

Shoes, Shoes, Shoes

Have students sit in a circle and take their shoes off. They place all their shoes in the center and take turns one by one placing a shoe in front of another student. The student whose shoes belong to the shoe in front of them, takes their shoes. After a front of them, it is revealed that their shoes are out and they continue playing!

My **Toe-tally** Toe

Write about what you did over your summer from the point of view of your toes. Remember to use the pronouns, *I* and *me* to show the big toe feeling swimming or playing at the playground? Did you enjoy being so close to the ground? Were you cooped up in smelly shoes?

Page # 11

Scenario #9

Danny really wanted Cam to be his partner, but he decided to try to make things work with Pete.

Back

Fill in the graph according to share our class graphs.

10

9

A cartoon illustration of a young boy with brown hair, wearing a red t-shirt and blue pants, sitting in a green wheelchair. The wheelchair has black wheels and footrests. The boy is looking forward with a neutral expression. The background is a light blue sky with a pink border at the bottom.



Created By: The Owl Teacher

Snow in the fall?

Have students write on a piece of paper three facts about themselves and stand in a circle. Then crumble the paper up and throw it into the center of the circle. Students take turns pulling snowballs and guessing who the three interesting facts belong to.

A School Year Preview

To introduce students to topics of the upcoming year, create headbands (or index card necklaces) with words, phrases, and/or pictures of these topics. Students wear these (index cards on back) and move around the room asking yes or no questions to students to see if they can guess what you'll be studying. When they guess it, they sit out.



Welcome Back Scavenger Hunt



It's a new year and a new class. Walk around the classroom and get to know your classmates in this fun scavenger hunt activity. Find someone who can sign one of the boxes below. A student should not sign his or her name more than two times in any row. Try to fill your

entire grid!

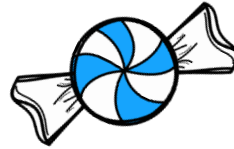
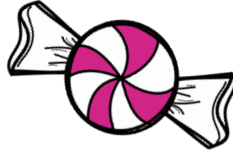
_____'s favorite school subject is science	_____ is taller than you	_____ is new to our school	_____ has a cell phone or iPad	_____ plays on more than one sports team
_____ loves to read	_____ went out of state this summer	_____ walks to school	_____ was born in another state	_____ has a younger brother or sister
_____ can ride a bike	_____ was in your class last year	_____ saw a movie over the summer	_____ has the same first and last name initials	_____'s favorite color is red
_____ is the youngest	_____'s favorite food is pizza	_____ has at least two pets	_____ watched less than an hour of TV last night	_____ has the same birth month as you
_____ has played Minecraft	_____ went to the library over the summer	_____ likes to dance	_____ first name has more vowels than consonants	_____ loves to fish

My Toe-tally Terrific Summer

Write about what you did over your summer from the point of view of your big toe. Remember to use the pronouns, *I* and *me* to show the big toe's thoughts. How did it feel swimming or playing at the playground? Did you enjoy fresh air in cute sandals, or were you cooped up in smelly shoes?

PREVIEW

The Candy Wrap



Preparation

Start with a jingle bell in the middle of bubble wrap and add candy throughout the various wrapped layers. You will need about 75 pieces of candy (saran wrap is too thin). You can add a small amount of tape throughout if needed. Definitely tape the top. You will also need 2 dice. Once you have a big ball of candy plastic mess and dice, you are ready!

How to play

Have students sit in a circle and name a student to be the starting person. The starting person gets the candy plastic ball and begins unwrapping the plastic ball trying to get to some candy. The person to the left of the starting person comes in while rolling dice trying to get doubles. That person cannot leave until all of candy passed to him or her until she gets doubles. Once doubles are rolled then the dice passes to the left and so does the candy plastic ball. This continues until all students have had a chance.

In the past, I have always had all students get candy, but I am always prepared with back up candy!

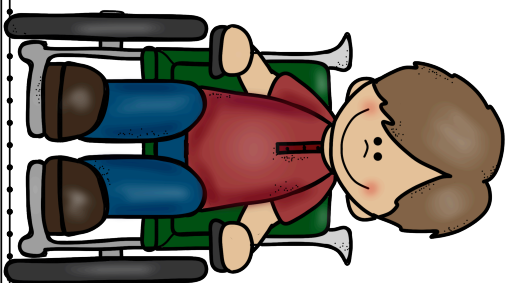
Scenario # 9

Danny really wanted Cam to be his partner, but he decided to try to make things work with Pete.



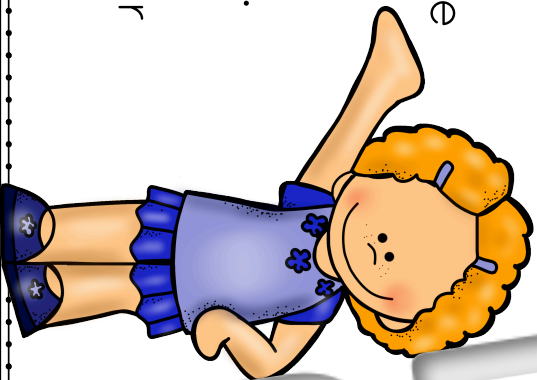
Scenario # 11

Kyle really didn't know how to spell a spelling word. He thought it would be ok to peek just this once at Tara's paper.



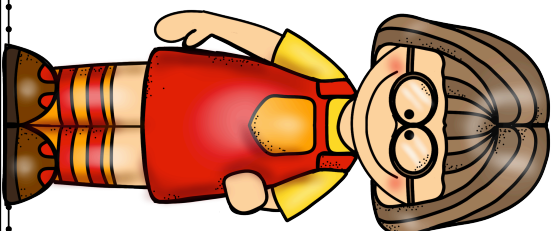
Scenario # 10

Janet loved and loved to talk. She always had something important to say. She even talked when the teacher did.



Scenario # 12

Clarence was really good at math and when she had free time she loved to help others.



Fair is not always equal



One of my favorite lessons is to explain differentiation to my students. I try to lead students to understand that fair is meeting everyone's needs, which may not be the same for everyone. In fact, fair does not mean the same.

I do this through several demonstrations:

*Show various types of shoes and sizes- baby shoes, high heels, basketball shoes, so on. Talk about wearing shoes for different purposes. For instance, this shoe (tennis shoes) fits Shaq for the basketball court, but this shoe (high heels) would not help him with the skill of basketball. Discuss how difficult it would be to play basketball in high heels. Ask students who would play or get better. Does it fit the purpose? Would it fit the person? We have different shoes for different reasons just as we do in school.

*Another option is to dress up as a doctor. Tell the students you are going to cure all their illnesses! Have students make up illnesses, such as headache, broken bone, a scraped knee, so on. For each illness presented, give the student a Band-Aid and say, "That should take care of that!" Really ham it up! Talk to the students about how the Band-Aid works well for some things, but not all things.

*Finally, hang lollipops on a string really high and tell students only those who can reach it can get one. Discuss how this is not fair. Then discuss ways we can modify things to make everyone reach one (some can use a ruler to knock it down, some can stand on a chair, etc.). Compare this analogy to our needs in the classroom. We all have the same goal of learning the standards, just some of us have different needs to reach them.

My Math Goals

What are your goals for math?

My Behavior Goals

What is your goal for classroom citizenship?

PREVIEW

Let's
Set
Some

