

Knowledge Ball

Object of the Game

Review information from math, social studies, science, literature or reading lessons.

Preparation

Organize curriculum questions

Materials

a soft ball to toss

Directions

Have students make a circle around the room. Provide a topic for the game. Give one student a soft ball, like a tennis ball or beanbag. The student should throw the ball underhand to another student in the circle.

The student who catches the ball has five seconds to give one fact about the selected topic. If a student is unable to make a statement, he or she is out of the game. As students exit the game, they must sit quietly and watch the rest of the game in the center of the circle. Play until only one person is left.

For example, you are going to play the game using a book you are reading as a class:

The first student tosses the ball.

The second student catches the ball and states, "Johnny had straight black hair." He then tosses the ball to another student.

This student states, "The car wouldn't start so Johnny had to walk." Then she tosses the ball to someone else.

The next student catches the ball but cannot think of a comment. He is out of the game and must sit quietly in the center until everyone is eliminated but the winner.

An incentive (see incentive section) can be given to the winner.

Other Suggestions

- Famous people (The first student names a famous person. The second must name what that person is famous for.)
- Manners/Politeness (Each student must name a rule.)
- Naming trees, flowers, birds, wild animals or domestic animals.
- Life skills and how to show them.

Game Variations

- Divide the class in half. Have sides face each other. Toss a volleyball or basketball back and forth down the line. Each student must state a fact when catching the ball or he or she is out.
- As a student catches the ball, he or she must throw the ball in the air and state a fact before catching it. If correct, he or she tosses the ball to another student.



Knowledge Ball

Curriculum Variations

Geography

- Capitals of U.S. (The first student names a state. The second student names the state's capital.)
- Countries (The first student names a country. The second student names the continent where that country is located.)
- Mountains (Each student must name a mountain range or individual mountain.)

Math

- Multiplication tables (The first student tosses the ball and says "7." The second student tosses the ball and says "8." The third student must say "56.")
- Counting in multiples (Be sure to provide a maximum.) Start a new counting sequence when someone misses or the maximum is reached.
- Division (The first student gives a division problem like "56 divided by 8." The second student must give an answer and then state another problem before tossing the ball.)

Reading

- Character analysis (Johnny's hair was red, Cynthia was bashful, etc.)
- Settings (in Lake County, by Lake Annie, in the kitchen, etc.)
- Plot (Johnny was afraid to fail; Marina knew the secret, etc.)
- Sequencing (One person says a plot fact, and the person catching the ball states the next element of the plot.)

Science

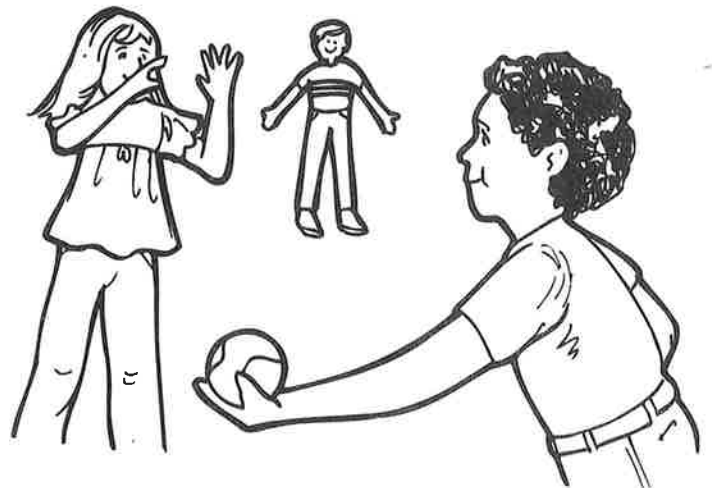
- Definitions
- Chemical symbols (The first student states a chemical "gold." The second student must state the symbol "Au.")

Spelling

- Give a word. The student catching the ball must spell the word correctly.
- Syllables (Student must state how many syllables are in the spelling word.)
- Definitions (Student must give the correct definition of the word.)
- Synonyms/Antonyms
- Sentences (Student must use the spelling word in a sentence.)

Vocabulary

- Definitions (The first student gives a vocabulary word. The next student must give the definition.)
- Synonyms/Antonyms (One student must give a word. The next student gives a word that means the same or the opposite.)
- Sentences (One student says a vocabulary word. The next student uses that word in a sentence.)



I Thought I Saw a Purple Cow

Object of the Game

Build unity in the class with the game. It is most effective when played at the beginning of the year to help students get to know each other.

Preparation

None

Materials

None

Directions

Select one student to sit in the "it" chair, facing away from the class.

Silently select another student.

This student recites, "I thought I saw a purple cow," or another selected nonsense sentence. This student should use a disguised voice.

The "it" student must guess who the speaker is. If the student is correct, he or she gets an incentive or a point, and is "it" again.

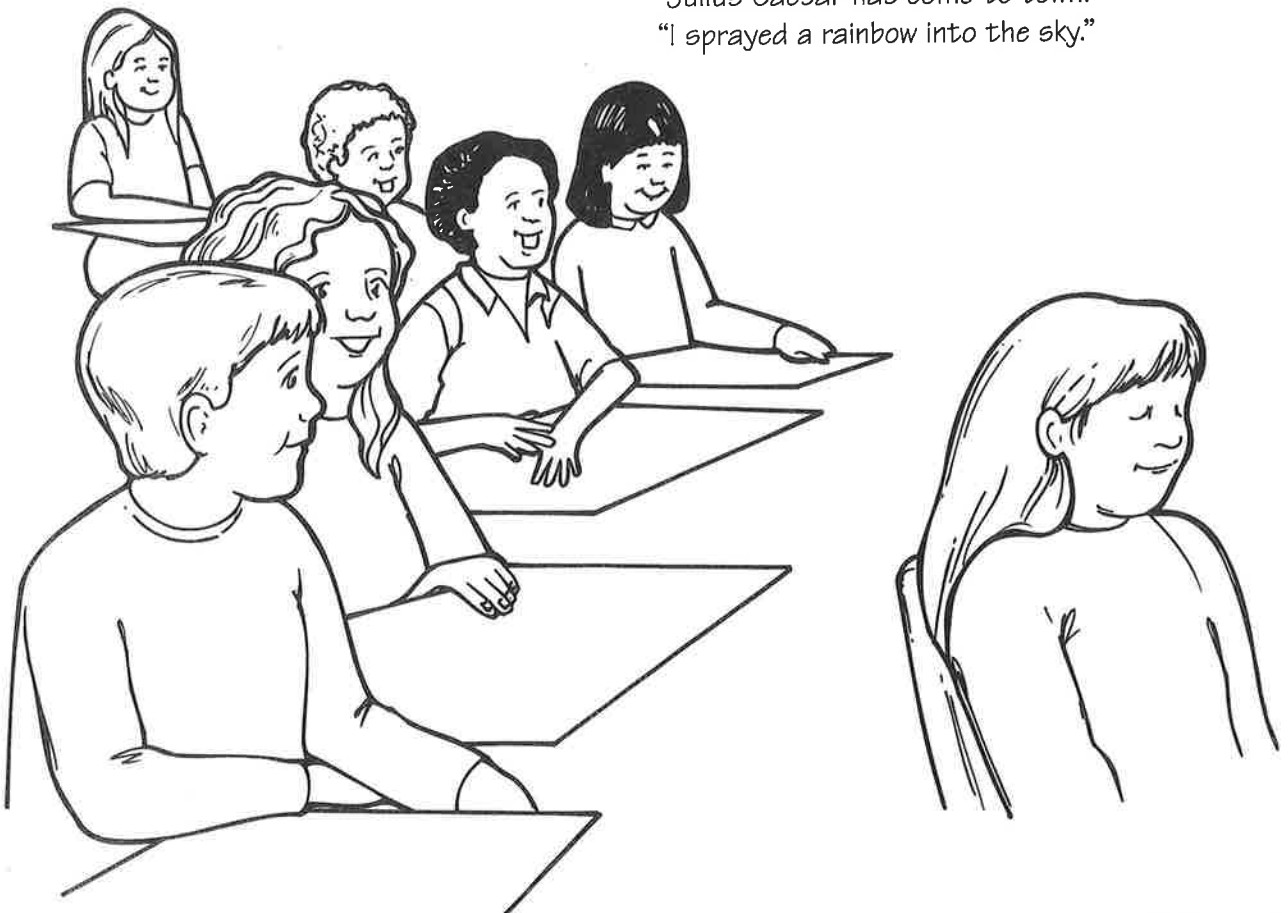
If the guess is incorrect, the speaker is the new "it" person.

