

# PENCIL

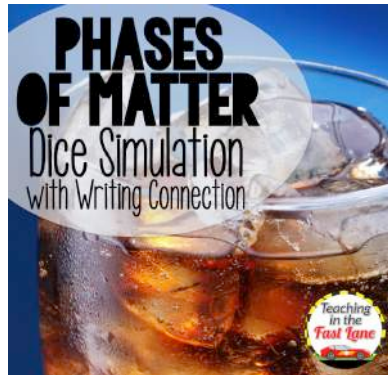
Dice Simulation with  
Writing Connection



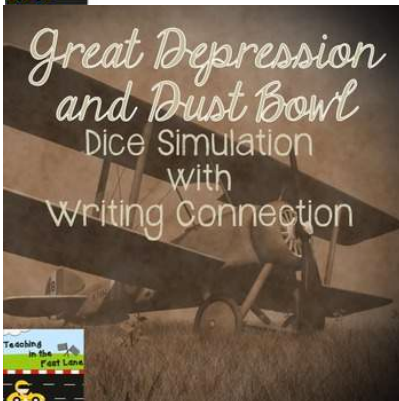
# PLEASE VISIT MY TEACHERSPAYTEACHERS STORE

# Teaching in the Fast Lane

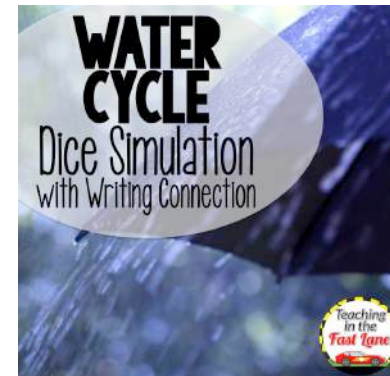
## FOR MORE SIMULATIONS!



**CIRCULATION OF A DOLLAR**  
Dice Simulation  
AND WRITING CONNECTION



**TURKEY IN HIDING**  
Dice Simulation  
AND WRITING CONNECTION



**REINDEER GAMES**  
Dice Simulation  
AND WRITING CONNECTION



# MANY MORE TO COME!

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# INCLUDED IN THIS PRODUCT:

- Teacher and student directions for simulation
- Recording sheet
- Sample Recording sheet
- Teacher directions for narrative
- Sample narrative based on sample recording sheet
- Rubric for narrative
- Signs for each location with directions
- Suggested read aloud list

**\*\*You will need six dice to complete this simulation. I recommend the large foam dice that can be found at the dollar store.\*\***



# NOTE TO TEACHER

This is a simulation meant just for fun. This is an activity that I do at the beginning of the school year to get my students up and moving, have a little fun, and incorporate our narrative writing skills.

# TEACHER DIRECTIONS FOR SIMULATION

- Print and laminate each of the location signs and student directions.
- Hang the location signs and student directions around your classroom and place a clipboard by each poster.
- Hand out recording sheets to students and review the directions with them:
  - Directions are found on the next page
- Monitor students as they travel around the classroom during the simulation and complete their recording sheet.

# DIRECTIONS FOR SIMULATION

- In order to avoid a pile up at one particular station, number students off 1-6 and send them to the following station.
  1. Time to rest in a desk.
  2. Get to work on some writing.
  3. Grab your calculator, it's time for math.
  4. You are feeling a little dull, jump on over to the pencil sharpener.
  5. Put on your thinking cap, it's time for science.
  6. You are dropped on the floor.
- After each student has their starting location, they should begin to circulate.
- At each location, roll the die and read the event associated with the number rolled. Use the underlined words to record your progress and travel to the next location.
- Once you have established your location, travel there quietly and wait in line to roll the die.
  - If your objective is to stay in the same location, then go to the end of the line and take another turn rolling the die.
- Students should continue to travel from location to location until they complete their recording sheet or time is up.
  - I would recommend allowing students to complete the simulation for about 10-15 minutes.

