

HEAD HEAD

MAKING IT WORK !

of the CLASS



**A SUPPLEMENT TO
*The Occasion to Lead***

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Occasional Teacher Handbook Advisory Committee

Nancy Fata, *Algoma*

Jane Ferguson, *Waterloo*

Alison Glennie, *Halton*

Shazilla Jan, *Peel*

David B. McLaren, *Limestone*

Handbook Writers

Jane Ferguson, *Waterloo*

Alison Glennie, *Halton*

Shazilla Jan, *Peel*

Sherry Ramrattan Smith, *ETFO Staff*

Editor

Morgan Holmes

Design

KT Design & Communications



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Suite 1000, 480 University Avenue
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Phone: 416-962-3836
Toll-free: 1-888-838-3836
Fax: 416-642-2424
www.etfo.ca

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Head of the Class – *Making it Work!*

Introduction

Classroom management and respectful teaching and learning experiences

Classroom management and respectful relationships form the foundation of a successful teaching experience. This section of *The Occasion to Lead* provides occasional teachers with suggestions and strategies to handle teaching assignments with confidence. It is intended to be a carry-along guide that offers practical information, ideas, and activities. The topics covered in this section are

- successful classroom management,
- creating a positive environment,
- effective discipline,
- learning styles,
- In-A-Jiffy learning opportunities,
- emergency lesson plans and activities,
- media activities,
- activities involving bubbles,
- physical education activities,
- French activities,
- the power of music,
- primary/junior FSL activities, and
- French instruction Internet sites.

Please note that the forms and worksheets in the **Reproducibles** section of the handbook can be photocopied or adapted to suit your needs.

Successful classroom management

Should I take anything with me to the teaching assignment?

It is important for you to maintain the continuity of the classroom teacher's academic program. This is achieved by following the teacher's lesson plans as closely as possible. However, you may arrive in a classroom where it is not possible to implement the planned lessons for that day. Indeed, if you were called in with little warning, there may not be any lesson plans.

In order to ensure you are prepared to handle just about any situation, you need a "tote" full of materials that may be used to enhance an activity, for time between activities, or to assist in creating a lesson. These high-interest activities should be linked to the Ontario curriculum and provide students with meaningful and purposeful learning experiences. Along with your **Occasional Teacher (OT) Supply Kit**, the **In-A-Jiffy activities** and **Emergency lesson plans and activities** included in this portable section of *The Occasion to Lead* will help to create a successful day for you and your students.

What is the Occasional Teacher (OT) Supply Kit?

The **OT Supply Kit** contains items that can be carried with you to every teaching assignment. They can be used for activities, rewards, and for complementing lessons. Students respond well to novelties and appreciate the little "extras" you can provide for them.

When choosing activities, keep in mind the curriculum expectations for the grade you will be teaching. Make direct links to the appropriate grade-level expectations.

The OT Supply Kit

blank name tags/cards for students
coloured chalk
coloured markers
whistle
deck of cards
stickers
stamps and stamp pad
music – cds/tapes
water soluble markers
(for overhead transparencies)
pens
flash cards
props (puppets, games, etc.)
small prizes or incentives
variety of books
(picture, joke, trivia, puzzle, etc.)
emergency lesson plans
index cards
activities for early finishers

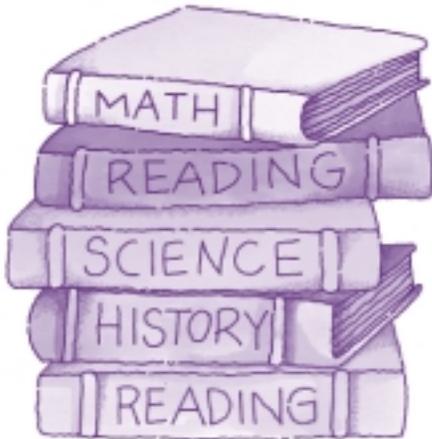
What do I do when I arrive at school?

- Check in at the office to announce your arrival.
- Introduce yourself to the school secretary and administration.
- Pick up keys to the classroom.
- Locate the classroom and other rooms you may need throughout the day. A school map may be provided to you or there may be one in the classroom. Be sure to locate the staff room, the workroom, and the staff washroom.
- Unlock the classroom door, find the daybook, and prepare for the day.

Once I have familiarized myself with the lessons, what else should I do?

It is to your advantage to learn as much as possible about the school, the schedule, and the students. The degree to which you are able to do this depends on the information the classroom teacher has left. Following are some suggestions that may help you prepare for your assignment prior to the students' arrival.

- Perform any tasks necessary to execute the lessons (e.g., photocopying, cutting, reading information in a textbook).
- Find the seating plan; if there isn't one, be prepared to make one.
- Familiarize yourself with school safety routines (e.g., fire drills), school timetable, yard duty supervision schedule, and school discipline policy.
- Find a class list and prepare name tags.
- Review any behaviour plans that exist to ensure you will maintain consistency for those students involved.
- Identify the names of students with high needs, allergies, and those requiring medications. It is a good idea to identify those students as soon as they enter the classroom.
- Review the in-school support program timetable (e.g., special education, ESL).
- Find out if you need to collect anything from the students (e.g., money, homework).
- Find out if there are any special events happening in the school (e.g., hotdog day, school assembly, special visitor).



How do I maintain classroom continuity?

Review the established classroom rules, routines, and expectations. Encourage students to take ownership of their classroom by having them explain the rules and expectations to you. Try to follow the rules and routines as closely as possible in order to maintain consistency for the students.

If you believe a temporary rule should be instituted, provide the students with an explanation for its need. Students are more likely to adhere to a new rule when they understand why it is necessary. Rules should be short, concise, and stated in a positive manner. It is helpful to write the rule on the blackboard or to post it as a reminder. You may need to review rules and expectation several times during the day, especially after high-energy activities such as recess or physical education class.

What should I do if I cannot find information about lessons and established rules and routines?

If the minimal amount of information is not available from reviewing the daybook, you can ask the school secretary and other staff; once the students arrive, you can ask them too. Students are particularly helpful in answering your questions about classroom procedures around attendance, washroom use, collecting money, etc. Helpful students are a valuable resource and will identify themselves quickly to you. Be sure to use them.

What do I need to do at the end of the day?

At the end of the day, follow this useful checklist:

- ensure that students have completed their usual end-of-day activities (e.g., fill out planner, homework review);
- distribute newsletters or notes that need to go home with the students;
- ask students to assist with tidying the room; and
- tell the students how much you enjoyed working with them.

Once students have been dismissed, complete these tasks:

- finish tidying the room, if necessary;
- write a note to the classroom teacher;
- mark any work completed during the day;
- collect all your own teaching resources and personal effects;
- thank staff who assisted you during the day;
- check in at the office to return the classroom keys and to determine if the classroom teacher is scheduled to return the next day; and
- maintain confidentiality about the students and the school.

What should I include in the note to the classroom teacher?

Classroom teachers need to know what happened during their absence and where to start when they return. It is very helpful when a clear and detailed outline of the day is provided. The note to the classroom teacher may include:

- anecdotal comments about the day and the students – be truthful but positive;
- a list of helpful students;
- a list of absent students;
- an explanation of what work was completed and what still needs to be finished;
- a review of material with which students had difficulty;
- an explanation of any disruptions to the day (e.g., unexpected assembly, fire drill);
- if you were unable to follow the prepared lesson plans, an explanation and a copy of the lesson you gave; and
- your name and the date.



Creating a positive environment

What is a positive classroom environment?

A positive classroom environment is a reflection of the sense of community between the students and the teacher. It involves an understanding of and agreement with classroom rules and routines. It incorporates the methods used to motivate students as well as the physical organization of furniture, materials, and space. Basically, a positive environment is the good and welcome feeling you ought to get when you walk into a classroom.

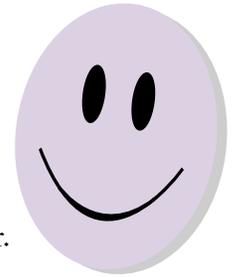
As an occasional teacher you cannot control the physical arrangement of the classroom and materials, but you can foster a sense of community by using the techniques discussed in this section.

Why is a positive classroom environment so important for an occasional teacher to establish?

Students are creatures of habit. They become comfortable with established routines and the familiarity of their own classroom teacher. The absence of their regular teacher can disrupt everything to which the students are accustomed. This is especially evident when the arrival of an occasional teacher is unexpected. Students need to feel welcome and comfortable in their own classroom and to have as much continuity as possible in their everyday activities.

How do I create a positive learning environment and establish a respectful relationship with the class?

Successful occasional teachers have compiled the following tips for creating a positive learning environment.



- Greet students at the door.
- Smile.
- Introduce yourself.
- Tell the students something about yourself.
- Explain why you are there.
- Allow students an opportunity to introduce themselves or each other.
- Allow students to take ownership of their classroom by asking them to explain the established rules and routines.
- Try to adhere to these rules and routines as closely as possible.
- If a temporary rule or routine is required, provide the students with a reason for its need; record it on the board as a reminder.
- Treat each student with respect and dignity; it will be returned to you.
- Call each student by name (use name tags or cards).
- Be an active, attentive listener.
- Be fair and consistent.
- Use a sense of humour; be open to laughing at yourself.
- Maintain a confident composure.
- Encourage appropriate behaviour by acknowledging it.
- Have rewards available, such as the “Gotcha” certificate printed in the **Reproducibles** section.
- Do an icebreaker activity.

Jot down some of your teacher-tested ideas for creating a positive learning environment:

-
-
-

Effective discipline

What can I do to encourage appropriate behaviour?

First and foremost, be proactive.

Preventing discipline problems is easier and more effective than responding to them. When a well-planned, stimulating learning environment is created, most behaviour problems can be avoided. Student behaviour may appear to be more disorderly when an occasional teacher is in the classroom, because some students may take advantage of your lack of familiarity with the rules and routines. In other words, they try to test the established limits.

How can I be proactive?

- Arrive early.
- Review lesson plans.
- Gather the necessary materials required for the lessons (e.g., photocopy a class set of worksheets).
- Identify potential times for off-task misbehaviour, such as transitions or when work is completed. Try to make transitions quickly and smoothly by planning ahead and knowing what comes next. Also, have some prepared activities in your **OT Supply Kit**. These may include puzzles, trivia, and word games. When students are busy and on-task, there is a lower rate of misbehaviour.
- Check the daybook, calendar, or memos to see if there will be any alterations to the regular school day (e.g., assemblies, drills).
- Write an outline of the day's activities on the board for students to see.
- Locate a seating plan or be prepared to make one.
- Familiarize yourself with students who have special needs (e.g., behaviour plans, medications). This information should be in the daybook. If it isn't, check with the school administration or secretary.

- Review classroom rules, routines, and expectations.
- At the start of class inform the students that the regular classroom rules, routines, and expectations will be followed.
- Inform students about what you need them to do, rather than what they need to stop doing.
- Provide clear instructions before an activity begins, offering students an opportunity to ask questions.

Your collective agreement may identify specific items of information that each school should supply to you. Many schools have occasional teacher packages outlining important information about the school and individual classrooms; check to see if one is available for each school at which you work.

What are some effective classroom management methods?

Positive Popsicle Sticks

Write positive comments on popsicle sticks (e.g., “super reader,” “great helper,” “good listener”). These sticks can be handed out accordingly, and when a student earns a certain number of sticks, he or she receives a prize or reward.

Random Act of Kindness (RAK)

When a student does something kind for another student, that student puts the kind student's name into a jar or box, along with an explanation of what the act was. This is for any random act of kindness, such as picking up a pencil or offering to help with an assignment. At the end of the day, anyone with a RAK receives a prize or reward. See the RAK form in the **Reproducibles** section.

Punch Cards

Provide each student with an index card.

