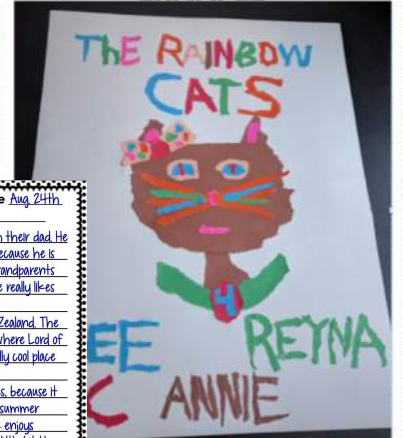


COOPERATIVE LEARNING ACTIVITIES

Example Recording Sheet for Making Words
MAKING WORDS IS REALLY FUN!

1. making	26. grow
2. words	27. low
3. is	28. flow
4. really	29. flown
5. fun	30. flower
6. make	
7. all	
8. funeral	
9. wing	
10. sing	
11. ring	
12. king	
13. row	
14. sow	
15. sew	
16. sword	
17. reward	
18. down	
19. grown	
20. frown	
21. join	

TEAR ART TEAM COLLAGE EXAMPLE



Name Angelika Date Aug. 24th

Introducing... Jamal Prince

Jamal is the youngest of three brothers who live with their dad. He would really like to have a younger brother or sister, because he is tired of being the youngest. On the other hand, his grandparents do come and stay with him and his family a lot and he really likes having them around. He also has a cat named Stripes.

Jamal would really like to have a turtle and visit New Zealand. The reason he wants to visit New Zealand is because it is where Lord of the Rings was filmed, and he thinks it looks like a really cool place with a lot of different types of scenery.

Jamal thinks that everyone would enjoy the book Holes, because it reminds him of something that could really happen at summer camp. At school PE is Jamal's favorite thing because he enjoys playing sports and like to show off a little bit. He works really hard at school, because things don't always come easily to him but he knows it is important to always do his best.

When not at school Jamal enjoys playing video games, where he recently finished a hard level that he worked on all summer, participating in sports, and skateboarding.

Jamal describes himself as friendly, exciting, and honest. He is looking for friends that will help him out no matter what!

10 activities to start the year right
& keep engagement high!

FOR BACK TO SCHOOL



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TO THE TEACHER

- These cooperative learning activities are a great way to build community and allow your students to get to know one another at the beginning of the school year all while keeping engagement sky high!
- Each of the ten activities included have:
 - Student & teacher directions
 - Ideas for implementation
 - Any necessary printables
 - Suggested questions
 - Example if applicable
- These activities are also great for any time of year that you have a few minutes of time to fill with an engaging activity or if your class is in need of some community building.

CLASSMATE BINGO

Directions for Classmate BINGO

1. Each student gets their own BINGO board.
2. Students stand up, put their hands up, and then pair up by finding a partner and high-five.
3. Partners greet one another and choose a question to ask from their BINGO board.
4. Partners respond to the question:
 - If they qualify, they initial their partner's BINGO card
 - If they do not qualify, they do NOT initial the place on the BINGO card
5. Partners thank one another and repeat steps one through five until they achieve a BINGO.
 - The teacher can also choose to have students go for a blackout, where all options on the BINGO card must have a signature.

Optional Extension

Students can create their own BINGO card to be copied for the class to use, or to create individual BINGO cards for a little class competition.

CLASSMATE BINGO

Tips for Implementation

- Encourage students to work with as many different partners as possible. I challenge my students to try and have a different partner signature for each box on the BINGO card.
- Model for students what greeting and thanking their partner looks like.
 - High-fives can be tough for some students with sensory challenges. If this is the case you can switch to a handshake or a wave.
 - Model how to ask their partner how they are doing and actively listening to the response.
 - Make a list of ways to thank or praise partners when they are done.
- Students may also need an explanation on what initials are.

Why Classmate BINGO?

- This activity gives students the opportunity to work with many partners in a short period of time. This process builds student confidence, a positive interdependence, and works as a class builder. An added benefit of Classmate BINGO is that it is a conversation starter that allows students to build connections with their classmates.

What's Included?

- Directions
- Printable BINGO cards
 - Two pre-filled cards and one blank card for extension
- Answer keys when appropriate

Name _____

Date _____

Classmate BINGO

Find a classmate who fits the description for each box and have them initial the box.

B	I	N	G	O
Did you take a trip out of the state?	Did you play outside at least three times?	Did you watch TV?	Can you name the seven continents?	Have you gone swimming?
Did you go to an amusement park?	Have you learned something new?	Did you read a fiction book?	Did you visit family?	Did you go grocery shopping?
Did you play a video game?	Did you go to the park?	Can you solve $12 \times 12 = ?$	Did you take a family trip?	Did you create a piece of art?
Did you do chores?	Did you have a sleepover?	Did you go camping?	Did you mow the lawn?	Did you walk a dog?
Did you play in a sprinkler?	Did you watch a movie?	Did you babysit?	Did you earn money?	Did you use a computer?

Name _____

Date _____

United States Classmate BINGO

Find a classmate who fits the description for each box and have them answer the question and initial the box.

B	I	N	G	O
Can you name three states other than the one you live in?	Can you name the longest river in the United States?	Can you name the capital of your state?	Can you name the president of the United States?	Can you name the two countries that border the United States?
Can you name the largest state in the United States?	Can you name two of the original thirteen colonies?	Which state has the smallest population?	In what state would you find Boston?	In what state would you find Denali National Park?
What country is found directly south of the United States?	Can you name the smallest state of the United States?	Can you name at least three of the Great Lakes?	What state has the largest population?	What is the capital of the United States?
In what state would you find Disneyland and the Golden Gate Bridge?	What state is made up of an archipelago?	What time zone would you use if you are in California?	Can you name a National Park?	In what state would you find the Alamo and the Dallas Cowboys?
What was the 50th state added to the United States?	In what state can you find the Empire State Building and Niagara Falls?	How many stripes are on the flag of the United States?	Can you name at least two branches of the United States military?	What day does the United States celebrate independence?

Name _____

Date _____

United States Classmate BINGO

Answer Key

B	I	N	G	O
Answers will vary, but may include Texas, New York, California, Ohio, or Hawaii	The Mississippi River	Answers will vary, but may include: Austin, TX Santa Fe, NM Annapolis, MD	President Donald Trump	Canada and Mexico
Alaska	Can include: Delaware, Pennsylvania, Massachusetts, New Jersey, Georgia, Connecticut, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina, and Rhode Island	Washington	Massachusetts	Alaska
Mexico	Rhode Island	Can include: Lake Huron Lake Ontario Lake Michigan Lake Erie Lake Superior	California	Washington, D.C.
California	Hawaii	The Pacific Time Zone	Answers will vary, but may include: Joshua Tree NP Yellowstone NP Glacier NP Grand Canyon NP	Texas
Hawaii	New York	13	Can include: Navy, Marines, Air Force, Army, Coast Guard	July 4th

Name _____

Date _____

Classmate BINGO

Write a question that could describe a classmate in each of the boxes, and then find a classmate who fits the description for each box and have them initial the box.

B	I	N	G	O

TEAMMATE SHOWDOWN

Directions for Teammate Showdown

1. Students are in teams.
 - 4 students to a team is preferred, but not a requirement.
2. Each student has a whiteboard, dry erase marker/ crayon, and an area to work.
3. The class needs one set of Showdown cards held by the teacher.
4. The teacher draws a Showdown card and reads it aloud to the class.
5. Students are given think time.
6. Students answer the question on their whiteboard and place it upside down to signal they are done answering.
7. When the teacher/facilitator sees that most students are done they call out "Showdown."
8. All students flip over their whiteboards to show their teams while reading their teammates' answers.
9. Beginning with a teammate randomly selected teammates expose their answers then erase their whiteboard.
10. Repeat the process for as long as time allows or until you run out of cards.

Optional Extension

To extend this activity, students can create their own question cards to be included in the Showdown deck.

TEAMMATE SHOWDOWN

Tips for Implementation

- Set your expectations for your students. This will ensure that students respect one another's answers and opinions.
- Model for your students how to actively listen to one another's responses as well as use their think time.
- To build in more community building teams can complete a cheer after each round.

Why Teammate Showdown?

- Students will practice active listening and speaking skills as well as get to know one another through answering questions and sharing their opinions. This leads to deeper connections being formed by students who can then build relationships throughout the school year.

What's included?

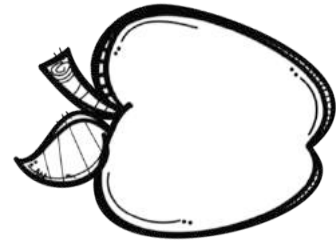
- Directions
- Deck of showdown question cards
- Page of blank showdown cards for students to create their own questions

How did you spend
most of your time
over the summer?



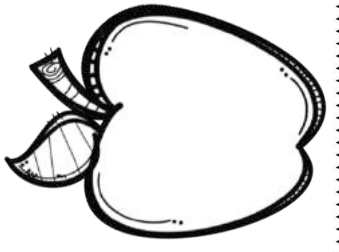
TEAMMATE SHOWDOWN

What is your favorite
song right now?



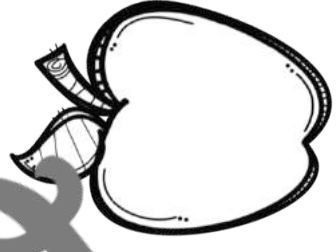
TEAMMATE SHOWDOWN

What is one thing
you think it is
important for your
teammates to
know about
you?



TEAMMATE SHOWDOWN

What is something
that you hope to
learn this school
year?