# IN A DESK

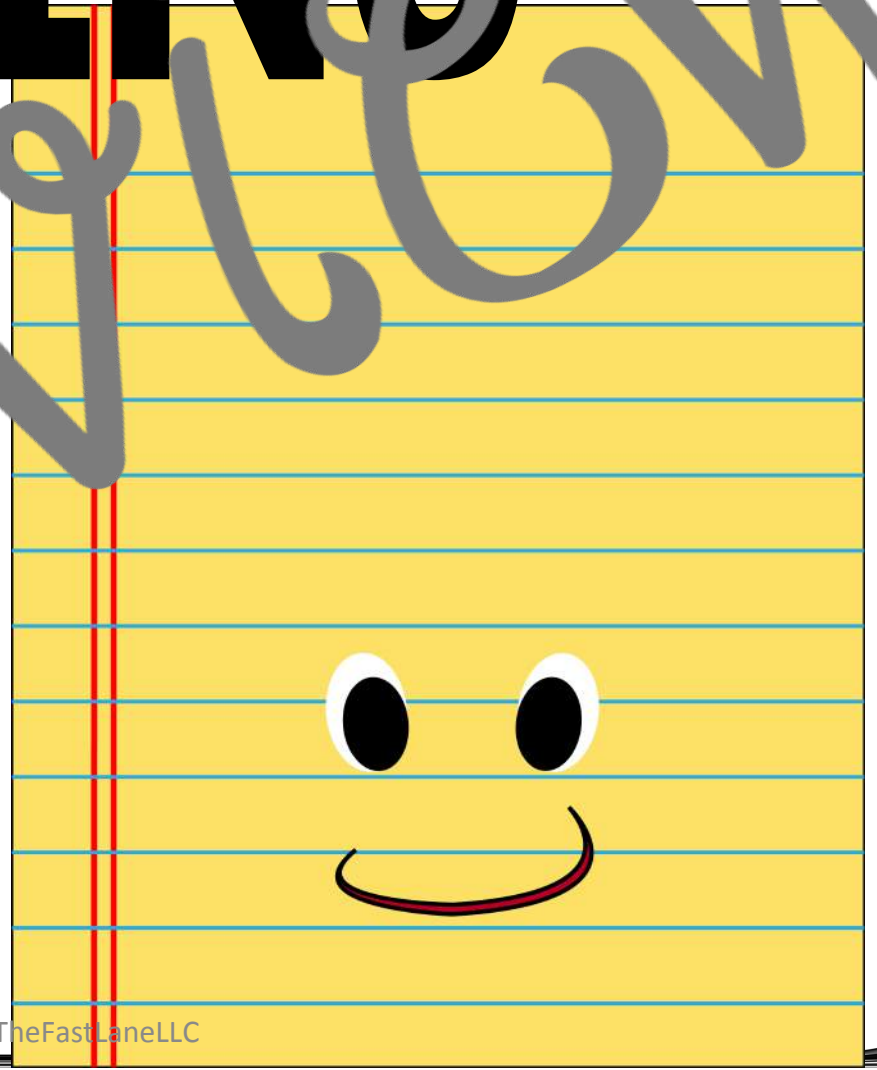
