Back to School
30 First Weeks Activities
Team Building, Ice Breakers, Get-to-Know You Ideas and more!

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**Do You Know Me?**

1.) Give each student a piece of paper and a pencil.
2.) Have each student write two to three true facts about themselves, which may not be known by other students in the class.
3.) Have each student write two to three things that are NOT true about themselves.
4.) Taking turns, have students read aloud all of the things they have written on their paper.
5.) While each student is reading from their paper, the rest of the class will keep track and vote on which things about the student are true and which are false.

**Modifications:**
- Do this with the teacher and add more than two to three facts.
- Choose a couple of students to read each day.
- Partner students up and have them rotate, or do this in small groups.
- Read one true fact and make the class guess the student.

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**Paper Toss**

1.) Give each student a piece of paper and a pencil.
2.) Have each student write their name and two to three true facts about themselves on the paper.
3.) Once the students are finished writing, have them wad up the paper into a ball.
4.) Giving students explicit instructions, allow them to carefully throw their wadded up piece of paper around the room.
5.) Once students throw their wadded up paper say, "FREEZE."
6.) Have each student pick up the wadded paper that is closest to them.
7.) Have students carefully open up the paper to find the person the paper belongs to, and walk over to introduce themselves to that person.
8.) After introducing themselves, give students time to chat about the facts written on the paper.
9.) Once students finish chatting, have each student introduce their partner to the class by saying their name and a few things they learned about them.

**Modifications:**
- Instead of wadding paper up into a ball, students can make paper airplanes and sail them across the classroom.
Hot Seat

1. Give each student a piece of paper and a pencil.
2. Divide the students into groups of two. (You may want to pair up students that do not know each other.)
3. Tell the students that they will have three to five minutes to meet their new classmate and "put them in the hot seat." They will ask their partner questions to find at least three new and interesting facts about them to share back to the class.
4. Set a timer for three to five minutes and invite students to ask questions about each other.
5. Once the timer rings, bring the students back together, and have each student present at least three new and interesting facts about their partner. Before presenting the facts, make sure that each student introduces their partner to the class.

Modifications:
- You may want to give students the printable questions and conversation starter ideas to prompt their discussions.
- Instead of having an open discussion give students the printable graphic organizer on page 21 to fill out about their partner.

Hot Seat Questions/Conversation Starters

- What is your favorite band?
- What is your favorite ice cream flavor?
- Did you go anywhere for summer break?
- What is your favorite movie?
- How many brothers and sisters do you have?
- Do you have pets?
- What’s the most embarrassing thing that has ever happened to you?
- Do you play sports?
- If you could meet anyone in the world, who would it be?
- If you were stranded on a deserted island, what is one thing you would take with you?
- Do you have any special talents?
- What do you like to do after school?
- If you could be a dog, a bird, or a fish, which would you be and why?
- What’s the scariest thing that has ever happened to you?
We Are All Connected

*You need a ball of string.
*See page 22 for printable question examples

1.) Have students stand in a circle.
2.) As the teacher, ask questions as follows: Raise your hand if... (see questions below).
3.) If a student raises their hand, the teacher throws the ball of string to a student whose hand is raised.
4.) Once the first student catches the ball of string, they are to hold on to an end, and throw the ball of string to the next student whose hand is raised. Continue this until all students with raised hands are holding the string. Make sure no one lets go of their string.
5.) Repeat the above steps by asking your students questions until all students are holding a piece of string.
6.) Eventually, all your students will be connected to each other through the string.

**At the end of the game, you can comment that while we are all different, there are many things we share that connect us as a group.

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We Are All Connected Question Examples

*See page 22 for printable question examples

- Raise your hand if you have a pet.
- Raise your hand if you wear glasses.
- Raise your hand if you like pizza.
- Raise your hand if you have a brother.
- Raise your hand if you have a sister.
- Raise your hand if you have (blonde, brown, red, black, etc.) hair.
- Raise your hand if you rode your bike to school.
- Raise your hand if you play an instrument.
- Raise your hand if your favorite sports team is __________. (name your local team)
- Raise your hand if you have gone fishing before.
- Raise your hand if you have a swimming pool in your backyard.
- Raise your hand if you went to camp this summer.
- Raise your hand if you finished a chapter book this summer.
- Raise your hand if you eat sugary cereal for breakfast each morning.
- Raise your hand if you went to the movie theater this summer.
- Raise your hand if your name begins with a __________. (name a letter)
- Raise your hand if _______ was your teacher last year. (name a teacher)
- Raise your hand if you play on a sports team.
- Raise your hand if you played video games this summer.
Would You Rather...

*see pages 23 - 25 for printable question examples

1.) Print off the Would You Rather printable questions.
2.) Have your students sit in a circle and place all the cards in the middle of the circle.
3.) Have one student draw a card and read the card to the student to their left.
4.) The student to their left must answer the question and give a quick explanation as to why they chose the answer they did.
5.) Then have the next student draw a card and repeat the above steps.
6.) Continue this until all students have had a chance to answer a Would You Rather question.

Modifications:
- Make sure you watch the time. If it is taking too long to play the game, omit the explanations.
- Have students stand behind their desks. Ask the entire class one Would You Rather question. Tell them, "All students that would rather do A, line up on this side of the class. All students that would rather do B, line up on the other side of the class." This is a great modification to get your students moving!

Would You Rather... Questions

- Would you rather be born with elephant ears or a giraffe neck?
- Would you rather have three arms or three legs?
- Would you rather sleep in a bed full of 40 live crickets or one hairy tarantula?
- Would you rather eat two sticks of butter or two cups of the hottest hot sauce?
- Would you rather have x-ray vision or be able to fly?
- Would you rather give up your cell phone or give up video games for the rest of your life?
- Would you rather have hiccups or be bald for the rest of your life?
- Would you rather wear wet clothes or seven layers or winter clothes for the rest of your life?
- Would you rather travel into the past or travel into the future?
- Would you rather be trapped in a haunted house or skydive?
- Would you rather eat clipped toe nails or ear wax?
- Would you rather have a big booger in your nose or have constant gas?
- Would you rather have a pet rhinoceros or a pet tiger?
- Would you rather be in a large room with a lion or a small room with 70 snakes?
- Would you rather never wash your hair or never brush your teeth ever again?
- Would you rather be really tall or really short?
- Would you rather have a lot of friends or be really smart?
- Would you rather be trapped in a room with 30 screaming babies or one hungry alligator?
- Would you rather clean the floor with your fingernail or your toothbrush?
- Would you rather lick a moldy trash can or the bathroom floor?
Would You Rather... Questions

- Would you rather be a famous actor or a famous pop star?
- Would you rather live in a graveyard or on a deserted island?
- Would you rather be really rich or have a lot of friends?
- Would you rather have a bucket stuck on your head or a bucket stuck on your foot?
- Would you rather have no teeth or have no hair?
- Would you rather have it rain nails or have it rain bowling balls?
- Would you rather have to crawl everywhere or have to hop everywhere?
- Would you rather lose your sense of sight or lose your sense of hearing?
- Would you rather take a bath in ice cubes or take a bath in tomato soup?
- Would you rather ride a bike on ice or roller skate down a ramp with sand?
- Would you rather wear your pajamas all day or wear your bathing suit all day?
- Would you rather use a filthy, dirty toilet or a toilet with frogs jumping out of it?
- Would you rather live in outer space or under the sea?
- Would you rather have food stuck between your teeth or a brown stain on your pants?
- Would you rather eat ten jars of peanut butter or ten pounds of cheese?
- Would you rather have ketchup come out of your nose or mustard come out of your belly button?
- Would you rather have webbed feet or clawed hands?
- Would you rather learn to talk all over again or learn to walk all over again?

