

**Title of Session:** Language Arts Forum - End-of-Year Teachable Activities

**Moderator:** Donna Hendry

**Title of File:** 20030604la

**Date:** May 4, 2003

# Tappedin transcript 2003.06.04 18:20:54

Room: ASO

DonnaH: We always start with introductions; helps me to help you, and helps engender a sense of community.

DonnaH: I'm Donna Hendry, a gifted English teacher (for now) and an educational consultant in CT.

MelissaR: Melissa Romero, Kindergarten teacher, next year I'll will teaching second for the first time

DonnaH: (where, geographically, Melissa?)

MelissaR: Perth Amboy, NJ

KennethS: Ken 8th grade MS English teacher trying to figure this all out from NJ

SusanR: I am Sue from Ottawa, Ontario. I teach on an occasional basis...yesterday I taught English to grades 3 to 5 French Immersion classes

DonnaH: in other words, we're pretty all over:)

MelissaR: Mary said she will be joining us later

DonnaH: smiles

KennethS: different perspectives are great

DonnaH: Okay. tonight I thought about doing teachable activities for the end of the year.

SusanR: great!

MelissaR: great

KennethS: super

DonnaH: kids tend to be a bit more antsy, need more physical activity...but gosh, it starts to be a stretch for LA.

DonGuest2: what levels?

DonnaH: most of these will work with all different levels:)

SusanR: I had some antsy classes yesterday!

DonnaH: the parents of my students have been calling school; saying its the end of the year, and the kids are actually looking forward to going to school laugh

KennethS: the rain has kept them ok in NJ

MelissaR: my kids are bouncing off the walls

DonnaH: First is hopscotch.

DonnaH: (don't laugh yet!)

KennethS: too late

MelissaR: can we do this indoors

SusanR: HOPSCOTCH//

DonnaH: phonemic hopscotch.

SusanR: active learning

DonnaH: Sure, especially if you have those 1ft by 1ft tile squares.

DonnaH: in each block, put a letter.

MelissaR: ok.

DonnaH: usually, i find 2 side by side, 2 side by side, 1, then 1, then 2 and 2 again.

DonGuest2: i'm listening

DonnaH: i used this to teach 4th grade remedials about consonant blends.

KennethS: this could easily be adapted using literary terms for older kids

DonnaH: so, you make cards...with words...that can be interchanged...

DonnaH: so say, the first two are br and th; then a then i, then ck and oh, i dunno...th?

DonnaH: so they pick a card, brick; then have to jump that word out.

MelissaR: I can use my kindergarten sight words

DonnaH: exactly.

DonnaH: (its pretty easy to adapt)

SusanR: Neat!

DonnaH: Can everyone visualize this? or would you prefer me to try and post one?

SusanR: French vocabulary as well

DonGuest2: following

KennethS: clear to me at least the way i could adapt this idea

DonGuest2: test reviews?

DonnaH: Okay...next.

DonnaH: charades...i've found this especially useful when discussing books, or say greek mythology.

DonGuest2: ohh!

DonnaH: Having kids have to act out a greek god, i've literally seen kids rolling on the floor laughing.

SusanR: hmmm

DonnaH: make a list of characters; and have them act it out.

DonnaH: I've also done this in reverse...

DonnaH: send one student out of the room...the class decides who they "are" ...and they have to treat them as this person, without calling them by name.

MelissaR: perhaps I can have my kids act out favorite story book characters like Clifford, the big red dog

DonnaH: exactly...how could they be Emily Elizabeth? how would you act that out? it makes them think a bit more about their character

DonGuest2: this is certainly useful

KennethS: I've done this with vocabulary and also having groups pantomime folktales and the other students trying to retell the story in words

DonnaH: I do a mini unit on mythical beasts...and the kids totally get into the charades of that.

DonnaH: that sounds cool, ken:)

MelissaR: sound hilarious

DonnaH: (i could see that with some strega nona stories for younger grades:))

MelissaR: yes

DonnaH: Then i have whole class activities; circle games.

