

K-3<sup>rd</sup>

**Getting to Know You activities for Staff**  
**Week 2: August 6<sup>th</sup> – 10<sup>th</sup>**  
***(Feel free to plug in the below activities into your schedule)***  
***\*Activities should be performed daily***

**Academic Hour Activities**

- Create group expectations with students (3-5)
- Practice & review attention getters (as needed)
- Create seating chart & names tags (practice)
- Soft Lock Down
- Create line order & practice transitions
- Memory Name Game
- Hard Lock Down
- Discussion- Difference between Soft/ Hard Lock Down - Practice
- Bags of questions

**Enrichment Activities**

- I can tie my shoe
- Remote Control
- Dance Machine
- Superhero Teams Relay Run
- I can't imagine life without you

**SPARKS**

- Stretch your body
- Rock, Paper, Scissors, Tag
- Meet me in the middle
- Partner Ball
- Grab the Apple
- Have you ever?

**No Homework Activities**

- Write numbers on board; draw pictures representing the numbers
- Staff reads to students (choose a book)
- Write words on board; practice writing words
- Practice writing numbers 0-10
- Practice writing letters A-C; draw pictures match

## “Soft Lockdown” Safety Process

**Purpose:** To teach students what to do during a Soft lockdown.

**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 for a soft lockdown is voice signal “soft lockdown” 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 line up and walk to an inside location.
  - If inside or once inside:
    - Staff will lock doors and windows
    - Close blinds
    - Contact PF with status
    - Students will continue with an inside activity.
2. Have students practice responding by freezing and becoming quiet / 3x or until they can respond immediately to the signal.
3. Practice walking to the designated meeting place if outside.
4. Practice locking doors and windows, closing blinds.
5. Staff should take attendance at meeting place and contact program facilitator updating them of status of students. (ex. Blue group all 18 student accounted)
6. Once you hear the all clear. Staff will proceed back to their original activity.
7. Review with students:
  - What did we do well
  - What do we need to practice again
  - Why do we practice this? (to be safe)
8. 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-8

# Academic/Enrichment Activities

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

## Activity: Memory Name Game

Time Needed 30 # Sessions:

1

Book

pg#

Location

Supplies: None

**1. Preview objectives.** "We are doing this activity so that you will learn the names and specials "likes" of your classmates"

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

\*Staff will put group into circle.

\*Staff will explain the activity: starting with staff, saying their names and what they like, this will continue until all students have learned each students name and favorite thing.

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

\*Each student will state their name and favorite thing they like.

\*The next student will first state the previous students names and like before stating their name and like. And so on until all students have learned each others name and like.

**4. Review: Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity. What are some other ways we can learn each other names? How do you feel not that you know your classmates names?**

## Activity: 20 Questions K-8TH

Time Need 30 # Sessions

1

Book

pg#

location:

Supplies: Paper and Pencil

**1. Preview objectives.** "We are doing this activity so that you will learn how to ask questions to find the answers.

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

\*Staff will encourage students to ask questions, monitor the questions and the person answering the questions.

\*Staff will walk around and stay engaged with students and activity.

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

\*Students will be randomly chosen to write the name of an object that is in the classroom on a piece of paper. \*The other students will ask questions to try to guess what the object is. \*The chosen student will only answer yes or no. \*When object is guessed, the student that guessed will be the chosen one.

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

\*What kind of questions should you have asked in order to get a better clue?

\*What was easy or difficult about the process?

## “Hard Lockdown” Safety Process

**Purpose:** To teach students what to do during a hard lockdown.

**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 for a hard lockdown is voice signal “hard lockdown” 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 line up and walk to the nearest safe location.
  - If inside or once inside:
    - Staff will lock doors and windows
    - Close blinds
    - Contact PF with status
    - Students will be quiet. Hiding out of view of doors and windows
      - 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.
2. Have students practice responding by freezing and becoming quiet / 3x or until they can respond immediately to the signal.
3. Practice walking to the designated meeting place if outside.
4. Practice locking doors and windows, close blinds, and remaining quiet.
5. Staff should take attendance at meeting place and contact program facilitator updating them of status of students. (ex. Blue group all 18 student accounted)
6. Once you hear the all clear. Staff will proceed back to their original activity.
7. Review with students:
  - What did we do well
  - What do we need to practice again
  - What is the difference between soft and hard lockdown
  - Why do we practice this? (to be safe)
8. If you need additional practice, do so that day and follow up with another practice within the week.

