

Transition TOOL

VISUAL LINE-UP

materials:

- line leader printable
- caboose printable
- one personalized character for each student
- *PDF is for names written by hand and attached powerpoint file includes EDITABLE version.

prep:

Pick a character that resembles each student in your class. Print each student's name (by hand) using the PDF version or add each student's name using the EDITABLE Powerpoint version. *Powerpoint version can be found in the zip file. Laminate each character for extended use.

how to:

1. Arrange the characters in order according to your class line order.
2. Then post the line of characters on the wall. Post the line leader and caboose printable at the front/end of the line.

tips:

Use this visual line-up to assist students in learning their line order, relearn it if it changes, help substitutes, etc.
Displaying it visually can help improve the speed of this transition.



Noise Level Tool

QUIET QUAIL

materials:

- Quiet Quail foldable
- Quiet Quail awards
- marker/crayon (if not laminated)
- Quiet Quail point chart (3 options)
- dry-erase marker (if laminated)

prep:

Print, cut, & laminate (optional use) the Quiet Quail. Assemble the quail by cutting, folding, and gluing it into a stand-up A-board. Decide what Quiet Quail tracking chart you want to use (100, 50, or 30). *Laminate the Quiet Quail tracking chart if you want to use it.

how to use:

Use Quiet Quail when students are working on an activity where they should be working silently/quietly. Quiet Quail will sit on the quietest desk/table. The teacher will move Quiet Quail to another desk/table if they become the quietest. Quiet Quail continues to move desks/tables until the activity is over. Every time Quiet Quail moves, the teacher will put a tally on the board. At the end of the activity, the teacher can pick a student to come up and mark that number of squares (with a dry-erase marker or color with a crayon) on the Quiet Quail tracker.

tips:

- Decide on a reward that the students will receive when the Quiet Quail tracker reaches the top.
- Send Quiet Quail awards home with students to include parents.

glue/
tape

glue/
tape

fold

fold

glue/
tape

quiet **QUAIL**

28	29	30
25	26	27
22	23	24
19	20	21
16	17	18
13	14	15
10	11	12
7	8	9
4	5	6

qui

46

41

36

31

26

21

16

11

6

1

quiet

91	92	93	94						
81	82	83	84						
71	72	73	74						
61	62	63	64						
51	52	53	54						
41	42	43	44						
31	32	33	34						
21	22	23	24						
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

I was a quiet quail today! ASK me ABOUT IT!	I was a quiet quail today! ASK me ABOUT IT!	I was a quiet quail today! ASK me ABOUT IT!
I was a quiet quail today! ASK me ABOUT IT!	I was a quiet quail today! ASK me ABOUT IT!	I was a quiet quail today! ASK me ABOUT IT!
I was a quiet quail today! ASK me ABOUT IT!	I was a quiet quail today! ASK me ABOUT IT!	I was a quiet quail today! ASK me ABOUT IT!

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Participation Tool

EMOJI PARTNER CARDS

materials: -30 emoji partner cards

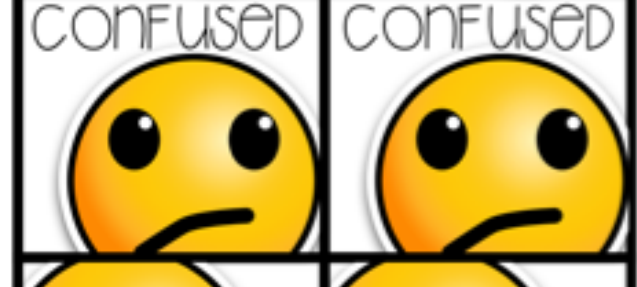
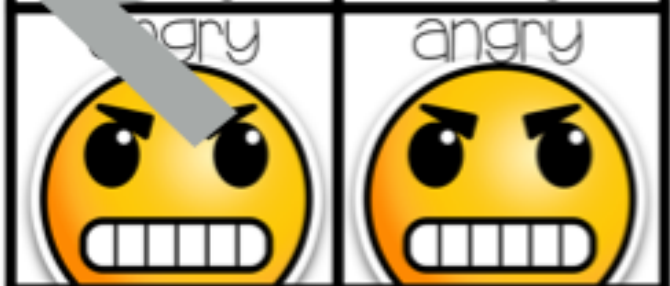
prep: Print, cut, & laminate (for extended use).