KennethS: they seem to enjoy it and they certainly remember them from year to year

DonnaH: get a ball. (I did this specifically with alliteration...the kids could NOT remember what it was to save their lives)

DonGuest2: what's a circle game?

DonnaH: the class sits or stands in a circle; doing it with alliteration, each student had to make an alliterative name...

DonnaH: so...I would be Dizzy Donna...and Brilliant BJ

DonnaH: (etc)

MaryKT joined the room.

DonnaH: the object was to get the ball moving as fast as possible...not in a straight circle, but whomever you could remember.

MelissaR: I play rhyming hot potato on the rug with my kids.. the kids pass around a cube with different objects.. when the music stops the student must give a rhyming word for the object their thumb lands on

DonnaH: so i might send it across the circle...they might give it to their best friend; or they might send it back to me.

DonnaH: (excellent idea, Melissa:)

DonnaH: (anything to keep the kids moving laugh)

MelissaR: you could also do this game with musical chairs

DonnaH: ooooooooooh

DonnaH: that could be cool.

DonGuest2: could see my kids killing each other

DonnaH: even for older kids...place a word on each chair...and they have to give a meaning, or a rhyme.

DonGuest2: or definitions

DonnaH: exactly.

MelissaR: I use this for many language art activities, burns off their energy

KennethS: rhyme -shackles - what we our kids in June to wear

MelissaR: lol

DonnaH: another thing I've done...is create cards...could be rhyming cards, compound words, word to definition...

DonnaH: give each student one...then time them as to how long it takes them to find their "partner"

MichaeGuest5 joined the room.

DonnaH: "Hi Michael:)

MelissaR: good idea.. I can use that for second grade next year

KennethS: that a great activity i will definitely use that

DonGuest2: cool, then what?

DonGuest2: create a sentence?

DonnaH: Have them line up, read off, so everyone hears what the matches are (and a good way to check that everyone got it right.)

DonnaH: usually, I'll collect reshuffle, and have them try to beat their time.

DonnaH: it's really good for reinforcement.

SusanR: Neat. Have the kids create the cards...

DonnaH: I've done that too.

KennethS: lower grades could alphabetize as quickly as possible

MelissaR: you could probably also cut the cards out to fit like puzzle pieces too.

SusanR: yes

KennethS: Miss Creativity

DonnaH: sometimes I've had older kids create things that were "beneath" them...as  
community service/review  
MelissaR: that way the kids can check it independently  
DonnaH: snicker I've done that.  
MelissaR: thanks, Ken  
KennethS: no problem  
DonnaH: Actually, in a side note, there are math cards like that...I bought my sets at  
smarterkids.com  
DonnaH: for change to numbers and digital clock to analog  
DonnaH: (the kids love them)  
DonnaH: but that's off topic laugh  
SusanR: Have the kids put themselves in alphabetical order. Have a number of teams.  
DonnaH: things I've had the kids do would be things like record themselves reading a  
younger book to give to teachers for reading centers.  
MelissaR: I used ellison machines to create puzzle cards in the past, whatever I can find  
that's cheap to use! lol  
DonnaH: not my class, but another had their students create touch books for the  
preschool.  
DonnaH: (actually, they were very cheap...I got them for 1.25 a set)  
DonGuest2: great for science  
MelissaR: that sounds really cool.. where did you get them from at that price?  
DonnaH: smarterkids.com  
DonnaH: (they have some awesome sales sometimes)  
MelissaR: oh, thats right. thanks for the info..i have to check it out  
DonGuest2: my kinda place  
DonnaH: mine too...I still don't have my own permanent class...so my pay isn't where it  
should be.  
DonnaH: (ie, I keep getting long term subs...so no contract, no benefits...)  
KennethS: yuk!  
DonnaH: yeah. my attitude exactly.  
SusanR: hmmm. Is that a way to save funds, Donna.  
DonnaH: I know in CT, students up to 5th have to write expository.  
DonnaH: (what is it for you all?)  
DonnaH: one assignment I've given is to write directions through the playground.  
DonnaH: start at one side, end at a specific place, and try to write directions you need to  
follow.  
MaryKT: Are you using N,S,E,W, in your directions?  
MelissaR: cool... you could have kids do a fake treasure map,, and have them leave  
something behind for the classmates to find  
DonnaH: depends on what you want to accomplish.  
DonnaH: if I were doing it interdisc...then yes, I could do that...  
KennethS: When I have a 7th grade class they create a teen center. One of the  
assignments is to describe it in detail using directions Almost walking a blind person  
through it  
MaryKT: As a component to their language Arts.  
DonnaH: I wouldn't.