**BAG OF QUESTIONS**

TIME 10–30 minutes

**SUPPLIES**

- › Resealable bag
- › Paper slips

**SET UP** Write questions to start conversations on slips of paper, and place them in a bag. For ideas, see “It’s All in the Questions”

**NOTE** This activity works well for a single session, but also can be used as a kick off for multiple gatherings of the group. It allows players to explore multiple issues and clarify their values, beliefs, and opinions.

**THE GAME** Ask players to draw a paper slip from the bag. The person who draws the question can answer first and then invite others to share their thoughts and get a conversation going.

**GOING DEEPER**

- › How does it feel to be put on the spot?
- › What strategies can you use to defuse the discomfort?
- › Did you find points in common with members of your group?
- › How does that change the way you feel about the group?
- › What are respectful ways to disagree with people who offer opinions you don’t share?

**It’s All in the Questions!**

- What is one way you wish you could make the world a better place?
- Is there anything you’ve wanted to do but couldn’t? What is it?
- What does giving to the community mean to you? What do you mean to the community?
- What is one thing you are really proud of in your life?
- If money were no object, what would you do?
- If time weren’t an issue, what would you do?
- What would be the best birthday ever?
- What can you do to change the world for the better?
- What’s one of your dreams?
- Does your community value young people? How?
- What makes you feel strong inside?
- What has been the most outstanding service project you’ve ever done? Why?
- How does it help you to help others?
- Do you try to do a good deed every day?
- In what ways are you a leader?

- Who has traveled outside the country?
- Who is an oldest child? A youngest child?
- Who has lived in more than one city?
- Who has a close friend involved in a dangerous activity?
- Describe your cooking skills and your favorite thing to cook.
- Have you ever been camping? Tell about your experiences.
- Did you have a favorite subject in school? One you dreaded?
- Did you have a favorite T.V. or radio show as a child?
- Tell about one of your favorite books or magazines.
- Have you met or worked with any famous people?
- If you could live anywhere, where would it be? Why?
- Tell about any pets you had as a child.
- Tell about favorite games you played as a child.
- Are you responsible for household chores? What are they?
- What did you do as a child that got you into the most trouble with your parents? How did they handle it?
- Who has participated in a dangerous activity?
- Who sometimes feels unsafe at school?
- What instrument do you play or wish you could play?
- What is your full name? How did you get your name?
- What is the one invention you could not live without and why?
- What is your favorite Saturday activity?
- What is your advice to those younger than you?
- Do you prefer vanilla or chocolate?
- What is your ideal vacation?
- What is your favorite flavor of ice cream?
- Who helps you grow as a leader?
- Who cheers you on and listens to what you have to say?
- What is one thing you wish everyone knew about you?
- When you’re in a new group, what do you do?
- How are you a role model for your friends and for people younger than you?
- What does it mean to have power over your life? How do you use your power for good?
- Is everyone creative, or are only some people creative?
- What are you interested in learning about?
- Is learning only important because it helps you get good grades?
- What do you care about?
- What is your favorite motto to live by?
- What do you think life is all about?
- Does equality mean everyone has to be the same?
- How can we be different and still respect one another?
- Are you brave enough and strong enough to tell the truth?
- How do you know when to speak out and when it’s time to wait quietly?
- How do you know your life has a purpose?
- What will your future be like? What do you imagine?

# Sparkles

13



1. Trace a large star pattern onto yellow construction paper. Cut it out.
2. Draw a picture of yourself in the center of the shape. Color.
3. On each star point, write something about yourself you like (or something you're proud of or think you're good at).
4. You may wish to dab tiny bits of glue on your star and sprinkle it with glitter. Punch out a hole at the top and attach a length of yarn to hang your star.