how to: Count how many students you have. Remove any cards to equal the number of students you have. Use these cards to assign partners. After mixing up the correct amount of partner cards, distribute the cards to students and ask them to find their matching card. If you have an odd number of students, have a student partner up with the teacher or have the group include 3 students.

tips:

When using, always keep card partners together. This will help you take out any partners according to how many students you have. Once you have the right amount of partner cards (1 for each student), then you mix them up before passing them out.

extended REVIEW IDEA Once students find their partner, you can pick a couple emotions and student groups to describe a situation where they may feel the emotion they have. If it is a sad emotion, you can ask the class how they could help others who are feeling this way.



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EARLY-Finisher TOOL

EXPERT BADGE

materials: -4 Expert Badges

Optional: -pocket necklace for storing -laminator -string

prep: Print, cut, & laminate (for extended use)
Insert into a pocket necklace punch hole and hang with string

how to: When a student is done with independent work, give them the option of being an "expert". An expert's job is to pick another student to help during independent work. See below for more ways to implement this successfully.

tips:

- Model what HELPING looks like versus giving another student the answer or doing the work for them.
- "Treat each expert" as helping two people before they move on to another optional activity.

-If you notice that particular students are choosing who they help wisely (not just choosing a friend) and are really assisting them correctly, upgrade them to "STICKER Expert". A Sticker Expert gets to give students a sticker whenever they are working with them. *Use the mini poster included to list any students who have become STICKER EXPERTS so that you know who has earned this and keep a box of sticker sheets readily available.

sticker EXPERTS





Participation Tool

BECAUSE BALL

materials: -any type of ball (beach ball, tennis ball, basketball, etc.)
-Because Ball Chant poster -Because Stem Sentence Strips

prep: Print and laminate BECAUSE Chant and sentence stems.

how to: Introduce the Because Chant. You can choose to sing the words to the tune of Row, Row, Row Your Boat OR any other song you create. To spice up this chant a little more, get your kids standing and singing or clapping while they sing and/or even add gestures to some of the words!

You can use Because Ball during a read-aloud or discussion. (You may choose to review the Because Chant before the activity.) The teacher will start with the ball in their lap. When you ask a question during the read-aloud or discussion, encourage students to use because in their answer and provide evidence for their thoughts. You can teach your students to hold their hand in a circle (thumb to thumb) to symbolize that they are planning to use because in their answer. When they raise their hand. The teacher will then pass the ball to that student and the student will answer the question asked using because. You can post a specific because sentence stem in view if you would like students to work on a specific evidence providing sentence or keep the sentence stems posted to reference and assist students in thinking of sentence stems. The student who is holding the ball will then pass it to the next student who raises their hand in a circle to answer using a because sentence.

fun tips: Keep track of all the times because was used during an activity by making tallies on the board. Do a "Woo-woo" (raise the roof) cheer after each because sentence is given.

BECAUSE chant

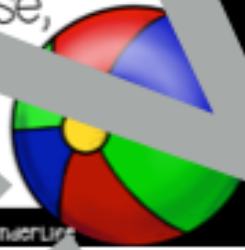
Optional Tune: Row, Row, Row Your Boat

We'll be using because,
because we can.
WE CAN! (shout)

We'll be using because,
because we can.
JUST WATCH! (shout)

We'll be showing our evidence
and helping our friends explain the rest.
OH YES! (shout)

We'll be using because,
because we can.
WE CAN!



BECAUSE SHOW SENTENCES

I **predict** _____ because...

I **agree** with _____ because...

I **disagree** with _____ because...

I **think** _____ because...

COMPREHENSION TOOL

WHAT'S THE KEY?

WORD CHANT

materials:

- What's the key? Poster
- a space in your classroom to post What's the key? Poster
- poster paper
- a sticky note (or index card & tape) for each student

prep:

- Option 1: Print a copy of the What's the key? Poster for each word you plan to use. Option 1 allows you to keep multiple posters posted in the classroom at a time.
- Option 2: Print one copy of the What's the Key? Poster and laminate it. You could write on it with dry-erase and reuse it each time.

