

**K-3<sup>rd</sup>**

**Getting to Know You activities for Staff**  
**Week 3: August 13<sup>th</sup>-17<sup>th</sup>**  
***(Feel free to plug in the below activities into your schedule)***  
***\*Activities should be performed daily***

**Academic Hour Activities**

- **\*Review group expectations**
- My Me Book: Session 1
- Froggy School: Alphabet Match
- My Me Book: Session 2
- My Me Book: Session 3
- I can match numbers

**Enrichment Activities**

- Autographs, Please!
- Charades in a Bag
- Student Puzzle Pieces
- Jump rope changes & act.
- Over & Under

**SPARKS**

- **\* Stretch your body**
- Partner tag
- Workout Buddies
- Straddle Ball
- Grab the Apple
- Partner Ball Exchange

**No Homework Activities**

- Write numbers on board; draw pictures representing the numbers
- Staff reads to students
- Write words on board; practice writing words
- Practice writing letters J-L
- Practice writing letters M-O
- Practice writing letters P-R

# My "Me" Book!

**Grades: K-3<sup>RD</sup>**

**Sessions: 3 sessions**

**Objective: Students will love discovering themselves with their own "Me" book.**

**Materials:**

- **Pencils (session 1,2,3)**
- **Rulers (session 2)**
- **Color pencils, markers, crayons (session 1,2,3)**
- **Stapler**
- **Student's birthday, ask facilitator or parents (session 2)**

**\*\*\* If students finish early, pair students up and have them share the pages they have completed with each other.**

**Session 1 (20-25 min)**

- **Staff will monitor and help students with spelling**
- **Explain to students that they will be creating their very own "Me" book that they will share with the class and their parents**
- **Complete, then color pages (1-3)**

**Session 2 (30-40min)**

- **Staff prep= Must collect student's birthday before you start session 2**
- **Pair students up in groups of 2 and explain that they will be measuring their partner for page (4)**
- **Review with the class how to use a ruler; Staff will assist students that need help measuring**
- **Complete, then color pages 4-5**

**Session 3 (30-35 min)**

- **Staff will monitor and help students with spelling**
- **Complete, then color pages 6-8**
- **If students have pages they did not complete, have them go back and complete the pages**

# My "Me" Book!

My "Me" Book is a complete individual booklet designed for the primary student.

Make enough copies for every child in class. Pages may be printed two-sided. Staple the pages together in booklet form.

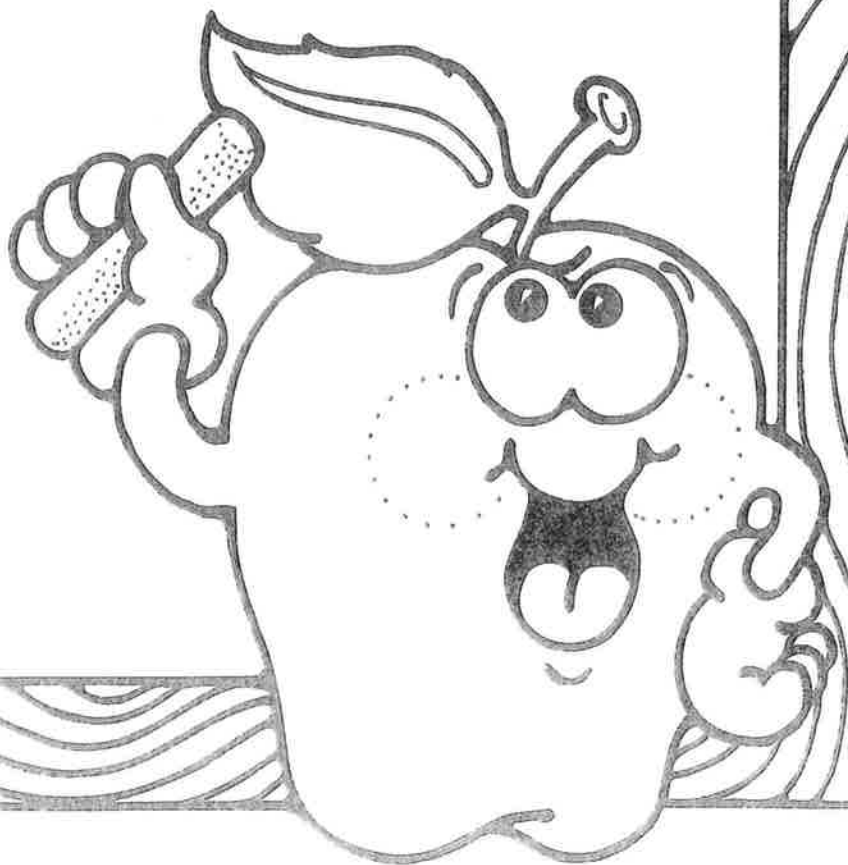
Children will love discovering themselves with their own "Me" book.