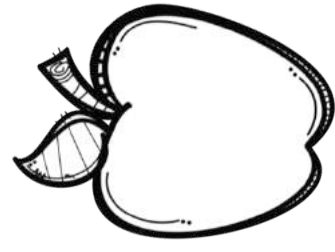
TEAMMATE SHOWDOWN

Tell your team
about your family.



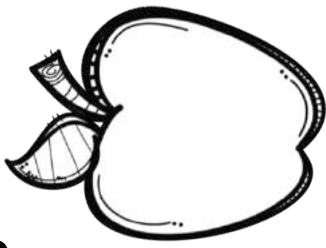
TEAMMATE SHOWDOWN

What is your
proudest moment?



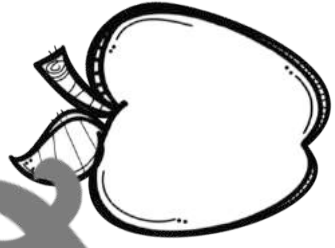
TEAMMATE SHOWDOWN

What book that you
have read has
made the biggest
impact on you?



TEAMMATE SHOWDOWN

What do you think
are important
character traits for
a teammate to
have?



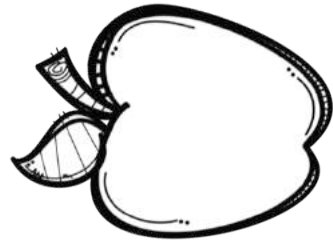
TEAMMATE SHOWDOWN

What is your favorite
school subject?
Why?



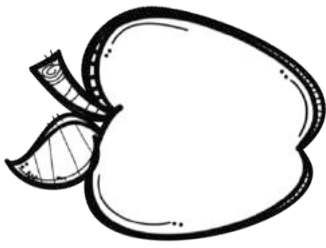
TEAMMATE SHOWDOWN

What talent do you
have that makes
you unique?



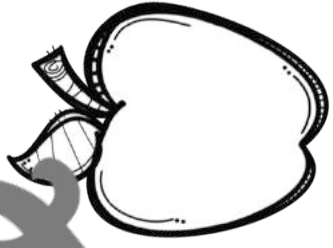
TEAMMATE SHOWDOWN

What is your favorite
snack food?



TEAMMATE SHOWDOWN

What is something
that really annoys
you?



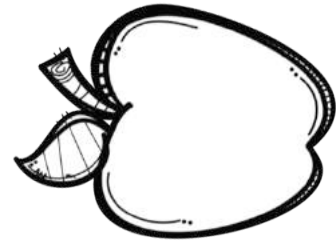
TEAMMATE SHOWDOWN

Where is your
favorite place to
go?



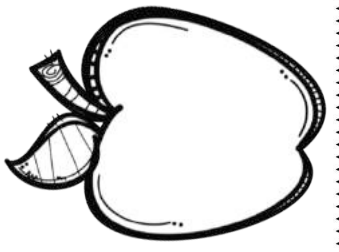
TEAMMATE SHOWDOWN

If you could visit
anywhere in the
world, where would
you go? Why?



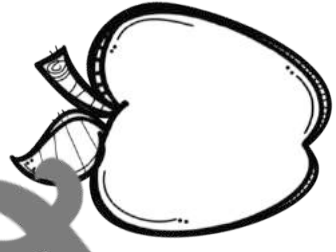
TEAMMATE SHOWDOWN

What is your favorite
way to spend free
time?



TEAMMATE SHOWDOWN

What is something
that always makes
you laugh?



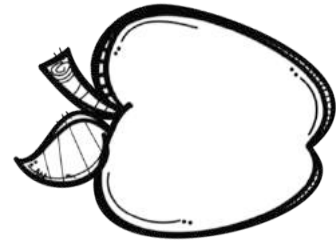
TEAMMATE SHOWDOWN

Do you have any pets? Tell your team about them. If not, what kind of pet would you like?



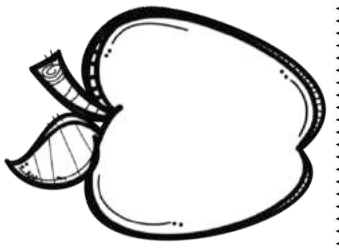
TEAMMATE SHOWDOWN

What is your favorite color,? Name three things that are that color.



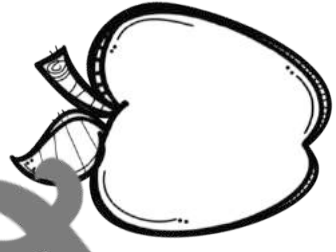
TEAMMATE SHOWDOWN

If you were given one million dollars, what would be the first thing you would buy?

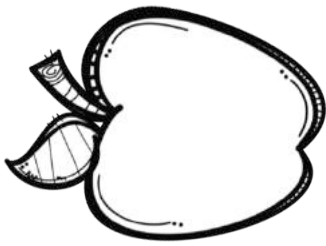


TEAMMATE SHOWDOWN

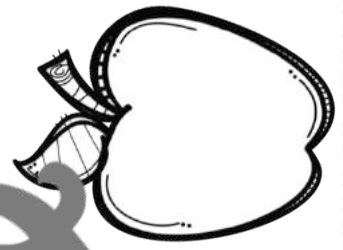
What is something that you do to help others?



TEAMMATE SHOWDOWN



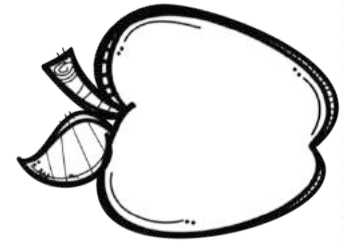
TEAMMATE SHOWDOWN



TEAMMATE SHOWDOWN



TEAMMATE SHOWDOWN



TEAMMATE SHOWDOWN

MATCH MINE DIRECTED DRAWING

Directions for Match Mine Directed Drawing

1. Students are in partners and on opposite sides of a barrier
 - Folders open and standing between partners make great barriers.
2. Each student takes a set amount of time to create a simple drawing.
 - 2-3 minutes is the perfect amount of time to allow students to complete a drawing without getting overly detailed.
3. After both students have completed their drawings it is decided who will be the explainer first.
4. The explainer gives a detailed, step by step explanation of how to recreate their drawing while the listener tries their best to recreate the drawing.
5. Once completed, roles switch and partners repeat the process.
6. After both partners have completed both roles they show each other their drawings and compare how well they explained and followed directions.

Optional Extension

To extend this activity, students can complete more than one round or partners can make a detailed, step by step list of how they would have explained the drawing to someone else. These explanations can then be shared with the class to see how exact the directions were.

MATCH MINE DIRECTED DRAWING

Tips for Implementation

- Set your expectations for your students. This will ensure that students respect one's illustrations.
- Model for students how to create a simple drawing that their partners will be able to recreate through their explanation.
 - Reminding students to use geometric shapes is a great way to keep students who struggle with drawing from getting overwhelmed.
- Model for students what it looks and sounds like to give detailed step by step directions.
 - Some students may struggle with generating step by step directions while simultaneously giving them to their partner. Encourage students to write their steps down before they begin explaining.

Why Match Mine Directed Drawing?

- By working in partners students must use their listening and speaking skills to accurately match their partner's drawing. This activity encourages students to think through their process and how they can best explain it to another in a concise and precise manner. It leads to wonderful discussions about clear communication when working with one another.

What's Included?

- Directions
- Printable drawing sheet
- Printable list for recording steps before giving directions to partner

Finished illustrations make a great bulletin board when partner's work is hung together to show their communication skills.

Name _____

Date _____

Match Mine Directed Drawing

Create your own simple drawing in the top box, and then brainstorm how you can best explain it so that your partner can recreate it. Then use your listening skills to recreate your partner's drawing in the lower box.

My Drawing

My Partner's Matching Drawing

Name _____

Date _____

Match Mine Directed Drawing

Create your own simple drawing in the top box, and then brainstorm how you can best explain it so that your partner can recreate it. List the detailed steps that you will tell your partner below, and then use your listening skills to recreate your partner's drawing on the back of your paper.

My Drawing

Steps to Recreate My Drawing

TEAR ART TEAM COLLAGE

Directions for Tear Art Team Collage

1. Students are in teams of four whenever possible.
2. Teams brainstorm an image or symbol that represents them as a team.
3. Each student in the team gets two pieces of construction paper (different colors for each student)
4. As a team students use their own two pieces of construction paper and a piece of butcher paper (as the background) to create a tear art symbol representing their team.
 - Each student may only touch (including tearing and gluing) their two colors of construction paper. They may not tear, glue, or move anyone else's construction paper.
5. Students each add their name to the butcher paper using torn pieces of their own construction paper.
6. Once complete, teams present their symbols to the class and explain how they came up with the

Materials per Team

Butcher paper for background

8 different colors of construction paper

Glue

TEAR ART TEAM COLLAGE

Tips for Implementation

- Reinforce idea that this is a cooperative art project by remaining firm that students are only to touch their own construction paper color.
- Encourage students to be creative in how they use their torn paper to create shapes for their symbol.

Why Tear Art Team Collage?

- By each student only being able to touch their own materials a positive interdependence is built between the team members. Each student must complete their task in order for the team collage to be complete. This team building exercise also encourages students to communicate with one another.