Other nonsense statements are:

"I saw the cow jump over the moon."

"Julius Caesar has come to town."

"I sprayed a rainbow into the sky."



Spell-a-Round

Object of the Game

Help students concentrate and think fast. It also helps get a class motivated first thing in the morning.

Preparation

None

Materials

one number for each student, a bowl

Directions

Place one number for each student in a bowl. Have students draw a number. Start the round by giving a word and spelling it correctly. The student with number one gives a new word that starts with the last letter of the previous word and spells it correctly. The student with number two gives a new word starting with the last letter of the word from student one. Go around the room three times.

Rules

The student must spell the word correctly. If the word is spelled incorrectly, the student is eliminated.

The student has 10 seconds to think of a word. If the student cannot think of a word, he or she is eliminated. Trying to eliminate other students is part of the game.

Points

- One point is given for each letter in the word the student spells. The longer the word, the more points a student receives.
- An extra point is awarded if the word *is/was* one of the class spelling words.

After three rounds, the student with the most points can receive an incentive.



Match-Catch

Object of the Game

Help students memorize information from subjects they are currently studying.

Preparation

Questions or a list of words

Materials

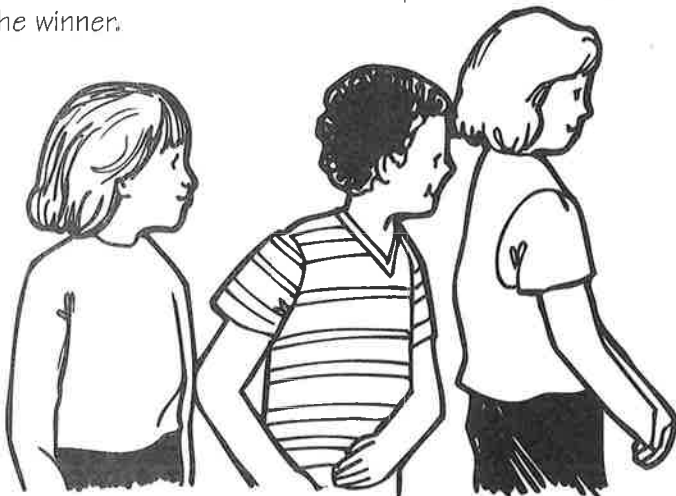
None

Directions

Divide the class in half. Have the teams stand facing each other in two long lines.

The first person in line makes a statement that needs a match. (Example: Ruler of England)

The first student on the other team must answer correctly (Example match: King George III) or is eliminated. If the student cannot find a match, then the first student has "caught" the second student. If the student answers correctly, then he or she makes a statement to try and catch the next person on the other team. The student who asked the question goes to the end of the line. The play follows down the line, moving students up as others are eliminated. The last person standing is the winner.



Rules

The student trying to "catch," must know an answer to their statement. All answers must come from memory. No notes allowed.

Curriculum Variations

Grammar

The first student says a sentence that might or might not be grammatically correct. The second student must either state "The sentence is correct" or correct the grammatical error.

Spelling

The first student gives a word. The second student must spell it correctly or give its definition.

Game Variations

The class stands in a circle with the teacher in the middle. The teacher gives the statement and students take turns answering. If they cannot find a match, they are eliminated.



Mystery Can Game

Object of the Game

Develop deductive thinking skills. Also practice teamwork and build community.

Preparation

None

Materials

one 32-ounce coffee can, decorated

Directions

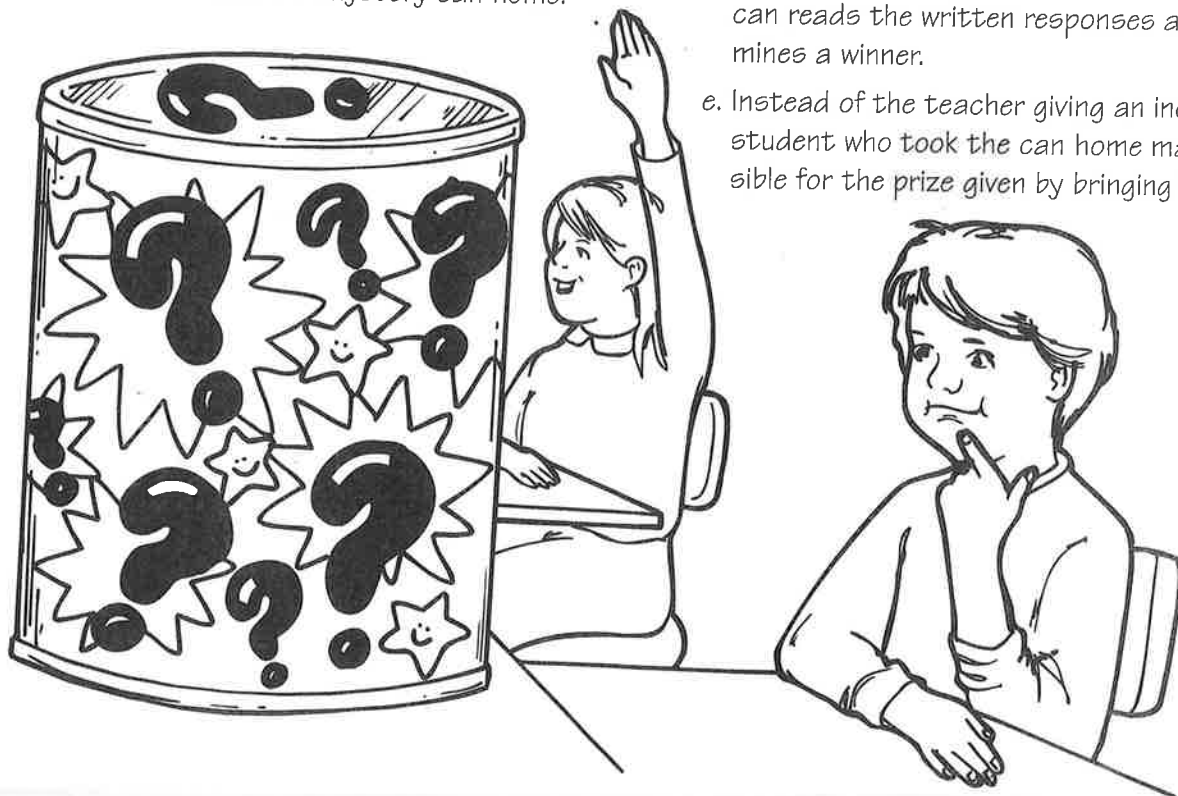
Choose one student to take the mystery can home and place an object inside. The next day, place the can at the front of the classroom with the lid closed. The rest of the students ask questions that can be answered with "yes" or "no." Each student can ask two questions. The first student to figure out what is inside the can wins. Then select a new student to take the mystery can home.