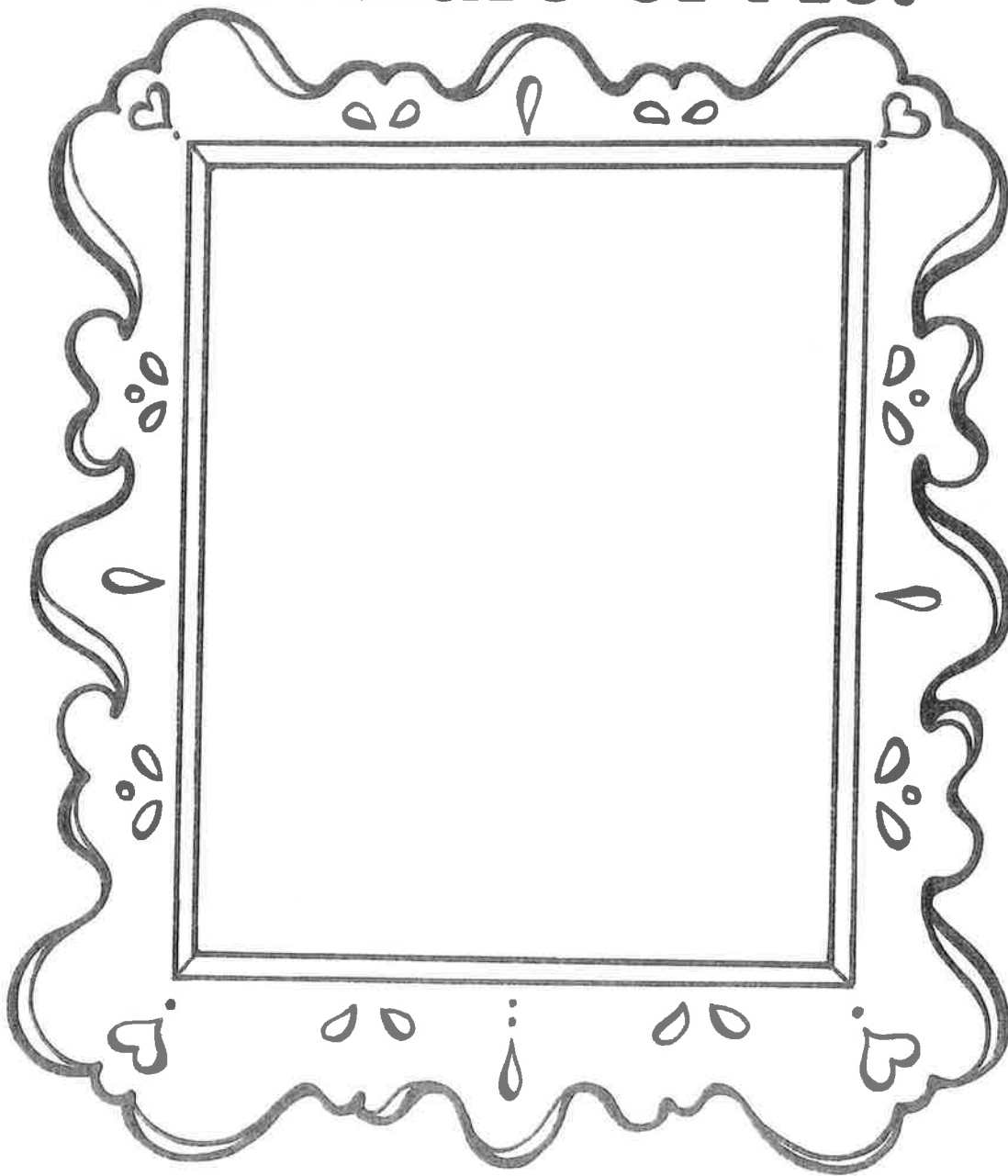
# My "Me" Book!

