

K-3rd

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

- Teaching attention signals
- Introducing me
- Create group expectations poster and practice
- Super Names
- Name Glyphs

Enrichment Activities

- Circus Stars
- Fingerprint Pictures
- Special people
- My Dreams

SPARKS

- Stretch Your Body
- Houdini Hoops
- Straddle Ball

No Homework Activities

- Draw a map of your home; label it
- Using math flash cards; practice writing the 's & adding
- *** follow the homework activity list if needed**
-

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



Introducing Me

Grade: K – 3rd

Time: 35 - 40 minutes

Materials:

- One copy of the “Introducing Me” paper per student. (See attached document)
- Pencils
- Colored pencils

Objective: For students to self- reflect on who they are (i.e. their families, friends, likes, hobbies, etc.). Students will share out their paper “Introducing Me” so the rest of the students can get to know them better.

Directions:

Step 1: (20 minutes)

- Students will complete the “Introducing Me” paper individually
 - (Only tell the students about coloring as each one finishes writing on their paper or they will rush through their answers.)
- If students have completed answering the questions on the paper: Students will use the colored pencils to color in the pictures on their paper.

Step 2: (15 minutes)

- Divide students into small groups of 3-4 students.
- Each student will take a turn sharing out their “Introducing Me” papers in their small groups.

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!)

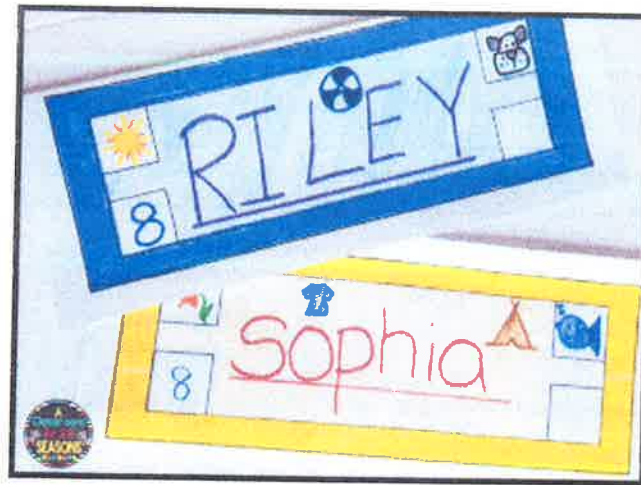
A glyph is a picture or symbol that gives information. Name glyphs are great for elementary aged students and I have even used them successfully with high school ESL students.

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

INTRODUCING ME!

Family



My favorite foods

Name

Birthdate

A talent I have...

I would like to be better at...

Great books

My hobbies & interests

Friends

Favorite songs

I enjoy spending time with

- ☐ friends
- ☐ family
- ☐ alone
- ☐ all of the above



If I had one wish for this school year, it would be _____

Creating a Group Expectations Poster

Grade: K – 3rd

Time: 30 – 45 minutes

Materials:

- White poster paper or poster board
- Colored construction paper
- Scratch paper (to be used by staff only)
- Pencils
- Markers
- Scissors
- Glue sticks
- Tape

Objective: To give students a voice and choice in deciding 3 – 5 group expectations that the group will follow throughout the school year. Students will help create an expectation poster that will be hung up every day in front of the class to go over expectations.

Directions:

Step 1: Discussion and staff - writing answers on piece of scratch paper

- Staff – Ask questions: ask students to raise their hands to answer questions and write answers down on a piece of paper.
 1. How do we need to behave and interact with each other in order to feel safe enough to share answers and ideas?
 2. How can everyone take a turn to ask or answer questions?
 3. How do you want to be treated?
 4. If you need a drink of water, use the restroom or ask a question: should you A: get up out of your seats and go or come to the teacher, or B: remain seated, raise your hand and wait for the staff to call on you?
 5. How do we:
 - Get in line in a safe manner?
 - Work during activities?
 - Work and discuss things as a group?
 - Work in partners or small groups?
 - Act during snack time?
 - Transition from snack to academic hour? (etc.)

6. Continue asking prompting questions until you have at least 7 – 10 good group expectations written on your paper.
7. Staff – Explain: that you will now read the expectations they have chosen out loud, each student will get to raise their quiet hands and vote for only 5 expectations. (staff – tally next to each expectation on the paper how many hands were raised for each one.) (5 – 10 minutes)
8. Staff – count up all tally marks for each expectation and read out loud which group expectations the students chose together.