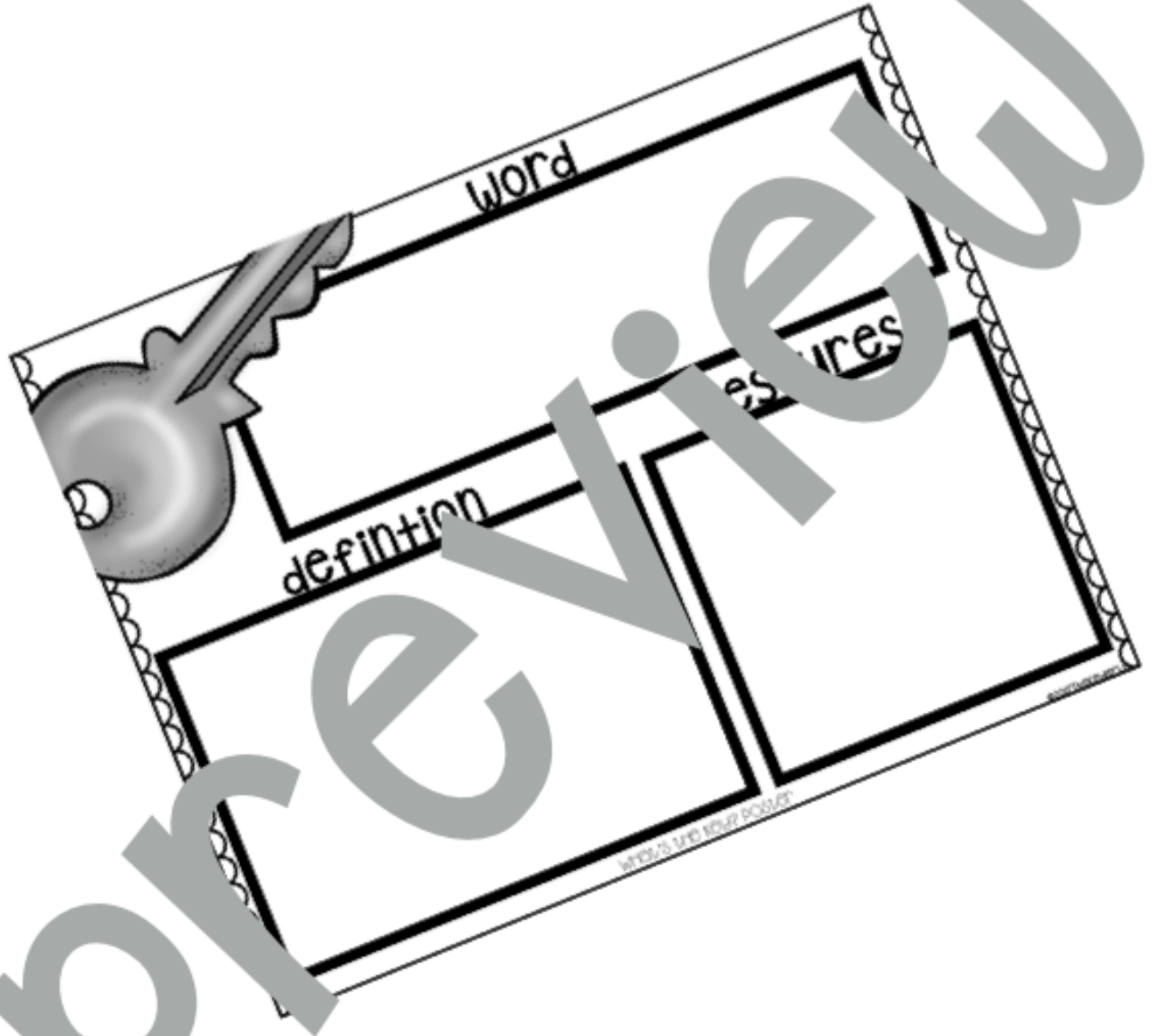
how to:

Use this activity to teach new vocabulary words. Once you have a word chosen complete the following steps:

1. Using poster paper, write the new word on the top. If there are any books/videos that help explain the meaning of the word, show these to your students. If not, start a discussion with your students about the meaning of the word. After students are given proper explanation of the meaning of the new word, provide students with a short definition and write the definition underneath the word on the poster. Next, ask students to create a picture of the meaning of the new word. They will draw their picture on their sticky note or index card and stick it on the poster. After the poster has been created, brainstorm gestures that can accompany the definition of the word and fill out the What's the Key? poster. (In the gesture box, you could list the words and the gestures used with them or you could draw a picture of the gestures.) Practice the definition aloud, using the gestures, several times. As the day/week continues, each time the teacher says the new vocabulary word, students will stop what they are doing and chant back the definition using the gestures provided.

fun tips:

Use the chant during transitions or as an "attention getter".



word

definition

examples

WORDS AND YOUR POSTER

COMPREHENSION TOOL

COMMUNITY

materials: -Community Member Role Posters -popsicle sticks

prep: Read the descriptions listed on the following page to understand each member's job. Print and laminate each poster. Print and glue each popsicle stick character to a popsicle stick.

how to: The following community members are used during any classroom activity to deepen comprehension and participation. Each community member gives students a specific role during a lesson/activity. These community members can be used in MANY different ways! After reading each member's description, choose community member jobs that are appropriate for the lesson or activity you want to use them with.

tips:

- Introduce one community member at a time. In the beginning, I would start with only assigning one community member role until these roles are understood and practiced.
- After introducing them and having time to practice them, you can use them all (if applicable to the activity) or just the community member roles applicable to the lesson/activity.
- Individuals, partners, small groups, or table groups can collaboratively work to fulfill a community member's job.
- Can be used during math, read-alouds, small groups, science, morning meetings, etc.
- Before an activity, introduce what community members will be involved. You can assign students (groups) a certain role or ask students to volunteer.

COMMUNITY MEMBER ROLE DESCRIPTIONS:

The following descriptions are ideas. You may use them however you wish for needs of your classroom.

Tour Guide

The tour guide shows all steps. This means that during a read aloud, the student(s) might describe the sequence. In math, the student(s) may describe the steps they took to arrive at an answer. In science, they might summarize all the steps of a science experiment. A tour guide might even summarize instructions for the class after they are given.

Farmer

The farmer is a tool for reflection. This means that the student(s) take time after an activity to think about how the "know" they learned that they didn't know before. Did they learn something new? Did the lesson help?

Chef

The chef lists ingredients. This means that during a read aloud, the student(s) list the properties of a character or object. In science, they list the properties of a substance.

The teacher is a model. This means that the student(s) model a review of instructions, a review of a process, or a review of how to solve a problem.

Doctor

The doctor is someone who helps others. This means that the student(s) help others understand a concept or a problem. They might be asked to explain a concept or a problem to a peer.

COMMUNITY MEMBER ROLE DESCRIPTIONS:

The following descriptions are ideas. You may use them however you wish for needs of your classroom.

Janitor

The janitor lists examples and non-examples. This means that the student(s) list examples and non-examples of a concept. The teacher can provide the student(s) with the sentence stems: "I agree with _____ because..." "I disagree with _____ because..." "The teacher can ask 'Janitor, what can you add to what _____ said?' 'Astronaut(s), what else do you know about _____?'"

Astronaut

The astronaut is a big helper. This means that the student(s) will extend any explanation (a given explanation or a peer's explanation) further. The teacher can provide the student(s) with the sentence stems: "I agree with _____ because..." "I disagree with _____ because..." "The teacher can ask 'Astronaut, what can you add to what _____ said?' 'Astronaut(s), what else do you know about _____?'"

Librarian

The librarian is a helper. This means that the student(s) support their answers. This means that the student(s) point out what (and where) errors in the text support their answer/reasoning.

Firefighter

The firefighter is a helper. This means that the student(s) is a designated helper during the activity. They will look for students who need help. They will have to check with their peer(s) to make sure they WANT help and if so, the firefighter(s) can help their peers when they are stuck answering a question, having a disagreement with others, are struggling to finish an assignment, etc. TIP: This role should be modeled and practiced a lot.