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Name



# A Picture of Me!



**My Name is...**

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**I'm a very special person!**

**I'd say my best quality is:** \_\_\_\_\_

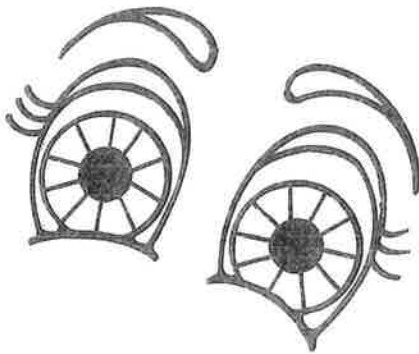
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**There is one thing you should know.  
Am I a boy? Or a girl? I'll tell you! I'm a.....**

☐ girl

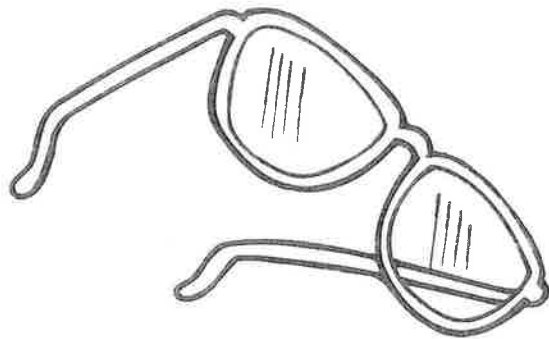
☐ boy

**This is the color  
of my eyes:**



☐ I wear glasses.

☐ I don't wear glasses.



**My hair color is:**

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**I counted my teeth.**

**I have \_\_\_\_\_ on the top.**

**I have \_\_\_\_\_ on the bottom.**



**I have lost  
this many**

**baby teeth.**

**I picked a friend to help measure me.**

**My friend's name is:**

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**My foot is \_\_\_\_\_ inches.**

**My arm is \_\_\_\_\_ inches.**

**My finger is \_\_\_\_\_ inches.**

**My nose is \_\_\_\_\_ inches.**

**My wrist is \_\_\_\_\_ inches.**

**My leg is \_\_\_\_\_ inches.**

**Here is my hand print!**

**I am this tall!**

**I weigh this much!**



**Which hand do I  
use to write?**

☐ **right**

☐ **left**

## My Birthday is...

month

day

year



Here are the  
number of  
candles I will  
have on my  
cake.

I will be  
\_\_\_\_\_  
years old  
on my next  
birthday!

When I grow up, I'd like to be a:

Because:



# My Favorite Things!



**My favorite meal is:**

☐ **breakfast**

☐ **lunch**

☐ **dinner**

**Here is a  
picture of  
my favorite  
food!**

**But please don't make me eat.....**



**There are a lot of things I like. These are my favorites!**

**Number**

**Season**

**Color**

**T.V.**

**Show**

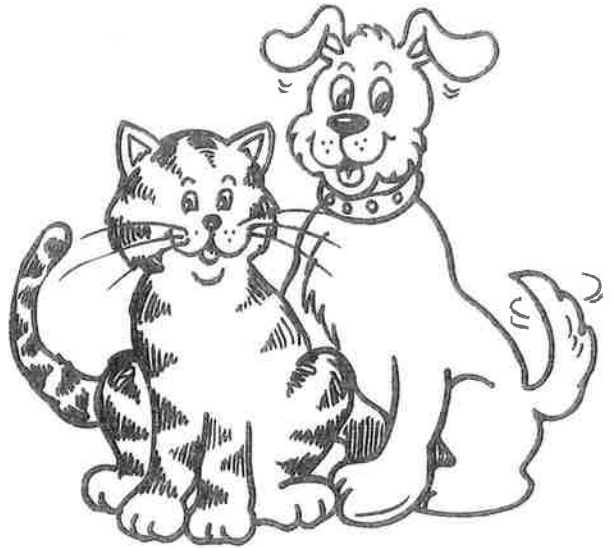
**Holiday**

**Dessert**

**Toy**

**Day of  
Week**

**Here is a drawing of my family pet.  
(Or a pet of my own I wish I had.)**



**I live in a:**

☐

**house**

☐

**apartment**

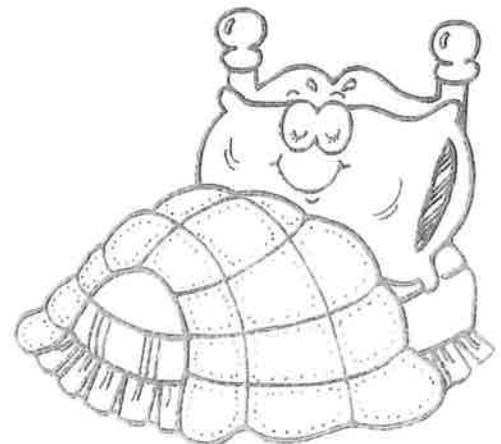
☐

**mobile home**

☐

**duplex**

**Here is a floor plan  
of my room.**



**Last, but not least, you need to know this about me:**

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**I will show this book to my best friend!**

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**"THE END!"**

**I finished writing  
"My Me Book" on this date.**



**Month:**

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**Day:**

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**Year:**

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# Froggy School Alphabet Match!

**Grade:** K

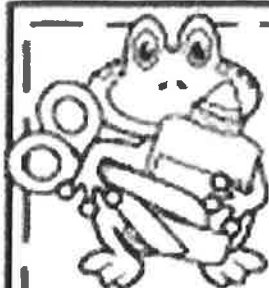
**Time:** 30-45 min.

**Objective:** Teaching students to match capital letters with lower case letters.

**Materials:** Froggy School Alphabet Match worksheet, pencil, scissors, glue, dry erase marker, butcher paper.

## **Activity:**

1. Discuss project expectations/safety guides.
  - Stay seated during activity
  - Raise a quiet hand if you need something
  - Scissors are for cutting activity paper only
  - Sharing is caring. Share glue and scissors with classmates
  - Clean up after yourself
2. Review upper case and lower case letters with the class on a board or a piece of butcher paper.
3. Students will write the lower case letter in the square next to the capital letter on their activity paper (before cutting and pasting).
4. Have students point at the perforated box that they will be cutting. Show students how to cut the letters out using the lines.
5. Students will cut out the lower case letters and paste them in the square that match the capital letter.



Name: \_\_\_\_\_  
Froggy School

# Alphabet Match

Directions: Cut and paste the lowercase letters into the box next to the matching capital letters.