Rules

No student is allowed to look inside or pick up the can.

Game Variations

- After telling the class if the contents are animal, vegetable or mineral, the student allows 20 questions before giving a clue to the can's contents.
- The can may go home with a different student each night and whatever is placed in the can must follow a theme for the entire week. (colors, toys, sports, food, etc.)
- The student must place something in the can that relates to a current unit of study in the classroom.
- The student gives three clues. Each student who wishes to guess writes an answer on a piece of paper. The student who brought the can reads the written responses and determines a winner.
- Instead of the teacher giving an incentive, the student who took the can home may be responsible for the prize given by bringing it himself.



"Old Maid" Game

Object of the Game

Review curriculum topics.

Preparation

List of questions

Materials

an object for each student with his or her name on it

Directions

Give each student an object like a beanbag, a chip or a piece of cardboard with his or her name on it. Ask a question and allow the first student who raises a hand to answer it.

If the answer is correct, the object goes into a hat or box. This student may not answer any more questions. Only students with an object may answer.

If the answer is incorrect, the student must hold on to the object and cannot answer another question until only 10 students are left. They may then get into the game again.

The last student holding an object is the Old Maid and loses the game.

Curriculum Variations

Math

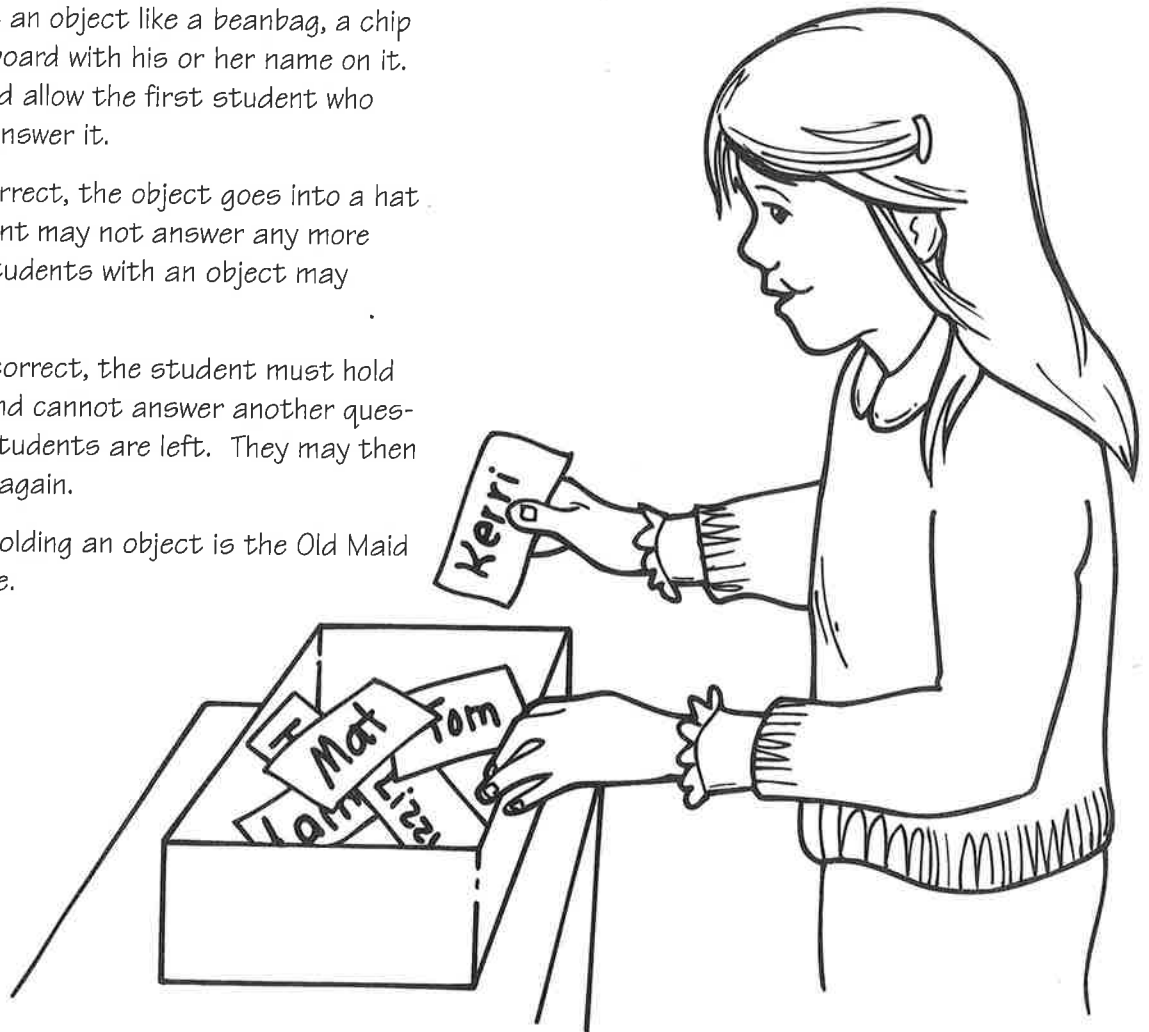
Use multiplication problems, thought problems, addition or subtraction problems.

Reading

Ask questions from the current reading or social studies book.

Spelling

Practice new and old spelling words.



Musical Circles

Object of the Game

Review curriculum topics.