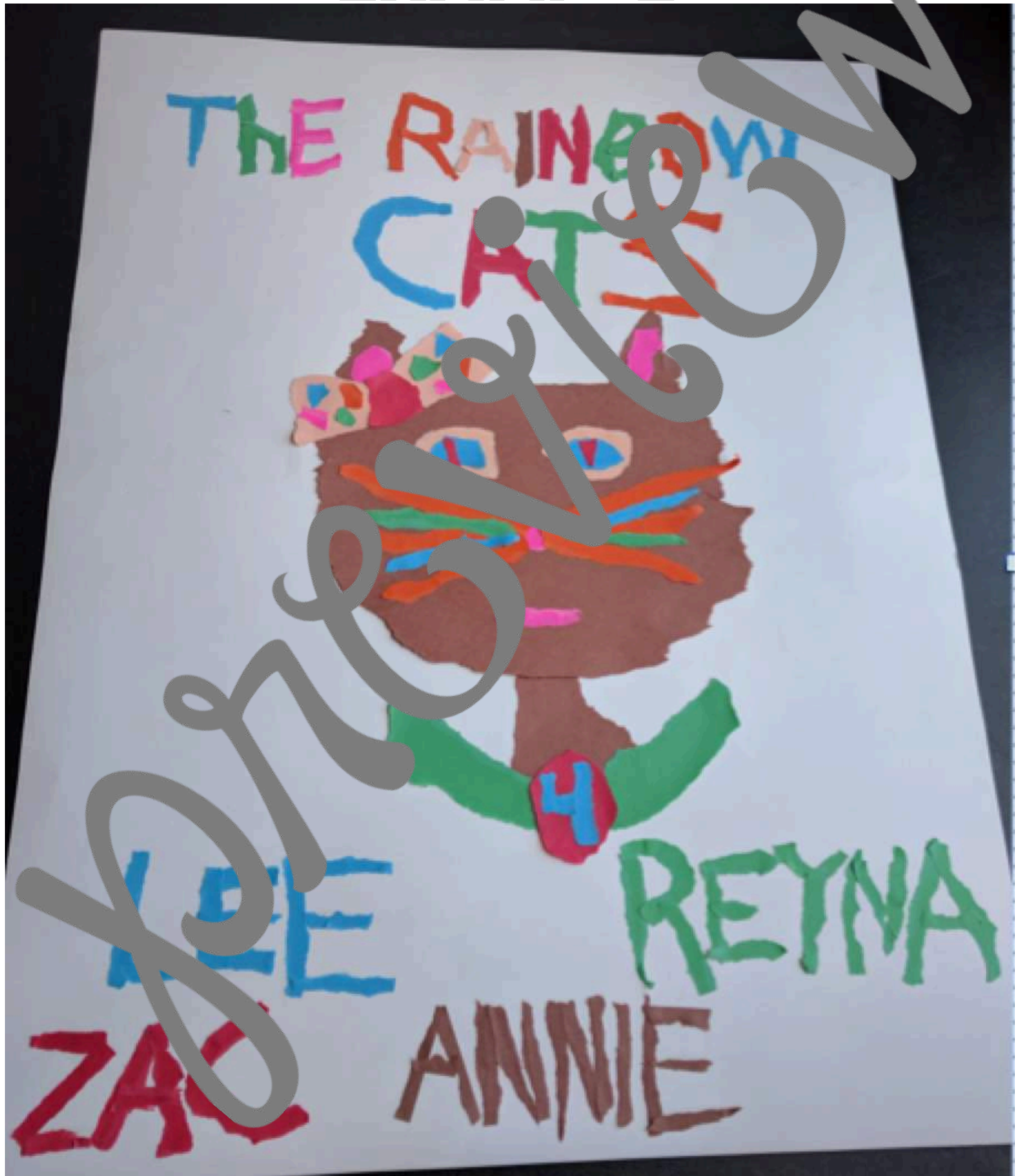
What's Included:

- Directions
- Example of completed Tear Art Team Collage

What Do I Do With Our Team Collages?

- Tear art team collages make a great display in your classroom or in the hallway.
- They also are a great way to display team names throughout the year or identify different areas of the room.

TEAR ART TEAM COLLAGE EXAMPLE



INTRODUCING...

Directions for Introducing...

1. Students stand up, hand up, and pair up to find a partner.
 - If you have an odd number of students allow for one group of three. These students will interview one another in a circular pattern. (A interviews B, B interviews C, and C interviews A)
2. Once a partner is found the student whose first name comes last alphabetically takes the role of interviewer first.
3. Using the interview questionnaire the interviewer learns all about their partner and takes notes.
4. After the interview complete partners switch roles.
5. Once both partners have been interviewed students thank one another and return to their own seats.
6. Independently students write a short introductory biography about their partner.
7. Students introduce their partner to the class through their biography.
 - This process can take a bit of time, so it might need to be broken down over a few days to ensure that each biography and student get their moment of introduction and the time to feel welcomed.
8. After each student is introduced by their partner the class celebrates them with a special cheer or welcome.

INTRODUCING...

Tips for Implementation

- Set your expectations for your students. This will ensure that students respect one another's answers during the interview. Setting students up for success by talking about what makes each of us individuals can lead to a broader appreciation of unique traits that each student has.
- Model for students what it looks like to take notes from an interview showing them that they do not need to write down every word their partner says, instead model how to write down just the gist.
- Model for students what a mini introductory biography might look and sound like.
- Decide on a few cheers to be used while students are introducing one another.
 - Some students like to choose what cheer is given to them, as it makes them feel special.

Why Introducing...?

- While interviewing one another students are practicing their listening and speaking skills which are again used when partners introduce one another to the class. By giving students the opportunity to write about one another you are able to gauge their writing abilities while they are writing on a high interest subject, their peer.

What's Included?

- Directions
- Interview questionnaire
- Writing paper for introductory biography with a variety of kid options
- Example completed questionnaire and biography

Name _____

Date _____

Introducing... Interview Questionnaire

Use the questions below to interview your partner so that you will be able to write an introductory biography about them.

Partner's Name _____

Tell me about your family _____

Do you have any pets? If not, what kind of pet would you like?

What book would you recommend that everyone read? Why?

If you could go anywhere in the world where would you go? Why?

What are two things that you want people to know about you?

1. _____

2. _____

What is something that you are really proud to have accomplished?

What are three words that you would use to describe yourself?

What do you believe makes someone a good friend?

What is your favorite thing about school?

What hobbies do you enjoy?