Collaborative Collage

1.) Put students in small groups.
2.) Give each group an assortment of art supplies (old magazines, construction paper, glue, scissors, markers, crayons, crafting supplies, etc.).
3.) Each group will work together to create a collaborative collage using the art supplies they have.
4.) The collage will represent a theme chosen by either the students or the teacher.
5.) Once groups finish with their collages, have them present their collages to the class.
6.) Hang up the collages for a display.

Collage Theme Ideas: friendships, school, students' feelings about school, reading/books, students' hopes/vision for this school year, common personality traits within the group, favorite things, etc.
Assembling Aliases with Alliteration

1.) Have your students come up an "alias" by adding an adjective before their name. The adjective should describe them and also start with the same letter as their first name (for example: Keen Kristine, Silly Sarah, Athletic Andrew, etc.).

2.) If necessary, have students write the "alias" on a sheet of paper to remember it.

3.) Gather students to the carpet and have them sit in a circle.

4.) Going around the circle, have student #1 say his/her alias out loud. Then, moving around the circle, the next student will first repeat back student #1’s alias and then say his/her own.

5.) This process will repeat until the last student in the circle repeats back every other students’ alias, and their own.

Modifications:
- Have the teacher go last and repeat back each student’s alias name.
- To make it more complicated, have students randomly point to the next student instead of following the circle order.

Get It Together

1.) Clear a space in your classroom or do this activity in a gymnasium or outside.

2.) Tell your students that the object of Get It Together is to quickly form groups with their classmates.

3.) The teacher will call out the groups and the students will work together to form the groups as quickly as possible.

4.) To start, say to the students, "Form a group of three students that have the same eye color as you."

5.) Allow students a few minutes to assemble their groups.

6.) As soon as groups are assembled, quickly say the next group.

- The faster the game moves, the more fun it is for students. As soon as you see the students have assembled their groups, quickly say the next group.
- Remind students that it is OK if they are unable to join a group due to an odd number of students.

Grouping Ideas: any number of students with the same hair color, same birthday month, same letter of their first name, same number of siblings, same number of pets, same outfit colors, same shoe size, boy/girls, etc.
The Most Amazing Things Writing Prompts

1.) Give each student a piece of paper and a pencil.
2.) Have students stay seated at their desks, and pass out one printable prompt to each student.
3.) Tell students they will have about ten minutes to write to the prompt.
4.) After about ten minutes, invite the students to bring their writing to the carpet and sit in a circle.
5.) Once students are seated, invite students to share their writing with the class.

Modifications:
- Have each student write to the same prompt.
- Only use one or two prompts for your entire class.
- Have students publish their writing and display it for others to read.
- Share about five or six students' writing each day.
- Depending on your students' writing stamina give them more or less time.
- If you have an author's chair, introduce it to your students for this activity.

- Who is the most amazing person you know? Why?
- What is the most amazing thing you can do?
- What is the most amazing event that has ever happened to you?
- What is the most amazing thing you have ever seen?
- What is the most amazing food you have ever tasted?
- What is the most amazing book you have ever read?
- What is the most amazing trip you have ever been on?
- Who is the most amazing teacher you have ever had?
- What is the most amazing pet anyone could have?
- What is the most amazing thing you hope to do in the future?
- What is the most amazing thing you accomplished in school last year?
Human Three in a Row

*see printable questions on page 27

1.) Make groups of nine students. If there are too many students to have equal groups of nine, make your last groups uneven.
2.) Have the nine students arrange themselves into the three in a row formation below.

If it’s allowed, you may want to put masking tape on the ground to help your students stay in place.
3.) Read the Human Three in a Row questions aloud.
4.) If any group has three students in a row raising their hand, that group gets a point (keep score using tally marks for each group on the board).
5.) Keep reading questions until one group gets ten points.

Modifications:
- For classrooms with an uneven amount (for example: ten in a group), have students line up four across. Groups with more than nine students should have the same rules as above (three students in a row equals a point).
- You may change the rules to have students get three in a row for one question read or multiple questions read.

**To point out things that students have in common, make a point to stop and have a teachable moment when many kids raise their hands for the same question.

Human Three in a Row Questions

*see printable questions on page 27

- Raise your hand if you’re a boy/girl.
- Raise your hand if you take the bus to school/have a parent drive you.
- Raise your hand if you wear glasses.
- Raise your hand if you like pizza/a certain food.
- Raise your hand if you have at least two brothers/sisters/siblings.
- Raise your hand if you play soccer/any other sport.
- Raise your hand if you have (blonde, brown, red, black, etc.) hair.
- Raise your hand if you rode your bike to school.
- Raise your hand if you play an instrument.
- Raise your hand if you had eggs/cereal/toast for breakfast.
- Raise your hand if you have gone fishing before.
- Raise your hand if you have a swimming pool in your backyard.
- Raise your hand if you went to camp this summer.
- Raise your hand if you finished a chapter book this summer.
- Raise your hand if you ate sugary cereal for breakfast this morning.
- Raise your hand if you went to the movie theater this summer.
- Raise your hand if your name begins with a __________. (name a letter)
- Raise your hand if _______ was your teacher last year. (name a teacher)
- Raise your hand if you play on a sports team.
- Raise your hand if you played video games this summer.
Birthday Gifts

1.) Gather students to the carpet and have them sit in a circle.
2.) Going around the circle, have student #1 look at the group and say, "For your birthday, I will get you a (something that starts with the letter A)."
3.) Student #2 accepts the gift by looking at the student to their left and saying, "Thank you for the (something that starts with the letter A)." They will then look at the group and say, "For your birthday, I will get you a (something that starts with the letter B)."
4.) Student #3 accepts the gift by looking at the students to their left and saying, "Thank you for the (something that starts with the letter A + the letter B)." They will then look at the group and say, "For your birthday, I will get you a (something that starts with the letter C)."
5.) Each time it is a new student’s turn, they are to thank all of the students before them, going through the entire alphabet of gifts.
6.) This process will repeat until the last student in the circle repeats back every other student’s gift.

Modifications:
- If repeating back each gift is too difficult, students can just repeat the gift that came before them.

Teamwork Tales

1.) Give each student a piece of paper and a pencil. Have them write their name on the paper.
2.) Set a timer and allow students two to three minutes to write one sentence to begin a story.
3.) Once the timer sounds, have students pass their papers to the student to their left.
4.) Once each student receives the new paper, they are to read what has already been written, and add one sentence to continue the story.
5.) Repeat this process until each student gets their original paper back.
6.) Give students time to read back their original stories.

Modifications:
- To give the stories more action, have each student end their sentence with, "and then without warning..." for the next student to start with.
- Once the sentences start adding up on the pages, you may want to give students more time so they have a chance to read the other work.
- If you are running out of time, put students in small groups so they only pass their papers a few times.
- Have students rewrite and publish their final stories for a display or to read to the class.
Face Off

1.) Put students into two groups.
2.) Put two chairs at the front of the classroom, and have teams line up behind the chairs.
3.) Have a player from each team sit in the chairs.
4.) Give the players in the chairs a category.
5.) The two players take turns saying words associated with the category. The players go back and forth until one player hesitates, repeats a word, or can't answer.
6.) The player that lasts the longest gets a point for their team.
7.) Once the two players finish their round, they move to the back of the line, and the next two students take their seats.
8.) You can choose to continue the category, or pick a new category for each new group of students.

Modifications:
- Instead of breaking students into teams, you can do this whole class. When someone says their word, they point to a student who goes next, until all of the students have had a chance to say a word.