Step 2: Create Group Expectation poster

1. Staff – Explain: Each student will receive one piece of colored construction paper, pencils and markers.
2. Students will trace one of their hands onto the colored construction paper with their pencils.
3. Students will write their names on the front of their hand prints with the markers and decorate their hand prints. (Staff – may have to help write names onto each hand print.)
4. Staff – while students are decorating their hand prints: write the 3 -5 group expectations large in the middle of the poster paper or board, titling it – Group Expectations.
5. Staff – once each student finishes decorating and writing their names on their hand prints, pass out the scissors. Students will cut out their hand prints. (Staff – may have to help cut out their hand prints.)
6. When all hand prints are cut out: have students come up one at a time to glue their hand prints around the 3 – 5 group expectations written on the poster.

Step 3: Review of expectations

1. Staff - Hang up the group expectations poster in front of the class and review all 3 – 5 expectations with the class and discuss what each means.
2. Staff – Explain: what their hand prints represent.
 - Each hand print represents one of them individually.
 - Each hand print has their names written on them which means they have signed the group expectations.
 - This means they agree to follow these expectations they have decided on together.

Group Expectations Poster Example



Cartoon Names

5 minutes

GAME Ask players to gather into one big circle (unless the group has than 15 people, in which case you could organize them into smaller groups of 6–10). Have players go around the circle one at a time and introduce themselves, sharing their first names *and* their favorite cartoon characters. For example, the first player, George, might say, “George Super.” Everyone else in the circle should repeat “George Superman” and go to the next person and repeat the process. Eventually the group go around the circle saying each person’s cartoon name.

variation for this game would be to have the players swap positions in the circle and then see if anyone can still remember everyone’s cartoon name. Let one or two people try to remember. Then the participants as a group should try to say everyone’s cartoon name.

GOING DEEPER

Why did you pick the cartoon character that you did? What are some of the things you like about that character?

What is one thing you hope others will like or remember about you?

Did this game help you learn and remember names? What helps you remember new things?

Did you discover others in the group who like the same things you do? Would sharing something in common help people feel more comfortable with each other?

Taken from *Great Group Games For Kids*, “Cartoon Names” pg. 20, “Super Names” pg. 21

Super Names

TIME

10–15 minutes

THE GAME Have players gather into one big circle (unless the group has more than 15 participants, in which case you could break them into smaller groups of 6–10). Tell them that you have just discovered you have a room full of superheroes in the making. You want to know what makes each of them super. Are they super nice? Super fast? Super strong? Have players go around the circle and introduce themselves one at a time by stating their first names *and* how they are super. The first player might say, “I’m Chloe, and I try to be super helpful.” Continue around the circle. At the end, players should say everyone’s names and what makes them super.

For older children, ask them to add a motion to their superpower. For example, if Antonio says he’s super fast, he might choose to run in place. Then ask the whole group to repeat Antonio’s name and run in place as they note his superpower. (“This is Antonio, and he’s super fast.”) Repeat with each person.

NOTE A child might have trouble thinking of a way he or she is super. For instance, if Johnny isn’t sure how to respond, you might ask the other children how they see Johnny trying to be super, or you might share one way that you see Johnny trying to be super.

GOING DEEPER

Why did you pick the character that you did?

In what ways can you be super each day? How can you show super behavior, express super attitudes, or be a super example?

What is one thing you hope others will like about you (or remember about you)?

Did this game help you learn and remember names? What helps you remember new things?

Circus Stars

Grade: K - 3rd

Time

25-30 minutes

SUPPLIES

- Index cards (one per person)

PREP On each of the cards, write or draw a circus role—trapeze artist, juggler, tightrope walker, magician, stunt rider, lion tamer, clown, and so on. There should be three to five cards with the same role.

THE GAME Shuffle the cards and distribute them randomly. Without talking, each player should pantomime her or his circus role in order to find all players with the same card. Once the circus teams have been assembled, have them stay together to work on the next activity.