Name _____

Date _____

Introducing... _____



Name _____

Date _____

Introducing... _____



Name _____

Date _____

Introducing... _____



Name _____

Date _____

Introducing... _____



Name _____

Date _____

Introducing... _____



Name _____

Date _____

Introducing... _____



Name _____

Date _____

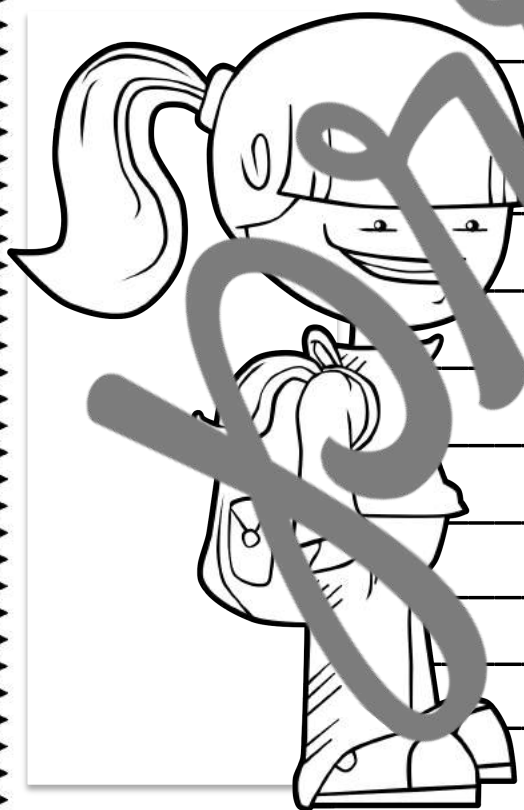
Introducing... _____



Name _____

Date _____

Introducing... _____



Name _____

Date _____

Introducing... _____



Name _____

Date _____

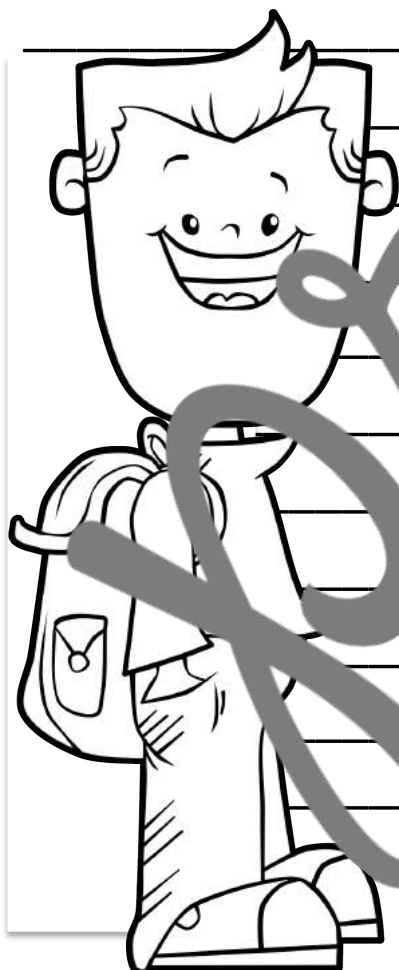
Introducing... _____



Name _____

Date _____

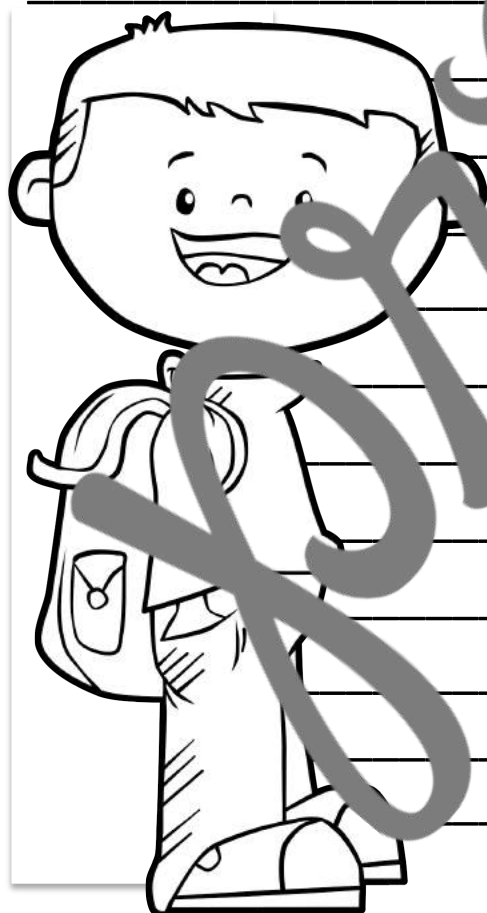
Introducing... _____



Name _____

Date _____

Introducing... _____



Name _____

Date _____

Introducing... _____



Name _____

Date _____

Introducing... _____



Name _____

Date _____

Introducing... _____



Name _____

Date _____

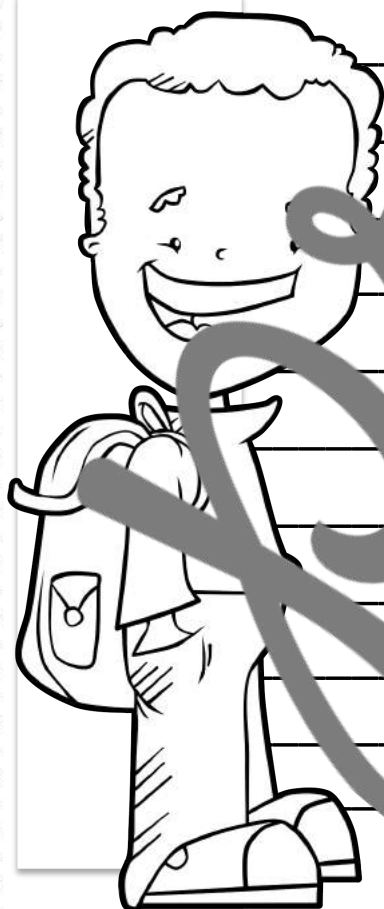
Introducing... _____



Name _____

Date _____

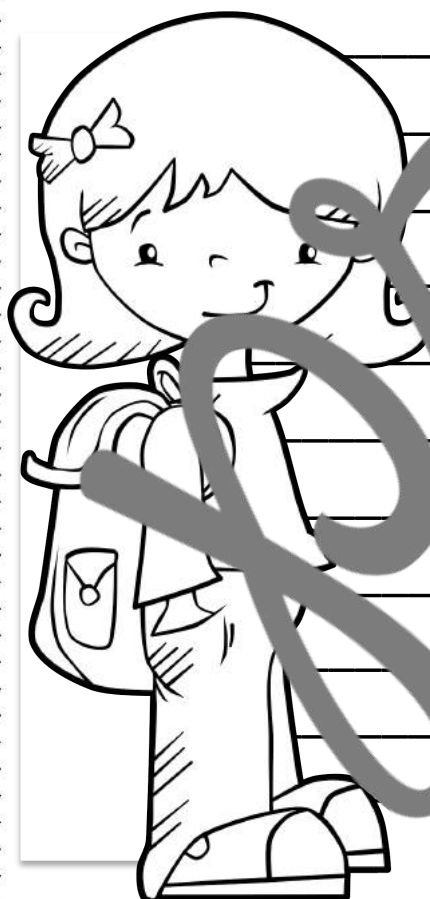
Introducing... _____



Name _____

Date _____

Introducing... _____



INTRODUCING... QUESTIONNAIRE EXAMPLE

Name Anielica

Date Aug 24th

Introducing... Interview Questionnaire

Use the questions below to interview your partner so that you are able to write an introductory biography about them.

Partner's Name Jamal Prince

Tell me about your family I live with my dad and two brothers.

My brothers' names are Kai and Rick. My grandparents stay with us a lot.

Do you have any pets? If not, what kind of pet would you like?

I have a cat named Stripes, but I really want a turtle.

What book would you recommend that everyone read? Why?

I loved the book Holes because I could imagine it happening to me at camp.

If you could go anywhere in the world where would you go?

Why? I want to visit New Zealand, because that's where they filmed Lord of the Rings which is one of my favorite movie series.

What are two things that you want people to know about you?

1. I really want a little brother or sister because I don't like being youngest.

2. School is hard for me, but my dad tells me it is important.

What is something that you are really proud to have accomplished?

Last week I finished a really hard level of a video game that I had been working on all summer.

What are three words that you would use to describe yourself?

Friendly, Exciting, Honest

What do you believe makes someone a good friend?

Someone that will help you no matter what.

What is your favorite thing about school?

PE, because I like sports.

What hobbies do you enjoy?

Video games, skateboarding, playing football or soccer

INTRODUCING... BIOGRAPHY EXAMPLE

Name Anjelica

Date Aug. 1, 2017

Introducing... Jamal Prince

Jamal is the youngest of three brothers who live with their dad. He would really like to have a younger brother or sister, because he is tired of being the youngest. On other days, his grandparents do come and stay with him and his family a lot and he really likes having them around. He also has a cat named Strip.

Jamal would really like to have a plane and visit New Zealand. The reason he wants to visit New Zealand is because that's where Lord of the Rings was filmed, and he thinks it looks like a really cool place with a lot of different types of energy.

Jamal thinks that everyone would enjoy the book Holes, because it reminds him of something that could really happen at summer camp. At school, Jamal's favorite thing because he enjoys playing sports and like to show off a little bit. He works really hard at school, because things don't always come easily to him but he knows it is important to always do his best.



When not at school Jamal enjoys playing video games, where he recently finished a hard level that he worked on all summer, participating in sports, and skateboarding.

Jamal describes himself as friendly, exciting, and honest. He is looking for friends that will help him out no matter what!

ALL WRITE ROUND ROBIN

Directions for All Write Round Robin

1. Students are in teams.
 - 4 students to a team is preferred, but not a requirement.
2. Each student has a writing page and a writing utensil.
3. Beginning with a pre-chosen team member, students say out loud a trait of a perfect teammate and all students on the team write the trait down.
4. After everyone has written the trait down, the turn moves to the left/clockwise where the process is repeated.
 - You can choose to have teams do a predetermined amount of turns around the team or have a time limit.
5. Once students have a list of traits they decide which of the traits are most important to them and each student circles them on their paper.
 - I would recommend keeping their short list to no more than four.
6. Teams decide on a captain to announce their traits to the class.
7. Teacher records all of the traits on the board or chart paper.

Optional Extension

To extend this activity, after students have read their traits to the class have a class discussion about why these traits are important in teammates. Also, students can create a visual representation of their "perfect" teammate.

ALL WRITE ROUND ROBIN

Tips for Implementation

- Set your expectations for your students. This will ensure that students respect one another's opinions of what makes a "perfect" teammate.
- To help students who need to incorporate movement into their work time, have students stand behind their workspace instead of sitting.
- Model for students what it looks like to patiently wait their turn and record their teammate's traits as well as their own.

Why All Write Round Robin?

- By working in teams to generate a list of traits that makes up a "perfect" teammate each student has an equal turn to participate and an equal investment in the outcome of the list. Students also practice their listening and speaking skills when working in their team.

What's Included?

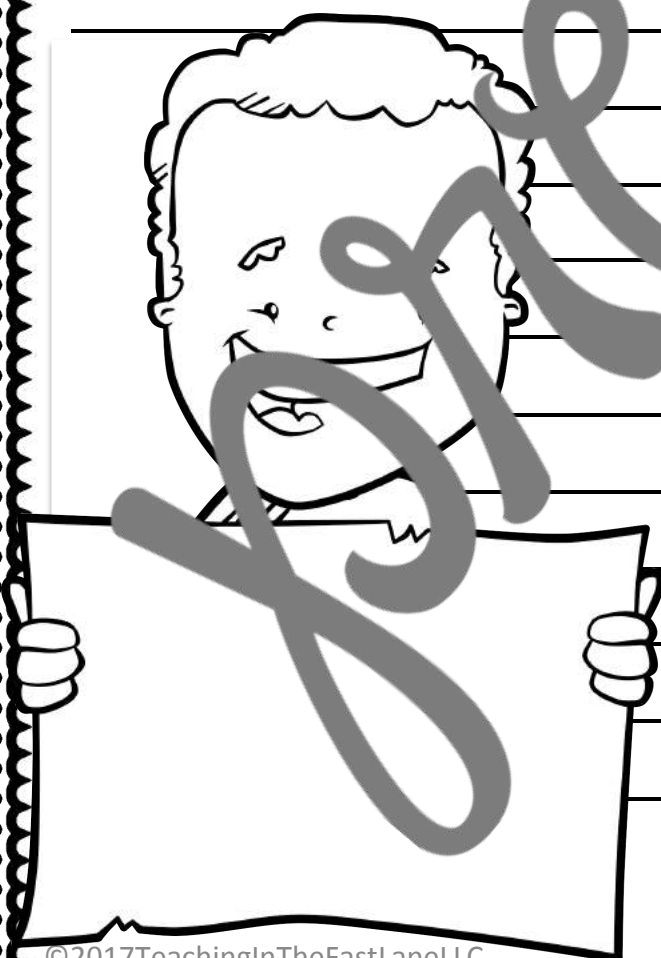
- Directions
- Printable paper for lists
 - One full page and one half page