## I Can Tie My Own Shoes...

**Grade:** K – 2<sup>nd</sup>

**Time:** 30 minutes

**Objective:** Students will practice how to tie their shoes and gain better finger dexterity in the process.

**Materials:**

- Make copies of “Shoe Pattern” – one for each student  
(See attached Shoe Pattern Template)
- Colored construction paper
- Yarn
- Scissors
- Tape
- Glue
- Markers
- Hole punch

**Follow Steps Below:**

1. Students will color their “Shoe Pattern” with the markers.
2. Cut out the shoe.
3. Glue the “Shoe Pattern” onto colored construction paper and allow to dry completely.
4. Once the “Shoe Pattern” has completely dried to the construction paper: you may cut out the shoe if you desire.
5. Students will write their name on the front of the shoe.
6. Staff – will use a hole punch to punch out the holes on the “Shoe Pattern” where the yarn will go through.
7. Staff – cut a length of yarn for each student: about 28 inches long and wrap tape around the ends to prevent fraying.
8. Students will practice tying a shoe on the “Shoe Pattern”.
9. Staff – can keep each shoe pattern in their cart in a bag if you desire to use at a later time for further practice.

# Shoe Pattern





# *Dance Machine* Game Show

## Making the Right Moves

**Grade:** k – 8<sup>th</sup>

**Time:** 20 – 25 minutes

### **Players: All Play**

- 1 TV show host
- 2 or more teams of 5 people

### **Props and Costumes**

- hat
- index cards or slips of paper

### **Preparation**

Write various activities (doing household chores, playing musical instruments, using sports equipment, working) on cards or slips of paper and put them in the hat.

### **The Skit**

The host welcomes the audience to *Dance Machine* and explains that each team will draw an activity from a hat. The teams, working simultaneously, have two minutes to confer and create a dance routine based on the card. So if they draw “doing household chores,” they’ll have to demonstrate that in their dance routine.

After two minutes, the host calls the teams back to perform. The audience votes for the best group and the winning team receives a ridiculous prize, like a week’s free vacation at the teacher’s house.

### **Coaching**

Encourage big aerobic movements.

### **Discussion**

1. Who came up with the most realistic representation of their topic?
2. Who came up with the craziest version of their topic?
3. How did each team make decisions?

### **Add an Asset**

*Asset 17: Creative activities.* How would you demonstrate the same topics with other art forms, like painting or music?

*Asset 32: Planning and decision making.* How did each team make the routine work within the short preparation time?

# Remote Control

## What If You Were in Charge?

**Grade:** K – 8<sup>th</sup>

**Time:** 15 – 20 minutes

**Players:** 5 +

- ❖ 1 remote-control operator
- ❖ Several people walking down a “street”

**Props:**

- Remote Control \* See attached Remote Control Template

**The Skit:**

What if you had a remote control that worked on the world? A student finds one on the ground on his way home from school. First he tries it on individuals walking toward him, making them pause (freeze), fast-forward, and rewind their actions. Then he uses it on a couple of people in the middle of a conversation, seeing what happens when he pauses, rewinds to hear them say something different, or fast-forwards to the end of their conversation. Finally, someone grabs the remote and pauses him.

**Coaching:**

Tell the person working the remote that he has four choices and must announce them when they are used.

**Choices:**

1. Pause
2. Play
3. Rewind
4. Fast-forward

**Discussion:**

1. How would you use the remote control?
2. What would be the consequences, both positive and negative, of using the remote control to change your past actions?