Preparation

List of spelling words or curriculum questions

Materials

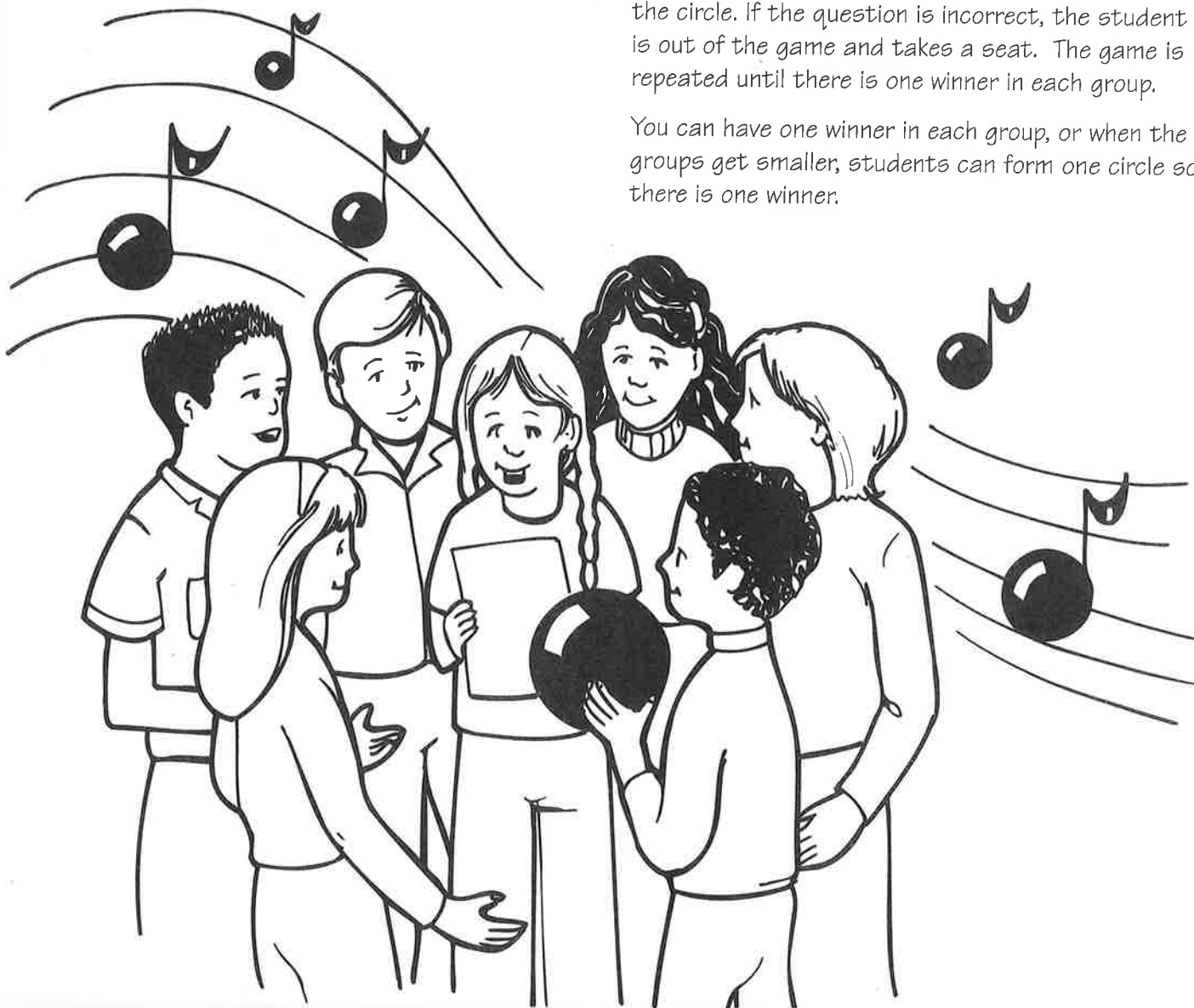
pencil, paper, CDs and a CD player

Directions

Have the class form three or four circles in the room. One student should stand in the middle of each circle. Give each group a ball. Start the music and have the groups pass the ball around the circle. When the music stops, the student in the middle gives a spelling word or curriculum question (from the list) to the student holding the ball.

If the question is answered correctly, that student goes to the middle, and the original student joins the circle. If the question is incorrect, the student is out of the game and takes a seat. The game is repeated until there is one winner in each group.

You can have one winner in each group, or when the groups get smaller, students can form one circle so there is one winner.



Bell Ringer

Object of the Game

Help students connect two curricular topics.

Preparation

List of words or questions

Materials

supplies for an obstacle course, a bell or buzzer

Directions

Have students build an obstacle course in the classroom. An example of the obstacle course is: a path through desks and around chairs, jump over a Hula-Hoop™, bounce a ball three times, do five jumping jacks and ring a bell (or buzzer).

Divide the class into two teams and have them line up at the chalkboard. Have one student from each team ready to write on the board. Read a question. The students race to write the correct answer on the board and travel through the obstacle course to be first to ring the bell. The winning team gets one point.

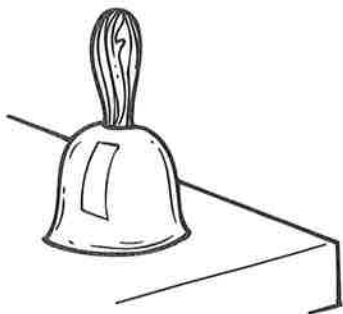
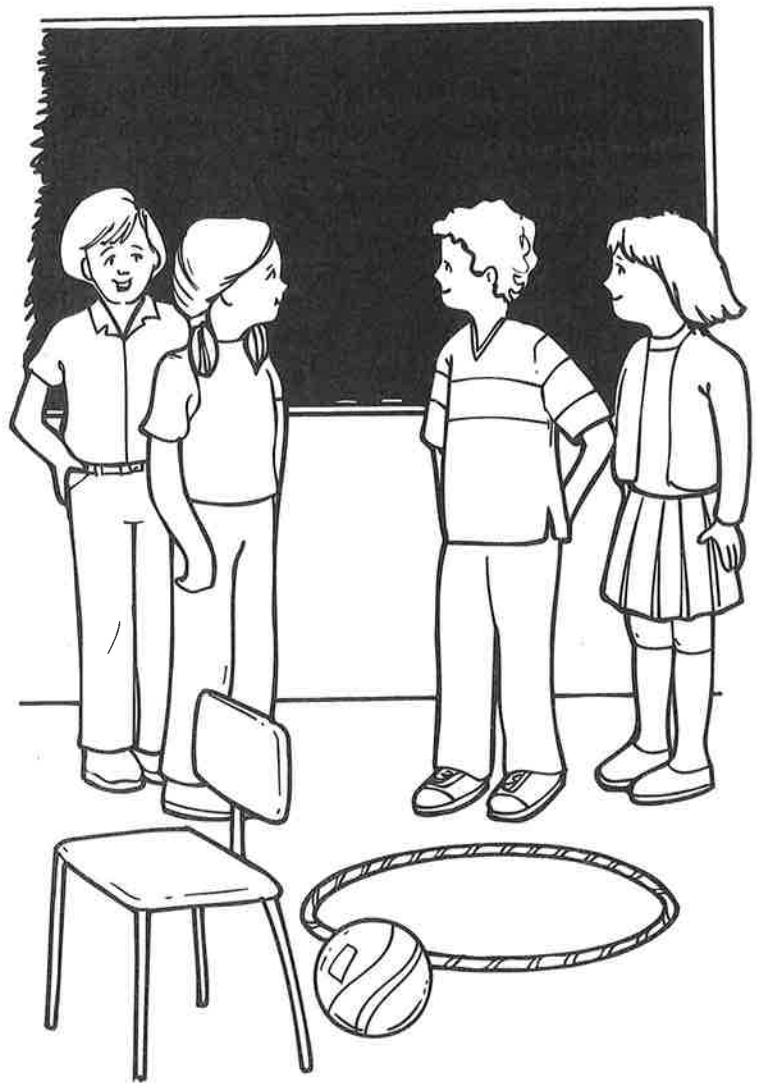
If the answer is incorrect, the student does not get to run the obstacle course. Repeat until all students have had a chance to answer.

Give an incentive to the winning team.

Game Variations

This game may be played outside. The students write their answers on a piece of paper before they run through the obstacle course.

The opposing teams must run through the obstacle course in opposite directions. Be sure to place a bell at both ends.



Pick and Pass

Object of the Game

Review current curriculum topics.

Preparation

List of questions

Materials

two plastic bowls, paper cut in smaller pieces

Directions

Write each student's name on a piece of paper and place them in the first plastic bowl.

Write curriculum questions on pieces of paper and place them in the second plastic bowl.

Pass both bowls to a student. The student picks a name from the first bowl and a question from the second bowl. The student whose name is drawn must answer the questions. If the student draws his or her own name, that student must answer the question.

If the student answers correctly, he or she gets the two bowls and asks a question. Play until all the students have had a turn. If the answer is incorrect, the student loses the turn and another name is picked. The new student is given the same question. Repeat the question until a correct answer is given.

Do not replace students' names in the bowl. The questions can be replaced in the bowl if necessary.



Stamp and Drum

Object of the Game

Review curriculum as a whole class.

Preparation

List of curriculum statements that can be answered "true" or "false"

Materials

None

Directions

Ask a "yes" (true) or "no" (false) question. For example, "The capital of California is Sacramento."