B

K

S

A

O

M

H

R

I

Q

E

T

a	b	e	h	i	k
m	o	q	r	s	t

# I Can Match Numbers!

**Grade:** K

**Time:** 30-45 min.

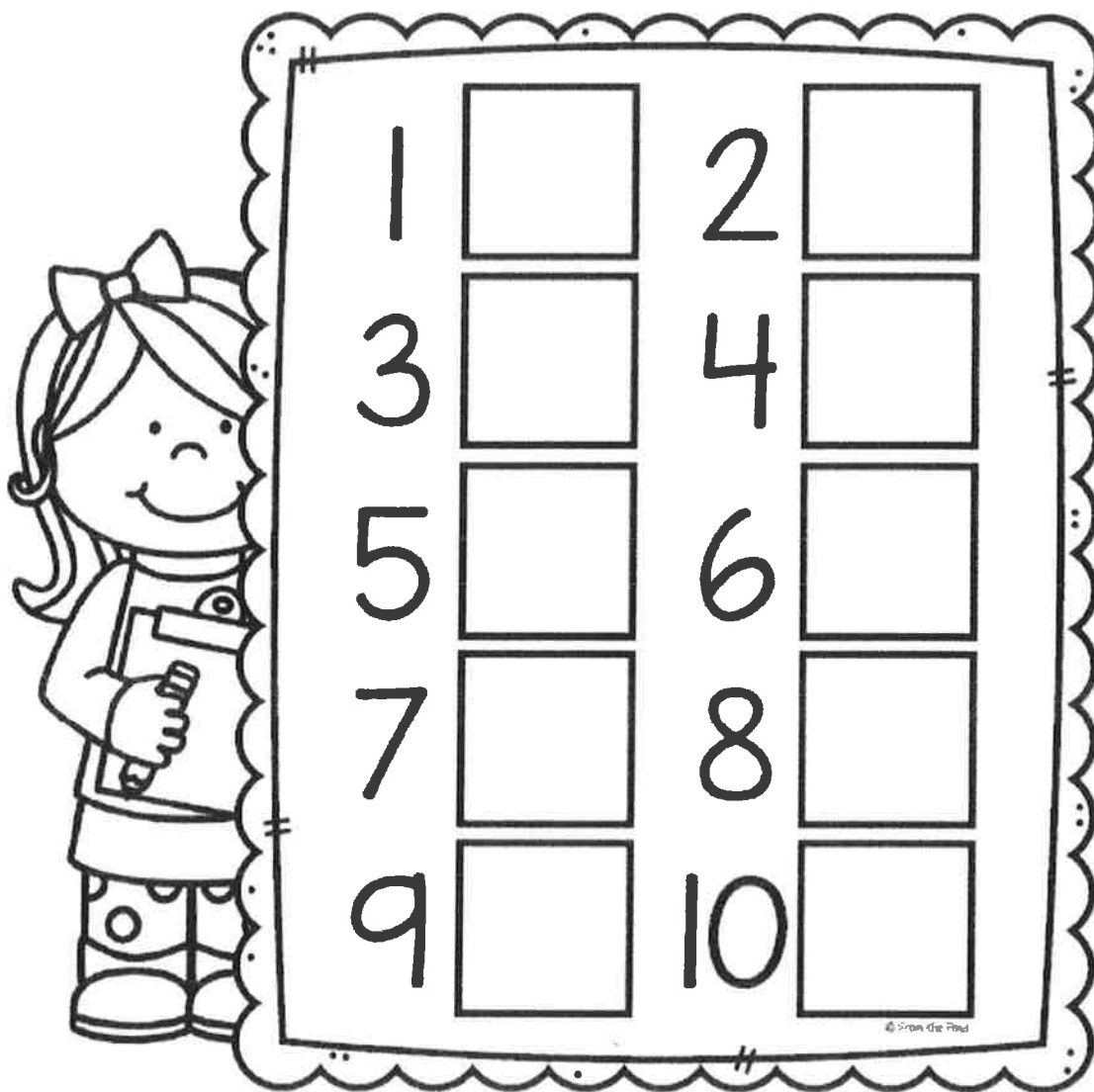
**Objective:** Teaching students to match capital letters with lower case letters.

**Materials:** I Can Match Numbers worksheet, pencil, scissors, glue, dry erase marker, butcher paper.

**Activity:**

1. Discuss project expectations/safety guides.
  - Stay seated during activity
  - Raise a quiet hand if you need something
  - Scissors are for cutting activity paper only
  - Sharing is caring. Share glue and scissors with classmates
  - Clean up after yourself
2. Review numbers 1-10 with the class on a board or a piece of butcher paper.
3. Students will write the matching number in the square next to the bold number on their activity paper (before cutting and pasting). Students will also trace the bubble letters in the perforated box.
4. Have students point at the perforated box that they will be cutting. Show students how to cut the letters out using the lines.
5. Students will cut out the numbers and paste them in the square that match the coinciding number.