**Add an Asset:**

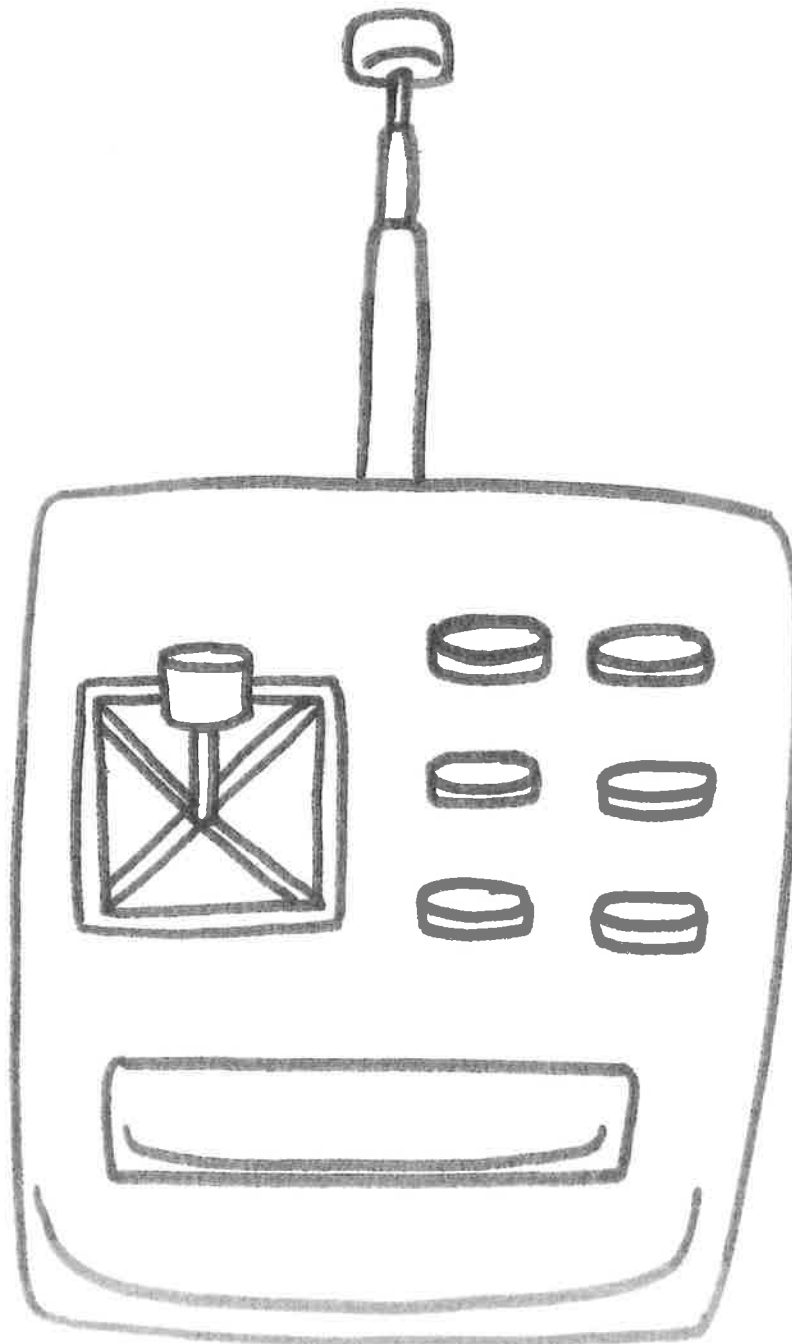
Asset 1: Responsibility – We can't go back and change things we have said or done. What are some things we can do to make sure we don't repeat mistakes?

Asset 2: Personal Power – Are there times when you have felt manipulated or powerless? When was that? Would you respond the same way now? Why or why not?

# Remote Control Template

## Directions:

- Cut out the remote control and glue onto a piece of colored construction paper or poster board to make the remote control sturdier.
- You may choose to just make one Remote control for the entire class to share or you may make one copy for each student to color and create their own remote control to use during the game.



# Superhero Teams Relay Run

Grade: K – 8<sup>th</sup>

## TIME

10 minutes

## SUPPLIES

- Masking tape

**PREP** Create a starting line and a finish line with masking tape.

**THE GAME** Break players into teams of four players. Have teams line up behind one of the lines. Tell players that each of their teams is made up of superheroes—Flash, Spider-Man, Superman, and the Hulk—in that order (the order they're lined up in). Each team has exactly the same superheroes—some are here from parallel universes! You're trying to find the team of superheroes that belong to *this* universe. The only way to do that is to put all the superheroes to a test of strength, speed, and endurance.