Whenever they are on-task or acting appropriately, use a hole-punch to put a hole in their card. When a student reaches a certain number of holes he or she receives a prize or reward.

Class Points

Devise a point system whereby points can be earned or removed. If the class reaches a certain number of points, each student receives a prize or reward.

Good Behaviour Chart

At the beginning of the day have the class devise a list of good behaviours. At the end of the day, ask the students how each one was accomplished and thank the student(s) who accomplished them.

Colour Cards

Carry coloured cards or pieces of paper that are left on the corner of a student's desk. Each colour represents an explanation of behaviour. For example,

- Red = a consequence will be applied;
- Yellow = warning; and
- Green = great job!

How can I reward appropriate behaviour?

Here are some tried-and-true rewards that occasional teachers have used to acknowledge good behaviour:

- sitting at the teacher's chair,
- eating lunch with a friend,
- drawing on the blackboard,
- being first in line,
- doing a special activity (e.g., working on the computer, drawing, playing with the classroom pet, etc.),
- having extra time at an activity,

- leading a class game,
- having first choice of recess equipment,
- receiving certificates,
- passing out materials to the class,
- running an errand,
- erasing the blackboard,
- receiving a positive telephone call home,
- choosing the book to read to the class, and
- receiving small prizes (pencils, stickers, etc.).

What should I do when students behave inappropriately?

Despite a positive learning environment, well-planned lessons, and proactive measures, misbehaviour will sometimes occur. Don't be surprised!

Although each behavioural issue and situation is different, as an occasional teacher you need to develop a series of steps that you are comfortable with and apply them with consistency. Try to remember the following words, in this order:

- | | |
|--------------------|--|
| Expectation | - explain to the student what is expected and why |
| Choice | - give the student a choice between meeting the expectation or receiving a consequence for his/her own actions |
| Time | - provide the student with time to adjust |
| Consequence | - if the student's misbehaviour continues, impose the consequence that was presented to the student earlier |

The chart "How to Deal with Inappropriate Behaviour" (*Classroom Beginnings*, pages 31–32) outlines some common inappropriate behaviours, the characteristics of those behaviours, and some strategies for managing them. You can also visit www.disciplinehelp.com to learn more strategies for dealing with 117 common forms of misbehaviour.

What is the best way to approach a student who is behaving inappropriately?

When a violation of a rule or expectation occurs, it is best to discuss the issue with the student privately or in such a way as not to draw attention to the episode in front of the student's classmates. The reprimand should be given in a firm, non-aggressive manner. This can be done quietly at the student's desk, in the hallway, or by suggesting the student remain after class.

It is important to provide students with an opportunity to explain themselves and the reasons for their behaviour. By listening to students' explanations you are gathering information that will assist in assessing the situation fairly. Students who have misbehaved still need to feel their rights are respected.

Remember that some students act out in order to gain peer attention. Other students may become embarrassed and the situation may escalate into a more serious event than the initial violation. This results in a no-win situation and damages the positive learning environment you are striving to create.

How do I set and impose a consequence?

The classroom teacher will have existing consequences that you should abide by in order to maintain consistency. When setting a consequence, be sure it fits the offending behaviour. Some examples of consequences could be a "time-out," exclusion from an activity, a private conference with you, or a trip to the office. You can also ask offending students what they feel is an appropriate consequence for their inappropriate behaviour. Remember that consequences should not be threats, and that you must be able to follow through consistently and promptly.

When misbehaviour occurs, begin by identifying and explaining to the student why their action was inappropriate. Be sure to praise and encourage students' efforts in improving their behaviour.

When do I contact the office?

Familiarize yourself with the school's behaviour code. If you cannot find a copy of the code in the classroom, you need to contact the office. Serious infractions need to be documented through the school's administration. In general, contact the office when

- there is a serious infraction of the rules, such as violent behaviour, harassment, stealing, or property damage;
- you feel you do not have adequate control over the students; or
- you feel someone's safety is in jeopardy.

How do I maintain self-control?

Some students' actions and certain situations may make you frustrated, angry, or hurt. It's important to remember, though, that you cannot take responsibility for something as unpredictable as another person's behaviour. You **can** accept that a student's inappropriate behaviour belongs to that student, and you must respond to it calmly and professionally.

Before saying something in an emotional outburst, take some time to breathe and settle down. It may help to distance yourself from the situation by simply stating to the student: "I am upset with what you did. Please wait over there and I will come and talk to you."

When dealing with misbehaviour it's vital to protect the student's self-image and dignity. Actions must be separated from individuals. The student needs to know that it is his/her **action** that is unacceptable.

Always keep in mind that you are dealing with children who do not have the skills to properly express their feelings. Look upon these incidents as opportunities to model and teach appropriate problem-solving and anger management skills.

How do I resolve a conflict between students?

The goal of conflict resolution is

- to hear each side's perception of the problem;
- to enable the students to understand and accept each other's feelings and points of view; and
- to work co-operatively to find a solution that is fair and just for everyone involved.

Steps in conflict resolution include

- avoiding showing favouritism;
- providing students with a cooling-off time so they can calm down and gather their thoughts;
- having each student tell his/her side of the story;
- listening attentively and acknowledging each student's feelings;
- repeating back what you heard to be certain you understood the students;
- having the students express their feelings by using "I" statements (example: "I felt angry when you didn't pass me the ball.");
- asking students to think of some ways to solve the problem – this can be done verbally or in writing;
- helping students assess each possible solution;
- deciding on the solution that is best for everyone involved;
- having students agree to take action to support the decision; and
- having students make amends.

See the **Reproducibles** section for copies of conflict reports and resolution forms.

To what extent should I report misbehaviour to the classroom teacher?

As mentioned earlier, students will test your limits and how much you will accept. You need to set realistic expectations and prepare for some minor incidents, such as whispering or giggling. Do not overlook these behaviours; however, the classroom teacher does not need to know about such minor incidents.

In your note reviewing the day's activities you should record the names of the students who repeatedly misbehaved (e.g., non-compliance or disrespectfulness) as well as those students who required office attention. The classroom teacher will appreciate knowing this information and will be able to follow up with those students at a later time.

Some occasional teachers use a behaviour reflection form, which requires students to reflect on their actions and choices as well as devise a plan to avoid such a situation in the future. See the **Reproducibles** section for a copy of a conflict report form.

The form is titled "Behaviour Reflection" and contains two drawing areas. The first area is labeled "Draw a picture of what happened." and the second is labeled "Draw a picture of how you could have solved the problem." Each area has a purple pencil icon. At the bottom of the form, there is a small diamond logo and the text: "The Occasions to Lead © ETRK 2002. Permission to reproduce for classroom use granted by ETRK."

Learning styles

Why does an occasional teacher need to understand different learning styles?

Individual students may show greater tendency toward particular learning styles; a certain instructional style may appeal to and motivate a student more than others. A student's behaviour may relate to his/her learning style.

Teachers must accommodate the needs associated with these different learning styles and challenge students to venture beyond their comfort zones. Occasional teachers need to accept the variety of ways students complete tasks and to accommodate as many different learning styles as possible.

How do students learn and what are their characteristics?

A great deal of research has been done on how students learn, their interaction with their environments, and the requirements for optimizing their capacity to learn. The following is an outline of some of the characteristics associated with prevalent learning types.

Visual

- thinks in pictures and images
- likes to draw, build, design

Verbal

- thinks in words
- likes to write, read, memorize, and speak

Mathematical

- thinks by reasoning
- likes to problem-solve, classify, analyze, and deal with abstract concepts

Kinesthetic

- thinks through physical movement
- likes to move, touch, and experience through physical sensations

Musical

- thinks through melodies, sounds, and rhythms
- likes to sing, hum, tap, and listen to music

Interpersonal

- thinks through interactions with others
- likes to socialize, share ideas, lead, and mediate

Intrapersonal

- thinks through self-reflection
- likes to work alone, set goals, self-assess, and contemplate

Naturalist

- thinks through connections to nature
- likes to learn about the connections and interactions in the natural world



In-A-Jiffy learning opportunities

What are some quick and easy activities?

The following are tried-and-tested activities that are perfect when a lesson falls short of its time period or during a period of transition. Experience proves that students will ask to play these In-A-Jiffy activities over and over again.

20 QUESTIONS

Grade level: upper primary, junior, intermediate

Materials: no materials required

Method: The teacher or a student stands at the front of the room and thinks of a person. The students must ask questions to determine who the person is that the leader is thinking about. The questions must be asked so that only a “yes” or “no” answer can be given. A guess can be made at any time but, after 20 questions, the answer must be revealed and another student brought to the front.

AROUND THE WORLD

Grade level: primary, junior, intermediate

Materials: flashcards

Method: Two students, usually the last two in a row, stand side by side. The teacher shows them a flashcard. The first student to answer correctly advances to the next desk. The other student must sit down. The first student to return to the original desk is the winner. This activity is usually done using math flashcards, but it can be adapted and used in every subject.

ELEVENS

Grade level: upper primary, junior, intermediate

Materials: no materials required

Method: The object of the game is to count to 11 without saying the number 11. A student can say one or two numbers in sequence when it is his/her turn. The next student can do the same thing. If a student is forced to say the number 11, he/she must sit down and the game continues again at 1.

Example: student 1 says 1, 2
student 2 says 3
student 3 says 4, 5
student 4 says 6, 7
student 5 says 8
student 6 says 9, 10
student 7 must sit down

When the students become familiar with this activity, it will move rapidly and those students who get eliminated return to the next game quickly.

YES

Grade level: upper primary, junior, intermediate

Materials: no material required

Method: This is another counting game. The teacher chooses a number (3 works well). Students cannot say that number or a multiple of that number. When such a number comes up, students say YES instead. For example, if the chosen number is 3, the game would run like this: 1, 2, YES, 4, 5, YES, 7, 8, YES. Students may only say one number at a time. It can be an elimination game or you can have students perform an activity to earn their way back into the game. For example, if a student says 6 instead of YES, have the student do 6 jumping jacks.

CHALLENGE

Grade level: primary, junior

Materials: a deck of playing cards

Method: The class is split into two teams. Each team assigns a scorekeeper. One student from each team comes to a desk or table at the front of the classroom. The teacher places one card, face down, in front of each student. The teacher states a mathematical operation (e.g., subtraction, addition, or multiplication) and says “challenge.” Each student flips over his/her card and mentally performs the mathematical equation. The first student to say the correct answer wins a point for his/her team.

FORTUNATELY / UNFORTUNATELY

Grade level: junior, intermediate

Materials: no materials required

Method: This activity can become outrageously funny. The game starts with the teacher saying a sentence beginning with the word “unfortunately.” The next student continues the train of thought, but that sentence must start with the word “fortunately.” The pattern continues around the class.

Example: Unfortunately, I was late for school this morning.

Fortunately, the clocks at the school were running slow.

THE GEOGRAPHY GAME

Grade level: intermediate

Materials: no materials required

Method: The teacher names a geographical location. It can be a town, city, province, state, country, or continent. The next student uses the last letter of the teacher’s location and says a place name that starts with the same letter. This pattern continues around the class until no more place names can be thought of. Atlases or globes are optional.



Example: teacher says Ontario
student says Oregon
student says Nagano

DOTS

Grade level: primary, junior

Materials: dot grid (in **Reproducibles** section)

Method: This activity requires partners. Each student needs a coloured pencil or marker. The first student draws a line, vertically or horizontally, from one dot to another in one colour. The second student uses another colour to draw a line between two dots. When one student completes a box, he/she initials the box. The student with the most boxes wins the game.

Variation: Flash cards or cards with spelling words can also be used. The student chooses a card and may only draw a line on the dotted grid if the answer is correct.

CHANTS, SONGS, AND FINGER RHYMES

Grade level: kindergarten, primary

Materials: preview resources available

Method: These are excellent time fillers and are easy to teach. Students especially like action songs and rhymes. A good source for such activities can be found online at www.track0.com/canteach/elementary/songspoems22.html.