Name: \_\_\_\_\_ I can match numbers!



A large matching board with two columns of five empty boxes each. The numbers 1 through 10 are listed on the left side of the board, and the numbers 2 through 10 are listed on the right side. A small girl with a bow in her hair, wearing a dress and boots, stands to the left of the board holding a clipboard. The board has a decorative scalloped border.

1		2	
3		4	
5		6	
7		8	
9		10	



7	2	5	4	9
6	3	8	10	1

# 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.








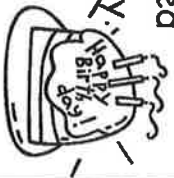





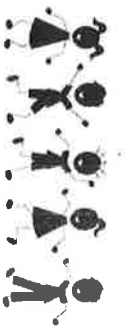
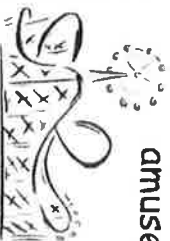






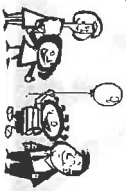




Name \_\_\_\_\_

# 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> 

Staff Name:

Age or grade levels

K-8TH

# Academic/Enrichment Activities

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

**Activity: CHARADES IN A BAG**
**Time:** 5 min**# Sessions:**

1

**Book:****Page:****Location:****Supplies:** Charades bag.

**1. Preview objectives.** "We are doing this activity so that you ..." You can have an engaging activity to do with your students during transitioning periods. Examples: Restroom, snack

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

\*Staff will choose a quiet student to start the charades game. Have the student choose a piece of paper from the charades bag.

\*Staff will explain the rules to the entire group.

\*Staff will monitor the game and keep the students on track.

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

\*Students will raise a quiet hand when they are ready to answer

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

\* What other charades action can we add into the bag?

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

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

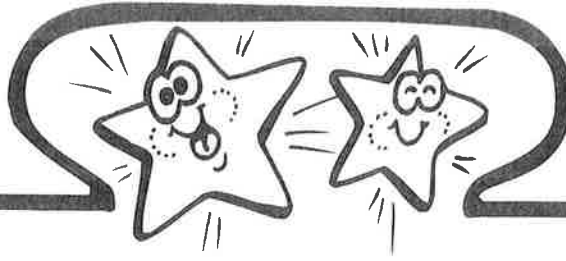
**1. Preview objectives.** "We are doing this activity so that you...."

**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.

# Student Puzzle Pieces!



**My Name:** \_\_\_\_\_  
\_\_\_\_\_

**My Favorites!**

**Color:**

\_\_\_\_\_

**Food:**

\_\_\_\_\_

**Hobby:**

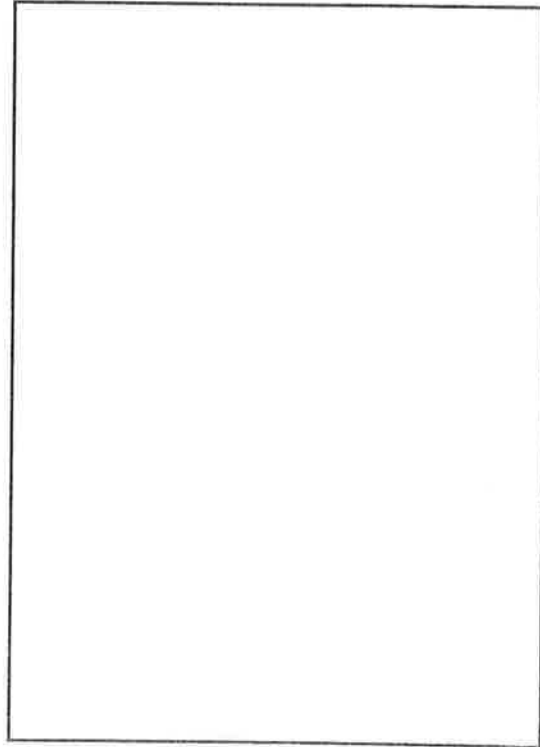
\_\_\_\_\_

**School Subjects:**

\_\_\_\_\_

\_\_\_\_\_

**A Picture of Me!**



**I'm  
Special!**



# Jump Rope Chants and Activities

Grade: 1<sup>st</sup> – 8<sup>th</sup>

Time: 15 – 20 minutes

## CINDERELLA

**Equipment:** This jump rope activity can be done with children using individual ropes, or, a big rope is swung by two children and everyone takes turns.