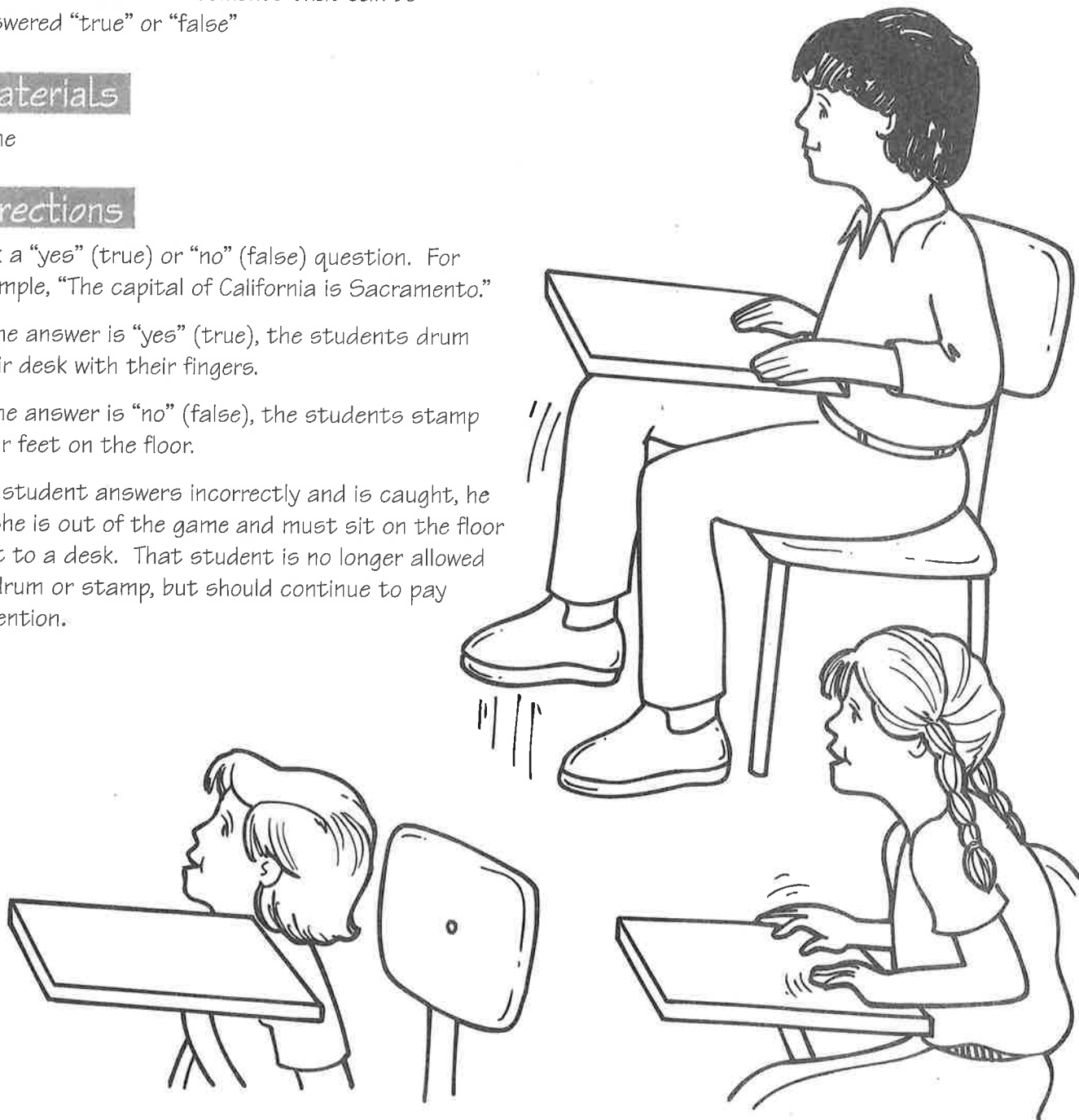
If the answer is "yes" (true), the students drum their desk with their fingers.

If the answer is "no" (false), the students stamp their feet on the floor.

If a student answers incorrectly and is caught, he or she is out of the game and must sit on the floor next to a desk. That student is no longer allowed to drum or stamp, but should continue to pay attention.

Game Variations

Play the game on an honor system. Students must drop out of the game and sit on the floor if they answer incorrectly. They should then write their answers instead of drumming and stamping.



Second Chance

Object of the Game

Review current curriculum. Note: This is a good game to play outside, where there is plenty of room.

Preparation

List of curriculum questions

Materials

None

Directions

Have the class make a circle. Students should then pair up with someone next to them.

Round 1

Give a question to one pair at a time. As soon as you read the question, the two students race to raise their hand to answer. The student who was first and answered correctly moves to the inside of the circle. The other student remains in the outside circle. Play continues until all the pairs in the outside circle have a chance to answer a question.

Form a circle with the group inside. They should face the students in the outside circle.