Category ideas: foods, animals, sports, athletes, school supplies, things in a grocery store, things in your house, books, music groups, ice cream flavors, restaurants, superheroes, bugs, cars, toys, musical instruments, electronics, careers, etc.

Connect It

1.) Have students sit in a circle.
2.) Choose one student to start by saying the first word that comes to their mind (for example: car).
3.) The next student must then say a word that is associated with the word the student before them said (for example: car → wheels).
4.) Continue this pattern, going around the circle, until all students have had a chance to say a word.

Modifications:
- To make it more complicated, have students randomly point to the next student instead of following the circle order.
Grab Bag

1.) Gather up a number of different objects, and place them in a bag. The objects can be common items like pencils, a wire hanger, a highlighter, a paperclip, a book or funny objects like a slinky, a whoopee cushion, silly clothing, toilet paper, random toys, kitchen utensils, etc.
2.) Break students into small groups depending on your class size.
3.) Nominate a group leader from each group to reach their hand into the bag to pull out one object for their group.
4.) Each group is to think of at least two to three different uses for their object (For example: a student would say that their fork would make a great comb, and then demonstrate using the fork as a comb.).
5.) Once each group has had enough time to brainstorm, the group will introduce their object and demonstrate what they came up with to the class.

Modifications:
- Have students come up with one use and demonstrate it.

Build A Sentence

1.) Have students sit in a circle.
2.) As the teacher, start by saying "A" or "The" to begin a sentence.
3.) Point to a student who will first repeat your word, and then give another word to add to the sentence.
4.) This student will then point to another student, who will repeat back the first two words, and then give another word to add to the sentence.
5.) Continue these steps until you have a complete sentence.
6.) Once you have a complete sentence, start a new round with new students.

Modifications:
- Instead of having the students point to the next student, the teacher can control the order by choosing each student.
- Break students into smaller groups and have them write their completed sentences on paper to share.
Body Part Graffiti

1.) Put students into small groups.
2.) Give each group a large piece of butcher paper and art supplies.
3.) Instruct groups to have one student lay on the butcher paper and have the other students trace the outline of the student’s body.
4.) Students will work together to use pictures/symbols and words to represent different things on different body parts on the outline.
5.) Once students finish their outlines, have each group present them to the class.
6.) Hang up the outlines for a display.

Head- things we’re excited to learn about this year
Ears- music we like to listen to
Eyes- books we like to read
Arms/Hands- things we like to do with our arms/hands (drawing, writing, sports, etc.)
Stomach- foods we like to eat
Legs/Feet- places we like to go (movies, restaurants, trips, etc.)

Jumbled Words

1.) Print a copy of the Jumbled Words printable found on page 28, for each student and give each student a pencil.
2.) Set a timer for five minutes.
3.) Students are to search the assortment of letters to find as many words with three or more letters as possible.
4.) Words may be formed by joining letters horizontally, vertically, diagonally, to the left, to the right, or up and down. No letter may be used more than once within a single word.
5.) When the timer goes off, students are to add up the total number of words they found.
6.) Three-letter words get one point, four-letter words get two points, five-letter words get three points, and any words with six or more letters get four points.

Modifications:
- Don’t set a timer and give students as much time as they need to search for words.

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**Silent Sequencing**

1.) The teacher will call out one of the sequences below.
2.) Students must work together, without talking, to organize themselves into the correct order.

- Oldest to youngest
- Alphabetical order of last name
- Alphabetical order of first name
- Tallest to shortest
- Shoe size
- Hand size
- Birthday month
- Birthday day of the month
- The amount of letters in their first name (least to greatest)

**Modifications:**
- Use a timer and time students on how quickly they can get in order.
- Break students into small groups and have the groups compete to see who can finish first.

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**Clap, Snap, Point**

1.) Have students stand in a circle.
2.) Choose one student to start by saying "clap" while looking at another student and clapping their hands.
3.) That student that received the "clap" or was looked at and clapped at, now says, "snap" while looking at another student and snapping their fingers.
4.) The third student that received the "snap" says "point" while looking at another student and pointing to them with a fully extended arm.
5.) This process will repeat until all students have a turn.

→ "clap" must clap and look
→ "snap" must snap and look
→ "point" must point with a fully extended arm and look
→ If a student forgets to clap, snap, or point when saying their word, the student must sit down.
→ If a student forgets to look at the new person when saying their word, the student must sit down.
→ If a student hesitates, the student must sit down.

**Modifications:**
- Make up new words to use instead of clap, snap, and point to make the game more difficult (for example: biddle, baddle, buddle).
**Introduction Toss**

*You will need a small ball.*

1.) Have students sit on their desks with their feet dangling, or have students stand in a circle.

2.) Choose one student and ask them what their name is. Once they respond say, "Hi (student’s name). My name is (your name)...here you go!" Then throw that student the ball. (For example: "Hi, what’s your name?" [looking at Abby] "Abby." "Hi Abby, my name is Kristine...here you go!")

3.) That student will accept the ball and say, "Thank you (student that threw them the ball)." Then they will choose one student and ask them what their name is. Once that student responds, they will say, "Hi (student’s name), my name is (your name)...here you go!" Then throw that person the ball. (For example: [Abby accepts the ball from Kristine.] "Thanks, Kristine!" "Hi, what’s your name?" [looking at Joe] "Joe." "Hi, Joe! My name is Abby...here you go!")

4.) This will keep repeating until all students have received the ball at least once.

**Modifications:**

- Instead of having students introduce each other for each throw, just have students thank the person that threw them the ball.
- Make the ball throwing and catching more difficult by placing one arm behind your back, clapping before you catch the ball, etc.
- After about five students have gone, add in a second ball to make things more complicated.
- Go through one round, remembering the order of students. Have students repeat the order from the previous round to challenge themselves.

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**The Question Game**

1.) Give each student a piece of paper and a pencil.

2.) Gather students in a circle.

3.) Have each student write one question that they want answered on their piece of paper.

4.) Once students write their question, have them wad their paper into a ball.

5.) Give a signal for students to toss their wadded up paper to another student in the circle.

6.) When the students get the wadded up paper, have them open the paper and answer the question out loud to the group.

**Modifications:**

- Have students throw their wadded up papers to the center of the circle, and choose a few students at a time to grab one to read and answer.
Classmate Comparisons

1.) Decide if you will use the blank Venn diagram or the modified Venn diagram with your students (see printables on page 29 and 30).
2.) Print a copy of the Classmate Comparisons Venn Diagram printable on page 29 or 30 for each student and give each student a pencil.
3.) Put students in groups of two.
4.) Give students a few minutes to introduce themselves to each other. Prompt them to discuss things they like to do, a few facts about themselves, things that make them unique, things they may have in common, etc.
5.) Tell students to find at least three ways they are similar to their partner, and have them write these in the center of the Venn diagram.
6.) Tell students to find at least three ways they are unique or different from their partner, and have them write these on their side of the Venn diagram.
7.) Have students share their Venn diagrams with the class.

Modifications:
-A modified Venn diagram with labels and prompts has been provided.
-Have students overlap portraits of their heads to make their own Venn diagrams.

All About Me Art and Share
*see printable on page 31

1.) Have a conversation with students about the different roles they play in their own lives and in their communities.
2.) Record a list of these roles on the board for students to see (for example: student, sister, aunt, brother, football player, etc.).
3.) Print out a copy of the All About Me Art and Share printable on page 31 for each student and give each student a pencil and coloring supplies.
4.) Have students use pictures, symbols, and words to illustrate all of the different roles they play in their own lives and in their communities.
5.) When students are finished, have them share their pictures with the class.
**Call of the Wild**

*see printable cards on page 32*

1. Clear a space in your classroom or do this activity in a gymnasium or outside.
2. Print the *Call of the Wild* printable cards and place them in a hat.
3. Go around the room and have each student draw one card from the hat.
4. Tell the students to keep their card a secret.
5. When you give the signal, students will move around the room, making the sound of the animal from their card.
6. Students are to move around the room, searching for other students who are making the same animal sound as them. The object of the game is to form a group with other students who have the same animal card.
7. Students may not speak. The only way they can communicate with each other is by using their animal sounds.