**Directions:** The idea is to see how many times you can jump before you make an error.

*Rhyme:*

Cinderella, dressed in yellow,  
Went upstairs to kiss a fellow,  
By mistake she kissed a snake,  
How many doctors did it take?  
1, 2, 3, -----

*Variation:* Another even sillier version:

Cinderella, dressed in yellow,  
Went upstairs to kiss a fellow,  
On the way her girdle busted,  
How many people were disgusted?  
1, 2, 3, -----



## TEDDY BEAR

**Directions:** The challenge in this activity is to add motions while you continue to jump. It takes some skill to "touch the ground," "turn around," and "pat your thigh" without losing the rhythm of jumping.

*Rhyme:*

Teddy bear, teddy bear, touch the ground,  
Teddy bear, teddy bear, turn around,  
Teddy bear, teddy bear, jump real high,  
Teddy bear, teddy bear, pat your thigh.

*Variation*

The last line of the chant lends itself to different endings such as

- touch the sky (reach both hands up)
- wave bye bye (and jump out)

# Over and Under

**Grade:** K – 8<sup>th</sup>

**Time:** 15 minutes

**Materials:** Two foam balls

## Directions:

- Players form two parallel lines about 15 feet apart.
- The first player in each line passes the foam ball backward over her or his head to the next player.
- The next player passes the foam ball under his or her legs to the third player.
- Passing continues, alternating the overhead and under leg passes.
- The first team to successfully pass the ball through the line wins.

## Going Deeper:

- What was the secret to this game's success?
- How did your team work together to achieve the greatest efficiency in passing the ball?
- How do flexibility and cooperation help you be successful?

## Ready

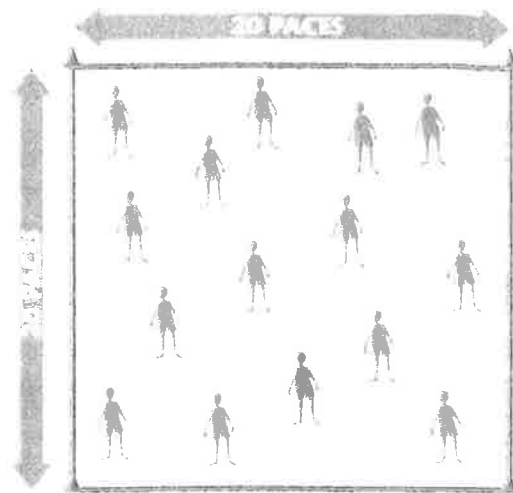
- None

## 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 101
  - Hold your stretch gently; don't bounce.
5. Challenges
  - Can you take the stretch a little farther?
  - Can you hold the stretch longer while stretching?
6. Repeat/Repeat



## Safety First

- To help you stretch a few good references are below.

## Ready

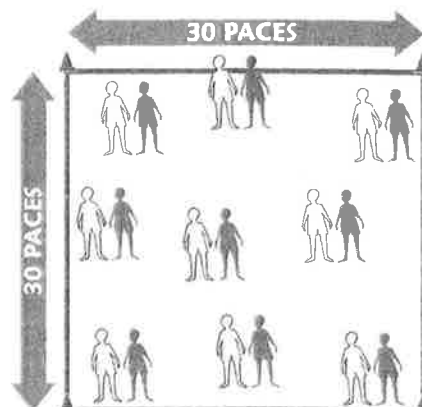
- 4 cones (for boundaries)

## 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 1<sup>st</sup> Chaser, the other the 1<sup>st</sup> 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