Name _____

Date _____

Traits of a "Perfect" Teammate

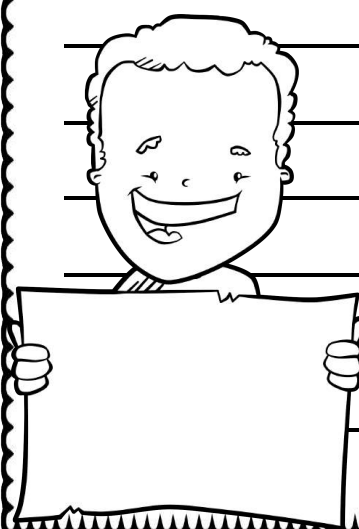
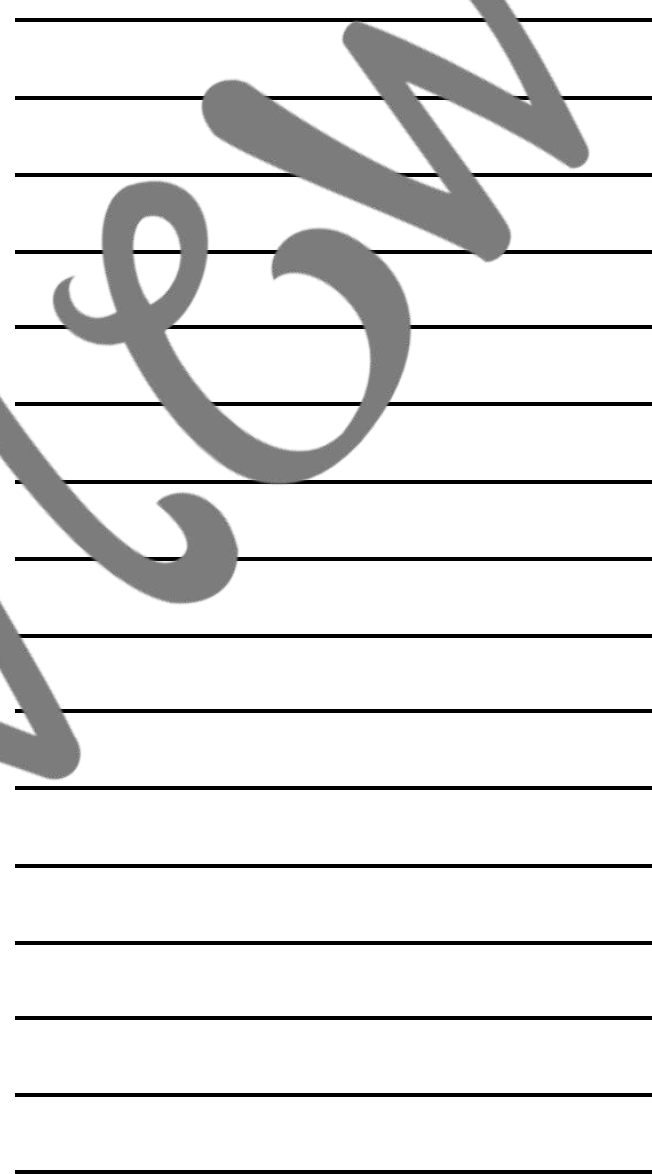
Handwriting practice lines for the title "Traits of a 'Perfect' Teammate".



Traits of a “Perfect” Teammate



Traits of a “Perfect” roommate



GET TO KNOW YOU FAN & PICK

Directions for Fan & Pick

1. Students are in teams.
 - 4 students to a team is preferred, but not a requirement
 - If you can not make teams of 4, a set of partners can also complete the process.
2. Use the role placemat to determine roles
3. Student A fans out the cards and says, "Pick a card, any card!"
4. Student B draws a card and reads the card to the team.
5. Student C answers the question.
6. Student D responds to student C's answer with either a question or comment.
7. The role placemat is turned to the left/ clockwise and the process is repeated for as long as time allows.
 - After students have gone through all the cards they can be reshuffled and completed again.

Optional Extension

Students can create their own questions to include in the Fan & Pick card deck.

GET TO KNOW YOU FAN & PICK

Tips for Implementation

- Set your expectations for your students. This will ensure that students respect one another's responses to the questions.
- Model how students can respond to one another's answers based on the type of question asked.

Why Fan & Pick?

- By getting to know one another and sharing personal information or stories students build a bond with their teammates. This encourages students to share and trust more.

What's Included?

- Directions
- Role play mat
- Fan & Pick cards with questions or prompts
- Page of blank fan & pick cards for students to create their own questions

"B,"

Chooses a card
and reads it to
group.

"C,"

Answers the
question.

"D,"

Either comments
or asks a follow up
question.

"A,"

Fans the cards.

Tell a short story about the best place you have ever been and what made it so special.

Get to Know You Fan & Pick

Describe your perfect school day from the moment you walked into school to dismissal.

Get to Know You Fan & Pick

Describe one of your hobbies and how you became interested in it.

Get to Know You Fan & Pick

What is something that you are an expert at that you could teach others how to do?

Get to Know You Fan & Pick

Tell about a time that you had to show perseverance to get something done.

Get to Know You Fan & Pick

What do you think makes a teacher a great teacher?

Get to Know You Fan & Pick

What is one question that you would like to ask every person you meet?

Get to Know You Fan & Pick

What is something that is special to you? What makes it special?

Get to Know You Fan & Pick

What is your favorite meal?

Get to Know You Fan & Pick

Where does your name come from? If it has a story tell it.

Get to Know You Fan & Pick

Get to Know You Fan & Pick

Get to Know You Fan & Pick

Get to Know You Fan & Pick

Get to Know You Fan & Pick

Get to Know You Fan & Pick

WHO AM I?

Directions for Who Am I?

1. Each student has a card taped to their back, but do not know what their card says.
2. Students stand up, put their hand in the air and high-five when they find a partner.
3. After greeting their partner each person looks at the card on the other person's back.
4. Each partner asks the other a yes or no question about "who they are" based on the card on their back.
5. The other partner answers with yes or no.
 - If a partner does not know the answer to the question or does not have a question the other partner can give them a hint instead of asking/answering a question.
6. Each partner can take a guess at who they are if they have an idea.
7. Partners thank one another and repeat steps 2-7 until they guess who they are.
8. Once a student correctly guesses their identity they can remove the card from their own back, but continue to circulate and help others determine their identities.

Optional Extension

Students can create their own game of Who Am I? using sticky notes.

WHO AM I?

Tips for Implementation

- Model the types of questions that students may ask one another to determine their identity as well as how to give a hint.
- Model for students the proper high five as well as how to greet and thank their partners.

Why Who Am I?

- Students must work together with their partners as well as think critically to ask and answer questions about their identity.

What's Included?

- Directions
- 4 versions of Who Am I? cards
 - School Supplies (30 cards)
 - Animals (30 cards)
 - Clothing (30 cards)
 - Famous Figures in Real Life (30 cards)

WHO AM I? SCHOOL SUPPLIES

hole punch clip	tape	crayon
marker	glue stick	marker
sticky note	glue bottles	scissors
composition book	glitter glue	stapler
spiral	glitter	staples

WHO AM I? SCHOOL SUPPLIES

protractor	construction paper	folder
compass	notebook paper	binder
hand sanitizer	journal dry erase marker	eraser
tissues	math cubes	colored pencil
backpack	ruler	

WHO AM I? ANIMALS

lemur

cheetah

zebra

turtle

giraffe

monkey

hamster

antelope

elephant

alligator

dog

tiger

antelope

cat

lion

WHO AM I? ANIMALS

camel

dolphin

cow

deer

whale

horse

llama

crab

pig

duck

lobster

goat

tortoise

shark

sheep

WHO AM I? CLOTHING

tuxedo

jeans

socks

coat

parka

snow

boots

dress

sweat

t-shirt

pants

skirt

shorts

jacket

sneakers

bathing

suit

coat

WHO AM I? CLOTHING

tie

tank top

baseball
hat

slippers

scarf

hoodie

pajamas

mittens

blouse

polo shirt

glasses

wind
breaker

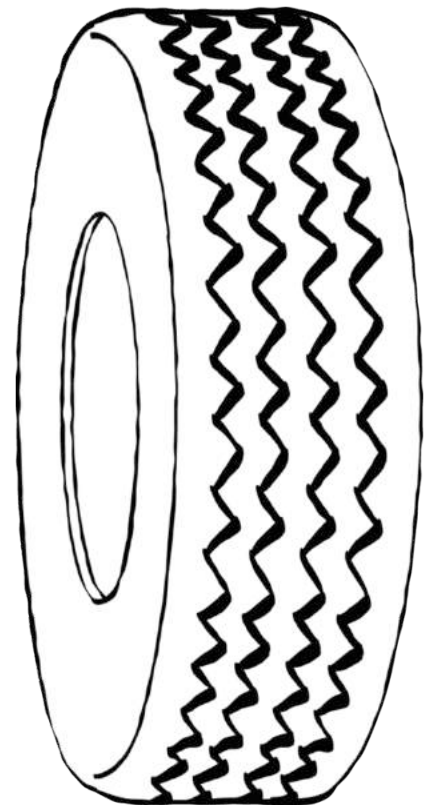
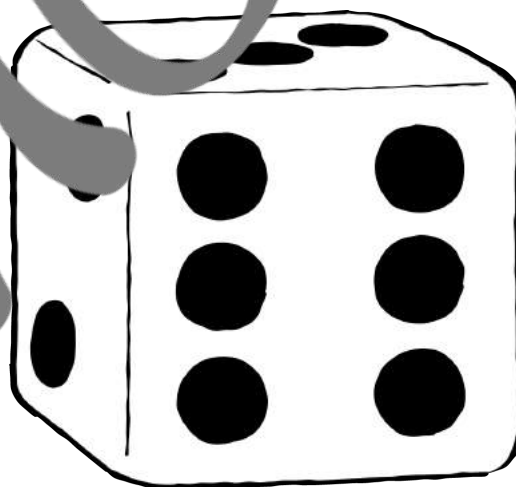
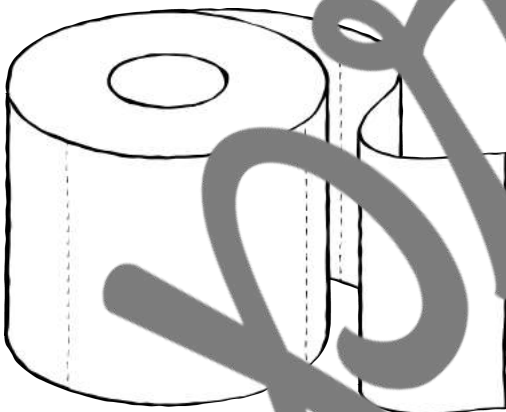
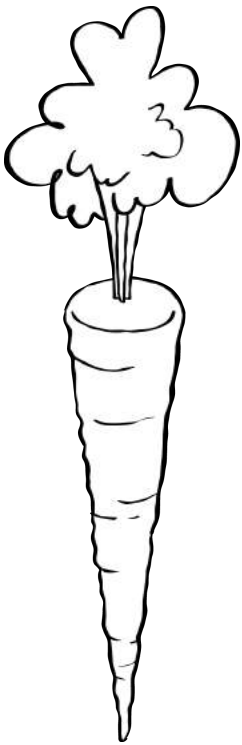
high
heels