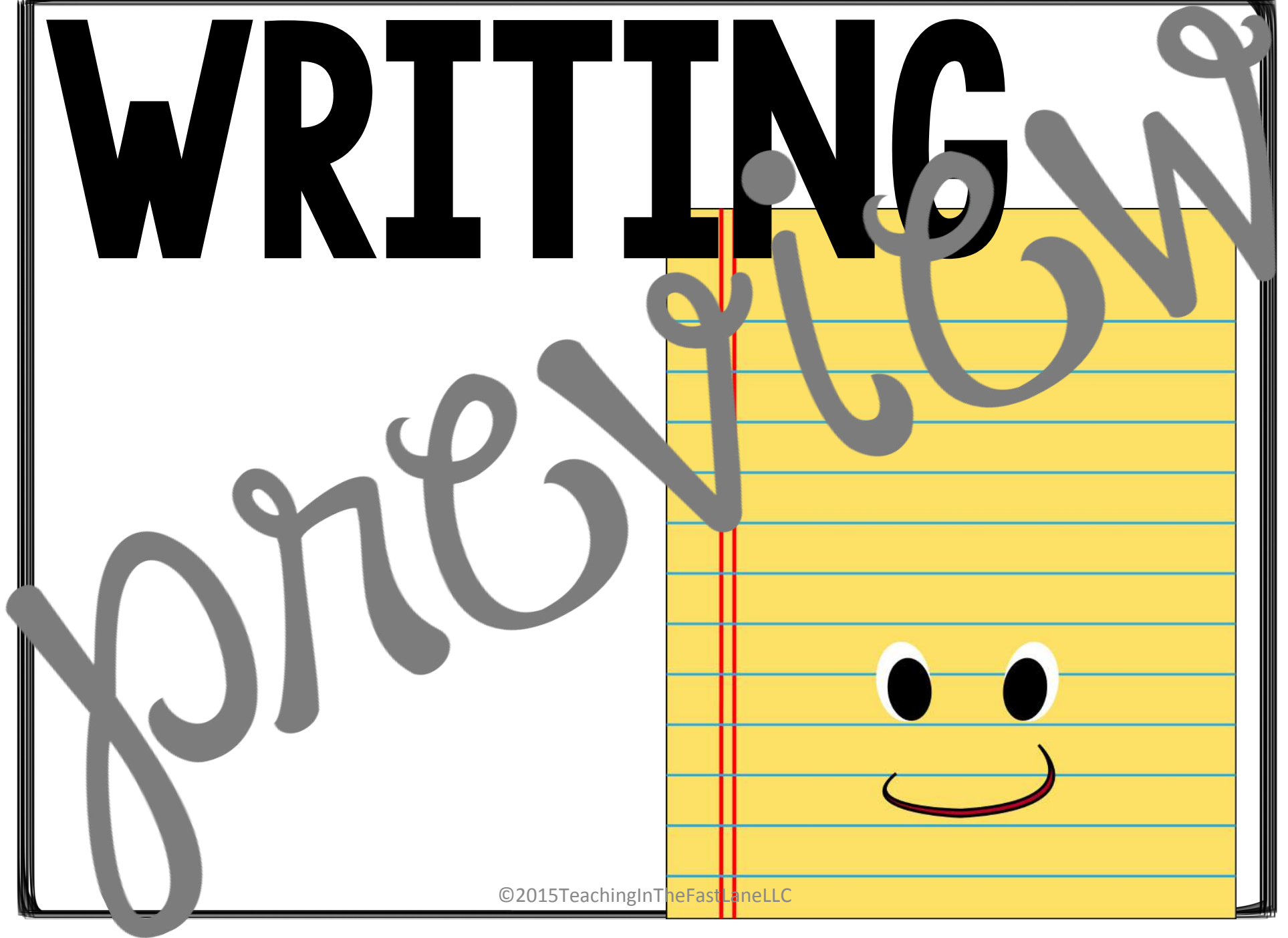