**Modifications:**
- To make the game more difficult, turn the lights off.
- Allow students to move around on their hands and knees, or to move around mimicking the movement of their animal.

**Switch-a-roo**

1. Have students form a circle.
2. Choose one student to be in the middle of the circle.
3. Give students three minutes to memorize the first and last name of the person to their right and their left.
4. After the three minutes, the person in the middle will point at a student in the circle and say either right or left when pointing.
5. The student who was pointed at will give the first and last name of that person (either the person on their left or their right).
6. If the student hesitates or gets the name wrong, the student trades places with the student in the middle of the circle.
7. If the student in the middle has been there for a while, he/she can call switch. All of the students will trade places and learn the first and last names of the new students to their right and left.

**Modification:**
- To make the game more difficult, you can also add the birthdays of the students.
**Link Up**

*You need strips of different-colored construction paper, and glue or a stapler for this activity.*

1.) Have a discussion with students about their individual talents. A great prompt to start the discussion is, “Who can do something really well?”
2.) After the discussion, pass out a piece of paper and a pencil to each student.
3.) Have each student write down five things they do well.
4.) After students write their five things, pass out five different-colored construction paper strips to each student. Have each student write a different talent on each strip.
5.) Students then connect their paper strips using staples or glue to make a chain link.
6.) As each student completes their own individual chain link, use a different colored paper strip to link each students’ individual chain together.
7.) Have students stand and hold the growing chain as you link each individual chain together.
8.) When the chain is finished, explain the meaning of the activity (*For example: All students have talents, and the students in this class have many talents. If we work together, we can accomplish anything. Our class is stronger when students work together than when individual students work on their own.*)
9.) Hang the chain as a display to remind students of the talents they each have and the benefits that can result from teamwork.

**Throw out the Ugly Words**

1.) Have a discussion with your class about ugly words. Mention that ugly words are not allowed in the classroom.
2.) Have students generate a list of ugly words and write the words on chart paper. Make sure to include words like can’t, quit, won’t, etc. Make sure students understand that swear words are definitely ugly words, so they don’t need to mention them.
3.) Once every student has had a chance to give a word, dramatically rip the paper off the pad and let it fall to the ground. Stomp on the paper and then gather it up into a ball and throw it in the trash.
4.) Tell your students that you have thrown the ugly words out for the rest of the year.
Crazy Faces

1.) Give each student a piece of white paper, a pencil, and coloring supplies.
2.) Tell students to write their name on the back of the paper.
3.) Flip the paper over to the clean side and draw a large oval in the center of the paper.
4.) Explain to students that today, with the help of their classmates, they will be making crazy faces.
5.) Have all students pass their paper to the left.
6.) After passing their paper, the students will add one facial feature that you call out (eyes, ears, nose, mouth, etc.) and color it.
7.) After they have added one facial feature and colored it, they will pass the paper to the left again and draw the next facial feature that you call out. Continue doing this until the faces are complete.
8.) Once complete, have the students give the paper back to the original owner. Give students time to add any finishing touches to their original drawings.

Modifications:
- Give students a writing prompt to go with their completed drawings. Examples of writing prompts include: pretend this is a new student and tell us about his/her day, explain to this new person what your school is like, explain to this person what your favorite things to do at school are, etc.

Partner Puzzles

1.) Give each student a piece of white paper, coloring supplies (markers, crayons, colored pencils, etc.), a brown paper bag, and scissors.
2.) Have students format their papers horizontally and write their name in big block letters covering the length of the paper. Use the coloring supplies to color in the block letters.
3.) Have students write at least three interesting facts about themselves in small print underneath their name.
4.) Using the scissors, have students cut their paper into large, misshapen pieces (like puzzle pieces). You may want to give instructions on how big the pieces should be.
5.) Have students put all of the cut out puzzle pieces in their brown paper bag.
6.) Collect all of the bags and pass the bags back out to students. Make sure that a student does not get their original bag.
7.) Give students time to take the puzzle pieces out of the bag to assemble their puzzle.
8.) Once each student’s puzzle is assembled, go around the class and have them share who their puzzle was about and what they learned about the student.
<table>
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<tr>
<th>Question</th>
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<tr>
<td>What is your favorite band?</td>
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<td>What’s the scariest thing that has ever happened to you?</td>
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Partners’ Name

Name: _________________________

**Hot Seat**

**Favorites**

- Band:
- Ice Cream:
- Movie:

**Siblings**

**Pets**

**Summer Trips**

**Most Embarrassing Moment**

**If you could meet anyone in the world, who would it be?**

**Special Talents**

**If you could be a dog, a bird, or a fish, which would you be and why?**

**Scariest thing that has ever happened to you**

**If you were stranded on a deserted island, what is one thing you would take with you?**

**Favorite After School Activities**

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### We Are All Connected Printable Questions

Raise your hand if you have a pet.

Raise your hand if you wear glasses.

Raise your hand if you like pizza.

Raise your hand if you have a brother.

Raise your hand if you have a sister.

Raise your hand if you have (blonde, brown, red, black, etc.) hair.

Raise your hand if you rode your bike to school.

Raise your hand if you play an instrument.

Raise your hand if favorite sports team is [________](name your local team).

Raise your hand if you have gone fishing before.

Raise your hand if you have a swimming pool in your backyard.

Raise your hand if you went to camp this summer.

Raise your hand if you finished a chapter book this summer.

Raise your hand if you eat sugary cereal for breakfast each morning.

Raise your hand if you went to the movie theater this summer.

Raise your hand if your name begins with a [________](name a letter).

Raise your hand if [________] was your teacher last year (name a teacher).

Raise your hand if you play on a sports team.

Raise your hand if you played video games this summer.
Would You Rather Printable Questions

Would you rather be born with elephant ears or a giraffe neck?

Would you rather have three arms or three legs?

Would you rather sleep in a bed full of 40 live crickets or one hairy tarantula?

Would you rather eat two sticks of butter or two cups of the hottest hot sauce?

Would you rather have x-ray vision or be able to fly?

Would you rather give up your cell phone or give up video games for the rest of your life?

Would you rather have hiccups or be bald for the rest of your life?

Would you rather wear wet clothes or seven layers or clothes for the rest of your life?

Would you rather travel into the past or travel into the future?

Would you rather be trapped in a haunted house or skydive?

Would you rather eat clipped toe nails or ear wax?

Would you rather have a big booger on your nose or have constant gas?

Would you rather have a pet rhinoceros or a pet tiger?

Would you rather be in a large room with a lion or a small room with 70 snakes?

Would you rather never wash your hair or never brush your teeth ever again?
| Would you rather be really tall or really short? | Would you rather have a lot of friends or be really smart? | Would you rather be trapped in a room with a 30 screaming babies or one hungry alligator? |
| Would you rather clean the floor with your fingernail or your toothbrush? | Would you rather lick a moldy trash can or the bathroom floor? | Would you rather be a famous actor or a famous pop star? |
| Would you rather live in a graveyard or on a deserted island? | Would you rather be really rich or have a lot of friends? | Would you rather have a bucket stuck on your head or a bucket stuck on your foot? |
| Would you rather have no teeth or have no hair? | Would you rather have it rain nails or have it rain bowling balls? | Would you rather have to crawl everywhere or have to hop everywhere? |
| Would you rather lose your sense of sight or lose your sense of hearing? | Would you rather take a bath in ice cubes or take a bath in tomato soup? | Would you rather ride a bike on ice or roller skate down a ramp with sand? |
Would you rather wear your pajamas all day or wear your bathing suit all day?