belt

kilt

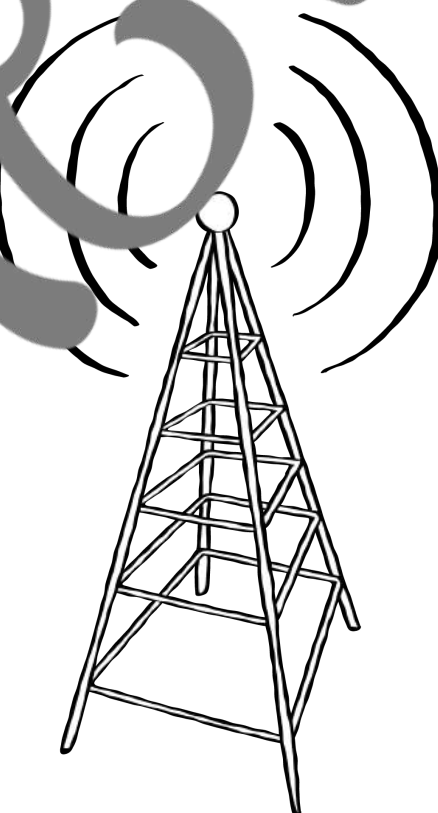
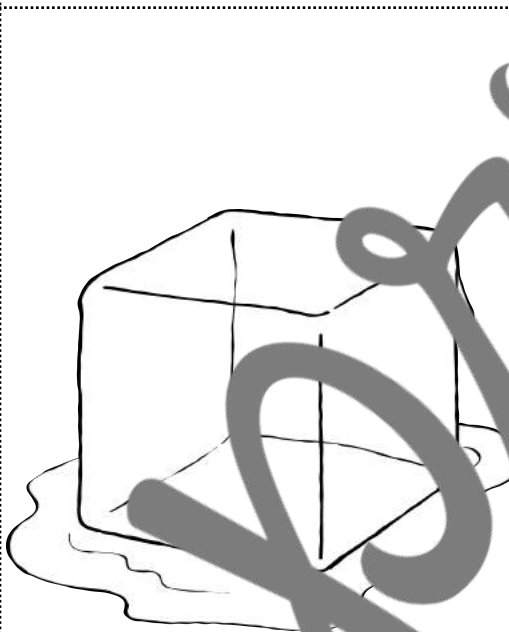
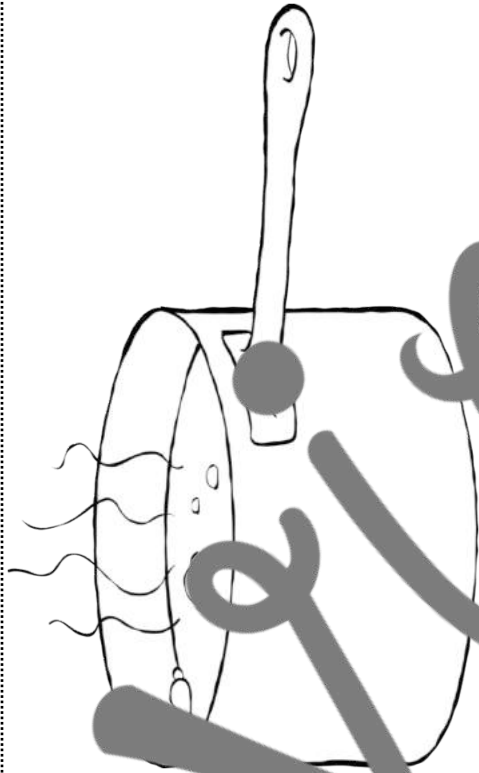
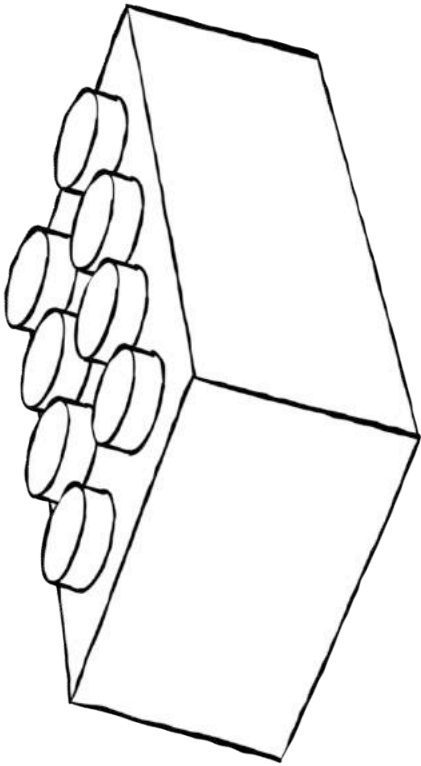
WHO AM I?

3D FIGURES IN REAL LIFE



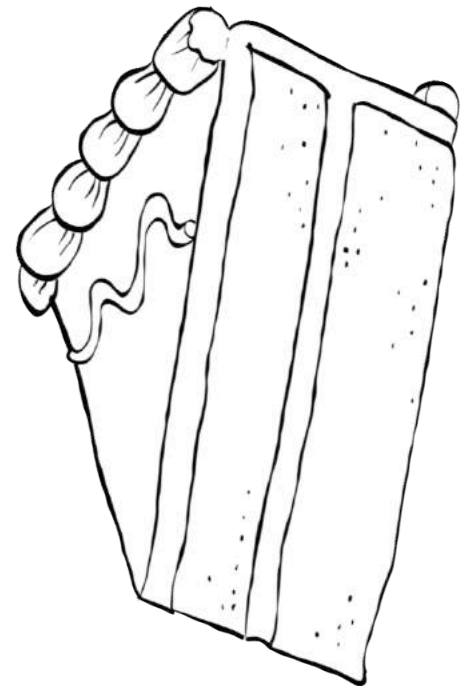
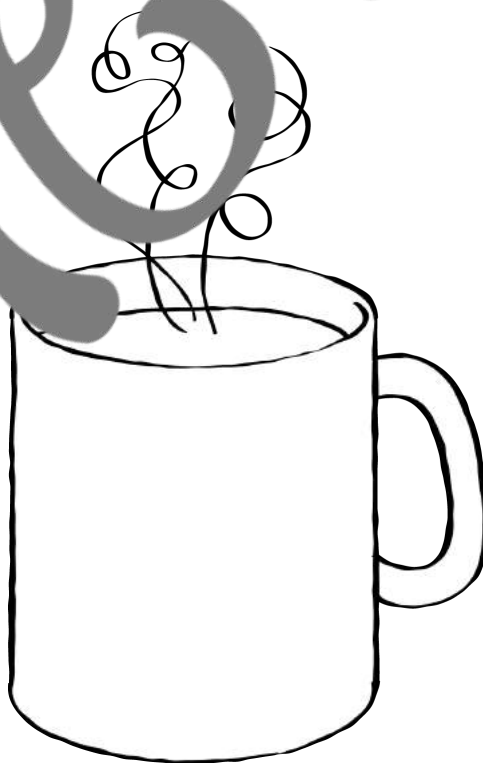
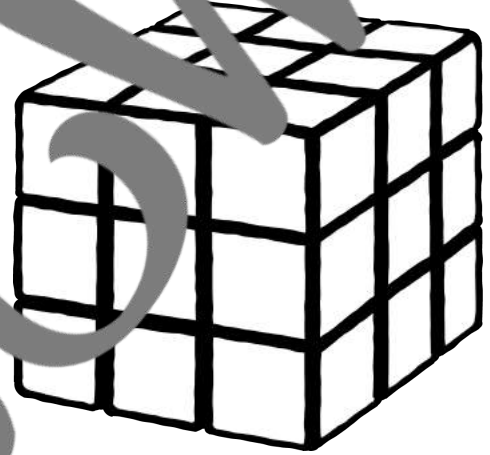
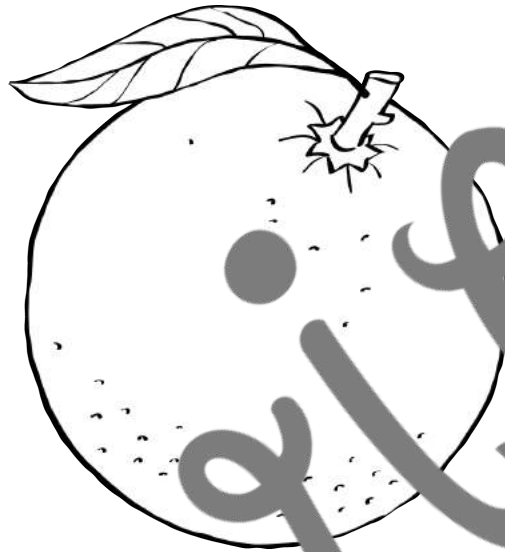
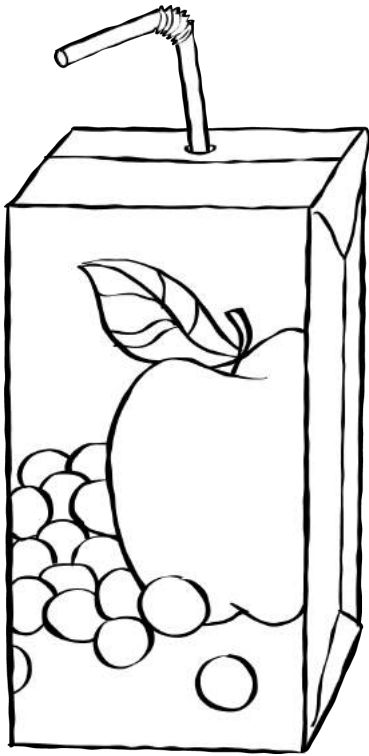
WHO AM I?