Fingerprint Pictures

Grade: k - 3rd

Time: 45 minutes

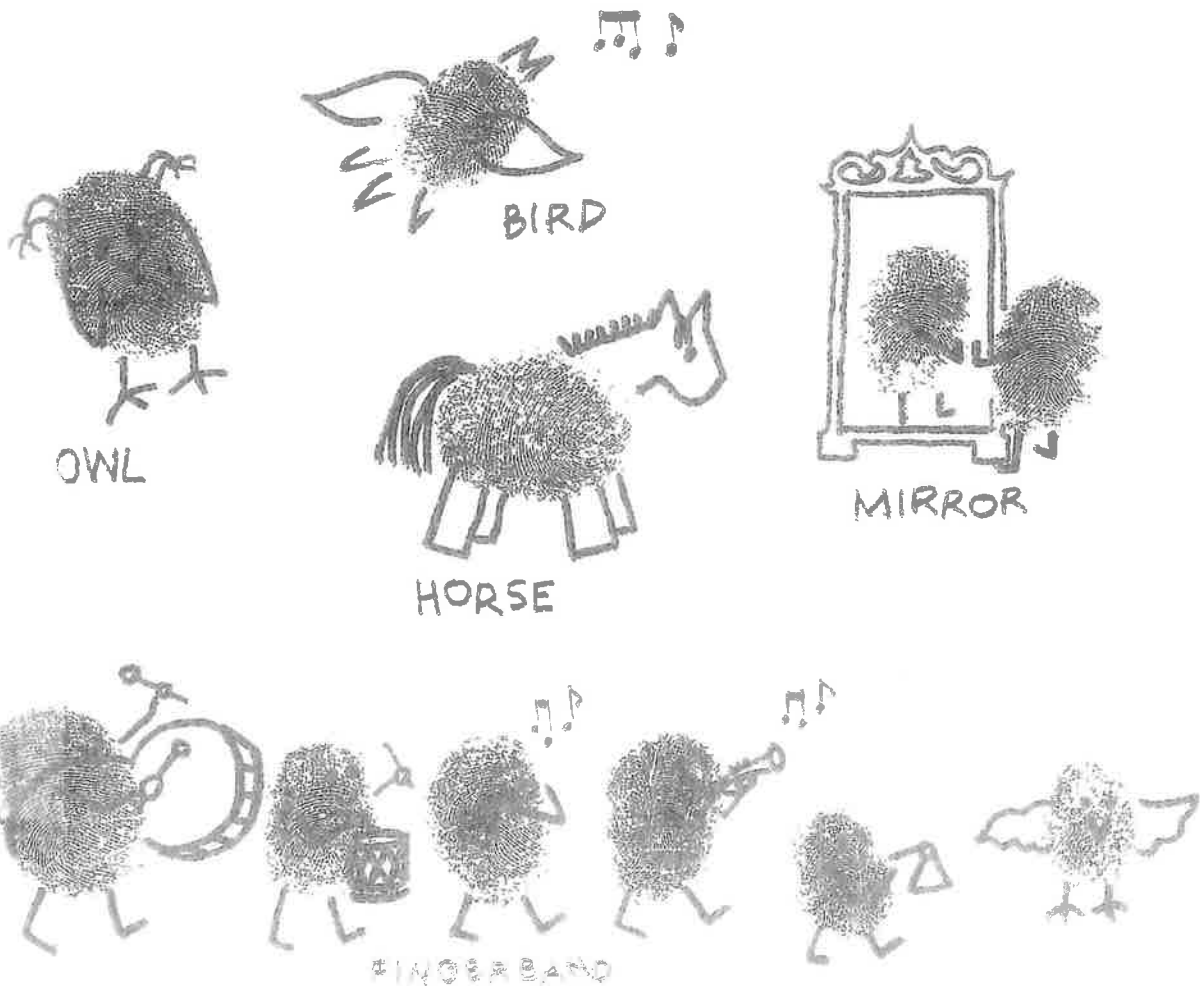
Materials & Equipment: Small pieces of drawing paper
Stamp pad
Colored drawing markers

Directions: Cut 8½-by-11-inch drawing paper into six pieces or use 3-by-five-inch cards, if available.

Have child make a clean fingerprint on the paper using a stamp pad and pressing. (This activity all by itself intrigues younger children.)

Once the fingerprint is made, have child study it for a moment to see if they can visualize it as part of an animal.

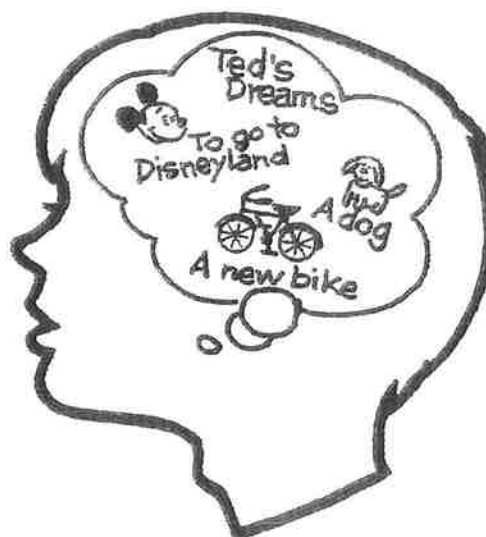
Use the marking pen to draw all of the details needed to complete the pictures.



