

# FUN IN THE CLASSROOM

*"The importance of play should not be underestimated."*

## Top Ten Ideas

	Tried and liked it	Comments
1. Slips of paper		
2. Story telling		
3. Alibi		
4. Just do it!		
5. Pictures		
6. What do I have in my bag?		
7. Spelling is a hit		
8. Teachers Wins		
9. Descriptions		
10. Find someone		

### Tips on storytelling

#### Ideas to put students into teams

- Coop Line (line up by birthday month,)
- Match students by teams composed of students #1,2,3,4
- Give students coins – they must find student who has the same year coin
- Have everyone count the number of letters in their first name. Now ask them to find someone who has the same number of letters. Those two are now partners. If a person can't find someone let him/her use another name s/he is called by (i.e., a student named Matthew may use the name Matt and then look for someone with 4 letters instead of 7.) If they still can't find someone pair up with a person who has the closest number of letters.

## 1. SLIPS OF PAPER

### **Great ice breaker : Questions for you !**

Hand out two slips of paper or post-it.

Ask students to write one question on each.

« What are two questions that you would like your classmates to ask you in order to get to know you better ? »

✓ Once students have written their questions, surprise them by telling them that instead of them answering their questions, they will ask their questions to their partner.

- ✓ Once finished, students switch papers with their partner and visit another partner.
- ✓ Students go back to their first team and finally answer their own questions.

### **Class board**

Give students three slips of paper in three different colours in order to complete a KWL chart. You can use this for whatever theme you are working on.

What games do you know ? \_\_\_\_\_

What would you like to learn ? \_\_\_\_\_

One that you learned and that you will try ?

Note: A KWL Chart ❶ What I know ❷ What I want to know ❸ What I learned

Or ❶ I know ❷ I want to know ❸ I learned

### **Answers to make a sentence**

Hand out three slips of paper or post-it

Ask students to answer each question.

For example :

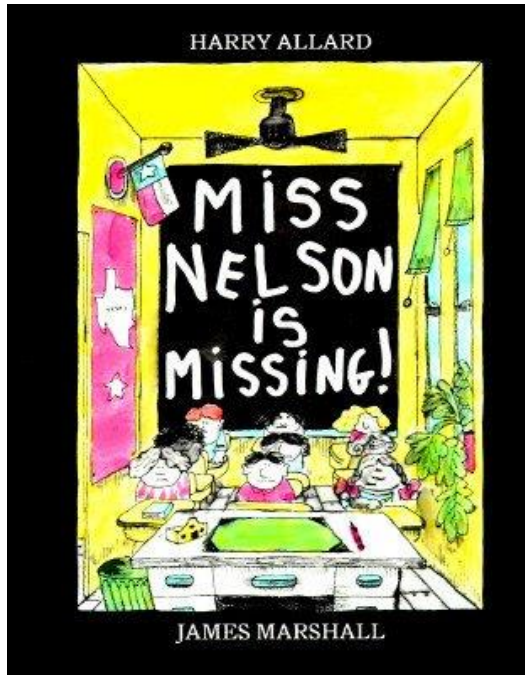
1. What is your favourite meal ?
2. Name one thing you did this weekend ?
3. Name a first name that you really like.

- ✓ Ask student to keep one of the slips of paper but to share another one with the partner on their right and another one with the partner on their left.
- ✓ Students then make a sentence with the words they have on the slips of paper. They can glue the slips of paper in their notebook.

## 2. STORY TELLING

Read a story to your students !

**Suggestion : Miss Nelson is Missing**



<http://www.youtube.com/watch?v=5alXPJ8t5Q8>

[http://www.busyteacherscafe.com/literature\\_guides/missnelsonmissing.html](http://www.busyteacherscafe.com/literature_guides/missnelsonmissing.html)

Examples of what you can do with this story or any other story

### **Before you listen to the story**

What is the title of this story? Unscramble the words.

\_\_\_\_\_  
S I M S   S N E L O N

Look at the illustrations to guess.

Who looks like a nice teacher ?

Miss Nelson or Miss Viola Swamp

Give one reason : \_\_\_\_\_

### **While you listen to the story.**

Stop in the middle of the story.