3D FIGURES IN REAL LIFE



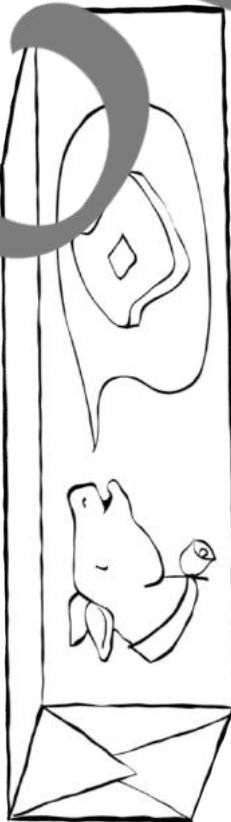
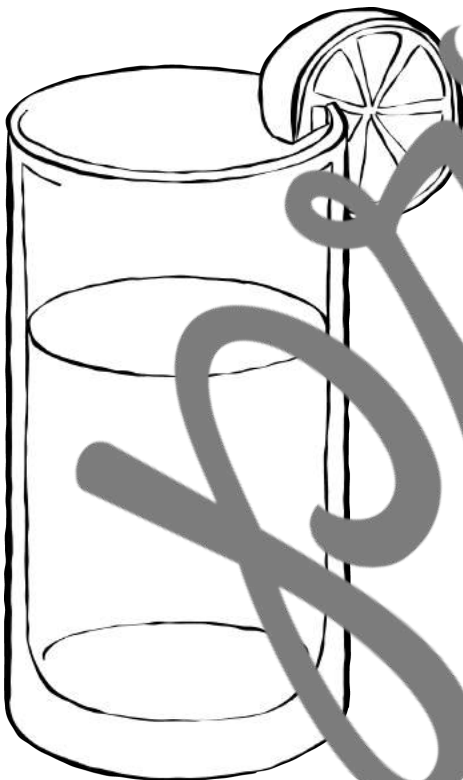
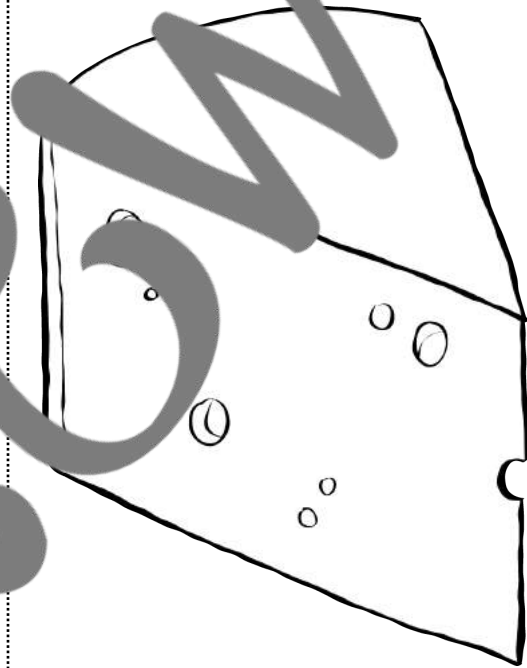
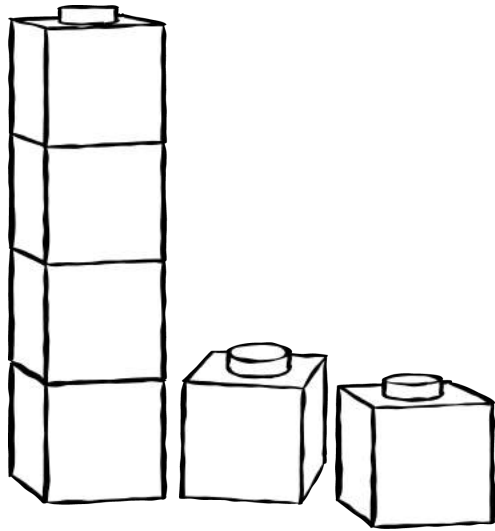
WHO AM I?

3D FIGURES IN REAL LIFE



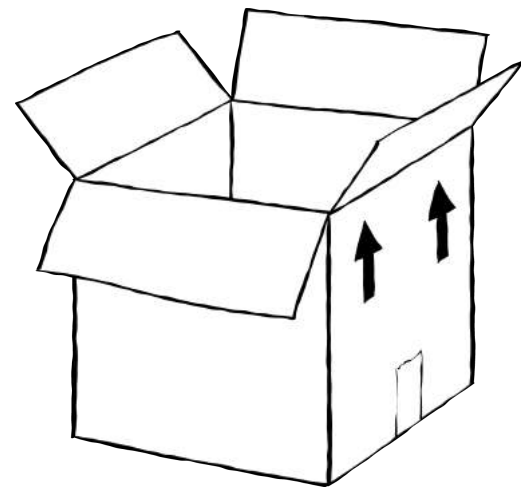
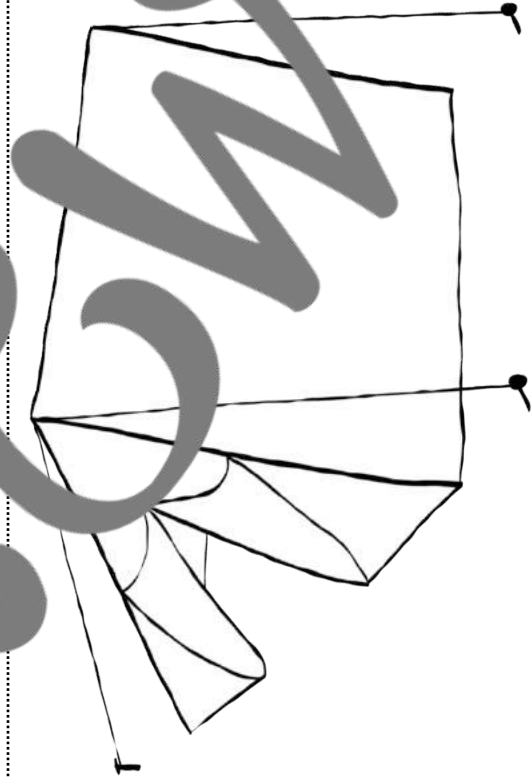
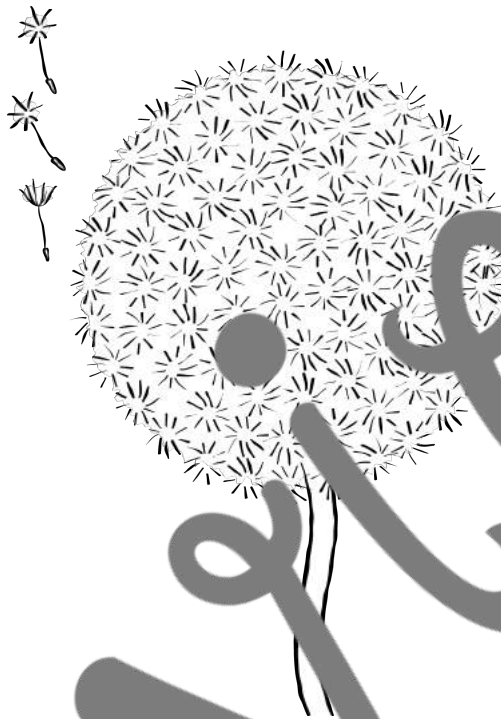
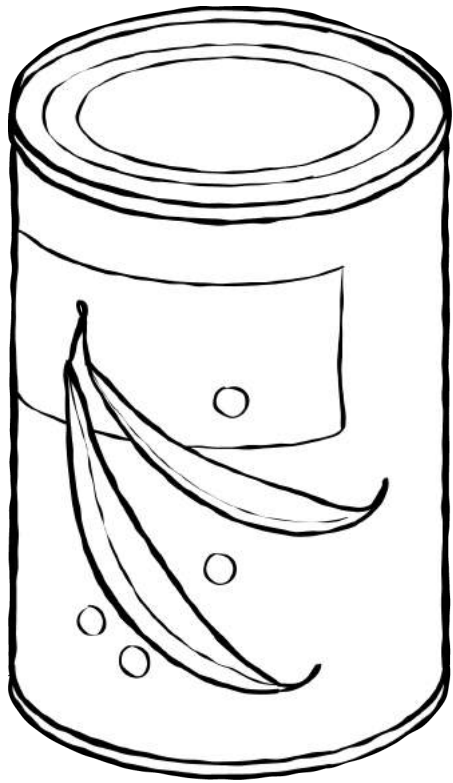
WHO AM I?

3D FIGURES IN REAL LIFE



WHO AM I?