Note: Direct Access can be found at www.CanTeach.ca.

I SPY

Grade level: kindergarten, lower primary

Materials: no materials required

Method: This is a good settling activity. The teacher states, “I spy with my little eye, something that is....” The blank is usually filled in with a colour, but the game can be adapted.



BODY BUILDER (or possibly a different name)

Grade level: junior

Materials: no materials required

Method: This is a spelling/vocabulary game. The teacher selects a subject-related word, and identifies on the blackboard the number of missing letters. Students are individually selected to contribute a missing alphabet letter. If correct, that letter is entered on the missing letter line and the student has an opportunity to “free guess” the word. If his/her guess is incorrect, their letter is recorded and cannot be reused; a body part, however, is entered on the hanger. Letter selection continues until the missing word is identified or the individual is fully assembled.



Emergency lesson plans and activities

Emergency sources and topics

Privately produced activity sheets, commercial or generic, can be useful as time fillers but not skill developers. Educational publishers and educational retailers provide such reproducible publications. Three topic areas for primary occasional teachers are:

Math skills

Skills to teach include addition, subtraction, multiplication, numeration, patterning, grouping, sequencing, and many other mathematical concepts and uses (e.g., time and money).

Printing and handwriting skills

To teach these skills you can use individual sheets that emphasize skill development. You can also employ individualized work activities in numeration formation, and upper case and lower case letter formation.

Reading readiness

These are activities that familiarize students with print and build skills for reading. They can include pictures to match to words, concrete letters to manipulate to make words, and alphabet picture books.



Stories

Reading aloud to primary children is a wonderful way to become comfortable with a class and for the students to become comfortable with you. A wide range of children's literature is readily available for kindergarten to junior age/grade levels. Books for primary reading are strongly encouraged for your **OT Supply Kit**. If you are on a long-term contract, primary novels can also be considered – books by E.B. Webb, Judy Blume, and other classic authors often prove successful.

Activities that “Welcome” students from around the world

Grade level: primary

Look carefully at the “Welcome to School” poster on the next page.

Identify all the items that are school related.

Classify the languages according to similarities.

Look at the “Languages Map” (pg.18). Compare it to the poster. Identify all the languages on the poster.

Use the languages map to cut out the words with the language name listed.

Glue the words onto a page according to the classification used in the above activity.

Write an announcement to read to the school inviting students to write “Welcome” in their own language. Provide a variety of paper stock. Collect their contributions.

Display the word “Welcome” in many different languages around the school.

Welcome to School poster

Elementary Teachers' Federation of Ontario

WELCOME TO SCHOOL

WELCOME TO SCHOOL

	أهلاً وسهلاً	Welcome	欢迎	நல்வரவு
	SOO DHOWOW	Bienvenue		Chào Mừng Quý Vị
	Witajcie	Dobro došli	mabuhay	خوش آمدید
	ΚΑΛΩΣΟΡΙΣΑΤΕ!	Bienvenido		Bem-vindo
	Benvenuto	ברוכים הבאים		환영합니다
	स्वागत	ਜੀ ਆਇਆਂ ਨੂੰ		Добро пожаловать!
	Niminowenitin Adagoshiniiyig		Nminwendaam	gaa bi zhaa'ik

Please add your language

ELEMENTARY TEACHERS' FEDERATION OF ONTARIO
 480 University Avenue, Suite 1000 - Toronto, Ontario M5G 1V2
 416-962-3836 - Toll free: 1-888-838-3836 - Fax: 416-642-2424
 www.etfo.ca

Languages Map

أهلاً وسهلاً
Arabic

Welcome
English

欢迎
Chinese

நல்வரவு
Tamil

SOO DHOWOW
Somali

Bienvenue
French

Chào Mừng Quý Vị
Vietnamese

Witajcie
Polish

Dobro došli
Croatian

mabuhay
Tagalog

خوش آمدید
Urdu

ΚΑΛΩΣΟΡΙΣΤΕ!
Greek

Bienvenido
Spanish

Bem-vindo
Portuguese

Benvenuto
Italian

ברוכים הבאים
Hebrew

환영합니다
Korean

स्वागत
Hindi

ਜੀ ਅਫਿਮੀ ਤੂੰ
Punjabi

Добро пожаловать!
Russian

Niminowenitin Adagoshiniiyig
Cree

Nminwendaam

gaa bi zhaa'ik
Ojibwe

Difference and change

Different families

Create a “Families Care” bulletin board showing how families from various cultures and ethnic groups appear to share their love as they practice their family’s customs.

Poetry exercise

Write a poem or a story about love among members of a family. Research and find lullabies from several different cultures. What elements and creation of mood are similar? What features are unique in each?

Human development and growth

Research and outline the characteristics and changes in the development and growth of humans from birth to childhood. Create growth charts and graphs for the information you find; e.g., changes to teeth, hair, feet, weight, and height. Discuss standard and non-standard units of measure, and the relationship between linear and units of measure. Create a real or fictitious time line, incorporating data about child growth and development changes. What relationship is there to the measurement and passage of days, weeks, months, and years?

Conversion challenges

Create conversion challenges in pairs with problems of days and years compared to weeks and years. Exchange problems and solve. Show this many-to-one correspondence in a pictograph. Create probability statements based on your data.

How we use plants

Create an inventory of human uses of plants for food, shelter, and clothing. Run copies for each student. Send the inventories home for them to compare, contrast, and add any additional uses. Make bar graphs and recreate into pictographs using multiples of 5s and 20s in many-to-one-correspondence.

Source: ETFO. (1999). *We’re Erasing Prejudice For Good*. Toronto: ETFO.



Make a friend

Interview a person at your school. Record the information.
Prepare a two-minute oral summary to share with the class.

PERSON'S FULL NAME: _____

PLACE OF BIRTH: _____

BROTHERS AND SISTERS: _____

PETS: _____

FAVOURITE SCHOOL SUBJECT: _____

FAVOURITE FOOD: _____

FAVOURITE MUSICAL GROUP: _____

FAVOURITE PLACE: _____

HOBBIES OR INTERESTS: _____

BEST QUALITIES: _____

FUTURE GOALS: _____

PRIMARY FAST-FACT ACTIVITY PAGE (APPLICABLE TO JUNIORS TOO)

This math activity allows for a wide variety of teacher-directed activities that do not require timed settings but, instead, can be teacher paced. This activity also requires the occasional teacher to prepare it in advance, and have it as a ready-to-go template for each assignment call. Three math operations can be prepared: **addition**, **subtraction**, and **multiplication**. One hundred facts in columns of 25 work well on 8 1/2" x 14" pages.

Example format

ADDITION		
Name:		
	Question	Answer
A	5+ _____ :	
B	6+ _____ :	
C	7+ _____ :	
D	8+ _____ :	
E	9+ _____ :	
	10+ _____ :	
	11+ _____ :	
	12+ _____ :	
	0+ _____ :	
Y		

SUBTRACTION		
Name:		
	Question	Answer
A	10- _____ :	
B	11- _____ :	
C	12- _____ :	
D		
E		
Y		

MULTIPLICATION		
Name:		
	Question	Answer
A	8X _____ :	
B	9X _____ :	
C	10X _____ :	
D	11X _____ :	
E	12X _____ :	
	0X _____ :	
	1X _____ :	
Y		

The left numbers in each column are predetermined by you, the teacher in charge, in the sequence you desire when you create the sheet. Sequencing can be “ahead by one,” “forward by two,” or “reverse by three,” depending on the level of primary or junior class being taught.

Left-side numbers should range from 0 to 12, although 0 to 9, 0 to 10, or 0 to 11 can also be chosen. As well, the sign of operation is predetermined by the creator, depending upon the derived focus activity. The right-side number is left blank, to be determined by the teacher (or selected student), in all columns, and is also in sequence (or random, if desired).

Example format (from first format)

ADDITION		
Name:		
	Question	Answer
A	5 + 3 :	
B	6 + 4 :	
C	7 + 5 :	
D		
E		

The right-side number is called, students record it on their master sheet provided, and then they record the answer themselves. Pacing is teacher directed by the rate of the teacher calling. Once columns are completed, or the entire sheet is done, students can mark their own work for self-assessment, work can be collected for teacher correction, or work can be redistributed to be collectively marked with teacher- or student-volunteered answers.

As can be seen, variations and permutations are possible, depending on the skill emphasis, class motivation, and work emphasis, and on how the marking method might best work. This math activity also allows the teacher to manage “time” and “activity” in an effective manner.

TWO-WORD AUTOBIOPOEM

Grade level: primary, junior, intermediate

Subject: language arts

Materials: paper, pencil, teacher’s example

Objective: students use adjectives to communicate facts about themselves

Method: Provide the students with an explanation about adjectives. Compose a two-word autobiopoem on the blackboard or overhead and share it with the class. Discuss the model and point out to students that this style of poem begins with a capital and there is no punctuation. Allow students an opportunity to write their own two-word autobiopoems.

Example: Emily Ferguson
 Blue eyes
 Brown hair
 Big heart
 Laughs often
 One brother
 Likes to dance
 Eats chocolate
 Rides bike
 Collects rocks
 Loves life

Follow-up: Gather all completed poems. Redistribute one poem to each student, ensuring a student does not receive his/her own. Have students read the poems, without revealing the names of the authors. Students try to guess who wrote the poems.

Variations: Students can write poems about each other or characters in a book.

STORY PYRAMID

Grade level: primary, junior, intermediate

Subject: language arts

Materials: overhead projector, transparency, paper, pencil

Objective: students learn to make a story outline

Method: Prepare a transparency (example provided in **Reproducibles**) for the class to work on as a group. Then students can fill in their own copies in point form, using the following outline as a guide:

1. write the name of the main character,
2. write two words describing the main character,
3. write three words describing the setting,
4. write four words stating the story problem,
5. write five words describing one event in the story,
6. write six words describing a second event,
7. write seven words describing a third event, and
8. write eight words describing the solution to the problem.

MAKE A COPY

Grade level: junior, intermediate

Subject: language arts, art

Materials: overhead projector, transparency, paper, pencil

Objective: students learn the importance of clarity and detail in oral descriptions

Method: Students are in pairs. One student sits with his/her back to the overhead and has a paper and pencil. The other student sits facing the overhead. The two students must sit side by side so that the student explaining the steps cannot see what his/her partner is drawing.

The teacher draws a design on the transparency using simple lines and shapes. The student facing the overhead will explain to his/her partner how to draw the design. Students are given 5 to 10 minutes to do this task. The student who drew the picture turns it over so the other student can't see it.

The students then switch positions and repeat the procedure. The teacher needs to make a new design of similar difficulty. Once both students have had an opportunity to draw, they show each other their drawings and compare them to the originals. As a class, discuss students' feelings about giving directions and following directions. The teacher needs to encourage the students to focus on what they could have said to be clearer, rather than become defensive and blame the other student.

ADVERTISEMENT OF "ME"

Grade level: primary, junior, intermediate

Subject: language arts, art

Materials: blank paper, colored pencils or markers

Objective: to encourage students to focus on their strengths and positive attributes

Method: As a class, discuss popular/favourite advertisements and generate a list of factors that make an advertisement effective. Have the students think of as many product/company slogans as possible.

Next, provide each student with a piece of blank paper. Students will design an advertisement of who they are, what they value, and how they want others to view them. The advertisement should include a slogan, logo, or picture. When complete, the students can share their work with the class.



STORY STARTERS

Here are some tried-and-true “story starters” to help students generate their own narratives.

- The day I drank an invisibility potion.
- The day I stepped into a time machine.
- The day I found a secret door at school.
- The day I found a magic lamp.
- The day I went into the abandoned house on my street.
- The day my spaceship landed on Mars.
- The day I ran the school.

Other ideas:

-
-
-
-

STORY ENDINGS

Here are some popular “story endings” that should get your students in the mood to narrate the events that came before.