Would you rather use a filthy dirty toilet or one with frogs jumping out of it?

Would you rather live in outer space or under the sea?

Would you rather have food stuck between your teeth or a brown stain on your pants?

Would you rather eat ten jars of peanut butter or ten pounds of cheese?

Would you rather have ketchup come out of your nose or mustard come out of your belly button?

Would you rather have webbed feet or have clawed hands?

Would you rather learn to talk all over again or learn to walk all over again?
The Most Amazing Things Printable Writing Prompts

Who is the most amazing person you know? Why?

What is the most amazing thing you can do?

What is the most amazing event that has ever happened to you?

What is the most amazing thing you have ever seen?

What is the most amazing food you have ever tasted?

What is the most amazing book you have ever read?

What is the most amazing trip you have ever been on?

Who is the most amazing teacher you have ever had?

What is the most amazing pet anyone could have?

What is the most amazing thing you hope to do in the future?

What is the most amazing thing you accomplished in school last year?
Human Three in a Row Printable Questions

Raise your hand if you’re a boy/girl.
Raise your hand if you take the bus to school/have a parent drive you.
Raise your hand if you wear glasses.
Raise your hand if you like pizza/a certain food.
Raise your hand if you have at least two brothers/sisters/siblings.
Raise your hand if you play soccer/any other sport.
Raise your hand if you have (blonde, brown, red, black, etc.) hair.
Raise your hand if you rode your bike to school.
Raise your hand if you play an instrument.
Raise your hand if you had eggs/cereal/toast for breakfast.
Raise your hand if you have gone fishing before.
Raise your hand if you have a swimming pool in your backyard.
Raise your hand if you went to camp this summer.
Raise your hand if you finished a chapter book this summer.
Raise your hand if you ate sugary cereal for breakfast this morning.
Raise your hand if you went to the movie theater this summer.
Raise your hand if your name begins with a ______. (name a letter)
Raise your hand if ______ was your teacher last year. (name a teacher)
Raise your hand if you play on a sports team.
Raise your hand if you played video games this summer.
Name: _________________________

**Jumbled Words**

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**Points**

- 3 letter words = 1 point
- 4 letter words = 2 points
- 5 letter words = 3 points
- 6 or more letter words = 4 points

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Classmate Comparisons

NAME: _______________________

Things that make you unique

Things you have in common

Things that make you unique

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All About Me
Art and Share

Name: _________________________
Call of the Wild Printable Cards

You will need to print multiple pages of cards depending on the number of students in your class.

chicken  cluck
bird      chirp
elephant  trumpet
turkey    gobble
duck      quack
bee       hum
bear      growl
cat       meow
elephant  mice squeak
monkey    gibber
turkey    pig oink
duck      horse neigh
bear      growl
bird      chirp

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Do You Know Me?

1.) Give each student a piece of paper and a pencil.
2.) Have each student write two to three true facts about themselves, which may not be known by other students in the class.
3.) Have each student write two to three things that are NOT true about themselves.
4.) Taking turns, have students read aloud all of the things they have written on their paper.
5.) While each student is reading from their paper, the rest of the class will keep track and vote on which things about the student are true and which are false.

Modifications:
- Do this with the teacher and add more than two to three facts.
- Choose a couple of students to read each day.
- Partner students up and have them rotate, or do this in small groups.
- Read one true fact and make the class guess the student.

Paper Toss

1.) Give each student a piece of paper and a pencil.
2.) Have each student write their name and two to three true facts about themselves on the paper.
3.) Once the students are finished writing, have them wad up the paper into a ball.
4.) Giving students explicit instructions, allow them to carefully throw their wadded up piece of paper around the room.
5.) Once students throw their wadded up paper say, "FREEZE."
6.) Have each student pick up the wadded paper that is closest to them.
7.) Have students carefully open up the paper to find the person the paper belongs to, and walk over to introduce themselves to that person.
8.) After introducing themselves, give students time to chat about the facts written on the paper.
9.) Once students finish chatting, have each student introduce their partner to the class by saying their name and a few things they learned about them.

Modifications:
- Instead of wadding paper up into a ball, students can make paper airplanes and sail them across the classroom.
Hot Seat

1.) Give each student a piece of paper and a pencil.
2.) Divide the students into groups of two. (You may want to pair up students that do not know each other.)
3.) Tell the students that they will have three to five minutes to meet their new classmate and "put them in the hot seat." They will ask their partner questions to find at least three new and interesting facts about them to share back to the class.
4.) Set a timer for three to five minutes and invite students to ask questions about each other.
5.) Once the timer rings, bring the students back together, and have each student present at least three new and interesting facts about their partner. Before presenting the facts, make sure that each student introduces their partner to the class.

Modifications:
- You may want to give students the printable questions and conversation starter ideas to prompt their discussions.
- Instead of having an open discussion give students the printable graphic organizer on page 21 to fill out about their partner.

Hot Seat Questions/Conversation Starters

- What is your favorite band?
- What is your favorite ice cream flavor?
- Did you go anywhere for summer break?
- What is your favorite movie?
- How many brothers and sisters do you have?
- Do you have pets?
- What’s the most embarrassing thing that has ever happened to you?
- Do you play sports?
- If you could meet anyone in the world, who would it be?
- If you were stranded on a deserted island, what is one thing you would take with you?
- Do you have any special talents?
- What do you like to do after school?
- If you could be a dog, a bird, or a fish, which would you be and why?
- What’s the scariest thing that has ever happened to you?
We Are All Connected

*You need a ball of string.
*see page 22 for printable question examples

1.) Have students stand in a circle.
2.) As the teacher, ask questions as follows: Raise your hand if... (see questions below).
3.) If a student raises their hand, the teacher throws the ball of string to a student whose hand is raised.
4.) Once the first student catches the ball of string, they are to hold on to an end, and throw the ball of string to the next student whose hand is raised. Continue this until all students with raised hands are holding the string. Make sure no one lets go of their string.
5.) Repeat the above steps by asking your students questions until all students are holding a piece of string.
6.) Eventually, all your students will be connected to each other through the string.

**At the end of the game, you can comment that while we are all different, there are many things we share that connect us as a group.

We Are All Connected Question Examples

*see page 22 for printable question examples

- Raise your hand if you have a pet.
- Raise your hand if you wear glasses.
- Raise your hand if you like pizza.
- Raise your hand if you have a brother.
- Raise your hand if you have a sister.
- Raise your hand if you have (blonde, brown, red, black, etc.) hair.
- Raise your hand if you rode your bike to school.
- Raise your hand if you play an instrument.
- Raise your hand if your favorite sports team is __________. (name your local team)
- Raise your hand if you have gone fishing before.
- Raise your hand if you have a swimming pool in your backyard.
- Raise your hand if you went to camp this summer.
- Raise your hand if you finished a chapter book this summer.
- Raise your hand if you eat sugary cereal for breakfast each morning.
- Raise your hand if you went to the movie theater this summer.
- Raise your hand if your name begins with a __________. (name a letter)
- Raise your hand if ________ was your teacher last year. (name a teacher)
- Raise your hand if you play on a sports team.
- Raise your hand if you played video games this summer.
Would You Rather...
*see pages 23 - 25 for printable question examples*

1.) Print off the Would You Rather printable questions.
2.) Have your students sit in a circle and place all the cards in the middle of the circle.
3.) Have one student draw a card and read the card to the student to their left.
4.) The student to their left must answer the question and give a quick explanation as to why they chose the answer they did.
5.) Then have the next student draw a card and repeat the above steps.
6.) Continue this until all students have had a chance to answer a Would You Rather question.

