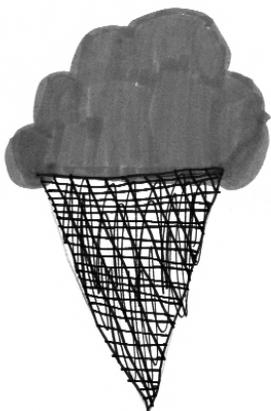


If I Were . . .

Students are asked to imagine themselves as something else (such as a book, country, ice cream flavor, animal, etc.) and then to choose a specific preference (for example, “If I were a country I’d be Jamaica.” Or “If I were an ice cream flavor I’d be caramel fudge.”) In a light-hearted way, students express individuality.

If I Were...

Grades 1–8



Skills practiced

Oral language; active listening; making respectful, appropriate comments; creative thinking; making connections; can be used to review academic content

Materials needed

None

Preparing students for success

- Tell the students what the topic statement will be (for example, “If I were an animal, I’d be a _____”) and brainstorm possible choices for this topic.
- Discuss the importance of making respectful and relevant comments after a student has shared. Model how this will look and sound before beginning.

How to do it

1. Write the topic statement on a chart or board and give students a few minutes to think of their choice.
2. The first student turns to the next student in the circle and says, “If I were an animal, I would be _____.”
3. The second student then makes a relevant and respectful one-sentence comment about what the student said before turning to the next student and saying, “If I were an animal, I would be _____.”

Example:

Alex turns to Tanya and says, “If I were an animal, I would be a lion.”

Tanya responds, “I like lions a lot!”

Tanya turns to Olivia and says, “If I were an animal, I would be a dolphin.”

Olivia responds, “Dolphins are cool swimmers.”

4. Continue until everyone has had a chance to make a statement and offer a comment.

Variation

Choices for questions are unlimited and can cover a wide range of academic topics (If I were a state, an insect, a body of water, a historical figure, a character in a book, etc.) and include student-generated ideas.

Hello Friend

A call-and-response chant that provides practice in math. Eventually, students can lead the group and decide what items to count. They can also decide whether to count by 1s, 2s, or another multiple.

Skills practiced

Counting; multiplication; oral language; reading

Materials needed

A chart with the words written on it

Preparing students for success

Brainstorm ideas for what to count and ways to count (1s, 2s, etc.) before beginning.

How to do it

1. The teacher can lead the chant or children can take turns leading once they learn it. The leader tells what to count, how to count, and how high to count. For example, the leader might decide to count marbles by 2s up until 20.
2. Each time the chant is said, you can change what to count, how to count, and how high to count. However, in the beginning, you may want to repeat it several times the same way until children learn the words.

Chant:

Leader: *Hello, hello, hello, friend! Can you come out to play, friend?*

Class: *No, friend!*

Leader: *Why, friend?*

Class: *I'm busy counting _____, friend!*

Leader: *How many can you count, friend?*

Class: *I can count to _____!*

Leader: *Let's count them all together, friend!*

Everyone, clapping with each number:

1, 2, 3, 4...

Example:

Leader: *We're going to count bears, and we're going to count to thirty, counting by fives.*

Leader: *Hello, hello, hello, friend! Can you come out to play, friend?*

Class: *No, friend!*

Leader: *Why, friend?*

Class: *I'm busy counting bears, friend!*

Leader: *How many can you count, friend?*

Class: *I can count to 30!*

Leader: *Let's count them all together, friend!*

Everyone, clapping with each number:

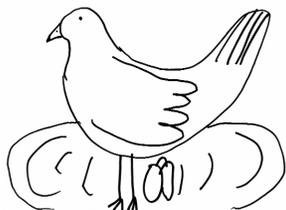
5, 10, 15, 20, 25, 30!



**Hello
Friend**

Grades K–2

Pass the Chicken



Pass the Chicken

Grades 2–8

A student must name five things that belong in a specified category in the time it takes the others to pass a rubber chicken (or other item) all the way around their circle. The activity is fast-paced and students can play several rounds in five minutes. The activity provides an enjoyable way to review content and develop vocabulary. Everyone wants to beat the chicken!

Skills practiced

Cooperating; gross motor; vocabulary; reviewing content from any area

Materials needed

A yellow rubber chicken purchased at a joke store (or a ball or other soft object)

Preparing students for success

- Brainstorm a list of categories and examples of things in them. For some groups (such as younger children or second-language learners), you may want to post the categories and examples on the board or a chart.
- Practice passing the chicken around the circle in a safe but quick way.

How to do it

1. Students sit in a circle. Choose one student to be “it.” That student holds the chicken (or other object).
2. The teacher or a student names a category. The student who is “it” passes the

chicken to the right and quickly begins naming things that belong in the category. She must name five things in the category before the chicken makes it all the way around the circle and back to her.

Here are some examples of categories you might use:

- Vocabulary words
 - Fruits or vegetables, cereals, desserts, etc.
 - Musical instruments, bands or musical groups, songs
 - Things you do at school, on weekends, for fun, etc.
 - Cartoon characters, story characters, fairy tale characters
 - Animals in the jungle, in the sea, on a farm, etc.
 - Cities in our state
 - States, capitals
 - Famous people
 - Countries, rivers, mountains
 - Sports, sport teams
 - Things that . . . grow, are round, are green, float, are made of . . .
3. If the student is able to name five items in the category, another student takes a turn being “it” and repeats the process with a new category. If the student can’t name five things, she can have a second chance at being “it” with another category or she can ask another student to be “it.”