# IN A DESK

1. Get some more rest in a desk.
2. Get to work on some writing.
3. Grab your calculator, it's time for math.
4. You are feeling a little dull, jump on over to the pencil sharpener.
5. Put on your thinking cap, it's time for science.
6. You are dropped on the floor.



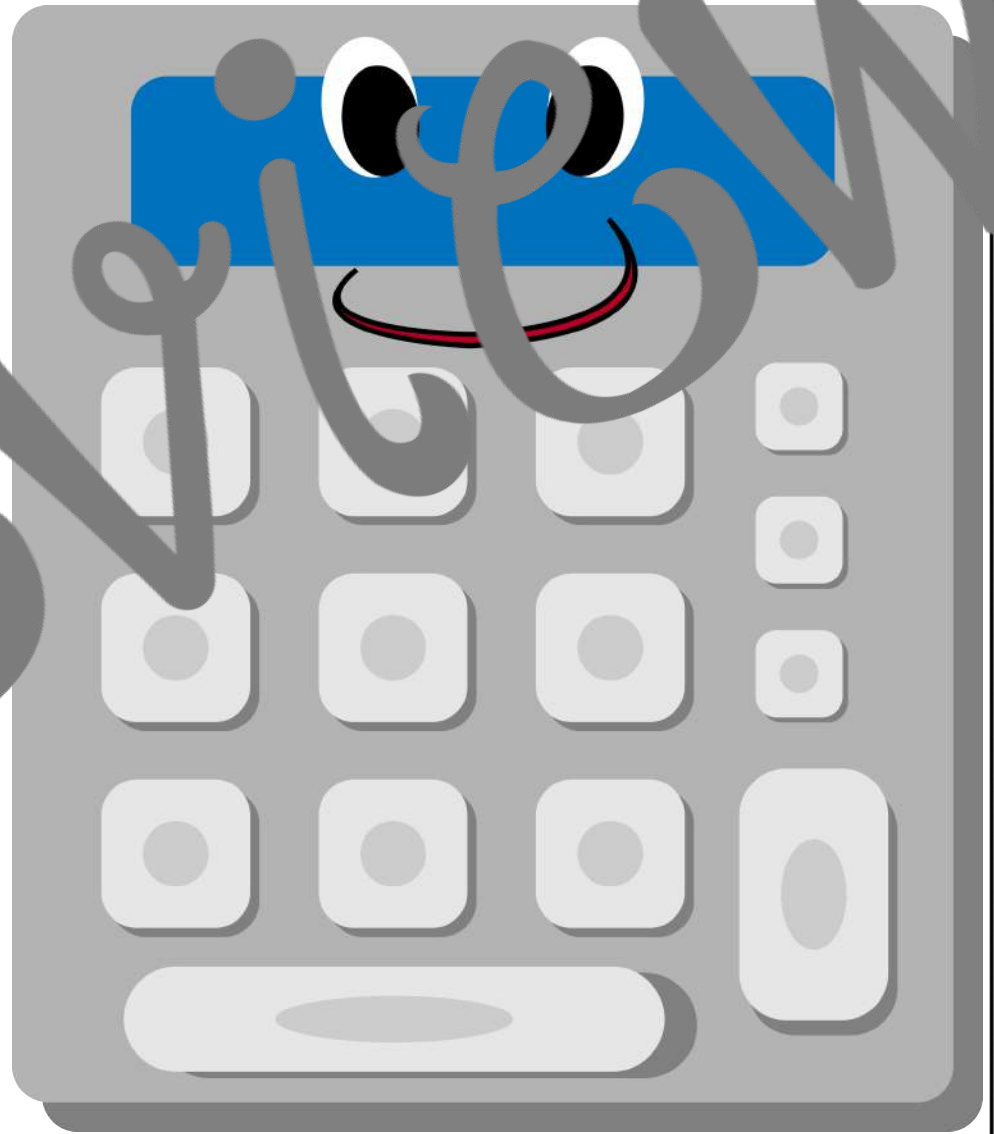
# WRITING



# WRITING

1. That was a lot of work, get some rest in a desk.
2. There is a lot more writing to be done!
3. It all adds up to math time.
4. Time to refresh in the pencil sharpener.
5. Your favorite subject, science, is up next.
6. You are dropped on the floor and forgotten.

# MATH



# MATH

1. You are placed in a desk until your next assignment.
2. It's writing time, so get to brainstorming!
3. This math project could take all day.
4. You are brought to the pencil sharpener to waste some time.
5. Science is next on the schedule.
6. You roll off the desk and onto the floor.

