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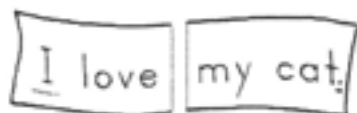
Sentence Puzzles

Introduction

Here is a quick and easy way to create multiple versions of the same lesson so that all children can work at their own level.

Materials

- Sentence strips
- Green, red, and yellow markers
- Business envelopes

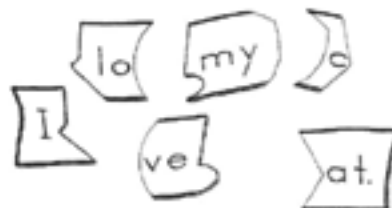


Directions

1. Create a sentence and write it on a sentence strip.
2. Underline the "go" word (first word in the sentence) with the green marker, underline the "stop" sign (punctuation) with the red marker, and underline any popcorn words (remind students that these are high-frequency words) with the yellow marker.
3. Decide how much support each child needs and cut up the sentence strips accordingly. For example:
 - Simply cut the sentence in half for the beginning learner.
 - Cut the sentence apart like a puzzle for the next level of learner.
 - Omit the color coding and cut the sentence apart between the words for higher levels.
4. Put the sentence pieces into an envelope, give it to the student, and have her put the pieces together to form the original sentence.

VARIATION

- For advanced learners, cut the words apart into groups of letters.



GR: K-2

Learning modality:

Visual, kinesthetic

Group size: Individual

▶ MATH ◀



Circulation Problems

Introduction

Use this versatile activity across the curriculum as a small-group or whole-class review.



Materials

- Math problems sheet (prepared as described), one per student
- Index cards (prepared as described)

Directions

1. On a sheet of paper, write out a number of math problems that you want your students to solve, and then write the answer for each one on separate index cards.
2. Give each student a copy of the math sheet and tape one of the index cards to the back of each student.
3. Provide time for the students to solve the problems and then instruct them to walk around the room with their math sheets and look for the answers to each of the math problems.
4. When they find the match, they write the name of the student who is "wearing" the correct answer on their math sheets, followed by the answer. For example, if one of the math problems is " 8×8 " and Jodell is wearing "64," the student who finds this match writes: "Jodell — 64"
5. Continue until the students match up all the math problems with their answers, or for as long as you prefer.

GR: 4–6

Learning modality:

Visual, kinesthetic

Group size: Whole group, small group

VARIATIONS

- This also works well with vocabulary words and their definitions: "Volcano," "Charlie — a large mountain containing lava and ash"
- Use with reading comprehension questions about the book the class is reading, or with geography or science content questions based on the unit of study.

▶ COMMUNITY BUILDING ◀



License to Learn



Introduction

Many people use their vanity license plates to inform other drivers about their professions, interests, or hobbies. This activity requires students to think along those same lines and highlights their individual interests.

Materials

- Overhead transparencies of personal license plates
- Sheets of paper about the size of a license plate, one for each student

Directions

1. On an overhead, display a variety of personal license plates, such as "4n6ngnr" (forensics engineer), "videoma," and "IBPOPPY."
2. Allow students time to brainstorm ideas for their own plates to prevent anyone from getting "stuck."
3. Give students a license plate sheet of paper and ask them to design their own plates, using no more than seven symbols that describe them. Tell them not to show their plates to anyone and to keep their work covered.
4. Gather all the students' plates, select one, and hold it up for the class to see. Ask students what it says and means, and then whom it describes.
5. Select another student's license plate and do the same. You can continue with all the rest or spread this out over a period of days.

GR: 2-6

Learning modality:

Visual, kinesthetic

Group size: Whole group

VARIATION

- Post the plates on your bulletin board and use them as a fun "Open House" activity for parents as they try to figure out which plate belongs to their child.

TIP

- Allow students to use the plate created during class as a "draft," and later provide them time to create a more "finished" product.