other side.
 - **Calves** – On your hands and feet in a big "V," bend 1 knee while pressing the opposite heel toward the floor. Hold. Repeat to other side.
4. **Skill It!**
 - Hold your stretch gently; don't bounce.
5. **Challenges**
 - Can you take the stretch a little farther?
 - Can you name the muscle group you are stretching?
6. **Fitness Focus**
 - Which stretches did you find most difficult to do?



ASAP

Safety First

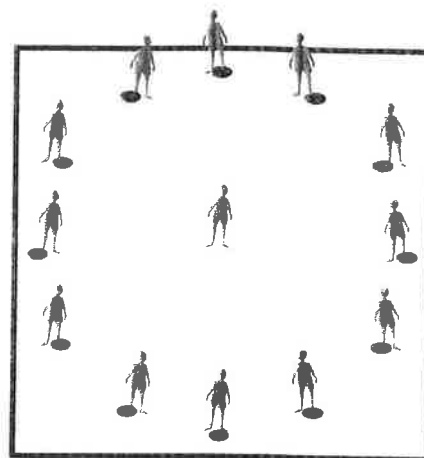
- Take each stretch to the "feel good" point; not to pain.

Ready

- 1 spot marker per player; minus 1 (optional)

Set

- Form a large circle with spots; players standing on spots.
- One player in the middle to begin.



GO!

1. Today's activity is *Have You Ever?* where you will learn more about the others in this group while traveling through the circle.
2. Player in center asks, "Have you ever _____?" They fill in the blank with a physical activity they have done before. For example, "Have you ever been surfing?" or "Have you ever played Quidditch®?"
3. If your answer is "yes," move through the middle of the circle, talking as you walk about that experience or that activity (to no one in particular). Find an open spot along the circle.
4. Player left without a spot (or if not using spots, last player to get to other side of circle) will be the center player for the next round.
5. (Continue for several minutes.)
6. **Skill-it!**
 - Think of what you will ask before it is your turn.
7. **Challenges**
 - Can you move to a spot without touching anyone?
 - Can you get to a spot before I count down from 5?
8. **Character Matters** (Discuss during a cool-down, while leading a stretch.)
 - Tell a neighbor what "initiative" means to you. (*Initiative: (noun) the energy and aptitude displayed in the initiation and completion of an action. Strong leadership and long-term success are two things that require initiative.*)
 - Those who try different kinds of sports and activities show initiative.

Safety First

- Watch for others moving through the center.

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.