**Modifications:**
- Make sure you watch the time. If it is taking too long to play the game, omit the explanations.
- Have students stand behind their desks. Ask the entire class one Would You Rather question. Tell them, "All students that would rather do A, line up on this side of the class. All students that would rather do B, line up on the other side of the class." This is a great modification to get your students moving!

**Would You Rather... Questions**
*see pages 23 - 25 for printable question examples*

- Would you rather be born with elephant ears or a giraffe neck?
- Would you rather have three arms or three legs?
- Would you rather sleep in a bed full of 40 live crickets or one hairy tarantula?
- Would you rather eat two sticks of butter or two cups of the hottest hot sauce?
- Would you rather have x-ray vision or be able to fly?
- Would you rather give up your cell phone or give up video games for the rest of your life?
- Would you rather have hiccups or be bald for the rest of your life?
- Would you rather travel into the past or travel into the future?
- Would you rather be trapped in a haunted house or skydive?
- Would you rather eat clipped toe nails or ear wax?
- Would you rather have a big booger in your nose or have constant gas?
- Would you rather have a pet rhinoceros or a pet tiger?
- Would you rather be in a large room with a lion or a small room with 70 snakes?
- Would you rather never wash your hair or never brush your teeth ever again?
- Would you rather be really tall or really short?
- Would you rather have a lot of friends or be really smart?
- Would you rather be trapped in a room with 30 screaming babies or one hungry alligator?
- Would you rather clean the floor with your fingernails or your toothbrush?
- Would you rather lick a moldy trash can or the bathroom floor?
Would You Rather... Questions

*see pages 23 - 25 for printable question examples

- Would you rather be a famous actor or a famous pop star?
- Would you rather live in a graveyard or on a deserted island?
- Would you rather be really rich or have a lot of friends?
- Would you rather have a bucket stuck on your head or a bucket stuck on your foot?
- Would you rather have no teeth or have no hair?
- Would you rather have it rain nails or have it rain bowling balls?
- Would you rather have to crawl everywhere or have to hop everywhere?
- Would you rather lose your sense of sight or lose your sense of hearing?
- Would you rather take a bath in ice cubes or take a bath in tomato soup?
- Would you rather ride a bike on ice or roller skate down a ramp with sand?
- Would you rather wear your pajamas all day or wear your bathing suit all day?
- Would you rather use a filthy, dirty toilet or a toilet with frogs jumping out of it?
- Would you rather live in outer space or under the sea?
- Would you rather have food stuck between your teeth or a brown stain on your pants?
- Would you rather eat ten jars of peanut butter or ten pounds of cheese?
- Would you rather have ketchup come out of your nose or mustard come out of your belly button?
- Would you rather have webbed feet or clawed hands?
- Would you rather learn to talk all over again or learn to walk all over again?

Collaborative Collage

1.) Put students in small groups.
2.) Give each group an assortment of art supplies (old magazines, construction paper, glue, scissors, markers, crayons, crafting supplies, etc.).
3.) Each group will work together to create a collaborative collage using the art supplies they have.
4.) The collage will represent a theme chosen by either the students or the teacher.
5.) Once groups finish with their collages, have them present their collages to the class.
6.) Hang up the collages for a display.

Collage Theme Ideas: friendships, school, students' feelings about school, reading/books, students' hopes/vision for this school year, common personality traits within the group, favorite things, etc.
Assembling Aliases with Alliteration

1.) Have your students come up an "alias" by adding an adjective before their name. The adjective should describe them and also start with the same letter as their first name (for example: Keen Kristine, Silly Sarah, Athletic Andrew, etc.).

2.) If necessary, have students write the "alias" on a sheet of paper to remember it.

3.) Gather students to the carpet and have them sit in a circle.

4.) Going around the circle, have student #1 say his/her alias out loud. Then, moving around the circle, the next student will first repeat back student #1's alias and then say his/her own.

5.) This process will repeat until the last student in the circle repeats back every other students' aliases, and their own.

Modifications:
- Have the teacher go last and repeat back each student's alias name.
- To make it more complicated, have students randomly point to the next student instead of following the circle order.

Get It Together

1.) Clear a space in your classroom or do this activity in a gymnasium or outside.

2.) Tell your students that the object of Get It Together is to quickly form groups with their classmates.

3.) The teacher will call out the groups and the students will work together to form the groups as quickly as possible.

4.) To start, say to the students, "Form a group of three students that have the same eye color as you."

5.) Allow students a few minutes to assemble their groups.

6.) As soon as groups are assembled, quickly say the next group.

- The faster the game moves, the more fun it is for students. As soon as you see the students have assembled their groups, quickly say the next group.
- Remind students that it is OK if they are unable to join a group due to an odd number of students.

Grouping Ideas: any number of students with the same hair color, same birthday month, same letter of their first name, same number of siblings, same number of pets, same outfit colors, same shoe size, boy/girls, etc.
The Most Amazing Things
*see printable writing prompts on page 26*

1. Give each student a piece of paper and a pencil.
2. Have students stay seated at their desks, and pass out one printable prompt to each student.
3. Tell students they will have about ten minutes to write to the prompt.
4. After about ten minutes, invite the students to bring their writing to the carpet and sit in a circle.
5. Once students are seated, invite students to share their writing with the class.

**Modifications:**
- Have each student write to the same prompt.
- Only use one or two prompts for your entire class.
- Have students publish their writing and display it for others to read.
- Share about five or six students' writing each day.
- Depending on your students' writing stamina give them more or less time.
- If you have an author's chair, introduce it to your students for this activity.

---

The Most Amazing Things Writing Prompts
*see printable writing prompts on page 26*

- Who is the most amazing person you know? Why?
- What is the most amazing thing you can do?
- What is the most amazing event that has ever happened to you?
- What is the most amazing thing you have ever seen?
- What is the most amazing food you have ever tasted?
- What is the most amazing book you have ever read?
- What is the most amazing trip you have ever been on?
- Who is the most amazing teacher you have ever had?
- What is the most amazing pet anyone could have?
- What is the most amazing thing you hope to do in the future?
- What is the most amazing thing you accomplished in school last year?
Human Three in a Row

1.) Make groups of nine students. If there are too many students to have equal groups of nine, make your last groups uneven.

2.) Have the nine students arrange themselves into the three in a row formation below.

If it’s allowed, you may want to put masking tape on the ground to help your students stay in place.

3.) Read the Human Three in a Row questions aloud.

4.) If any group has three students in a row raising their hand, that group gets a point (keep score using tally marks for each group on the board).

5.) Keep reading questions until one group gets ten points.

Modifications:
- For classrooms with an uneven amount (for example: ten in a group), have students line up four across. Groups with more than nine students should have the same rules as above (three students in a row equals a point).
- You may change the rules to have students get three in a row for one question read or multiple questions read.

**To point out things that students have in common, make a point to stop and have a teachable moment when many kids raise their hands for the same question.