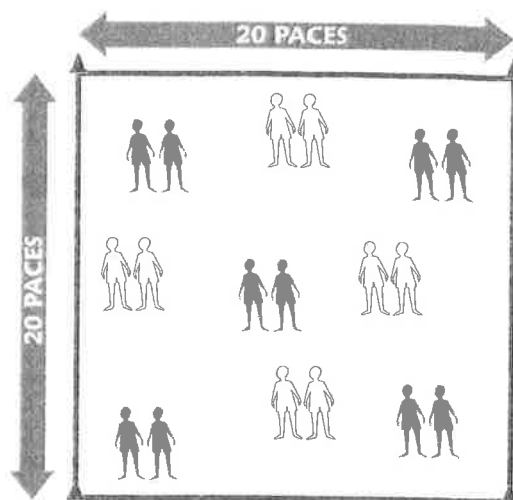
- 4 cones (for boundaries)

## Set

- Create a large (30X30 paces) activity area.

## GO!

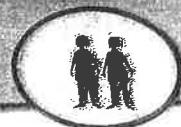
1. Today's activity is *Workout Buddies* where you and various partners will be active and have fun together.
2. How quickly can you find a buddy? This is your "\_\_\_\_\_ buddy". (Fill in the blank with activities below.) You will do this activity with this buddy. During our activity time this year, when you hear "Find your \_\_\_\_\_ buddy," join with this person and do the activity until the signal. You will have several different workout buddies.
3. (Complete 1 Workout Buddies activity.)
4. Now, find a totally new workout buddy. This is your "\_\_\_\_\_ buddy."
5. (Complete 2-4 workout buddy activities today and use them periodically over the next few weeks. Every month or so, add a couple of new ones.)
6. Workout Buddy Activities
  - **Thumb Wrestling** – Thumb wrestle your buddy while you jog in place.
  - **Secret Handshake** – Create a secret handshake to use together.
  - **Clay and Sculptor** – One buddy is the Sculptor and the other is Clay. Sculptor molds Clay into a statue.
  - **Knee Tag** – Face your buddy and try to tag their knee with 1 hand.
  - **Toe Tag** – Face your buddy, hands on each other's shoulders. Try to tag their toes with your toes.
  - **Straddle/Kick** – Face your buddy. Both jump 1X, then 1 of you jumps into a straddle, while the other kicks through the straddle, then both jump 1X. Next, reverse roles. Jump, kick / jump, straddle and keep it going.
7. **Challenges**
  - When I call an activity, how quickly can you find the correct buddy and do the activity?
8. **Move More** (Discuss during a cool-down, while leading a stretch.)
  - Does having a partner/buddy make you more likely to work out?



## Safety First

- Safety first, speed second.
- Go to "Lost and Found" if you can't find your buddy.





## 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.

## UNIT COOPERATIVE GAMES

AGES: 8-14

## OBJECTIVES

Striking skills, muscular strength, cooperation

## EQUIPMENT

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

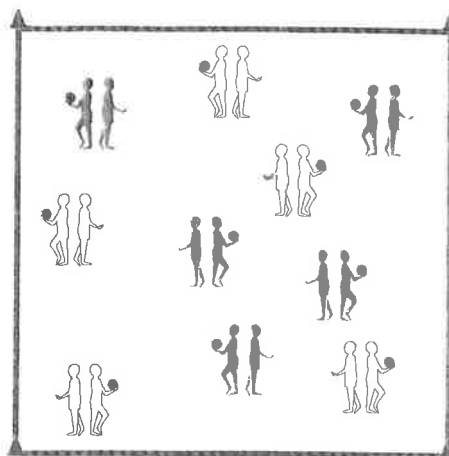
ACTIVITY	ORGANIZATION	TEACHING CUES
<u>-GROUP DAY-</u>		
<b>Straddleball</b> <i>Diagram on back</i>	<p><u>-Groups of 8 with 1 ball</u> (Groups of 7 or 9 are fine.)</p> <p>-Have groups create a small circle, members touching outsides of feet. Legs wide to simulate a "goal."</p> <p>-In time, add a second 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><u>-Bend your knees and get low.</u> 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>

## 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.

# 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.