1. On “Go,” the first person in each line, Flash, must run as fast as he can to the other line and back to tag Spider-Man.
2. When the second person in each line (Spider-Man) is tagged, she must walk on all fours (i.e., “crawl” up the walls) to the other line and back as fast as possible to tag Superman.
3. Superman, the third person in line, then spreads his arms out to fly across and back to tag the fourth in line—the Hulk.
4. The Hulk should then jump the distance across and back.

Repeat instructions superhero by superhero—ask the first person in each line to raise his hand; ask who he is (Flash); then ask how he is going to race across and back. Repeat the process with each position in line to make sure players understand how they are going to do their leg of the race. Declare the winning team *this* universe's superheroes.

## GOING DEEPER

- If you could be any superhero at all, who would you be? Why?
- What is something you have to be strong to do in everyday life?
- What is something you like to be fast at doing (homework, chores, running, etc.)?

What is something in your life that takes endurance? (If you need to give a definition, you might say, “Endurance is the choice to stick to something over time—even if it's difficult.”)

How can you give superhero effort at school? At home?

What does a superhero look like for you in your real life? This person might not be a superhero, but he or she might have characteristics that are super-admirable. Who comes to mind?

# I can't Imagine Life Without



**Grades:** K-8<sup>th</sup>

**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

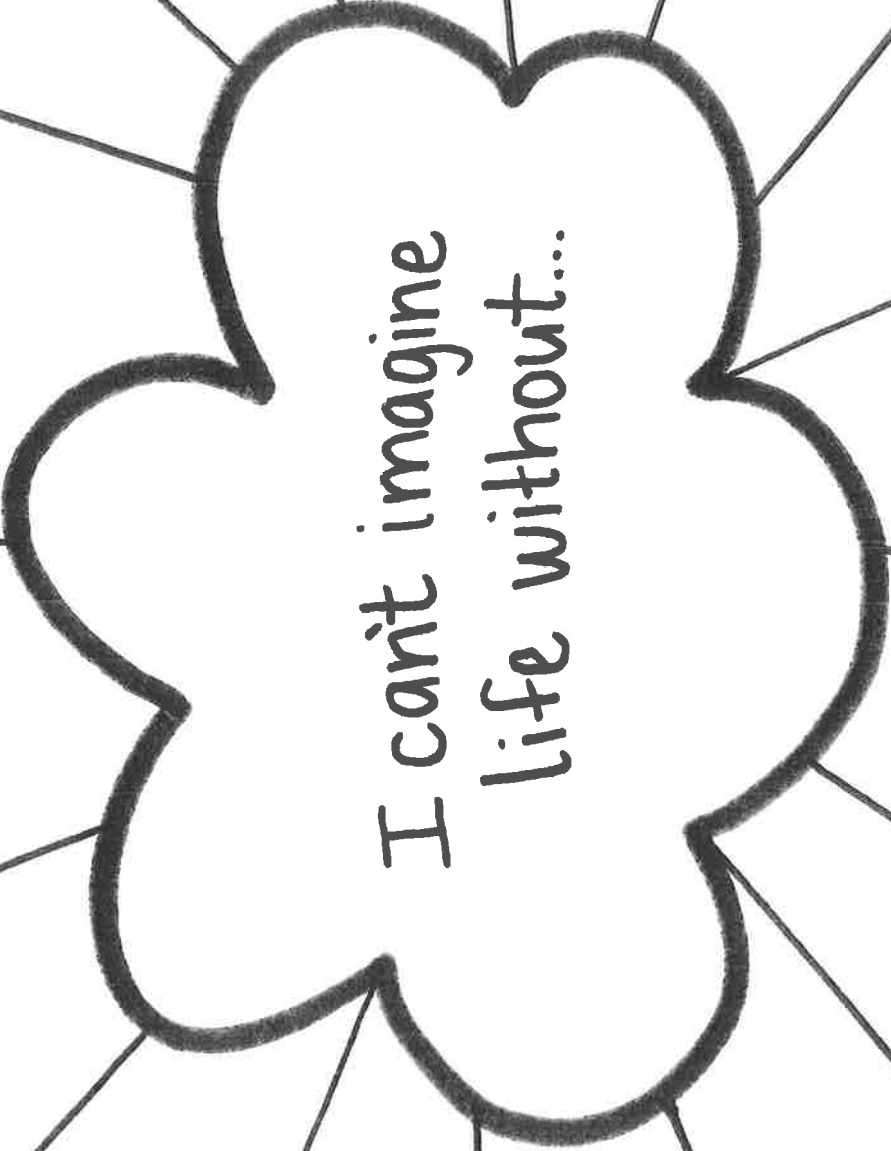
**Step 1:** On a large piece of butcher paper/ whiteboard, brainstorm with your group items we can't live without (i.e. people, food, places, items anything special to them). 5-10 min