- When I woke up, it was only a dream.
- I was myself again.
- The experiment was a success.
- The worst day of my life was finally over.
- The magic spell was broken.
- They turned the space shuttle toward the Earth.
- Our teacher was no longer an alien.

Other ideas:

-
-
-
-

CLASSROOM WHO'S WHO

Grade level: junior, intermediate

Subject: language arts

Materials: Classroom Who's Who grid (see next page)

Objectives: to provide students with an opportunity to get to know each other and to encourage class participation

Method: Provide each student with a copy of the Who's Who grid. Ask students to move around the classroom and find students who meet the criteria on the sheet and write their initials in the appropriate squares. There can only be one set of initials in each square and each student can only write his/her initials once per sheet.

Follow-up: Discuss, as a group, some interesting things the students discovered about each other.

Extension: Ask students to find other students with similar experiences, based on the Who's Who grid (e.g., students who have visited Europe sit together). The students can share their experiences by writing a story or poem about their topic. It can be informative or humorous. Invite students to share their pieces of writing with the class.

Classroom Who's Who grid

Have a classmate initial a suitable square.

Someone who likes broccoli	Someone born in another city, province, or country	Someone who is the youngest in his or her family
Someone who has won an award	Someone who speaks another language	Someone who has seen a movie in the past month
Someone who has the same eye colour as you	Someone who has met a famous person	Someone who likes to cook
Someone who collects something	Someone who has an unusual pet	Someone who has broken a bone

T-SHIRT AD

Grade level: junior, intermediate

Subject: language arts, art

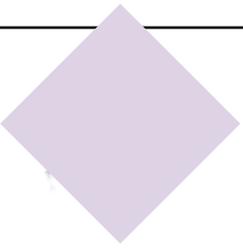
Materials: copy of T-shirt outline (see next page), coloured pencils, markers, etc.

Objectives: to encourage students to focus on their own strengths and positive attributes.

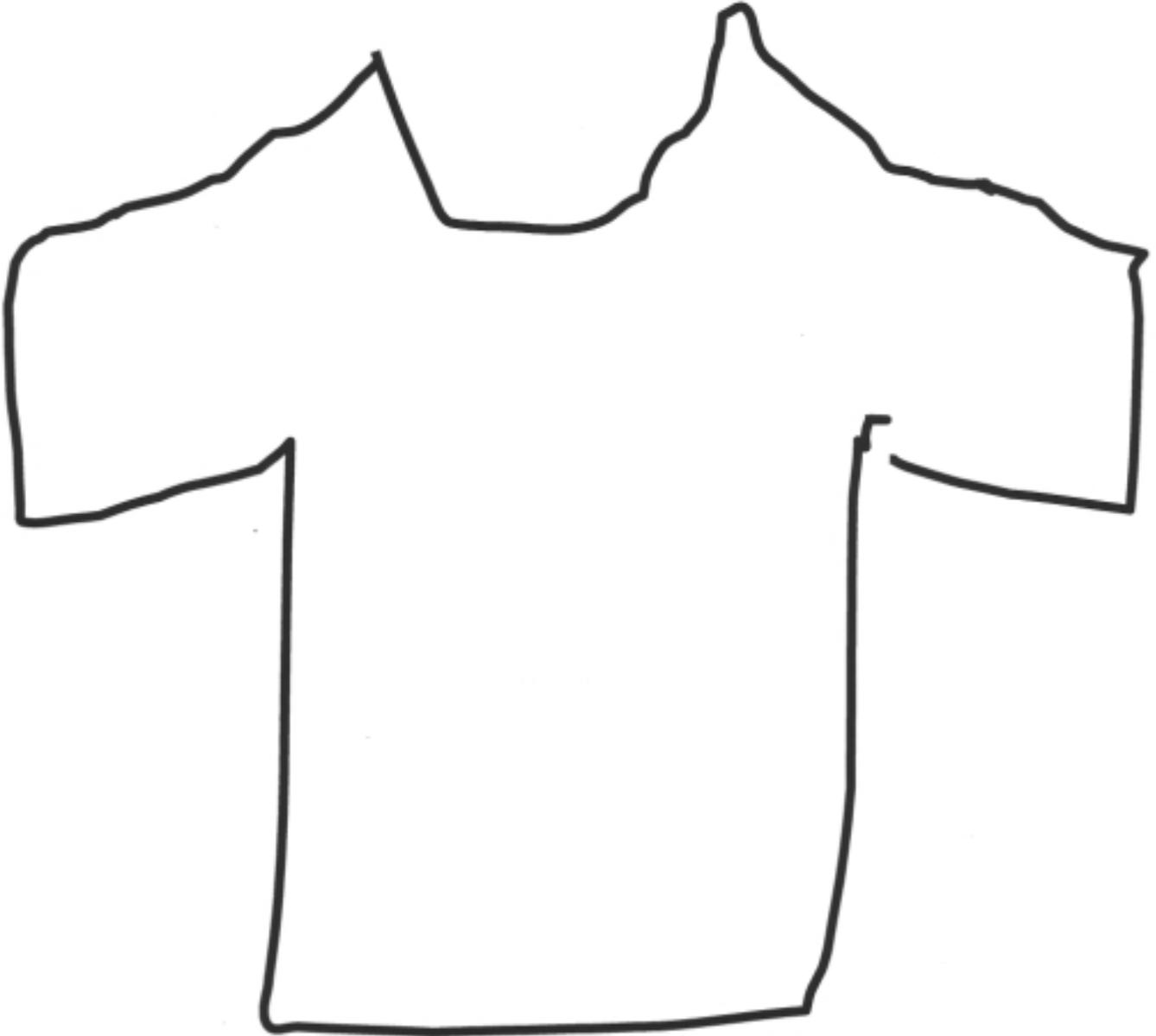
Method: Provide each student with two copies of the T-shirt outline (front and back). Students will then design a logo, picture, or slogan for the front and back of their T-shirt. The T-shirt is an advertisement of who they are, what they value, and how they want others to view them. When the designs are drawn, students cut the T-shirts out and glue the two blank sides together. When complete, the students share their creations with a group of three or four other students.

Follow-up: Discuss, as a group, the ways images are projected to others and how they can be misinterpreted. Discussion can also revolve around advertising in the media.





T-Shirt Outline



Background to the Unit

If students are to become informed media consumers, they must be aware of the fundamental elements of the media texts that surround them. Questions that will help students build their awareness are:

- What is the media attempting to sell, explain, insinuate, illuminate or create through the barrage of sensory messages?
- How does the media play on the desires and sensitivities of consumers to promote a product or an image?
- What techniques support this process?

It is immediately evident that violence is a compelling aspect of all forms of media. Students should consider:

- How does violence pervade the media in subtle and overt ways?
- Are there dangers involved in using violence for communication?

This unit on building awareness of violence in the media is designed to address these issues. Through reasoning and critical awareness, young adults are encouraged to make positive decisions about the role of violence in the media and how it affects them. Following are five lessons to help students become aware of violence in the media and analyze the many different ways it affects them. Student activity sheets are provided at the end of the lessons. These may be reproduced for use with students.

LESSON 1

What is Media? What is the Mass Media?



Background to the Lesson

Media are powerful communication tools that allow us to share information, ideas and thoughts. Some types of media include telephones, e-mails, letters, photographs, and greeting cards. These forms of media assist communication between individuals on a personal level.

Mass media are communication tools which convey messages to many people at the same time. These include the internet, television, radio programs, magazines, billboards, newspapers, commercials, video games, logos, slogans, clothing, music videos, advertisements, and song lyrics. Mass media can persuade and affect large numbers of people, but are more removed from the individual level of personal interactive communication. The terms media and mass media are used interchangeably throughout the lessons, but the majority of the activities focus on mass media.

Questions the students will consider are:

- How does the mass media successfully influence individuals?
- What are the dangers embedded in this mass media influence?

Purpose

- To define media and mass media.
- To assist students in recognizing the pervasiveness of the media and its effects on their daily lives.
- To begin the process of viewing media products as constructions of reality.

Curriculum Expectations

GRADE 7

Students will:

- ▶ clarify and develop their own points of view by examining the ideas of others (7e35).
- ▶ communicate ideas and information for a variety of purposes and to specific audiences, using forms appropriate for their purpose and topic (7e1).
- ▶ make judgements and draw conclusions about ideas in materials on the basis of evidence (7e34).

GRADE 8

Students will:

- ▶ clarify and broaden their own points of view by examining the ideas of others (8e34).
- ▶ communicate ideas and information for a variety of purposes and to specific audiences, using forms appropriate for their purpose and features appropriate to the form (8e1).
- ▶ identify the main idea in information materials, explain how the details support the main ideas and question and evaluate the ideas in the material (8e32).

Materials

- Journals
- Paper for presentation
- Student activity sheet,
- Chart paper or chalkboard
- Markers, pencil crayons
- Thumbs Up, Thumbs Down, Points of Interest*



Opening Act

Introduce a word association exercise in which students will respond aloud with a word or phrase which comes to mind when they hear the word media. After each student has had an opportunity to respond orally, they can write a personal definition of media in their journals.

Main Attraction

Discuss the students' definitions of media and identify common ideas and forms of media on a chalkboard or chart paper list.

Divide the students into small groups:

- Give each group one form of media to investigate (ie. newspapers, internet, magazines, clothing, music videos, advertisements, etc.).
- Using the student activity sheet provided at the end of this lesson, have students brainstorm the positive (Thumbs Up), negative (Thumbs Down) and Points of Interest for that form of mass media.
- On the activity sheet is a section called Closing Thoughts. This is where students can describe what makes their form of media unique.
- Students can briefly prepare some thoughts about their media form to present to the large group. This can involve creating a visual representation of the media form. It may be a collage of words or shapes, a web, illustrations, symbols, or tableaux created by the group. Encourage the students not to seek out magazines, newspapers, or advertisements to enhance their creations, because this will follow in later lessons.
- Students present their findings, visually, orally, or both, to the large group.

It's a Rap

Students can now return to their original definitions of media in their journals and include five new, interesting facts and ideas they learned through the small group activity and presentations.

Bubbles

I know ... bubbles again. Everybody does bubbles! But there are many compelling reasons to explore the world of bubbles in today's classrooms.

Bubbles represent science in its simplest form. It's important to consider the science inherent in an activity such as bubbles and the implications for you, the teacher.

Science is a never-ending quest for solutions, insights, and possibilities. Children's natural tendency is to explore and inquire. As adults, we have had some of our inherent curiosity "programmed" out of us. A touch of cynicism has replaced our former wide-eyed wonder.

What follows is a collection of possibilities. These activities lack any predetermined, mandatory scope or sequence. The path of exploration should be the result of a discussion with the children, or of simply following their natural inclination. The children will discover a myriad of science concepts; it is our responsibility to celebrate and validate their discoveries.

This unit can be adapted for any grade level. The time frame can be flexible as well.

Even though this unit on bubbles is a process-based one, the following concepts or "big ideas" should be addressed:

- 1) liquids naturally form spheres,
- 2) water has surface tension,
- 3) detergent lowers surface tension and allows for more elasticity,
- 4) substances are made up of molecules,
- 5) when sunlight is reflected off bubbles, rainbows are formed, and
- 6) rainbows consist of six coloured bands.

BUBBLE EXCURSION

Ontario Science Centre

If the teacher calls ahead, arrangements can be made for instructions to conduct small group experiments and/or mini lessons on your theme.