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.



Special People

14



You need:
scissors, paper, glue, templates

1. Using a template, cut out a 2" circle from colored construction paper. Draw a picture of your head in this circle.
2. Cut out 4 more circles from different colors. Each circle should be about 1 1/2" larger than the previous one.
3. Glue the circles inside one another from largest to smallest.
4. On each circle, write the name of a different person who is important to you. Now write next to each name why the person is special to you.

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.



Ready

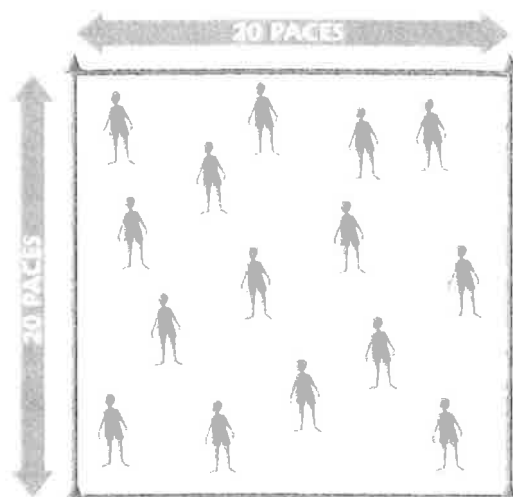
- None

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 component of fitness does this improve?



Safety First

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

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 "Great Escapist." Some of his notable escapes include escaping from a locked wardrobe, tank, the London Water Torture Cell, being buried alive, and the boxcar escape.
 - How do you think someone gets so good at this type of thing?

Safety First

- If you have a hoop that is too tight, please let me know so that I can help you adjust it.
- If you have a hoop that is too loose, please let me know so that I can help you adjust it.

UNIT. COOPERATIVE GAMES

AGES: 8-14

OBJECTIVES

Striking skills, muscular strength, cooperation

EQUIPMENT

1 foam ball/8 youth, 4 cones for boundaries, music/whistle

ACTIVITY	ORGANIZATION	TEACHING CUES
<u>-GROUP DAY-</u>		
Straddleball <i>Diagram on back</i>	<p><u>-Groups of 8 with 1 ball.</u> (Groups of 7 or 9 are fine.)</p> <p>-Have groups create a small circle, members touching outsides of feet. Legs wide to simulate a "goal."</p> <p>-In time, add a second ball to each group. Advanced groups may use a third ball.</p> <p><u>-NOTE:</u> Some will enjoy aggressive play. Allow youth to categorize themselves into 2 or 3 levels (e.g., "hard core," "casual," "nice and easy")</p>	<p>-Today's Great Game is called "Straddleball!"</p> <p><u>-The object of the game is to score a goal by striking a ball through the legs of others.</u></p> <p>-Create a "goal" by spreading your legs very wide to touch the sides of the feet with the person next to you.</p> <p>-Bend your knees and get low. Palms of hands facing in towards the middle of the circle, fingers close to the ground.</p> <p>-Send the ball through anyone's "goal" by striking it with an open palm and stiff wrist.</p> <p>-Keep the ball low</p> <p>-You can protect your "goal" with your hands only.</p> <p>-If the ball goes outside of your circle, the person who touched it last retrieves it. Toss it back in <u>first</u>, then rejoin the group.</p>

Kindergarten - 2nd Grade Students

No Homework

- ❖ Check with their teachers!
 - Usually students do have some activities to do at home
- ❖ Have a variety of grade level books and picture books available – have students “read”.
 - Use the rolling “library” or create a book box for your group
- ❖ Provide students with the materials and explain what they are to do:
 - Draw a map of your home, include your family and the furniture. Label your picture. (Staff may need to write the words as the student explains the picture).
 - Practice writing and reading “high frequency / sight” words. Draw a picture of each word. (See “STEP Up Connection to School Day Planning Guide for ELA” binder appendix for list)
 - Draw a picture with 5 details and write about it. (Staff may need to write the words as the student explains the picture).
 - Using math manipulatives and number cards, direct the student to make sets of items related to the number on the card.
 - Give the student a number. Student can write the number and draw pictures that represent the number.
 - Use flash cards to review “known” number facts. (See “STEP Up Connection to School Day Planning Guide for Math” binder appendix under “Math Skills Builder”).



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