# SHARPENER



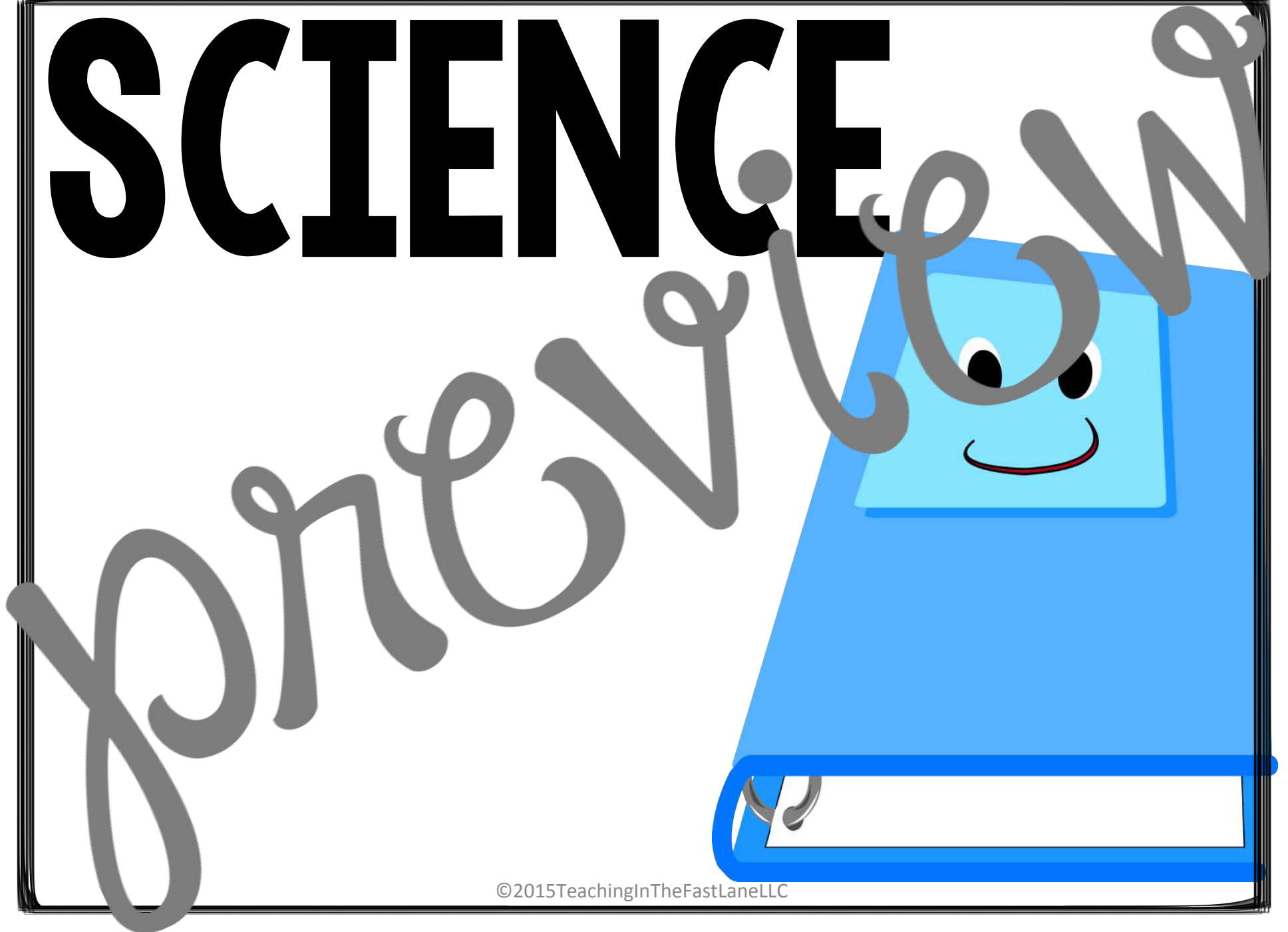
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# SHARPENER

1. Now that you are sharp, stay ready in a desk.
2. Get to work on some writing with your new point.
3. Grab your calculator, it's time for math.
4. You can't quite get sharp, stay at the pencil sharpener.
5. Science time!
6. You are dropped on the floor.