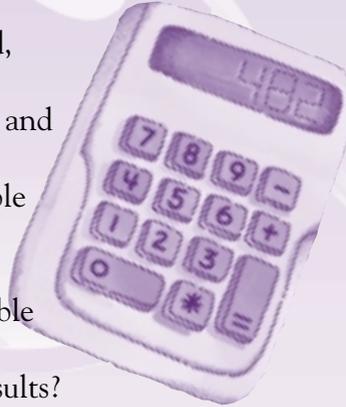
BUBBLE LITERACY CENTRE

1. **Puzzlemania:** Using the words on the brainstorming chart, create a puzzle (i.e., a word search or a crossword, for a friend).
2. **Tell a Tale:** Using Mercer Mayer's wordless storybook *Bubble-Bubble*, create a text to accompany the pictures.
3. **Create an Ending:** Read *Simon's Surprises* (by Ted Staunton) and/or *Malcom's Runaway Soap* (by Jo Ellen Bogart). Make up a different ending for the story.
4. **Speak Up:** Interview another student. Find out four facts they learned about bubbles.
5. **Chime In:** Get together with a partner and present a poem as a choral reading.
6. **Open Your Eyes:** Make a booklet of places where you could see bubbles.
7. **Rhyming Bubbles:** Choose one of the following forms and create a poem about bubbles; haiku, blank verse, cinquain, etc.
8. **Be a Poet:** Using Margaret Wise Brown's poem "I like Bugs," substitute appropriate bubble words to make an individual big book.

This section includes activities from the "Bubbles" unit prepared by Barbara Johnson and Brenda Fisher. Permission from The Limestone Board of Education has been granted.

BUBBLE MATHEMATICS CENTRE

1. **Tally Blow!:** Survey six classmates about their favourite bubble activities, and tally on a chart the one that's most popular.
2. **Graphing:** Using either a pictograph, a bar graph, or a line graph, show your results from Tally Blow!
3. **Compare These:** Working with a friend, estimate and then measure
 - a) the width of a bubble from the brew, and
 - b) the width of a bubble from gum.
4. **How Long?:** Which lasts longer: a bubble from the brew or bubble gum? Can you explain why?
5. **How Much?:** Experiment with the bubble brew. What proportion of water to dishwashing detergent gives the best results?
6. **Sphere It!:** Using a variety of shapes, sort them according to spheres and non-spheres.



BUBBLE ARTS/EXPRESSIVE CENTRE

1. **Edge It:** Arrange different sizes of circles on construction paper background. Using pastels, coloured chalk, or crayons, edge “outward” around each circle.
2. **Bubble Prints:** Put a small amount of bubble brew in a small container and mix in some powdered paint. Blow the solution until it heaps in the container. Set some white paper on top of the heaped bubbles. Lift up the paper. You have a bubble print.
3. **Listen and Draw:** Listen to a tape of the “Bubble Story.” Draw a picture of the bubble on its journey.
4. **Bubble Animals:** Paint a variety of circles with watery paint. Put the bubbles together to create an imaginary or real creature. Cover with plastic wrap.
5. **Rap On:** Listen to “Bubble Gum” sung by Claude La Brecque. Make up a series of movements to the beat of the music. Present to an audience.
6. **Bubble Band:** Using a variety of musical instruments, try to achieve the feeling of bubbles floating and finally popping.

BUBBLE POEM

The Bubble

A bubble is a pretty sphere
Dainty, fragile, crystal clear.

Bubble, do you wish that you
Could go as high as eagles do?

Have you wished that you could fly
To join the clouds that roam the sky?

Little Bubble, pretty sphere,
I am glad you are so near.

– Anonymous

BUBBLE DISCOVERY CENTRE

1. **Catch a Bubble:** Is it possible to catch a bubble on your finger? Can you keep it from popping? What happens when you touch the bubble with dry hands? What happens when you touch the bubble with wet hands? How does the bubble feel?
2. **Is it Possible?:** Can you put a straw through a bubble without breaking it?
3. **Colours:** Can you see colour in the bubbles? Where is the colour? How many colours do you see? Are the colours in the big and the small bubbles the same or different?
4. **Puff Power:** Does the fact that you blow hard or soft make a difference to the size of the bubble?
5. **Rainbow Bubbles:** String 80 cm of string through two straws and hide the knot. Hold the middle of both straws and dip into the bubble brew. Take it out very carefully. Predict what you think you will see. What do you see? Practice making a big bubble and see if you can release it from the string.
6. **Half Bubbles:** Using the materials provided, is it possible to blow a half bubble? Try it!
7. **Multiple Bubbles:** Using the materials provided, is it possible to blow multiple bubbles? Try it!
8. **Big & Small:** Put a large bubble next to a small one. Which one goes into the other? What happens? Why?
9. **Bubble Houses:** Blow several bubbles and look for a place where four walls meet. Is it possible to make a house-like bubble? A city?
10. **Gigantic Bubbles:** Using the materials provided make the biggest bubbles you can. What is it that determines the size of the bubble?
11. **Create a Bubble:** Using the materials provided, create a bubble. What shape do you think the bubbles will be? How are they alike? How are they different? Do big bubble makers make bigger bubbles? Can you make a very big bubble with a very small bubble maker?
12. **Cube It:** Using paper clips and straws construct a cube. Is it possible to create a cube-shaped bubble?
13. **Take a Look:** Examine a bubble with a magnifying glass. What do you see?
14. **Countdown:** Using a stopwatch, time how long you can keep your bubble before it disappears.
15. **Fizz-Pop:** Explain what you see when Alka-Seltzer hits the water.
16. **Stretch It:** Fill a glass with water up to the brim. See how many pennies you can put through the surface without spilling any water. Before you do this, estimate how many pennies it will take!
17. **Play Ball:** With a partner, blow a large bubble. Try to pass it back and forth to each other with your hands. Put on woolen mitts and try again. Try again using leather gloves. Is there a difference?
18. **Junk Bubbles:** Using the materials provided, try to blow bubbles. Will they make bubbles? Record your results?
19. **Make and Test:** Using the materials provided, make bubble brew. Blow bubbles. Is there a difference in the size and life of the bubbles? Add food colouring. Does coloured brew make coloured bubbles?

Suggestion: Once students have completed the required activity, allow time for free exploration and questions.

A GUIDED BUBBLE FANTASY

Give children these directions:

Lie down on the floor on your backs. Close your eyes and get very comfortable. Breathe deeply and slowly, and count your breaths gently to ten. You are getting very relaxed.

You are going on an imaginary journey. You are going to use your imaginations and try to visualize what I am describing. You are almost ready to begin.

You are lying in a shallow pan on a table, but you are no longer you. You have become bubble solution. You are a potential bubble just waiting to become.

Suddenly a wire loop drops down over and lifts you very gently from the pan. You are stretched delicately across the wire. You can feel the tension in your body as you grasp at the wire all around your edges. You are so very thin ... and you sparkle in the sunlight. Suddenly the wire loop glides quickly through the air ... the wind hits you full in the stomach and pushes you out ... out ... away from the wire and ...

Swooooooosh ... you have suddenly become a bubble ... drifting ... floating ... quivering ... free ... bright ... shining ... and gliding gently over the grass in the sunlight. You hesitate gently on the breeze and begin settling slowly down toward the ground ... you see the sharp blades of grass poking up like tiny needles ... coming closer ... and closer ... as you drift down. You know your life will end when you hit those sharp needles of grass.

Suddenly a soft breeze catches you and lifts you silently, gracefully into the air. Higher yet ... you feel yourself being propelled above the trees ... above the houses ... sparkling and shining in the light, you drift over the neighbourhood. You can see people, cars ... and on the horizon the skyline of the buildings of the city. You are free! It is silent where you float. A bird glides by and looks at you curiously. The sounds of the earth seem far away, and you find yourself calm ... happy. You leave your neighbourhood, your city ... far behind ... as you drift out across the fields. You can look down now and see farms ... cows ... horses ... barns. It is so quiet ... so still.

You are drifting down now. Slowly but steadily you are getting closer to the ground. You drift over a bright yellow field of sunflowers ... all smiling up at you as you sail by ... now a small stream and you find yourself drifting slowly just above the water. The surface is smooth ... clear ... undisturbed ... you can see your round, perfect reflection in the water.

A tiny gust of air and you drift up over the bank into a glade. It is shady and cool ... you drift above a carpet of wildflowers ... lavender ... pink ... purple. It is soft ... cool ... a beautiful place to rest ... to nestle down among the blossoms. Gently you touch down ... pause for a moment ... pop!

BUBBLE SONGS

(sung to the tune of familiar songs)

The Bubbles Go Floating

(to the tune of "The Ants Go Marching")

The bubbles go floating one by one,
Hurrah! Hurrah!

The bubbles go floating one by one,
Hurrah! Hurrah!

The bubbles go floating one by one
The little one stopped to have some fun
And they all go floating down around the town
(POP, POP, POP).

The bubbles go floating two by two,
The little one stopped in front of you.

The bubbles go floating three by three,
The little one stopped to land on me.

The bubbles go floating four by four,
The little one stopped to touch the floor.

The bubbles go floating five by five,
The little one stopped to do a dive.

The bubbles go floating six by six,
The little one stopped to rest on some sticks.

The bubbles go floating seven by seven,
The little one stopped to float to heaven.

The bubbles go floating eight by eight,
The little one stopped to sit on gate.

The bubbles go floating nine by nine,
The little one stopped in the glass of wine.

The bubbles go floating ten by ten
The little one stopped to say The End. POP! POP!

Five Little Bubbles

Five little bubbles sitting on a gate:
The first one said, "Oh my, it's getting late,"
The second one said, "There's pins in the air,"
The third one said, "But we don't care,"
The fourth one said, "Let's float, float, float,"
The fifth one said, "I'm ready to board the boat."

"WATER WATER BUBBLE" GAME

(Note: follows the rules of the game
"Duck Duck Goose")
Substitute "Duck Duck Goose" with "Water
Water Bubble."

The runner must get to the open spot before
going "POP."

BUBBLE-TIME LANGUAGE ARTS

Adapt: Pussycat, Pussycat,
Where have you been?

Pattern: Little round bubble,
Little round bubble,
Where have you been?
I've been _____
Said little round bubble
That's where I've been.

Adapt: *Brown Bear, Brown Bear*
(book by Bill Martin, Jr.)

Pattern: Big Bubble, Big bubble
What do you see?
I see _____ looking at me.

Adapt: The book *Ten Black Dots*

Pattern: Ten Round Bubbles

Adapt: Margaret Wise Brown's poem,
"I like Bugs"

Pattern: Bubbles
_____ bubbles
_____ bubbles
_____ bubbles
_____ bubbles
Any kid of bubbles
I like bubbles
Bubbles _____
Bubbles _____
_____ bubbles
_____ bubbles
_____ bubbles
I like bubbles.

Adapt: *Good Luck, Bad Luck* book

Pattern: What good luck! – My mom went shopping and bought me some bubble brew.
What bad luck! – I didn't know how to make bubbles but I just tried anyway.
What good luck! – I blew lots and lots of bubbles.
What bad luck! – It was a windy day. The wind carried the bubbles away.
What good luck! – I blew more bubbles. They were so pretty.
What bad luck! – Some kids saw me and tried to break my bubbles.
What good luck! – The bubbles floated out of their reach.
I blew some more.
What bad luck! – I ran out of bubble brew.
What good luck! – My mother said she would buy me some more.
She did!

STORIES FOR BUBBLES

Develop: "What if"
Example: what if

- a bubble with an alien inside landed in our classroom,
- a bubble went "pop" and a lion appeared,
- a bubble formed around you and took you away.

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Zinkgraf, June & Toni Bauman. (1980). *Spring Surprises*. Good Apple.

Zubrowski, Bernie. (1979). *Bubbles*. Little Brown.

Zzager, Karen. (1988). *Bubbles*. Price Stern Sloan.

Audio recordings

In addition to just about any classical baroque music, your students might enjoy:

Caldwell, Paul & Brad Halls. (1987). "Bubble Gum." *Second Childhood*.

Narroway, Shari & Jerry. (1985). "Bubbles." *Songs for Every Season*.