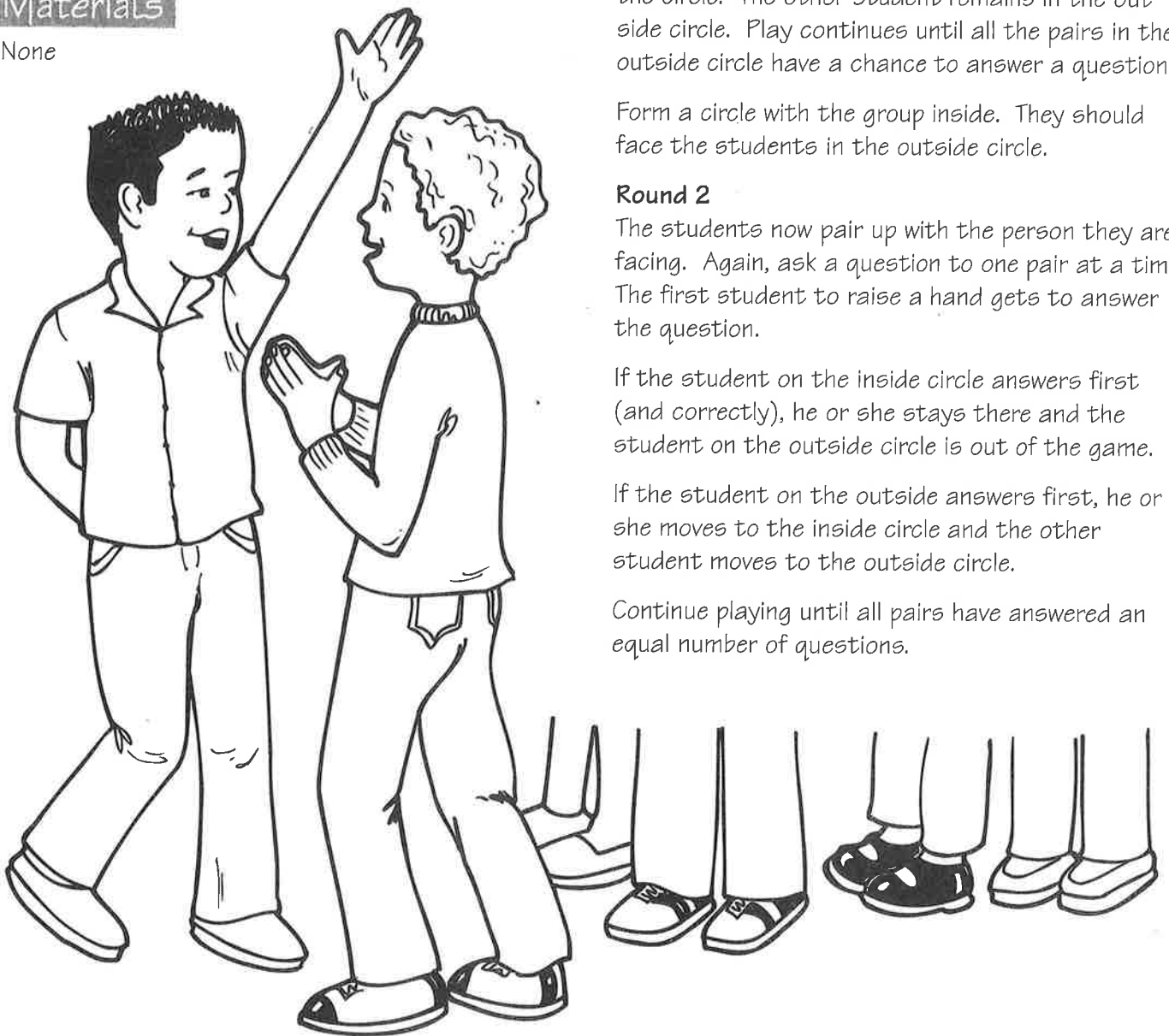
Round 2

The students now pair up with the person they are facing. Again, ask a question to one pair at a time. The first student to raise a hand gets to answer the question.

If the student on the inside circle answers first (and correctly), he or she stays there and the student on the outside circle is out of the game.

If the student on the outside answers first, he or she moves to the inside circle and the other student moves to the outside circle.

Continue playing until all pairs have answered an equal number of questions.



Snake

Object of the Game

Review the eight parts of speech (noun, verb, adverb, adjective, pronoun, preposition, conjunction, interjection).

Preparation

None

Materials

None

Directions

The students stand by their desks. When you say "Begin," the students begin walking, following each other to form a snake that circles around the desks. Call out "Nouns!" and name a student to start.

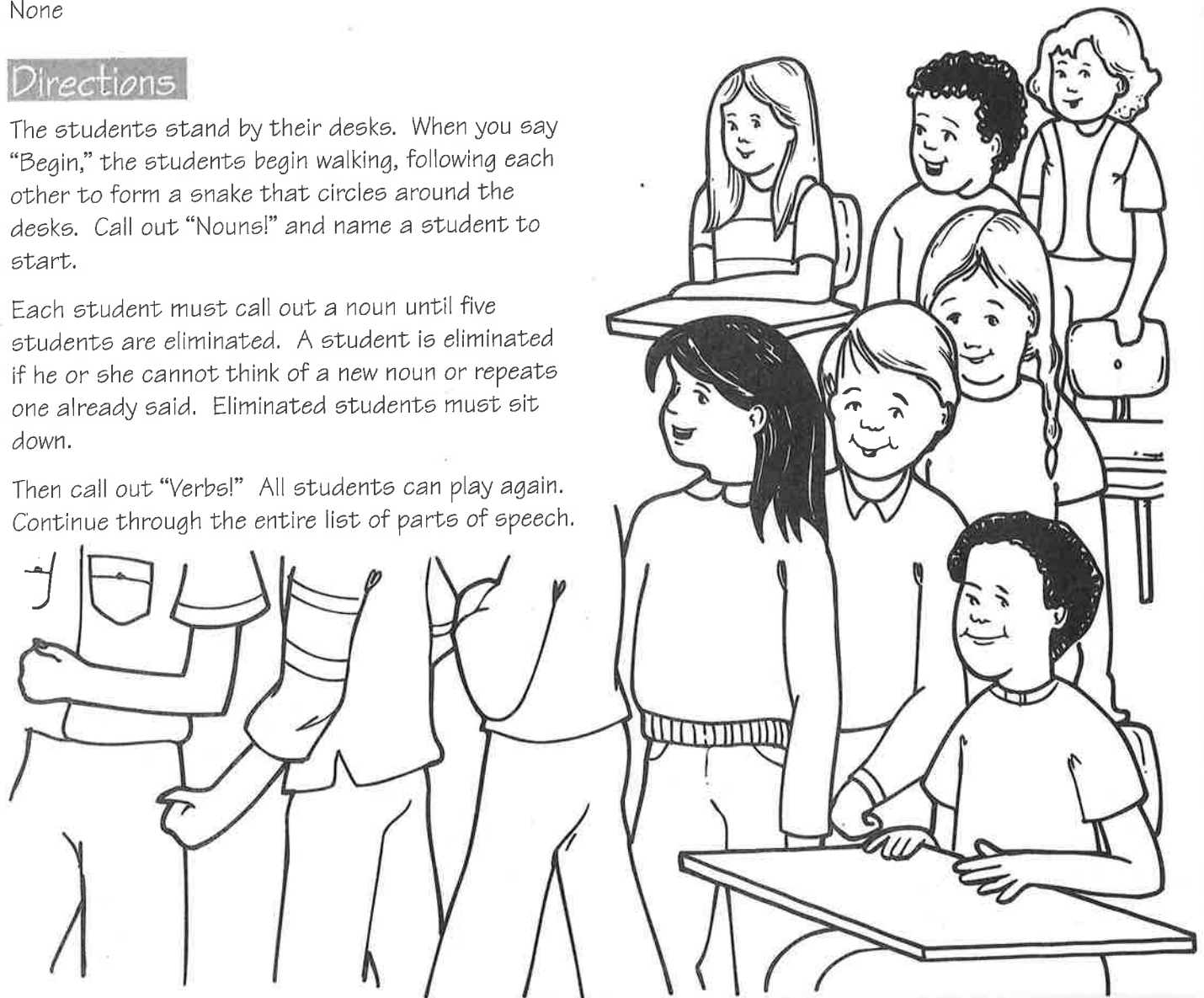
Each student must call out a noun until five students are eliminated. A student is eliminated if he or she cannot think of a new noun or repeats one already said. Eliminated students must sit down.

Then call out "Verbs!" All students can play again. Continue through the entire list of parts of speech.

Curriculum Variations

Have students list:

- social studies facts
- science chemical terms
- states of the United States
- Presidents
- continents
- countries of the world



Name of Activity:

Wiggles

Grade level:

K--5

Formation:

Standing at desks

Equipment:

None

Rules/Directions:

Teachers have children jog in place
Then on teacher's signal, have students include with the jogging:

1. Wiggle their fingers.
2. Then their fingers and wrists.
3. Then their fingers, wrists, and forearms.
4. Then their fingers, wrists, forearms, and elbows.
5. Then their fingers, wrists, forearms, elbows, and Shoulders.
6. Then their fingers, wrists, forearms, elbows, Shoulders, and rib cage.
7. Then their fingers, wrists, forearms, elbows, Shoulders, rib cage, and hips.
8. Then their fingers, wrists, forearms, elbows, Shoulders, rib cage, hips and knees.
9. Then their fingers, wrists, forearms, elbows, Shoulders, rib cage, hip, knees, and head.

Variations:

Start from toes and work your way up.

(toes, knees, hips, etc.)

Repeat activity without jogging as students
Cool down.

Name of Activity:

Frozen Vocabulary

Grade level:

2-5

Formation:

Standing at desk

Equipment:

None

Rules/Directions:

1. Teachers have students do an activity (from below list) at their desks for at least 30 seconds each:

Jumping
Twisting
Jogging in place
Jumping jacks
Hopping
Knee lifts
Playing air guitar

2. Students continue activity until teacher calls out a vocabulary word at which point the students freeze.
3. Teacher calls on a volunteer to use the vocabulary word properly in a sentence.
4. Resume activity or begin a new activity when a student uses the vocabulary word properly in a sentence.