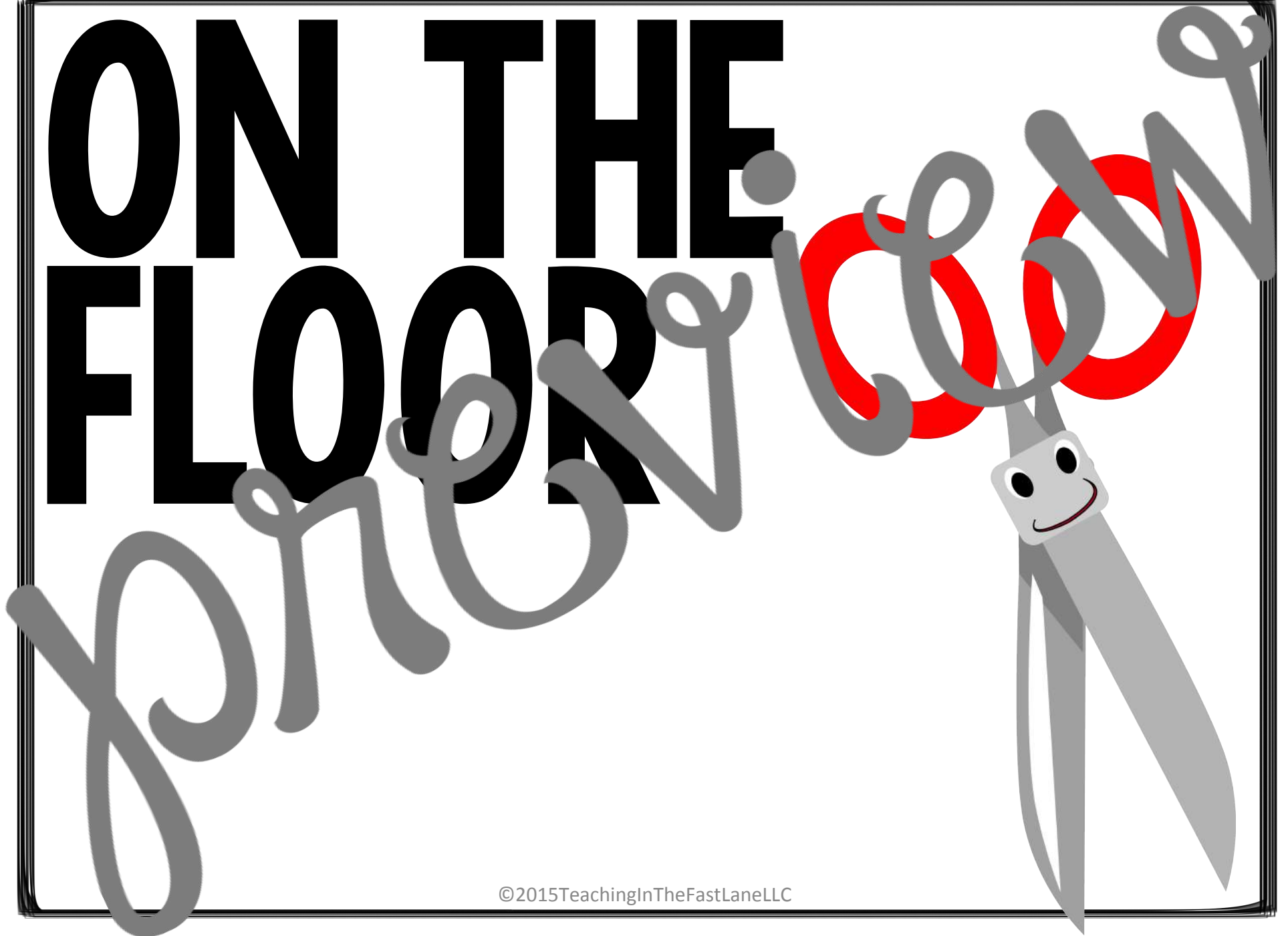
# SCIENCE



# SCIENCE

1. Rest in a desk for your next job.
2. Put your thoughts down in writing.
3. It all adds up to math.
4. You are feeling a little dull, jump on over to the pencil sharpener.
5. Science is your favorite, so keep going.
6. You find yourself on the floor and getting stepped on.