What do you think will happen? \_\_\_\_\_

What is your prediction? Have a class vote. Your prediction : \_\_\_\_\_

- a) Miss Nelson will come back
- b) Miss Nelson had an accident
- c) Miss Viola Swamp will change and become a nice teacher.

**After reading the story**

Match the characters and the adjectives

Miss Viola Swamp	Black
Miss Nelson	Happy
The Kids	Pretty
	Pink
	They Refused to do their lesson
	They were Discouraged
	Ugly
	Strict
	They giggled

What do you remember from the story? Fill in the blanks.

1. The kids in \_\_\_\_\_ were misbehaving again.
2. The next morning Miss Nelson did not come to \_\_\_\_\_.
3. A woman in an ugly \_\_\_\_\_ stood before them.
4. They could see that Miss Swamp was a real \_\_\_\_\_.
5. Maybe something terrible happened to \_\_\_\_\_.

Pronunciation exercise:

Read the story again with a partner. Read Miss Nelson with a very sweet voice and Miss Swamp with a scary voice.

**Transcript :**

The kids in Room 207 were misbehaving again. Paper planes whizzed through the air. They were the worst-behaved in the whole school.

"Now settle down," said Miss Nelson in a sweet voice.

But the class would not settle down. They whispered and giggled. They squirmed and made faces. They were even rude during story hour.

And they always refused to their lessons.

"Something will have to be done," says Miss Nelson.

The next morning Miss Nelson did not come to school.

"Wow!" yelled the kids. "Now we can really act up."

"Today let's just be terrible!" they said.

"Not so fast!," hissed an unpleasant voice.

A woman in an ugly black dress stood before them.

"I am your new teacher, Miss Viola Swamp.

"Where is Miss Nelson?" asked the kids.

"Never mind that!" snapped Miss Swamp. "Open those arithmetic books!"

Miss Nelson's kids did as they were told. They could see that Miss Swamp was a real witch. Right away she put them to work. And she loaded them with homework.

"We'll have no story hour today," said Miss Swamp.

"Keep your mouths shut," said Miss Swamp.

Days went by and there was no sign of Miss Nelson. The kids *missed* Miss Nelson.

« Maybe we should try to find her, » they said.

Some of them went to the police. Other kids went to Miss Nelson's house.

The shades were tightly drawn, and no one answered the door.

In fact, the only person they did see was the wicked Miss Viola Swamp, coming up the street.

"If she sees us, she'll give us more homework."

They got away just in time. Maybe something terrible happened to Miss Nelson!

"Maybe she was gobbled by a shark!" said one of the kids.

"Maybe Miss Nelson went to Mars!" said another kid.

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The kids in Room 207 became very discouraged. It seemed that Miss Nelson was never coming back. And they would be stuck with Miss Viola Swamp forever.

They heard footsteps in the hall.

"Here comes the witch," they whispered.

"Hello children," someone said in a sweet voice.

It was Miss Nelson!

"Did you miss me?" she asked.

"We certainly did!" cried all the kids.

"Where were you?"

"That's my little secret," said Miss Nelson.

"How about a story hour?"

"Oh yes!" cried the kids.

Miss Nelson noticed that during story hour no one was rude or silly.

"What brought about this lovely change?" she asked.

"That's our little secret," said the kids.

Back home Miss Nelson took off her coat and hung it in the closet (right next to an ugly black dress).

When it was time for bed she sang a little song.

"I'll never tell," she said to herself with a smile.

### 3. ALIBI

A crime has been committed last night by student A (choose a volunteer) and his alibi is student B (choose a volunteer).

- ✓ Student A and Student B leave the class for a few minutes and discuss what they were doing last night.
- ✓ Student A comes back to class (student B stays in the corridor) and students in the class him/her questions.

**Examples of questions :**

*Where were you last night?*

*What did you do after?*

*Who did you see?*

*At what time did you get back home?*

*Who were you with?*

*What were you wearing?*

- ✓ Student B comes back to class (student A sits down and cannot look at Student B) and students ask him/her the same set of questions. If answers differ (that's where students start enjoying the game!), we declare Student A and B guilty of the crime. If their answers are the same (which rarely happens since students A and B are usually not ready for all the questions that students ask!), they are released!
- ✓ Repeat the game by choosing two new students.