MaryKT: Too confusing?

DonnaH: I would do it by steps, right left...

MaryKT: Up to what age group?

MelissaR: I guess it may vary among grade levels

DonnaH: I've had students use the hands of the clock...turn to 3 o'clock \*though that was their choice...I found it rather cool)

DonnaH: exactly...kinda like giving them the assignment of make a pb&j

DonnaH: trying to go back and actually FOLLOW the directions can be rather cool.

DonnaH: they see what's missing in their writing..then you get to practice some editing:)

DonGuest2: that's when they get it!

DonnaH: EXACTLY:)

KennethS: or give to another student to see if they can follow them

DonnaH: i find that is more useful.

DonnaH: because their mind fills in the missing blanks...they KNOW what they were planning on doing.

MaryKT: Only if they read what they actually wrote as opposed to what they meant to write in their directions.

DonnaH: I find most kids fill in the blanks...they don't follow what they wrote.

DonnaH: I would definitely have them switch directions

KennethS: same when the kids read something out loud they realized they failed to write many of the words they wanted to say rushing too much

MichaeGuest7: when I give a test or quiz they want m choice or matching. don't want to write

DonnaH: exactly.

DonnaH: been there:)

KennethS: ditto

DonGuest2: HS kids also!

MichaeGuest7: yes, hs kids of course, only ones to question the teacher.

DonnaH: I've worked with SED students to Gifted...its a bit [of a] difference.

KennethS: Topic having the kids create CDs

DonnaH: do you find that is very kinesthetic though?

DonGuest2: do u have the equipment?

KennethS: when they perform them they must use elements of their favorite stories they love it

DonnaH: AH...that makes more sense.

MichaeGuest7: write their story on a cd, and bring in pictures, etc?? is that what you mean?

KennethS: not actually burned. I buy jewel cases They need to create the cover and list ten songs from the CD they then write the lyrics of two of them and perform one

DonGuest2: I'm confused

DonGuest2: oh

DonnaH: I like that idea.

DonnaH: Do you have problems with students wanting to do less than appropriate artists?

MichaeGuest7: very good, being creative in the subject matter that is being taught. can be list of recipes they have done at home.

KennethS: all must do with what they read during the year

KennethS: no must set guidelines upfront  
DonnaH: so like, make up the soundtrack to the book they read?  
MichaeGuest7: can be used in their portfolio also  
MelissaR: One language arts activity I've done is have the kids create a movie poster on a book they read... include author, setting, problem on made up movie poster.  
DonnaH: we did that.  
KennethS: exactly Donna  
DonGuest2: me to  
DonnaH: My 5th graders just finished Charlotte Doyle...had them create a board game.  
DonGuest2: music hooks them  
DonnaH: got in expository writing...sequencing...and details and characterization from the book.  
DonnaH: the kids loved it.  
KennethS: board game creation is great  
MelissaR: I thought it was fun...that sounds like fun..what materials did you use Don?  
MichaeGuest7: board game I like tell me more  
SusanR: Creating board games are great for June.  
DonGuest2: gets them thinking  
MaryKT: The 4th graders in my school completed the "Jumanji" game in their own version after the story.  
DonnaH: I had a serpentine blank game.  
DonnaH: printed it out on 11x17 white cardstock  
DonGuest2: any ideas for The Giver?  
MichaeGuest7: very cool  
SusanR: Are the board games based on Novels they read in class, Donna  
DonnaH: they were allowed either a die, or a spinner (one group chose to use both) could write cards, or could write the movements on the boxes.  
DonnaH: if they were on the boxes, the items needed to be in sequence.  
DonGuest2: yes, it was a great comprehension check  
DonnaH: (not familiar with The Giver, so I can't say)  
DonnaH: Another great activity I did was a round robin story.  
MelissaR: I'd like to try that next year.. any other materials I'll need?  
DonGuest2: retelling or makeup?  
DonnaH: I used buttons or seashells for movers (I got a big bag of shells from AC Moore for a buck...)  
MichaeGuest7: we do a form of jeopardy with culinary vocabualry words, now am thinking more of a board game with it, role of the dice.  
DonnaH: make up Don:)  
DonnaH: dice....and I liked to use colored index cards...so the students could have different piles.  
DonnaH: one group chose to have a different pile for each of the main characters.  
DonnaH: (which meant 3 different colors)  
KennethS: good idea  
DonnaH: I also have the kids grade the games.  
MelissaR: yeah I really like that!  
KennethS: me too