**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...

## Ready

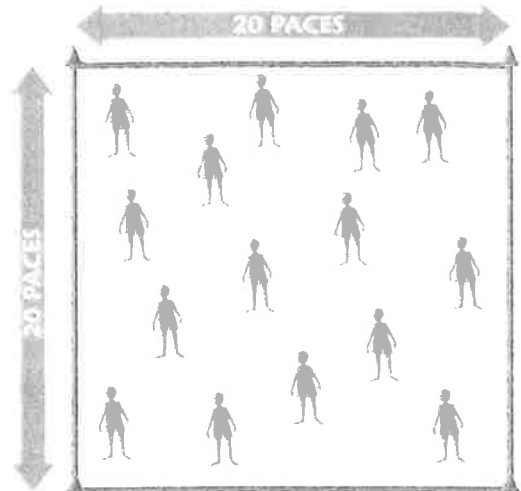
- None

## 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.

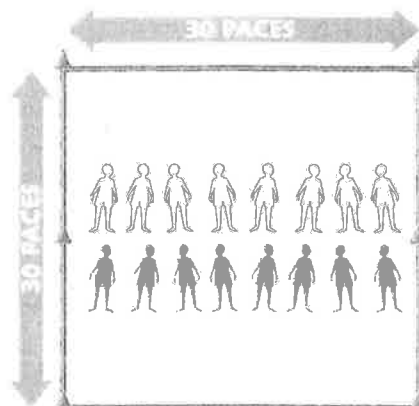


## Ready

- 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 Fleer 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 Fleer (or the Fleer 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

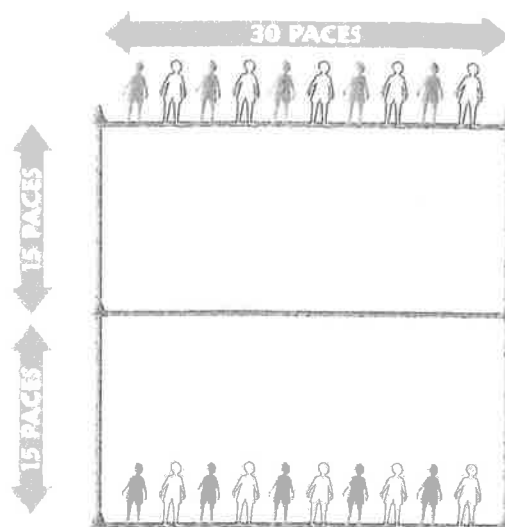
- 6 cones (for boundaries)
- Music and player (optional)

## 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 1<sup>st</sup> task 1<sup>st</sup>, then add the 2<sup>nd</sup>, the 3<sup>rd</sup>, 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