**4. Just do it ! – from Mel Shantz**

<ul style="list-style-type: none"> <li>• Stand up</li> <li>• Turn around in a circle</li> <li>• Sit down</li> <li>• Lean over to the right</li> <li>• Lie down</li> <li>• Run on the spot</li> <li>• Spring in the air</li> <li>• Pretend to throw something</li> <li>• Pretend you are fishing</li> <li>• Pretend you are hunting</li> <li>• Raise your left hand</li> <li>• Scratch your cheeks</li> <li>• Jump #5 times</li> <li>• Take off a shoe</li> <li>• Pretend to open the door</li> <li>• Touch the four corners of the room</li> <li>• Smile</li> <li>• Open your mouth wide</li> <li>• Make a snowman</li> <li>• Make a baby face</li> <li>• Go forward</li> <li>• Shake your arms</li> <li>• Wink at your Partner</li> <li>• Yawn</li> <li>• Laugh</li> </ul>	<ul style="list-style-type: none"> <li>• Back to back</li> <li>• Shoulder to shoulder</li> <li>• Hand to hand</li> <li>• Elbow to elbow</li> <li>• Knee to knee</li> <li>• Ear to ear</li> <li>• Pinky to pinky</li> <li>• Thumb to thumb</li> <li>• Cheek to cheek</li> <li>• Finger to finger</li> <li>• Forehead to forehead</li> <li>• Palm to palm</li> <li>• Heel to heel</li> <li>• Head to head</li> <li>• Bum to bum</li> <li>• Foot to foot</li> <li>• Wrist to wrist</li> <li>• Back to heel</li> <li>• Cheek to hand</li> <li>• Ear to hand</li> <li>• Shoulder to knee</li> <li>•</li> </ul>
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**Do the opposite**

Stand up / Talk quietly / Run / Push / Don't shake

Walk quickly / Wake up / Hop on your right foot / Make a serious face

Laugh

**5. Pictures**

Different ideas :

- 1) Students select three pictures and they write a story with it.
- 2) Students choose one picture and write the story of this picture in a spirale (write-on shapes)
- 3) Three folders. Only two pictures. Students described the pictures. The class has to find out which student is lying (the one with no pictures in the folder).
- 4) Giant posters. Artist and buyer. Both ask questions.

<b>5 inspiring words</b>	<b>Artist's name :</b>
<hr/>	<hr/>
<hr/>	<b>Description of the painting :</b>
<hr/>	<hr/>
<hr/>	<b>Value : _____ \$</b>

**6. What do I have in my bag ?**

Teacher prepares a bag full of items (20) and takes them out one by one by naming them. Then, he/she puts them back and asks students to write down all the objects they saw in the same order they were taken out of the bag.

Great memory game!

**7. Spelling is a Hit**

Have 2 flyswatters. Write different words on the board. These words are the answers to the questions you will ask.

Ask two students to the board and give them a flyswatter each. Ask a question and the first to find the answer hits the word on the board.

DANCE	CAT	GALLOP	APRON
DAILY	FIGHT	GLOBLIN	MUSIC
DOLCE VITA	FLOUR	GRAIN	
DOG	FLOWER	APPLE	

## 8. Teacher Wins!

Explain to students that they are on one team and the teacher is the only member of the other team (students against teacher).

Announce to students that you plan to win this activity!

Tell them that you will read them a paragraph. When you finish reading, you will ask questions about the passage.

The students win one point for every question they answer correctly.

The teacher wins a point every time the students are wrong or if they answered without raising their hand.

An example of a text you could read to them :

### **My trip to Playa del Carmen**

A few years ago I went to Playa del Carmen, Mexico for one month.

I bought the tickets only a few weeks in advance and I paid 1000\$ for them. I spent 4 whole weeks at the beach with my friend Elias. We rented a small condo 5 minutes away from the beach. Our condo was also close to nice boutiques and restaurants. Every day, when we would come back from the beach, we would have delicious pizza and shop a little. At night, we would have a drink in the cafes and shop for summer clothes.

We were alone for the two first weeks and then we had visitors. My friend Johanne came for two weeks and my brother Christian came for one week. Elias also invited two of his friends who stayed with us for two weeks.

We had a really good time. We spent a lot of time at the beach. We read many books and slept a lot.

We visited a Maya ruin close by and a tropical park where we went snorkelling.