3D FIGURES IN REAL LIFE



ALL ABOUT ME QUIZ QUIZ TRADE

Directions for All About Me Quiz Quiz Trade

1. Each student receives a card.
2. Students stand up, hand up, and pair up to find a partner.
3. Partners greet one another.
4. Partner A asks partner B the question on their card.
5. Partner B answers.
6. Partner A asks partner B a follow up question or comment.
7. Partners switch roles and repeat steps 4-6.
8. Partners trade cards and thank one another.
9. Students find a new partner through stand up, hand up, pair up and repeat the process for as long as time allows.

Optional Extension

Students can create their own question cards to learn more about their peers.

After the activity is complete the teacher can ask for students to share out something that they have learned about one of their classmates.

ALL ABOUT ME QUIZ QUIZ TRADE

Tips for Implementation

- Model for students what it looks like and sounds like to greet their partner, ask a follow up question, praise their partner or thank their partner.
- Speak with students about how to safely stand up, hand up, pair up by finding the partner closest to them, not running....

Why All About Me Quiz Quiz Trade?

- Students practice their listening and speaking skills while working with multiple partners. By learning about one another a bond is formed that will build a relationship among peers.

What's Included?

- Directions
- All About Me Quiz Quiz Trade question cards
- Page of blank All About Me Quiz Quiz Trade cards for students to create their own questions

What is your
favorite
color?

All About Me Quiz Quiz Trade

What is your
favorite
animal?

All About Me Quiz Quiz Trade

What is your
favorite
school
subject?

All About Me Quiz Quiz Trade

What is your
favorite TV
show?

All About Me Quiz Quiz Trade

What is your
favorite way
to spend
time?

All About Me Quiz Quiz Trade

What is your
favorite
movie?

All About Me Quiz Quiz Trade

What is your
favorite
book?

All About Me Quiz Quiz Trade

What is your
favorite video
game?

All About Me Quiz Quiz Trade

What is your
favorite
place?

All About Me Quiz Quiz Trade

What is your
favorite
outdoor
activity?

All About Me Quiz Quiz Trade

What is your
favorite
food?

All About Me Quiz Quiz Trade

What is your
favorite
drink?

All About Me Quiz Quiz Trade

How old are
you?

All About Me Quiz Quiz Trade

Do you have
any brothers
or sisters?

All About Me Quiz Quiz Trade

Do you have
pets? What
kind?

All About Me Quiz Quiz Trade

If you could
visit anywhere,
where would
you go?

All About Me Quiz Quiz Trade

What would
you do with a
million
dollars?

All About Me Quiz Quiz Trade

What is your
favorite type
of candy?

All About Me Quiz Quiz Trade

Do you prefer
hot weather
or cold
weather?

All About Me Quiz Quiz Trade

What is a
nickname
that you
have?

All About Me Quiz Quiz Trade

Who do you
live with?

All About Me Quiz Quiz Trade

How do you
get to school
in the
morning?

All About Me Quiz Quiz Trade

What is your
favorite
sport?

All About Me Quiz Quiz Trade

What is
something
that bugs
you?

All About Me Quiz Quiz Trade

What is
something
you like to do
alone?

All About Me Quiz Quiz Trade

What is your
favorite thing
to do at
recess?

All About Me Quiz Quiz Trade

Where is the
furthest you
have been
away from
home?

All About Me Quiz Quiz Trade

What is your
least favorite
chore to do?

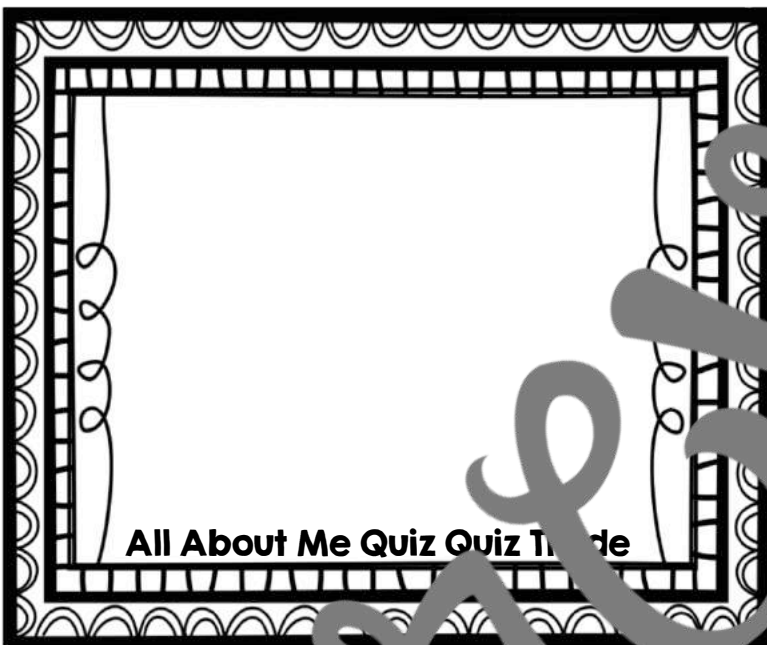
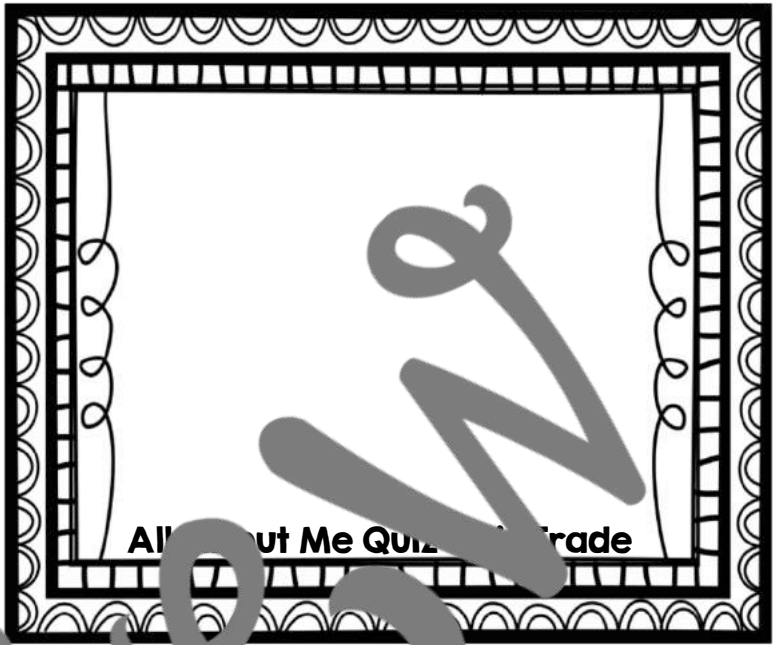
All About Me Quiz Quiz Trade

If you could
wish for one
thing what
would it be?

All About Me Quiz Quiz Trade

What do you
do after
school?

All About Me Quiz Quiz Trade



MAKING WORDS

Directions for Making Words

1. Students form teams of four.
 - If teams of four cannot be achieved a group of three or five will work too.
2. Each team has one recording sheet with the Making Words phrase and one writing utensil.
3. Using round robin students create as many words from that phrase as possible in the allotted time.
 - Round Robin
 - Recording sheet and writing utensil begin with one student who makes a new word from the phrase and writes it down.
 - Recording sheet and writing utensil are then passed to the student on the left in a clockwise motion who continues with their turn.
 - Teams make as many rotations through as they can.
 - If a student is stuck their teammates can help them out, but they must be the person to write that word.
4. After the time allotted has run out teams count up how many unique words they have listed.
5. Teams perform a team or class cheer to celebrate their success.

Optional Extension

New phrases can be named for students to create words out of or teams can compete with one another to see who has the most unique words scattegrories style.

MAKING WORDS

Tips for Implementation

- Model for students what it looks like to patiently wait their turn as well as how it looks and sounds to help a stuck teammate out.
- Remind students to use whisper voices so that they don't give their unique words away to other teams.
- You may want to allow students to skip a turn if they are unsure of a word, but I would not recommend allowing students to skip more than one turn in a row.

Why Making Words?

- Students practice their listening and speaking skills while working as a team. Positive interdependence is built between teammates by working towards a common goal.

What's Included?

- Directions
- Recording sheet with phrases (5 phrases)
- Recording sheet without phrase
- Example recording sheet

Use the letters from the phrase below to create as many unique words as you can in the time allowed.

OUR TEAM IS AMAZING!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

26. _____
27. _____
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29. _____
30. _____
31. _____
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33. _____
34. _____
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37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Use the letters from the phrase below to create as many unique words as you can in the time allowed.

TOGETHER WE CAN DO ANYTHING!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
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42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Use the letters from the phrase below to create as many unique words as you can in the time allowed.

A TEAM THIS GREAT CAN'T BE STOPPED!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
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20. _____
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24. _____
25. _____

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27. _____
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31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Use the letters from the phrase below to create as many unique words as you can in the time allowed.

THIS SCHOOL YEAR IS GOING TO ROCK!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
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25. _____

26. _____
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30. _____
31. _____
32. _____
33. _____
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36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Use the letters from the phrase below to create as many unique words as you can in the time allowed.

OUR CLASS IS THE ABSOLUTE BEST!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
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40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Use the letters from the phrase below to create as many unique words as you can in the time allowed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
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18. _____
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22. _____
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24. _____
25. _____

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27. _____
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31. _____
32. _____
33. _____
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42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Example Recording Sheet for Making Words

MAKING WORDS IS REALLY FUN!

1. making
2. words
3. is
4. really
5. fun
6. make
7. all
8. funeral
9. wing
10. sing
11. ring
12. king
13. row
14. sow
15. sew
16. sword
17. reward
18. down
19. drown
20. frown
21. run
22. run
23. leave
24. silly
25. will

26. grow
27. low
28. flow
29. flown
30. flower
31. row
32. low
33. make
34. learn
35. gain
36. drain
37. swan
38. lawn
39. dawn
40. fawn
41. wane
42. mane
43. sane
44. rake
45. raw
46. saw
47. seal
48. sale
49. wane
50. gain