Human Three in a Row Questions

*see printable questions on page 27

- Raise your hand if you’re a boy/girl.
- Raise your hand if you take the bus to school/have a parent drive you.
- Raise your hand if you wear glasses.
- Raise your hand if you like pizza/a certain food.
- Raise your hand if you have at least two brothers/sisters/siblings.
- Raise you hand if you play soccer/any other sport.
- Raise your hand if you have (blonde, brown, red, black, etc.) hair.
- Raise your hand if you rode your bike to school.
- Raise your hand if you play an instrument.
- Raise your hand if you had eggs/cereal/toast for breakfast.
- Raise your hand if you have gone fishing before.
- Raise your hand if you have a swimming pool in your backyard.
- Raise your hand if you went to camp this summer.
- Raise your hand if you finished a chapter book this summer.
- Raise your hand if you ate sugary cereal for breakfast this morning.
- Raise your hand if you went to the movie theater this summer.
- Raise your hand if your name begins with a __________. (name a letter)
- Raise your hand if _______ was your teacher last year. (name a teacher)
- Raise your hand if you play on a sports team.
- Raise your hand if you played video games this summer.
Birthday Gifts

1.) Gather students to the carpet and have them sit in a circle.
2.) Going around the circle, have student #1 look at the group and say, "For your birthday, I will get you a (something that starts with the letter A).
3.) Student #2 accepts the gift by looking at the student to their left and saying, "Thank you for the (something that starts with the letter A)." They will then look at the group and say, "For your birthday, I will get you a (something that starts with the letter B).
4.) Student #3 accepts the gift by looking at the students to their left and saying, "Thank you for the (something that starts with the letter A + the letter B)." They will then look at the group and say, "For your birthday, I will get you a (something that starts with the letter C).
5.) Each time it is a new student’s turn, they are to thank all of the students before them, going through the entire alphabet of gifts.
6.) This process will repeat until the last student in the circle repeats back every other student’s gift.

Modifications:
- If repeating back each gift is too difficult, students can just repeat the gift that came before them.

Teamwork Tales

1.) Give each student a piece of paper and a pencil. Have them write their name on the paper.
2.) Set a timer and allow students two to three minutes to write one sentence to begin a story.
3.) Once the timer sounds, have students pass their papers to the student to their left.
4.) Once each student receives the new paper, they are to read what has already been written, and add one sentence to continue the story.
5.) Repeat this process until each student gets their original paper back.
6.) Give students time to read back their original stories.

Modifications:
- To give the stories more action, have each student end their sentence with, "and then without warning..." for the next student to start with.
- Once the sentences start adding up on the pages, you may want to give students more time so they have a chance to read the other work.
- If you are running out of time, put students in small groups so they only pass their papers a few times.
- Have students rewrite and publish their final stories for a display or to read to the class.
**Face Off**

1.) Put students into two groups.
2.) Put two chairs at the front of the classroom, and have teams line up behind the chairs.
3.) Have a player from each team sit in the chairs.
4.) Give the players in the chairs a category.
5.) The two players take turns saying words associated with the category. The players go back and forth until one player hesitates, repeats a word, or can’t answer.
6.) The player that lasts the longest gets a point for their team.
7.) Once the two players finish their round, they move to the back of the line, and the next two students take their seats.
8.) You can choose to continue the category, or pick a new category for each new group of students.

**Modifications:**
- Instead of breaking students into teams, you can do this whole class. When someone says their word, they point to a student who goes next, until all of the students have had a chance to say a word.

**Category ideas:** foods, animals, sports, athletes, school supplies, things in a grocery store, things in your house, books, music groups, ice cream flavors, restaurants, superheroes, bugs, cars, toys, musical instruments, electronics, careers, etc.

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**Connect It**

1.) Have students sit in a circle.
2.) Choose one student to start by saying the first word that comes to their mind (for example: car).
3.) The next student must then say a word that is associated with the word the student before them said (for example: car → wheels).
4.) Continue this pattern, going around the circle, until all students have had a chance to say a word.

**Modifications:**
- To make it more complicated, have students randomly point to the next student instead of following the circle order.
Grab Bag

1.) Gather up a number of different objects, and place them in a bag. The objects can be common items like pencils, a wire hanger, a highlighter, a paperclip, a book or funny objects like a slinky, a whoopee cushion, silly clothing, toilet paper, random toys, kitchen utensils, etc.

2.) Break students into small groups depending on your class size.

3.) Nominate a group leader from each group to reach their hand into the bag to pull out one object for their group.

4.) Each group is to think of at least two to three different uses for their object (For example: a student would say that their fork would make a great comb, and then demonstrate using the fork as a comb.).

5.) Once each group has had enough time to brainstorm, the group will introduce their object and demonstrate what they came up with to the class.

Modifications:
- Have students come up with one use and demonstrate it.

Build A Sentence

1.) Have students sit in a circle.

2.) As the teacher, start by saying "A" or "The" to begin a sentence.

3.) Point to a student who will first repeat your word, and then give another word to add to the sentence.

4.) This student will then point to another student, who will repeat back the first two words, and then give another word to add to the sentence.

5.) Continue these steps until you have a complete sentence.

6.) Once you have a complete sentence, start a new round with new students.

Modifications:
- Instead of having the students point to the next student, the teacher can control the order by choosing each student.
- Break students into smaller groups and have them write their completed sentences on paper to share.
**Body Part Graffiti**

1.) Put students into small groups.
2.) Give each group a large piece of butcher paper and art supplies.
3.) Instruct groups to have one student lay on the butcher paper and have the other students trace the outline of the student's body.
4.) Students will work together to use pictures/symbols and words to represent different things on different body parts on the outline.
5.) Once students finish their outlines, have each group present them to the class.
6.) Hang up the outlines for a display.

- **Head** - things we’re excited to learn about this year
- **Ears** - music we like to listen to
- **Eyes** - books we like to read
- **Arms/Hands** - things we like to do with our arms/hands (drawing, writing, sports, etc.)
- **Stomach** - foods we like to eat
- **Legs/Feet** - places we like to go (movies, restaurants, trips, etc.)

**Jumbled Words**

*see printable on page 28*

1.) Print a copy of the Jumbled Words printable found on page 28, for each student and give each student a pencil.
2.) Set a timer for five minutes.
3.) Students are to search the assortment of letters to find as many words with three or more letters as possible.
4.) Words may be formed by joining letters horizontally, vertically, diagonally, to the left, to the right, or up and down. No letter may be used more than once within a single word.
5.) When the timer goes off, students are to add up the total number of words they found.
6.) Three-letter words get one point, four-letter words get two points, five-letter words get three points, and any words with six or more letters get four points.

**Modifications:**
- Don’t set a timer and give students as much time as they need to search for words.
Silent Sequencing

1.) The teacher will call out one of the sequences below.
2.) Students must work together, without talking, to organize themselves into the correct order.
- Oldest to youngest
- Alphabetical order of last name
- Alphabetical order of first name
- Tallest to shortest
- Shoe size
- Hand size
- Birthday month
- Birthday day of the month
- The amount of letters in their first name (least to greatest)

Modifications:
- Use a timer and time students on how quickly they can get in order.
- Break students into small groups and have the groups compete to see who can finish first.

Clap, Snap, Point

1.) Have students stand in a circle.
2.) Choose one student to start by saying "clap" while looking at another student and clapping their hands.
3.) That student that received the "clap" or was looked at and clapped at, now says, "snap" while looking at another student and snapping their fingers.
4.) The third student that received the "snap" says "point" while looking at another student and pointing to them with a fully extended arm.
5.) This process will repeat until all students have a turn.
   ➔ "clap" must clap and look
   ➔ "snap" must snap and look
   ➔ "point" must point with a fully extended arm and look
   ➔ If a student forgets to clap, snap, or point when saying their word, the student must sit down.
   ➔ If a student forgets to look at the new person when saying their word, the student must sit down.
   ➔ If a student hesitates, the student must sit down.