DonGuest2: have them try to play it also  
SusanR: Do you use a rubric for the creation of the game?  
MaryKT: How are they grading the games?  
DonnaH: I created a rubric; everyone tries out each other game...grade it by the rubric...and it counts for half their grade.  
DonGuest2: gets them all involved  
MaryKT: Thanks for an answer!  
DonnaH: I think the 5 items on the rubric were was it fun; were the directions clear; did it stay in line with the book;  
DonnaH: was it creative; and ummm i can't remember the last one laugh  
DonnaH: but, I had them create it in groups, not individually.  
KennethS: mechanics? of the writing?  
DonGuest2: they are usually tough with the grades  
DonnaH: that's for me to grade; not for the students..  
KennethS: ok  
DonnaH: I'll go back to the round robin story for a few minutes:)  
MichaeGuest7: do you let them explain why they graded it so hard, and then you do your own grading?  
SarahGuest8: how long do the students have to create these game boards  
DonnaH: (I gave them a week; but we have double periods...so they had 5 1 1/2 hr classes)  
DonnaH: plus one more for playing/testing/grading  
DonGuest2: I used it as a midterm exam, 2 hrs  
MichaeGuest7: very good, I will have that time next week.  
DonnaH: but...that being said...I had a lot of students in and out for field trips...  
DonGuest2: same here  
DonGuest2: how do you keep them caught up?  
DonnaH: that is where the group comes into place.  
DonGuest2: shared responsibility  
MichaeGuest7: the group continues, and the missing student picks up the difference.  
DonGuest2: extra points to someone who wants to bring the others up to date  
MichaeGuest7: missing kid has to make up alot with the other partners in group  
SarahGuest8: what about having the group members give each other grades anonymously  
MaryKT: That could probably work well after the game has been established  
DonGuest2: did that and very realistic grades  
DonnaH: (and I did do that...had them grade each other within the group...)  
SusanR: What about having students use a reflective journal...indicating their repsonsibilities and progress with the game creation  
DonGuest2: good idea  
DonnaH: interesting idea, Susan:)  
DonnaH: I hate to say this...but we are FAR past our end time.  
KennethS: I like that also Susan  
MelissaR: that sounds good Susan,, it can help them organize their duties as they reflect  
SusanR: These are great ideas...especially for those last few weeks of June. Our last day is the 25th  
MelissaR: ok,,I guess its time to say good night

DonGuest2: thanks

DonnaH: "No problem:)"

KennethS: yeah I indicated that we were thinking of it I definitely can see using it as the "principal" one and using it to guide our staffs through this exceptional place

MaryKT: It would be good for the Principal response , Ken

MelissaR: I was thinking along the same lines

KennethS: Thanks very much Donna

DonnaH: "Glad to help:)"

MelissaR: thanks

MichaeGuest7: this is great for staff development,

SusanR: Thanks all. Great contributions for the end the school year.

DonGuest2

DonnaH laughs

DonGuest2: teacher

MaryKT: How would this be useful as am Principal and teacher.

BJ waves goodnight

DonnaH: Night everyone!

DonGuest2: night all and thanks