ON THE  
FLOOR



# ON THE FLOOR

1. You are picked up and placed in a desk.
2. You are found just in time for writing.
3. You are tripped over then picked up and used for math.
4. You are found and brought to the pencil sharpener.
5. You are used for a science experiment.
6. You stay lost on the floor.



Name\_\_\_\_\_

#\_\_\_\_\_

Date\_\_\_\_\_

# PENCIL DICE SIMULATION

1	Begin	11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

# PENCIL DICE SIMULATION

## EXAMPLE RECORDING SHEET

1	Begin on the floor	11	Writing
2	Science	12	In a desk
3	Sharpener	13	On the floor
4	In a desk	14	Sharpener
5	Math	15	Math
6	Writing	16	Science
7	On the floor	17	Writing
8	On the floor	18	In a desk
9	In a desk	19	On the floor
10	Sharpener	20	Sharpener

# TEACHER DIRECTIONS FOR NARRATIVE

- After completing the dice simulation, students are ready to write a narrative from the point of view of a pencil during the school day.
- Students should use their recording sheet (the locations they visited) to write a narrative piece about their journey.
- By following their recording sheet and adding details, students will have a narrative describing their journey. It is alright for students to not use all of the locations on their recording sheet, but they should include at least 3 events.
- A rubric for the narrative is included.

## SAMPLE NARRATIVE

I will always remember the day that I was pulled from my box. I had stayed with my friends there for so long, but it was now time to fulfill my purpose. We were all emptied into a container, but while my friends found themselves safely tucked into the cup I plummeted to the floor. I felt sure that I would be noticed and taken away, but that's not the way it happened.

It wasn't until I was tripped over several hours later that I was found. The young man who picked me up seemed quite excited though. He shoved me into his back pocket and quickly made his way to his desk.

Soon he pulled me out of the dark pocket and put me to work. I took note that we were working on classifying different organisms. I learned a great deal about prokaryotic cells during that lesson. It didn't take long for me to go dull though.

I was swiftly carried across the room to the pencil sharpener. I hadn't been sharpened since my days at the factory and wondered if it would hurt. I was pleasantly surprised to find out that it only tickled. After coming to the perfect point I was placed inside a desk for the evening. I felt that my first day of being used has been quite nice, and I looked forward to more work the next day.

When morning came I stretched my lead and shook my eraser. It was time for math and I was ready to calculate with the best of them. We learned how to divide with remainders, and while I enjoyed the subject I felt bad for the little guys left over.

Next we moved on to writing and I was cast aside in favor of a pen. The pen and I chatted while he wrote the narrative of a boy skateboarding for the first time. While I would have rather been the one writing I was still happy to have a view. Suddenly I rolled off into the ground. I am concerned that no one knows I am here, but all I can do now is wait to be found.

# RUBRIC FOR A PENCIL SIMULATION NARRATIVE

	1 point	3 points	5 points
<b>Grammar, Mechanics, and Spelling</b>	Many mistakes that make it difficult for the reader to understand.	A few mistakes, but the reader can still understand.	Only 1-2 mistakes and the reader can understand.
<b>Organization and Coherence</b>	The story does not make sense or follow order of events.	The story follows order of events, but lacks coherence.	The story follows a logical order and is coherent.
<b>Events from recording sheet</b>	Includes less than 5 events from the simulation.	Includes 5-9 events from the simulation.	Includes 10 or more events from the simulation.
<b>Details</b>	No details are added.	A few obvious details are added.	Many imaginative details are added.



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