Phipps, Bonnie. (1986). "The Ballad of Lucy Lum." Kids Records.

Physical education activities

SCATTERBALL

Grade level: junior, intermediate

Method: This game is played in a gymnasium using 8 to 10 soft elephant-skinned balls. Students throw the balls at each other, trying to contact classmates from the shoulders down. Students try to avoid getting hit by a ball. When a student is hit, he/she sits down and cannot move from that spot. If a student who is sitting down catches a ball or traps one that is rolling by, he/she may throw it at a student who is moving. If contact is made, the student who threw the ball stands and is able to move again. The student who was hit must sit down.

FISHY FISHY

Grade level: kindergarten, primary



Method: All students but two go to one end of the gymnasium. They are the “fishies” and the two students in the middle of the gym are the “sharks.” The game starts with the “sharks” yelling “Fishy fishy, come into my sea.” This is the cue for the students to run to the other end of the gym. The “fishies” must try to do this without getting tagged by the “sharks.” When a student is tagged, he/she becomes a “shark.” The “sharks” continue to invite the “fishies into their sea” until two students remain. At this point, the game starts over with those two students as “sharks.”

MR./MISS MARS

Grade level: primary

Method: This game is very similar to Fishy Fishy. The students line up at one end of the gymnasium with one student remaining in the middle. This student is the Mr. or Miss Mars.

Depending on the gender of the student in the middle of the gym, the students yell “Mr.’ or ‘Miss’ Mars, will you take us to the stars?” The student in the middle answers with a specific detail, such as, “Only if you have a white T-shirt on.” Those students who are wearing white T-shirts run to the other end of the gym. Then the student in the middle says “Go” and the rest of the students try to run to the other end of the gym without being tagged. If tagged, those students help the student in the middle during the next rounds. The game continues with Mr. or Miss Mars calling out details. The game ends when one or two students remain.

DODGEBALL

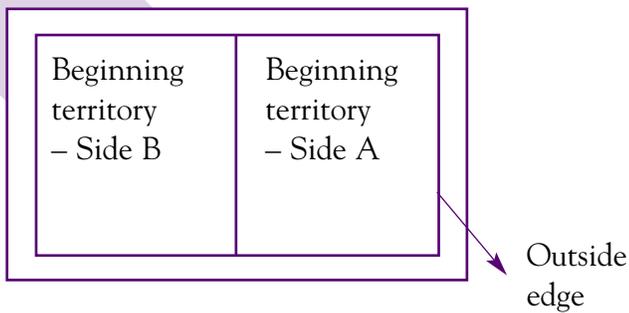
Grade level: primary, junior

Method: This game is played in a gymnasium, using one ball but of a varying type, depending on the childrens’ age group and skill level. Possible balls are nerf ball, volleyball, or nerf football, which bounces in an irregular manner.

The class is divided or chosen into two teams, each divided by the centreline of the gymnasium. The outside edge of the gym is vacant and unoccupied at the start. Two teams, once established, assume their territories.

The object of the game is to throw the ball at the opposition, striking the participants below the waist with the chosen ball. If hit, team members move to the opposite side, but only to the outside edge, to assist in hitting the opposition.

Teacher referees determine if “hits” are above or below the waist. The game continues until one team is entirely eliminated from the beginning territory. Passing is permitted to team members; however, if the ball is fumbled, dropped, or bobbled, teammates are also sent to the opposite side.



This game is applicable to and safest at the primary level. Dodgeball is effective in developing throwing, passing, and catching skills. The game also enhances teamwork and dodging skills.

CENTRE-CIRCLE GYM GAMES

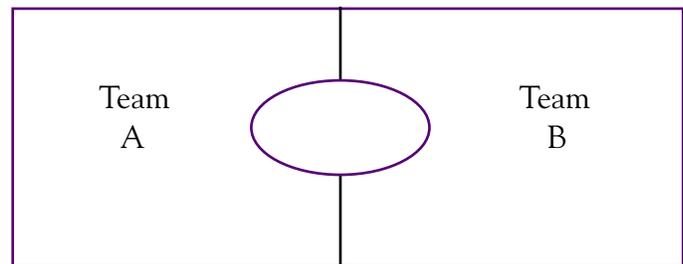
Method: Students can play these relay games individually or in pairs. Teacher direction can determine the best arrangement, but beginning with individual players enables the teacher to determine if the class can handle group possibilities. A gymnasium is the best setting.

Team approach: The teacher selects or students choose two teams. Players seat themselves cross-legged on the centre circle of the gym, uniformly on line. If there is an uneven number, one player goes twice. Each side is numbered off – 1, 2, 3, and so on.

Possible competitions:

- Team A #3 and Team B #3 skip around the circle back to the original starting point, then sit down. The teacher determines the number called. This can be repeated using galloping, running, or other locomotion skills.
- Same as above, but as a continuing relay, where the entire team completes the action and circuit before determining a winner.
- This game can be played individually, in pairs, or as a team relay. Team A vs. Team B, but competition starts with two team members (e.g., #3 and #4) on each side standing, holding hands, ready to go. Before starting, determine which locomotion skill

is desired. At the start, students in pairs travel around the entire circle and back to the starting point for each side. A winner can be determined by each competition or as an entire team relay. If a full-team relay, once back at the starting spot #3 would sit, #4 would now hold hands with #5, and around the circle they would go. The competition would continue in sequence with all students moving twice around the circle.



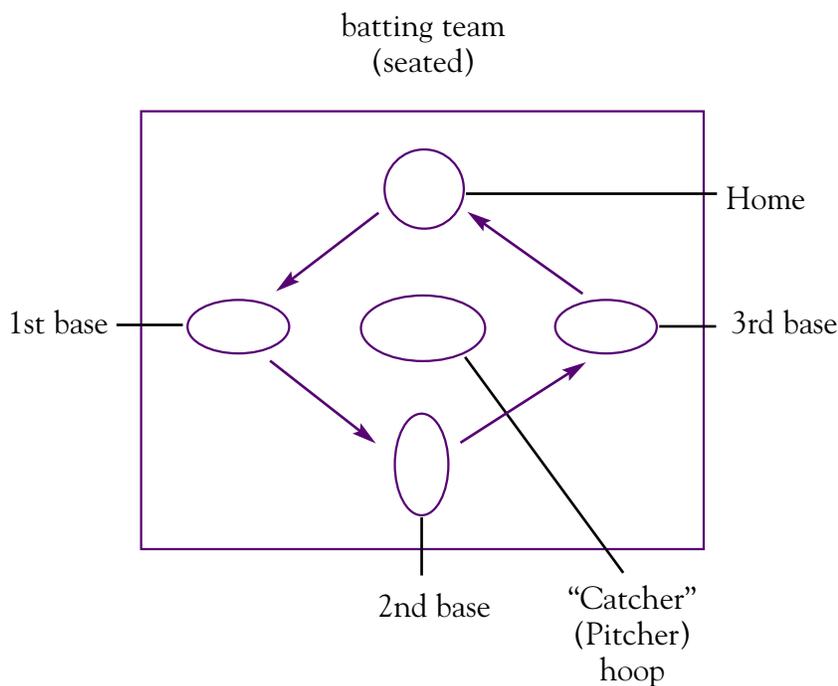
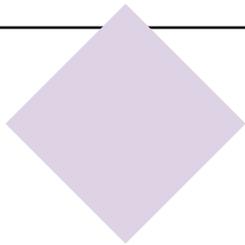
Variations: Students can also compete by not only circling the “circle,” but by using the desired and identified locomotion skill to:

- run, skip, or gallop to two different gym walls, and return;
- run, skip, or gallop to three different gym walls, and return; or
- run, skip, or gallop to four different gym walls, and return.

ROUNDERS

Method: This game is a cooperative team-playing endeavour. It can be played indoors or outside, with slight modifications dependent upon the setting. Teams can be determined by student or teacher choice. If played indoors (gymnasium setting), side and back walls may be used.

Generally speaking, the game mirrors baseball. It emphasizes passing, catching, and throwing skills. Hula-hoops make recommended bases, but can be a hazard. Pylons can be used as an alternative. Set up hoops as bases, plus a “home” hoop and a “catcher (pitcher)” hoop.



Batting orders are determined for each team before the start of the game. Once teams are set, the game begins.

The “batting” team throws the ball toward the “fielding” area. A variation on this can be a volleyball serve.

The batter advances to first base and, if possible, further. The fielding team can catch a flyball for an automatic “out.” If the ball is a grounder, an out is achieved by the fielding team passing the ball to a fellow team member appointed or selected as a designated catcher set up in the “pitcher” hoop. If the “catcher/pitcher” possesses the ball before the batter reaches base, an out is recorded. If a hit is achieved, the next batter is called up and delivers the next ball. Runners can choose to advance but, unlike in baseball, are not required to do so. Thus, more than one runner can possess a base.

Batters/throwers continue until three outs are recorded. If all bases are occupied and runners advance on a batter’s throw, and if the catcher/pitcher possesses the ball before the hitter and runners reach their bases, each batting team member “off the bases” records an out.

Again, variations on Rounders can be implemented before the game begins.



It Soothes Your Soul And Brings People Together

JOURNAL 1

Last night I dreamt of my mom. She was the one who spurred me on to work at developing my love for and talents in music. It was her dream to be an accomplished musician, but she wasn't given that opportunity due to financial circumstances and gender biases at that time. My mom and dad worked hard and saved, so they could eventually purchase a piano. My mother wanted her children to have an opportunity with music that had not existed for her.

What a lovely idea, right? Well now, as I reflect back, it was wonderful, actually. But what reality did it bring to my childhood back then? It meant waking at early hours and dealing with the repetition and drudgery of practicing scales and arpeggios. These were not appealing to a seven year-old, especially at six o'clock in the morning.

However, as I practised I improved. The encouragement and praise from my music teacher, family and friends made a huge difference in motivating me to continue with music.

My first triumph was when I played at a church service. I remember it very well. It was a great feeling. I was only nine years old and received a lot of recognition for my playing. What an experience that was for me! Listening to the strong and joyful singing filled me with a sense of pride and a desire to continue in music. We all thrive on encouragement and that day the praise I received from my mom, my music teacher and members of our church congregation certainly inspired me.

JOURNAL 2

When I was about twelve years old I started playing the piano to accompany my school for musical presentations. Each experience reinforced my love for music. I was inspired, and began to excel in the music examinations. I recall one of my examiners from the Trinity School of Music in England, giving me 98% on my grade six exam. This was the highest mark on the island! His comments were even stronger, "You should think of continuing your music," he said, "Don't ever stop, you have

a lot to offer!" It was then that I set my sights on becoming a concert pianist.

Well, as John Lennon said, "Life is what happens to you while you're busy making other plans." My dream was about to change. After my first year at high school I became ill with rheumatism and missed a fair amount of school time. I had to rethink my goals.

Time passed. I graduated from Teachers' College. Once I began teaching, I knew it was my calling and my musical ability was now an asset. Throughout the forty-six years of my teaching career I have been fortunate to experience how music brings people together. It is indeed a universal language. You sit at a piano, tinkle those ivories with a familiar tune and people from all walks of life gravitate to you. As you create joyful memories with others, boundaries and obstacles seem to fade. In my classroom I used music to change energy levels, to heal hurt hearts and to celebrate successes.

I want to share the story of my love for music because I now know, first-hand, the power of music. As many of you begin your pursuit of music, you will be faced with the demands of practice and preparation for exams. You might face some of the same struggles I had. I want to encourage you to persist. I want to say to you, "Stay with your music. It is a gift to yourself and to others."

BACKGROUND INFORMATION

Arpeggio - The sounding of the notes in rapid succession instead of together.

Emigrate - To leave one's own country to settle in another.

Gender bias - An opinion, preference or inclination based on gender formed without any reasonable justification. Bias is reflected in people's attitudes. For example, "Big boys don't cry," "Girls don't play hockey."