Variations:

1. Students can define vocabulary word.
2. Students can spell the word.
3. Students can name a synonym or antonym.
4. For math, students can give the sum, difference, or quotient of two numbers.

Name of Activity: **The 12 Days of Fitness**

Grade level: 3-5
Formation: Standing at desks
Equipment: Use the holiday tune,
 "The 12 Days of Christmas"

Rules/Directions:

1. Students will act out and sing the following fitness song:
On the 1st day of fitness, my trainer gave to me-
 One stretching high.
(Continue singing song changing activity)
On the 2nd--Two raise the roof (pushing up with palms).
On the 3rd--Three knee lifts to the side.
On the 4th--Four side to side stretches.
On the 5th--Five forward punches or jabs.
On the 6th--Six kicks to the front.
On the 7th--Seven jumping rope (imaginary).
On the 8th--Eight scissor crosses (feet apart-4 leg cross in front/
 4 leg cross in back).
On the 9th--Nine touch the floor (bend hands touch the floor).
On the 10th--Ten stork stands (stand on one leg for five counts/
 then five counts on other leg).
On the 11th--beats on a drum (imaginary).
On the 12th--jumping jacks.

Variations:

1. Write activities on the board or poster board to make them easier for children to follow and to sing along.
2. Fitness activities can be sung straight through as written for a shorter activity or repeated as in the original song.

Name of Activity: **Sports Galore**

Grade level: 2-5
Formation: Standing at desks
Equipment: None

Rules/Directions:

1. Teacher calls out the following sports skills for students to mimic with imaginary equipment for at least 10-15 seconds:
 Shooting a jump shot (basketball).
 Running through tires (in place).
 Batting a baseball with a bat.
 Serving a tennis ball.
 Downhill skiing.
 Spiking a volleyball.
 Swinging a golf club.
 Throwing a football.
 Juggling a soccer ball.
 Shooting an arrow.
 Shooting a hockey puck.
 Swimming underwater.
 Fielding a ground ball—then throwing to first base.
 Dunking a basketball.

Variations:

1. Teacher can also integrate skills into word problems and have students repeat the number he or she calls out.
Example: If Juan made 5 jump shots (students act out), and 2 went in the basket, how many did he miss? (3)
Example: If Briana hit 2 homeruns (students act out), how many bases would she have to touch? (8)
2. Ask students for skills to mimic.

Name of activity:

As If

Grade level:

K-3

Formation:

Standing at desks

Equipment:

None

Rules/Directions:

1. Teacher reads following sentence(s) to class.
Have students act out each sentence for 20-30 seconds.

Jog in place as if a big, scary bear is chasing you.

Walk forwards as if you're walking through chocolate pudding.

Jump in place as if you are popcorn popping.

Reach up as if grabbing balloons out of the air.

March in place and play the drums as if you're in a marching band.

Paint as if the paint brush is attached to your head.

Swim as if you are in a giant pool of Jell-O.

Move your feet on the floor as if you are ice skating.

Shake your body as if you are a wet dog.

Variations:

1. Students may create their own sentences for additional activities.
2. Use a tree map for children to generate additional action words.

Name of activity:

Factor It In

Grade level:

4-5

Formation:

Divide students into 4 groups and send each group to a corner of the room.

Equipment:

4 pieces of scrap paper labeled 2,3,4 and 5.

Rules/Directions:

1. Teacher labels each corner of the room with one of the pieces of scrap paper.
2. Teacher calls out a number that is a multiple of 2, 3, 4 or 5.
3. Students who are in a corner that is a factor of that number will move to another corner.
4. Movement must be done by:

Jumping

Skipping

Walking

Hopping on one foot

Marching

5. Example—if a teacher calls out 6, students in corners labeled 2 and 3 must move to another corner.

Variations:

1. Have students move to a corner labeled with a factor of the number called. If a prime number is called, have students move to the center of the room.

Name of activity:

Pass the Paper/Progressive Writing

Name of activity: **Temperature Check**

Description:

Students write for a set period of time about a topic and then pass their writing to the next student, who will read and add to the story.

Description:

Students self-assess their knowledge about specific content using a given rating scale.

Rules/Directions:

1. Pose a question or topic to write about on a piece of paper.

2. Give students time to think before writing.

3. Set time for 1—2 minutes and have each student write.

4. After the time limit is up, instruct students to pass the paper to the next student (always the same direction—in front or behind)

5. The next student reads what has been written and adds to it.

6. Continue passing papers until stories are complete.

Variations:

1. Provide a word bank or sentence frames and allow students to illustrate instead of write.

2. Have students turn these papers into “snowballs” or “airplanes” after each writing time limit and toss them across the room. Each student picks up a paper and continues the story.

3. Have students revise the last paper they just had passed to them.

4. Have students create a story orally, passing a ball or toy periodically so that each student can add on to the story.

Rules/Directions:

1. Develop and post a rating scale (i.e., low/medium/high or a percentile scale).

2. Allow time for students to evaluate their own level of proficiency related to a specific skill.

3. Instruct students to post their proficiency level confidentially (i.e., using color-coded sticky notes).

4. Use results to guide instruction.

Variations:

1. Allow students to self-assess in pairs.

2. Have students reassess their understanding at a later date.

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Name of activity:

Fishbowl

Description:

A few students model a skill or task while other students observe the process.
None

Equipment:

Rules/Directions:

1. Select two or more students to be in the "fishbowl".
2. Instruct the rest of the students to sit around them and watch as you instruct the students inside the "fishbowl".
3. Provide an observation sheet for the observers to complete.
4. Review the key information the "fishbowl" addressed.

Variations:

1. Allow "fishbowl" participants to "phone a friend" or seek help from the other "fish".
2. Allow time for "fishbowl" participants to discuss, question or practice prior to conducting "fishbowl".
3. Allow the observers to select a particular student to watch during the "fishbowl" to keep the observers actively participating.

Name of activity"

I have/Who Has

Description:

Students read and answer questions from cards. Each card has an answer and poses a new question to be answered.

Equipment:

Prepare cards with an answer and a new question. (i.e., math card says-I have 24. Who has 2 x 8?) (Another student says-I have 16. Who has 5 x 9?)

Rules/Directions:

1. Give each student a card with a picture, statement, question, math problem, vocabulary word, etc.
2. To begin, choose a student to read his or her card.
3. Instruct students to see if they have the answer to that question on their card.
4. The student who has the answer then reads his card entirely.
5. Continue until the last card is read which loops back to the first student and completes the game.

Variations:

1. Strategically pair students for peer support.
2. Give students more than one card as a challenge.
3. Consider using a stopwatch to time the class game. Record the time on the board so that students try to beat their best time.
4. Have students create their own I Have/Who Has game to do with curriculum.

Name of activity:

Find the Fib

Description:

Students work together to figure out which two statements are true and which statement is false.

Equipment:

Prepare cards with two true statements and one false statement using any curriculum.

Rules/Directions:

1. Divide the students into groups.
2. Give each group a set of cards with three statements about a topic on each card. One statement is false and two statements are true.
3. Allow the groups to collaborate and decide which statement is false and write down the topic and false statement (or number if the statements are numbered).
4. After a time limit to find the fibs, rotate the cards to the next group.
5. Compare to see which group gets the most correct answers.

Variations:

1. Have students write their own set of "Find the Fib" cards.
2. Complete as a whole group activity where the teacher reads the statements aloud and the students find the fib.
3. Place signs "true" and "false" on opposite sides of the room and have students move to the answer that they agree with.
4. Have students respond to statements using Thumbs Up/Thumbs Down showing true or false.
5. In math, provide three problems and answers. Ask students to find the incorrect answer by working out the problems.