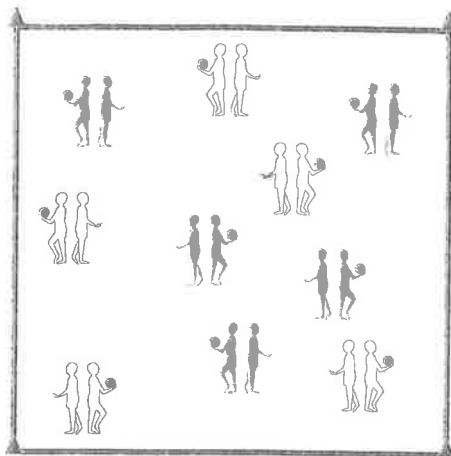
- Be gentle with your high-fives. They should be friendly, not hurting.

## Ready

- 4 cones (for boundaries)
- 1 foamball or other manipulative per 2 players

## Set

- Create a large (30X30 paces) activity area.
- Form pairs standing back-to-back and scatter in area; each pair with a ball.



## GO!

1. Today's activity is *Partner Ball Exchange* where you work with a partner to pass the ball back and forth in the following ways:
2. **Twist and Turn** – On signal, pass the ball to your partner by twisting to 1 side. Use both hands to pass and to receive. Partner receives ball, then twists in opposite direction and hands it back to you on the other side. The ball will “orbit” your waists. Continue until stop signal.
3. **Bend and Stretch** – Take 1 small step apart. On signal, partner with the ball bends down and passes ball between legs and receiver bends down to receive it between their legs. Again, use both hands for passing and receiving, even if you could do it with just 1. Then stretch overhead to pass it back to your partner who receives it overhead. Continue until stop signal.
4. When you hear “Switch!” change your passing direction. (*Give the signal randomly every 5-10 seconds.*)
5. **Skill-it!**
  - Keep your feet anchored to 1 spot. Twist at your waist, keep hips facing forward.
  - If you drop the ball, simply pick it up and continue.
6. **Challenges**
  - In 30 seconds, how many times can the ball come back to the partner who started?
  - Reverse directions. Can you beat your old record?
7. **Fitness Focus** (*Discuss during a cool-down, while leading a stretch.*)
  - How did having a partner help you build strength?
  - Can you think of any other partner activities that also help build strength?

## Safety First

- Keep a safe distance from your partner so you don't bonk backsides.



## Ready...

- 1 beanbag (or anything "grabable") per 2 students
- Music and player

## Set...

- Students in pairs, sitting cross-legged on floor, facing each other, hands on knees.
- Place beanbag between each pair.

## GO!

1. The object of the game is to grab the "apple" (beanbag) before your partner.
2. The music will play, and when it stops, try to grab the apple before your partner. I'll give you different things to do while the music plays.
3. First, hands on knees! When the music stops, grab the apple!
4. Now, try with your hands on shoulders.
5. (Try with other challenging ways to grab the apple and be in ready position.)
  - Lay back, knees bent, like a sit-up position. Can you do a sit-up to the beat of the music?
  - Can you start in push-up position?
  - Can you lift a back leg while in push-up position to the beat of the music?
  - Can you lift each hand in push-up position to the beat of the music?
  - Can you think of another way to start?

## \*SPARK\* IT UP!



### Push-up Hockey

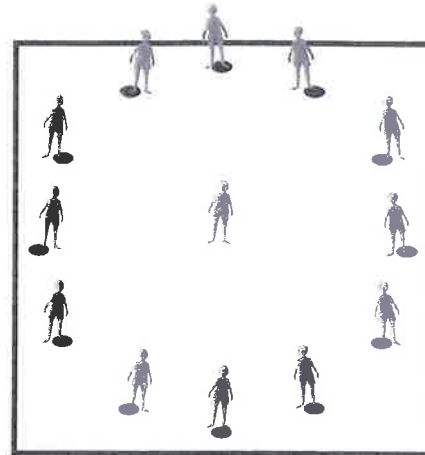
While both are in push-up position, facing each other, try to score a goal by sliding the beanbag between your partner's hands.

## 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.

## Kindergarten - 2<sup>nd</sup> 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

# 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 1<sup>st</sup> 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.