Immigrant - A person who comes into a country or region to live.

Ostinato - A musical phrase repeated over and over.

Trinidad - Part of the Republic of Trinidad and Tobago, West Indies. The capital is Port of Spain.

RESOURCES

Brown Girl in the Ring, Alan Lomax, J. D. Elder and Bess Lomax Hawes

Orchestranimals, by Vlasta Van Kampen and Irene C. Eugen

Tchaikovsky Discovers America, Esther Kalman

EXPECTATIONS

LANGUAGE

4e52

communicate various types of messages, explain some ideas and procedures, and follow the teacher's instructions

4e56

contribute and work constructively in groups

4e67

use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions)

THE ARTS

4a4

begin to read standard musical notations

4a6

communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language)

4a24

create an accompaniment for a song, using a melodic ostinato (short melodic pattern repeated throughout the song)

SUGGESTED ACTIVITIES

- ▶ Create a survey of all the students in the school to show how many participate in music lessons. Note the kind of instrument or type of music being studied. Post the data. In small groups, compare and note trends. What conclusions or interpretations can you make? Share your findings with the class. Note similarities or differences when the groups make their presentations.
- ▶ Examine a simple musical composition. Identify elements of notation. Create a glossary of musical terms for reference. Apply what you have learned to another piece of music.
- ▶ In small groups, at various locations throughout the school, listen to musical excerpts from various cultures and historical periods. Take notes and communicate your responses to these selections. Identify assumptions you may be making about certain pieces. Discuss.
- ▶ Choose a familiar class song about Canada and create rhythmic and melodic ostinatos (short repeated patterns) that can be used as accompaniment for the song. Rehearse and perform it for another class.

EXTENSIONS

- ▶ Host a **Celebration of Canada** recital. Invite students and community members to play or sing. Inform your local newspaper of the event.
- ▶ Create a display of musical instruments from around the world. Attach a label naming each instrument. Prepare brief descriptors of the instruments such as the country of origin and materials used in the construction. Challenge another class to match the descriptors to the instruments on display.
- ▶ Research rheumatism. What challenges would this condition present? What treatment is available? Comment on the author's determination and courage. Write a journal entry to summarize what you have learned.
- ▶ Write a journal about an experience you have had with music.
- ▶ Plan a dance where the music is made with instruments designed and constructed by the students, e.g. hold a Maypole dance, harvest celebration etc.

French activities

These activities should be used to supplement an ongoing classroom program. The context of the curriculum being covered will dictate which activities are the most suitable. Answers can be accessed on the ETFO website (www.etfo.ca) under the Occasional Teacher  link.

DIX

Grade level: primary, junior

This is a counting game. Students have a choice of saying either one or two numbers at a time. The student who says “dix” must sit down. The last student standing is the winner.

Source: *The Waterloo District Core French Handbook, Grades 1-8*. (1999).

GAGNER, PERDRE, OU DESSINER

Grade level: junior, intermediate

This game is played just like the TV game show. Students are divided into two teams. Students write vocabulary words on pieces of paper. The teacher chooses a vocabulary word and shows it to the student who will be drawing it. A member from team “A” tries to illustrate the word or phrase, while his/her teammates try to guess what the word or phrase is. The team wins 30 points. If they are unable to guess, then team “B” gets a chance to guess. If they guess correctly, they win five points.

Source: *The Waterloo District Core French Handbook, Grades 1-8*. (1999).

C'est ton tour! – Primary/Junior FSL activities

“The principal aim of the French program is to develop communication skills in both receptive and expressive aspects of the language.” – French Core Programs (1980)

Games and activities help to achieve this aim because they

- help students to integrate skills and abilities in a co-operative atmosphere,
- increase students' confidence in their ability to communicate,
- allow students the opportunity of interacting with one another,
- allow students to communicate spontaneously,
- enable communication in a new context,
- encourage students to develop listening and speaking skills,
- promote student-directed activities,
- heighten students' interest,
- provide review and reinforcement of structures and vocabulary,
- supplement the regular program in all curriculum areas, and
- vary the routine in the French classroom.

EN ORDRE

Objectives: to reinforce vocabulary and to develop memory skills

Materials: cards with pictures of vocabulary

Method: Have the students sit in a circle. Place the cards in the middle of the circle. Call out 2, 3, or 4 vocabulary words. Students must identify the words in the correct sequence.

Variation: Spell a vocabulary word that the students must identify by finding the appropriate picture.

COLOUR BINGO

Objectives: to identify colours and numbers, and to develop listening skills

Materials:

- two bags
- colour squares
- number squares
- game markers
- bingo cards of 20-25 squares with colours across the top and numbers assigned randomly in the squares

rouge	bleu	jaune	orange	brun
1	3	10	8	3
0	5	2	9	1
4	8	7	4	7
6	6	5	2	9

- master board with numbers 0 to 10 under each colour

Make sure that each bingo card is different. Determine with the students how the games will be won; e.g., a straight line, la couleur bleue, etc. Put the colour squares in one bag and the number squares in the other bag. Pull out a colour and a number and call them out. Have students cover the number in the appropriate colour with a coloured marker. Put the squares back in their respective bags and mark the call off on the master board. Play continues until someone has won. Allow that student to become the caller for the next game.

Variation:

rouge	bleu	jaune	orange	brun
1	14	30	38	44
7	11	22	34	50
3	20	27	35	47
9	16	26	33	49

11 blue paper
34 orange paper

Assign numbers 1-10, 11-20, 21-30, 31-40, 41-50 under each colour. Write the numbers on different coloured paper and place in a container. Call a number and have the students say what colour it falls under.

CATÉGORIE DE NUMÉRO

Objective: to practise listening to and writing numbers

Method: Write the following numbers on the chalkboard:

10 20 30 40 50

Call out a number. Have a student write the number under the appropriate category; e.g., 27 would be written under the number 20.

WHAT WORD DOESN'T BELONG?

Objectives: to strengthen listening skills and to learn to discriminate between words

Method: Say a list of three things, two of which belong together and the third of which does not belong in the group. Ask the students to say which one doesn't belong.

Example: Teacher: pomme
 noir
 banane
 Student: noir

pomme
banane

FEU ROUGE

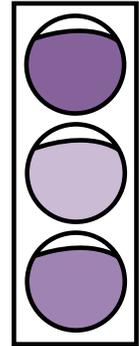
Objectives: to associate colours with actions and to review the colours red, yellow, and green

Materials: diagram of traffic lights

Method: Review the colours. Ask the students to react at various speeds to the colours.

Example: Feu vert – students walk rapidly
 Feu jaune – students slow down
 Feu rouge – students stop

You may want to use this game to reinforce discipline. “Feu rouge” can be associated with stopping an activity. When students are noisy or when you need their attention, use the “Feu rouge” signal to draw and focus their attention.



LET YOUR FINGERS DO THE TALKING!

Objective: to provide visual reinforcement of oral presentations

Method: Each time a new vocabulary word or structure is presented, reinforce it with a pertinent action. In this way you can help the students recall presentations through actions only, thereby reducing the need for English.

Variation: Have the students count on their fingers the number of words necessary to make affirmative, negative, and interrogative sentences, etc. In this way the students can self-correct when they don't count the required number of fingers.

QUEL EST LE MOT?

Objectives: to develop listening skills and to encourage spontaneity

Materials: cards with a letter of the alphabet (enough for each student)

Method: Hand out a card to each student. Review the letters of the alphabet. Call out a word. The student who is holding the first letter of the word must repeat the word. Prepare two sets of cards so that two students have the same letter. Divide the students into two teams. Award a point to the team whose member responds first.

Variation: Call out a word. Use the word in a sentence and have the student repeat the sentence.

Example: Teacher: mange
Student (with the letter "M"):
- Je mange une pomme.

BACKBEAT

Objective: to provide a rhythmic cue for new structures

Method: Start a beat with your students; e.g., snap, snap, clap. When you introduce new vocabulary, questions, structures, etc., keep the beat. This will allow the students to recall them more easily in the future.

JEAN DIT

Objective: to review body parts

Method: Play the traditional "Simon says" game with the following variations.

Have the students repeat the body part called out when "Jean dit" is said and remain silent when "Jean dit" is not said. Call out a series of body parts that the students must touch in the correct sequence when "Jean dit" is said.

EYE WITNESS

Objective: to review clothing vocabulary

Method: Ask the students to close their eyes. Quietly ask one student to leave the room. Have the remaining students open their eyes and determine who is missing. Once they have identified the missing person, ask them to describe what he or she is wearing.

Variation: Once the students have closed their eyes, ask two students to stand back to back. Ask these two students to describe what the other one is wearing.



French instruction Internet sites

The following sites are primarily devoted to French as a second language.

Chez Pierre

Enseignant en Zaïre, puis en Louisiane, et maintenant conseiller pédagogique au Vietnam (also in English): http://www.villageois.org/pierre/he_1_ped.htm (33.5kB).

Pariscope

Le petit guide hebdomadaire sur tout ce qui se passe à Paris: <http://www.pages.nvu.edu/~bqw8712/pages/ressources.htm> (4.2kB).

Éditions Marie-France

<http://www.marie-france.qc.ca>

The following listings are links to many educational sites on the World Wide Web; they are all “hot” (i.e., operational).

The French Tutorial

<http://www.frenchtutorial.com>. See also: <http://www.helio.org/education/frenhd/> (8.5kB).

Mr. Mrozewski's Homework Page

This site is intended for students, parents, and teachers: <http://coachm.tripod.com/homework.htm>. (44.3kB).

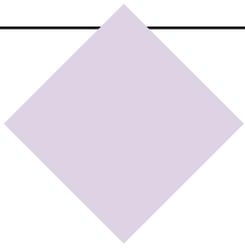
Le français sur la Toile

Resources sur Internet pour l'enseignement du français comme langue étrangère secondaire: <http://www.frvaerk-gym.dk/ch/fransk.htm> (8.1kB).