Name of activity:

Find Your Partner/Mix and Match

Description:

Students must interact or "Mix" to find a partner who has the corresponding card.

Equipment:

Prepare cards: one-half with questions and one-half with answers.

Rules/Directions:

1. Give half of the class question cards.
2. Give the other half answer cards.
3. Allow students to "Mix" to find the matching cards by asking each other questions.

Variations:

1. Have students match vocabulary words with definitions, matching statements, math problems with answers, steps, or pictures with captions.
2. Provide pictures on cards.
3. Display content vocabulary.
4. Provide language frames for students to use as they question each other.
5. Shuffle cards to allow students to find a new partner.
6. Require students to use social greetings when comparing cards to encourage oral language.

Name of activity:

Carousel/Gallery Walk

Description:

Students walk around the room with a specific task as they view student-created work.

Rules/Directions:

1. Display student work or questions/prompts around the room. Provide a rubric to guide student's observations.
2. Have students walk around the room with a specific task (i.e., making notes, scoring with a rubric, using post-its to give feedback, etc.) as they view each item.
3. Form groups (or pairs) that collaborate to give feedback as they travel around the room.

Variations:

1. Gallery Walk: Students rotate through stations to view their peers' responses.
2. Have each group share with the entire class the highlights or three ideas/concepts from the last poster they viewed.
3. Other visuals may be used in lieu of student-created work (i.e., photographs pertaining to a topic, quotations, math problems, chart paper with questions or prompts, etc.)
4. Post questions or topics across the top of the poster and have groups list two or three ideas or responses on the chart using different colored markers or pens.

Name of activity:

Fly Swatter/Fast Finger

Description:

Students point to or "swat" the answer to a question posed by the teacher.

Rules/Directions:

1. Post vocabulary words on the board randomly.
2. Place students into two teams. Have teams make a line facing the board.
3. Say the word or read the definition.
4. Have the first person in each line attempt to "swat" the correct word. Whoever is the quickest receives a point for their team.
5. Have students go to the end of the line after they have competed.

Variations:

1. Vary the difficulty of questions according to student need.
2. Match students of similar levels to be opponents.
3. Fast Finger Game: play in partners at seats and instead of slapping a word, the students point to the word and keep track of their scores.
4. Have students pronounce the word, use in a sentence, or define.
5. Create a time limit for the students at the starting line.

Name of activity:

Appointment Clock

Description:

Students make appointments with other classmates to discuss and exchange ideas on a specific topic or question.

Rules/Directions:

1. Give each student a sheet with various times listed or a clock face with lines. The number of times depend on the number of appointments you want each student to schedule (i.e., 9:00, 12:00, 3:00, 6:00 for four appointments).
2. Allow time for the students to circulate and schedule appointments with classmates.
3. Have students record each appointment on their sheets.
4. Allow time throughout the day for students to work with a partner (i.e., tell the students to meet with their 12:00 appointment).

Variations:

1. Strategically pair students for peer support.
2. Provide sentence frames.
3. Instead of using times, use days of the week or a calendar.
4. Create an appointment clock for students to keep and use throughout the year.

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Name of activity:

Barrier Game

Description:

Students interact and use language to give and receive instructions to complete a task.

Rules/Directions:

1. Instruct students to sit back-to-back (or facing each other with a barrier in between).
2. Give the first student an envelope and pictures (any subject area) that are prearranged in a specific order.
3. Give the second student the same pictures cut apart.
4. Instruct the first student to describe the placement of the pictures.
5. Instruct the second student to arrange the pictures per the first student's description.

Variations:

1. Provide sentence frames.
2. Strategically pair students for peer support.
3. Give each student in the pair the cut-out pictures. Students take turns placing the pictures in any order and describing to their partners.
4. Tape a vocabulary word on a student's back. Have other students describe the word. Students guess which word is on their backs.
5. Provide students with a nine-square grid and vocabulary words/pictures on cards, strips, etc. Students give directions for placement of the vocabulary terms, (i.e., "Place the word/definition _____ in the middle square. Place the word/definition _____ above the word _____".)

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Name of activity:

4 Corners

Description:

Students share their knowledge on a given topic by choosing a corner of the room and discussing the topic.

Rules/Directions:

1. Give students a choice among four topics, questions or problems.
2. Label the four corners of the room with one of each of the topics.
3. Have students write their choice on a piece of paper before going to a corner.
4. Instruct students to go to their chosen corner and each corner now becomes a group.
5. Once students are there, Read a statement to students (or post in writing on that corner once students are in place) and have students decide if they agree, disagree, strongly agree, or strongly disagree with the statement.
6. Have one (or several) students write their findings with reasons for those findings.
7. When all four groups are finished, have them move to the next corner and perform the same task for the new corner.

Variations:

1. After visiting all four corners, the class returns to their desks and has a discussion to share their views. They must be ready to represent their choices and debate with other choices the other groups might have made.
2. Have students write an essay of their views and the findings of the other groups. Have them note that after discussions, whether they have changed their view on the topic for each corner.

Name of activity:

2 Cents

Description:

Students in a group have the chance to speak by “putting in their two cents”.

Rules/Directions:

1. Place students in small groups.
2. Give a topic for students to discuss.
3. Give each student 2 cents. As they contribute to the conversation, they put a penny in the pot. When their pennies are gone, they are finished speaking
4. Try to get all the students to contribute their two cents.

Variations:

1. Strategically pair students for peer support.
2. Provide sentence frames.
3. Post academic vocabulary needed for activity.
4. Establish rules/rubric. (i.e., “I don’t know” isn’t an acceptable response.)
5. Use chips, tokens or cards.

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<i>Name of Activity:</i>	Inside/Outside Circle	Line-Up/Fold-Up
<i>Description:</i>	Students stand in two concentric circles to discuss skills or facts related to the lesson.	Students form a single-file line then “fold” so that each student is facing a partner for interaction.
<i>Rules/Directions:</i>	<ol style="list-style-type: none"> 1. Divide students into two equal groups. 2. Have students form two concentric circles with the inside group facing out and the outside group facing inward. Each student should be facing a partner. 3. Have partners respond to a prompt. 4. Instruct one circle to rotate clockwise so that each student faces a new student. 5. Have partners respond to a prompt. 6. Repeat as appropriate for the task. 	<i>Rules/Directions:</i> <ol style="list-style-type: none"> 1. Determine a topic for students to discuss in pairs. 2. Form a line by placing students bases on a predetermined criteria (i.e., height, birthday, ABD order, number order, etc.). 3. Fold line in half by bringing the last person in line to face the first person in line and so on until each student is facing a partner. 4. Allow students to share on one side of the line at a time.
<i>Variations:</i>	<ol style="list-style-type: none"> 1. Distribute cards that contain vocabulary words. Have partners switch cards before they rotate to the next partner, so students will have to explain the new vocabulary word they just learned. 2. Form more than one set of circles to differentiate for content difficulty. 3. Have students rotate seats as they work through questions or problems instead of standing in a circle with the class. 4. Strategically pair students for peer support. 5. Provide sentence frames and vocabulary support. 	<ol style="list-style-type: none"> 5. Direct one line to move one person to the right, with the end person moving to the opposite end of the line <i>Variations:</i> <ol style="list-style-type: none"> 1. Provide a list of academic language to be used in the discussion. 2. Provide sentence frames. 3. Set a time limit for partner sharing.