Modifications:
- Make up new words to use instead of clap, snap, and point to make the game more difficult (for example: biddle, baddle, buddle).
Introduction Toss

*You will need a small ball.*

1.) Have students sit on their desks with their feet dangling, or have students stand in a circle.
2.) Choose one student and ask them what their name is. Once they respond say, "Hi (student’s name). My name is (your name)...here you go!" Then throw that student the ball. (For example: "Hi, what’s your name??" [looking at Abby] "Abby." "Hi Abby, my name is Kristine...here you go!")
3.) That student will accept the ball and say, "Thank you (student that threw them the ball)." Then they will choose one student and ask them what their name is. Once that student responds, they will say, "Hi (student’s name), my name is (your name)...here you go!" Then throw that person the ball. (For example: [Abby accepts the ball from Kristine.] "Thanks, Kristine! Hi, what’s your name?" [looking at Joe] "Joe." "Hi, Joel My name is Abby...here you go!")
4.) This will keep repeating until all students have received the ball at least once.

**Modifications:**
- Instead of having students introduce each other for each throw, just have students thank the person that threw them the ball.
- Make the ball throwing and catching more difficult by placing one arm behind your back, clapping before you catch the ball, etc.
- After about five students have gone, add in a second ball to make things more complicated.
- Go through one round, remembering the order of students. Have students repeat the order from the previous round to challenge themselves.

The Question Game

1.) Give each student a piece of paper and a pencil.
2.) Gather students in a circle.
3.) Have each student write one question that they want answered on their piece of paper.
4.) Once students write their question, have them wad their paper into a ball.
5.) Give a signal for students to toss their wadded up paper to another student in the circle.
6.) When the students get the wadded up paper, have them open the paper and answer the question out loud to the group.

**Modifications:**
- Have students throw their wadded up papers to the center of the circle, and choose a few students at a time to grab one to read and answer.
Classmate Comparisons

1.) Decide if you will use the blank Venn diagram or the modified Venn diagram with your students (see printables on page 29 and 30).
2.) Print a copy of the Classmate Comparisons Venn Diagram printable on page 29 or 30 for each student and give each student a pencil.
3.) Put students in groups of two.
4.) Give students a few minutes to introduce themselves to each other. Prompt them to discuss things they like to do, a few facts about themselves, things that make them unique, things they may have in common, etc.
5.) Tell students to find at least three ways they are similar to their partner, and have them write these in the center of the Venn diagram.
6.) Tell students to find at least three ways they are unique or different from their partner, and have them write these on their side of the Venn diagram.
7.) Have students share their Venn diagrams with the class.

Modifications:
-A modified Venn diagram with labels and prompts has been provided.
-Have students overlap portraits of their heads to make their own Venn diagrams.

All About Me Art and Share

*see printable on page 31

1.) Have a conversation with students about the different roles they play in their own lives and in their communities.
2.) Record a list of these roles on the board for students to see (for example: student, sister, aunt, brother, football player, etc.).
3.) Print out a copy of the All About Me Art and Share printable on page 31 for each student and give each student a pencil and coloring supplies.
4.) Have students use pictures, symbols, and words to illustrate all of the different roles they play in their own lives and in their communities.
5.) When students are finished, have them share their pictures with the class.
Call of the Wild
*see printable cards on page 32

1.) Clear a space in your classroom or do this activity in a gymnasium or outside.
2.) Print the Call of the Wild printable cards and place them in a hat.
3.) Go around the room and have each student draw one card from the hat.
4.) Tell the students to keep their card a secret.
5.) When you give the signal, students will move around the room, making the sound of the animal from their card.
6.) Students are to move around the room, searching for other students who are making the same animal sound as them. The object of the game is to form a group with other students who have the same animal card.
7.) Students may not speak. The only way they can communicate with each other is by using their animal sounds.

Modifications:
- To make the game more difficult, turn the lights off.
- Allow students to move around on their hands and knees, or to move around mimicking the movement of their animal.

Switch-a-roo

1.) Have students form a circle.
2.) Choose one student to be in the middle of the circle.
3.) Give students three minutes to memorize the first and last name of the person to their right and their left.
4.) After the three minutes, the person in the middle will point at a student in the circle and say either right or left when pointing.
5.) The student who was pointed at will give the first and last name of that person (either the person on their left or their right).
6.) If the student hesitates or gets the name wrong, the student trades places with the student in the middle of the circle.
7.) If the student in the middle has been there for a while, he/she can call switch. All of the students will trade places and learn the first and last names of the new students to their right and left.

Modification:
- To make the game more difficult, you can also add the birthdays of the students.
Link Up

*You need strips of different-colored construction paper, and glue or a stapler for this activity.

1.) Have a discussion with students about their individual talents. A great prompt to start the discussion is, "Who can do something really well?"
2.) After the discussion, pass out a piece of paper and a pencil to each student.
3.) Have each student write down five things they do well.
4.) After students write their five things, pass out five different-colored construction paper strips to each student. Have each student write a different talent on each strip.
5.) Students then connect their paper strips using staples or glue to make a chain link.
6.) As each student completes their own individual chain link, use a different colored paper strip to link each students' individual chain together.
7.) Have students stand and hold the growing chain as you link each individual chain together.
8.) When the chain is finished, explain the meaning of the activity (For example: All students have talents, and the students in this class have many talents. If we work together, we can accomplish anything. Our class is stronger when students work together than when individual students work on their own.)
9.) Hang the chain as a display to remind students of the talents they each have and the benefits that can result from teamwork.

Throw out the Ugly Words

1.) Have a discussion with your class about ugly words. Mention that ugly words are not allowed in the classroom.
2.) Have students generate a list of ugly words and write the words on chart paper. Make sure to include words like can't, quit, won't, etc. Make sure students understand that swear words are definitely ugly words, so they don't need to mention them.
3.) Once every student has had a chance to give a word, dramatically rip the paper off the pad and let it fall to the ground. Stomp on the paper and then gather it up into a ball and throw it in the trash.
4.) Tell your students that you have thrown the ugly words out for the rest of the year.
Crazy Faces
1.) Give each student a piece of white paper, a pencil, and coloring supplies.
2.) Tell students to write their name on the back of the paper.
3.) Flip the paper over to the clean side and draw a large oval in the center of the paper.
4.) Explain to students that today, with the help of their classmates, they will be making crazy faces.
5.) Have all students pass their paper to the left.
6.) After passing their paper, the students will add one facial feature that you call out (eyes, ears, nose, mouth, etc.) and color it.
7.) After they have added one facial feature and colored it, they will pass the paper to the left again and draw the next facial feature that you call out. Continue doing this until the faces are complete.
8.) Once complete, have the students give the paper back to the original owner. Give students time to add any finishing touches to their original drawings.

Modifications:
- Give students a writing prompt to go with their completed drawings. Examples of writing prompts include: pretend this is a new student and tell us about his/her day, explain to this new person what your school is like, explain to this person what your favorite things to do at school are, etc.

Partner Puzzles
1.) Give each student a piece of white paper, coloring supplies (markers, crayons, colored pencils, etc.), a brown paper bag, and scissors.
2.) Have students format their papers horizontally and write their name in big block letters covering the length of the paper. Use the coloring supplies to color in the block letters.
3.) Have students write at least three interesting facts about themselves in small print underneath their name.
4.) Using the scissors, have students cut their paper into large, misshapen pieces (like puzzle pieces). You may want to give instructions on how big the pieces should be.
5.) Have students put all of the cut out puzzle pieces in their brown paper bag.
6.) Collect all of the bags and pass the bags back out to students. Make sure that a student does not get their original bag.
7.) Give students time to take the puzzle pieces out of the bag to assemble their puzzle.
8.) Once each student’s puzzle is assembled, go around the class and have them share who their puzzle was about and what they learned about the student.
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