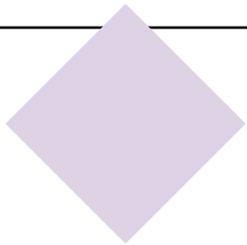
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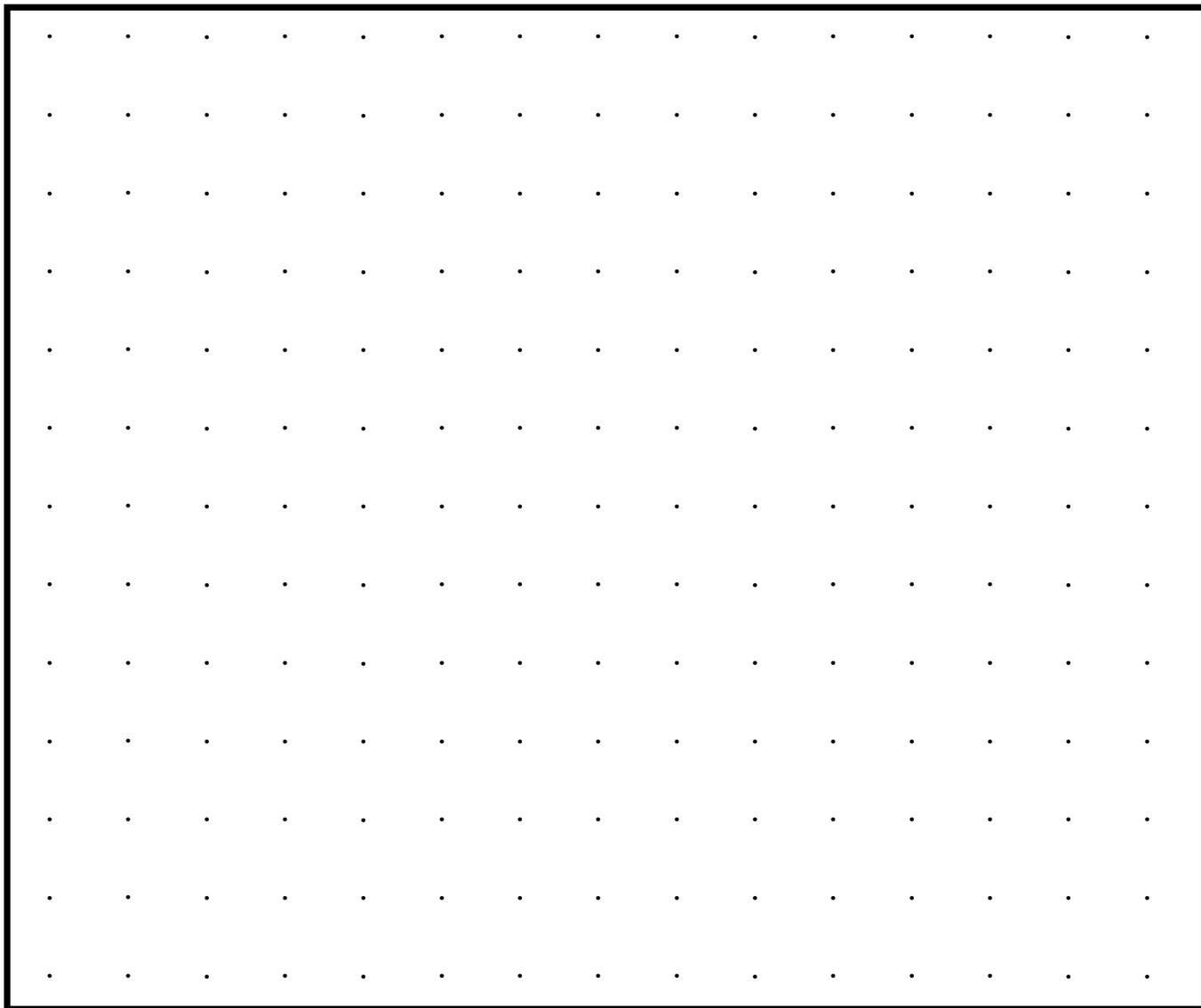
- blank bingo form,
- dots game grid,
- mind benders and mind bender answers,
- blank word search,
- blank crossword puzzle,
- story pyramid,
- RAK form,
- conflict report,
- “gotcha” certificate,
- behaviour reflection,
(primary version), and
- behaviour reflection
(junior/intermediate version).

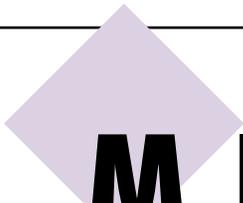


BINGO



D O T S



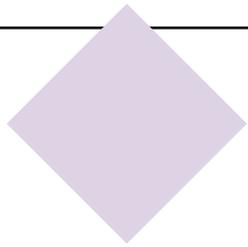


MIND BENDERS

STAND I	T42	BILL ED
POLMOMICE	MESNACKALS	GEG
NOON GOOD	KNEE LIGHTS	SAND
WEAR LONG	MOMANON	D E DEER R
✓ YEARLY	HOLD SECOND	SCHOOL
✓✓✓ COUNTER	EVERYTHING PIZZA	AGE BEAUTY
CYCLE CYCLE CYCLE	WHEEL WHEEL WHEEL WHEEL	DRIVE
DICE DICE	T O W N	M U S T
T O U C H	READING	YOUJUSTME
		HEARTED 2

MIND BENDER ANSWERS

I understand	tea for two	sick in bed
mother-in-law	snack between meals	scrambled egg
good afternoon	neon lights	sandbox
long underwear	man in the moon	deer crossing
yearly check-up	hold on a second	high school
check-out counter	pizza with everything on it	age before beauty
tricycle	4-wheel drive	what goes up must go down
paradise	downtown	just between you and me
touchdown	reading between the lines	half hearted



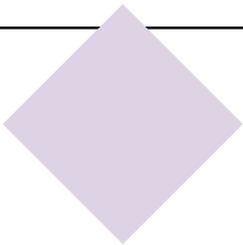
WORD SEARCH

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CROSSWORD PUZZLE

Across

Down



STORY PYRAMID

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Story pyramid guide

1. Write the name of the main character,
2. Write two words describing the main character,
3. Write three words describing the setting,
4. Write four words describing the story problem,
5. Write five words describing one event in the story,
6. Write six words describing a second event in the story,
7. Write seven words describing a third event, and
8. Write eight words describing the solution to the problem.

Random Acts of Kindness (RAK)



Name of Kind Person _____

Name of Grateful Person _____

Describe the R.A.K.



Name of Kind Person _____

Name of Grateful Person _____

Describe the R.A.K.



Name of Kind Person _____

Name of Grateful Person _____

Describe the R.A.K.



Name of Kind Person _____

Name of Grateful Person _____

Describe the R.A.K.

Conflict Report

Who was the conflict between?

When did the conflict occur?

Where did the conflict occur?

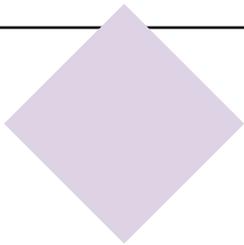
Describe what happened between you and the other person.

How could you have avoided this conflict?

What have you done to fix the problem with the other person?

Name

Date



NAME _____

REASON _____



NAME _____

REASON _____

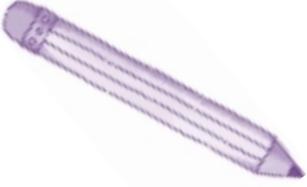


NAME _____

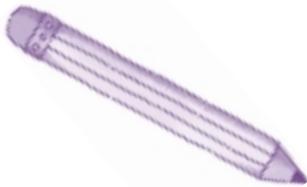
REASON _____

Behaviour Reflection

Draw a picture of what happened.



Draw a picture of how you could have solved the problem.



Behaviour Reflection

Do you agree that your actions were inappropriate?

Yes **No**

Why? / Why not?

What would be a better way for me to have handled this situation?

What should the consequences of my actions be?

What have I learned from this?

Name _____

Date _____

French Reproducibles

The following items are provided for you to reproduce as required:

- Des phrases,
- Les verbes en “re,”
- Avoir ou être,
- Les verbes en “ir.”

Des phrases

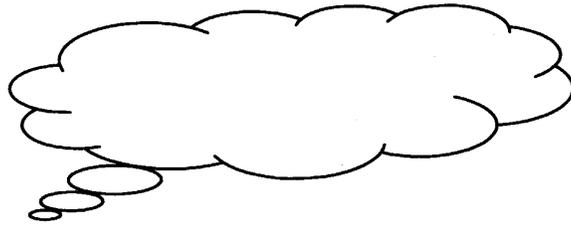
Je m'appelle _____.

C'est l'hiver.

La _____ tombe.

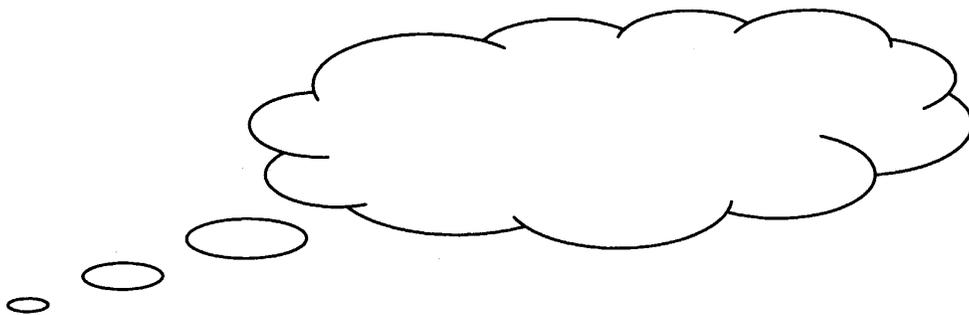
Je _____ dans la neige.

J'aime _____.



Quand il fait froid,

je mets _____.



Nom _____ Date _____

Les verbes en “re”

A/ Conjuguez

vendre -

je _____
tu _____
il _____
elle _____

nous _____
vous _____
ils _____
elles _____

descendre -

je _____
tu _____
il _____
elle _____

nous _____
vous _____
ils _____
elles _____

tondre -

je _____
tu _____
il _____
elle _____

nous _____
vous _____
ils _____
elles _____

B/ Choisissez correctement le verbe pour chaque phrase. Conjuguez-le.

répondre défendre entendre perdre
tondre attendre rendre fondre
descendre vendre

1. La neige _____ au printemps.
2. Les élèves _____ l'autobus.
3. Je _____ mes devoirs.
4. Les soldats _____ le pays.

Nom _____ Date _____

Avoir ou être

1. Est-ce que tu _____ malade?
2. Denise _____ trois frères?
3. De quelle couleur _____ l'auto?
4. Est-ce que Marc _____ là?
5. Marie, Chantal et Louis _____ dans la maison.
6. Nous _____ contents!
7. Vous _____ un ordinateur?
8. Qui _____ des disques compacts?
9. Nous _____ des patins en ligne.
10. Elles _____ formidables.
11. J' _____ une bicyclette rouge.
12. Il _____ douze ans.

Composez des phrases avec les mots suivants.

petite	content	dans le stade	un test demain
onze ans	grands	fortes	la soeur de Paul
triste	vingt disques	de Winnipeg	dans le restaurant
devant l'école		dans le cinéma	

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Nom _____ Date _____

Les verbes en “ir”

A. Écris la terminaison de verbes réguliers en “ir”.

Je _____

Nous _____

Tu _____

Vous _____

Il _____

Ils _____

Elle _____

Elles _____

Qui _____

Marc et Joanne _____

On _____

B. Conjugue le verbe au présent.

1. Tu (maigrir) _____

5. Qui (finir) _____

2. Nous (rougir) _____

6. Paul (remplir) _____

3. Ils (grossir) _____

7. Je (choisir) _____

4. Vous (grandir) _____

8. Elle (obéir) _____

C. Ajoute un pronom (je, tu, il, nous, vous, ils, elles) aux verbes suivants.

1. _____ réfléchit

5. _____ remplissons

2. _____ obéis

6. _____ rougissent

3. _____ choisit

7. _____ grossit

4. _____ maigrissons

8. _____ finissez

Nom _____

Date _____

Making it Work! bibliography and resources

Books

Cooperative Learning: A Resource for Small Group Learning, K–OAC. Waterloo: The Waterloo County Board of Education. (1992). This is a guide to introducing co-operative learning in the classroom. It provides management strategies, evaluation methods, and practical activities.

DePorter, B., Reardon, M., & Singer-Nourie, S. *Quantum Teaching*. Allyn and Bacon. 1999. *Quantum Teaching* deals with methods of optimizing student learning by creating an effective learning environment. It also addresses creative ways of delivering the curriculum.

ETFO. (2002). *Classroom Beginnings: A Teacher's Guidebook*. Toronto: ETFO. This resource offers practical ideas for a first-year teacher.

ETFO. (2000–2001). *Community Role Models Resource Inventories, Vols. 1 & 2*. Toronto: ETFO.

ETFO. (2002). *The Power of Story, Vol. 1*. Toronto: ETFO. This kindergarten to grade 8 curriculum resource presents real stories, lesson activities, and extensions that are linked to Ontario's curriculum expectations.

ETFO. (2002). *Respecting Cultures and Honouring Differences: A Supplement to We're Erasing Prejudice For Good*. Toronto: ETFO. This school-wide (K to 8) supplement to the anti-bias curriculum provides educators with a revised teacher resource guide along with over 70 lessons that correspond to the 10 monthly themes for the school year.

ETFO. (2001). *Take a Closer Look*. Toronto: ETFO. The focus of this classroom resource is to teach grade 7 and 8 students to become critical and informed consumers of mass media. Each lesson is directly linked to expectations from the Ontario curriculum.

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