It was a very good time and I hope that I will have the opportunity to spend one month in another country soon. One month is much better than two weeks since it gives you the time to really relax and enjoy.

✓ UNDERLINED ARE THE ANSWERS TO THE QUESTIONS ASKED.

## 9. Descriptions

Ask students to take out a sheet of paper.

Fold sheet into 6 squares.

Read descriptions to them and students draw what you are describing.

Students then work with a partner and describe what they drew to see if they have the same drawing.

Teacher corrects by asking different student to describe each square.



For example :

*Draw a square in the center. Add a triangle on top of the square. Below the square, draw a circle. On the left side of the square, draw a rectangle and on the right side, draw a star.*

10. Find someone

<b>SUMMER FIND SOMEONE</b>	<b>Name</b>
1. Who swam every day	
2. Who ate ice cream every week	
3. Who went to the cinema	
4. Who fell in love	
5. Who was happy to start school	
6. Who bought a lot of new clothes	
7. Who went camping	
8. Who travelled to another country	
9. Who worked all summer	
10. Who had the best summer of their life	

<p style="text-align: center;"><b>CHRISTMAS FIND SOMEONE</b></p>	<p style="text-align: center;"><b>Name</b></p>
1. Who received more than 100 dollars	
2. Who went to bed very late during the holidays	
3. Who went to the cinema	
4. Who does not like turkey	
5. Who still believes in Santa Claus	
6. Who went shopping with their parents	
7. Who received a gift they did not like	
8. Who had a great party on New Year's Eve	
9. Who visited their grandparents	
10. Who went skiing	

<p style="text-align: center;"><b>SPORTS FIND SOMEONE</b></p>	<p style="text-align: center;"><b>Name</b></p>
1. Who likes to play basketball	
2. Who does not like to skate	
3. Who loves swimming	
4. Who likes horseback riding	
5. Who does not mind playing ping-pong	
6. Who tried scuba diving	
7. Who likes to only watch hockey (not play it)	
8. Who lives to dance	
9. Who does not like wrestling	
10. Who loves weightlifting	

<b>FIND SOMEONE</b>	<b>Name</b>
1. Who still sleeps with a teddy bear	
2. Who has a mom with long hair?	
3. Who was born in another country?	
4. Who likes cauliflower?	
5. Who has their bedroom in the basement?	
6. Who speaks another language?	
7. Who goes skiing every weekend during the winter?	
8. Who has a red bicycle?	
9. Who eats chocolate everyday?	
10. Who pays for their cell phone?	

## **ON STORYTELLING**

- ✓ Something visual is a +
- ✓ Don't always interrupt, keep a good rhythm
- ✓ Important for the students to listen and be able to understand the story without knowing the meaning of **all** words
- ✓ Remember that boys have very different interests than girls!

### **Practice out loud before**

- Change your voice
- Act out
- Emphasis on emotions
- Possibility to include students participation?

### **So many stories...**

- Repetitive patterns
- Stories for fun
- Stories to learn
- Varied themes
- With a lot of illustrations or not

### **Set the mood**

- Classroom setting (comfortable, able to see, hear)
- When you and the students are «ready» to listen/participate
- Make books available (before, after)
- Encourage students to sometimes read out loud, for fun
- Show students that you enjoy reading, that it's fun

### **Before you read the story**

- give them a mini summary without the conclusion
- ask a question
- ask for predictions
- talk about the author
- explain new words that are necessary to understand
- mime actions that are going to happen
- have a look at the book (illustrations, text on the cover and back page)
- explain how they can participate

**After you read the story**

- go back to the story, review important parts
- ask new questions
- have students answer the questions you've asked before
- go back to predictions that were made
- go back to new words
- have students mime what happened in the story
- have students do a graphic organizer of the story
- have students create a picture dictionary for that book
- talk about what's not said but implicit (emotions, characters traits)
- offer reader's theater activities
- have students organize a promotion activity for the book (posters, ad, «author's» interview, jingle, newspaper or radio report or critique, booth)
- encourage students to re-read the story on their own (following class or week)

**Preparation** (from the Mels booklet)

Choose a story

Prepare thoroughly

Create a cozy atmosphere

Stimulate your students' interest for the story

Make your students part of the storytelling experience

Keep the rhythm going

Present story in alternative ways

Make the most of the story

Make books available