Detective

The detective finds excellent behavior. This means that the student(s) are asked to look for students who exhibit excellent student behavior (e.g., good listening, participation, kindness, etc.) during the activity. TIP: At the end of the activity the detective(s) point out how and why they were excellent students. They explain to the class why they were excellent students AND these students get to be the next Detective(s).

pepsicle stick community members



Print, laminate, and glue with economy member to a pepsicle stick. Put these sticks in a jar and use them to assign groups or during whole group or smaller group to weigh a job/role.

Tips: Pull out the economy member that would not apply to the activity. Make sure that one copy of each member and team students find their "partner" and THEN explain the role that economy member contribute to the group.



Tour Guide

FOLLOW ME



I can SHOW all steps.

Farmer



I can describe how we grew.

Chef

I can LIST the ingredients.

Janitor

I can list examples and non-examples.

Doctor

I can FIX what is wrong.

Teacher

I can MODEL for others what to do.

Librarian

I can FIND details in the text.

Firefighter

I can HELP others succeed.

Detective

I can FIND excellent students.

Astronaut

I can extend an explanation.

POSITIVE BEHAVIOR TOOL

BUILD-A-NAME

materials:

-Letter Circles
-Chart Paper (optional)
-an area in the classroom to post letters as they are earned

prep:

Print, laminate, and cut out the following letter circles.
Option 1: Print ALL copies of letters given. Laminate and cut. Store for later use.
Option 2: Print ONLY the letter pages you need because there are 6 letters on each page, this option will give you with extra letters for storage as well.

how to:

Pick a word for students to "earn". This could be a character word like "kindness", "helpfulness", etc. OR it could be the word of the actual reward like "popsicles", "choice time", etc.

If you choose a character word such as "Kindness", help students brainstorm ways they can exhibit kindness. Write down their ideas on chart paper and post it in the classroom. When you (or a student) sees an act of kindness, the students earn ONE letter. They continue to earn letters until they have earned all the letters in the word. If you choose a reward word, you could make the word a surprise. To do this, you post the letter circles (taped face-down to the whiteboard -or wherever you are posting them). As they exhibit excellent student behavior (for a variety of things), you turn a letter circle around to reveal one letter of the SECRET word. *You could also help students brainstorm what excellent student behavior looks like on chart paper.



LETTER CIRCLES

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LETTER CIRCLES

LETTER CIRCLES

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Preview

Participation Tool

TABLE TENNIS

materials:

-Table Tennis Scoreboard
-Player Cards
-Game boards (2 copies of folded A-boards)
-pen or marker to keep score (Only if you choose to keep score this is optional.)

prep:

Print and all materials listed above. Laminate for longer use!

how to:

Table Tennis is an answer and question game. This game should be introduced in small groups and can be extended to Table groups once students get lots of practice playing.

1. Decide how many players will play. Give each player an A-board player (green ball, Marcus, etc., etc.). If you have "the player" in the game. Put the A-boards you want to the side.
2. Gather the Player Cards for these players and decide what Game Board you want to use. Put the Player Cards and Game Boards you are not using to the side.
Randomly assign players to spots on the Game Board. See "Table Tennis Game Board Set-up" page for more explanation.

OPTIONAL: Use the Table Tennis Scoreboard to keep points. You can decide how you want to give points. Ideas: One point for a good answer. Two points for an awesome answer. Etc. Be creative:)

*To play with an entire class, each table group is a "player" and groups work together to ask and answer questions.

Table TENNIS SCOREBOARD

 green ball	
 orange ball	
 yellow ball	
 referee	
 pink racket	
 blue racket	
 marcus	
 ramona	

Table tennis game board set-up

VISUAL



EXAMPLE: This could be the set-up if you have four players in a small group. If you have more players, you could add more cards by adding a question/answer card. One player would be "yellow ball", another player would be "yellow ball", etc.

After the players are assigned, you can give them the foldable player A-board to help them remember who they are. Next, take the player cards as seen above and lay them under the board and you chose.





EXAMPLE OF HOW TO USE FOLD A-BOARD PLAYER CARDS

TEAMS: Foldable A-board


Table Tennis Game Results

?	answer	?	answer
answer	respect answer	answer	respect answer
answer	answer	answer	answer
answer	respect answer	answer	respect answer





player cards			
 green ball	 green ball	 orange ball	 orange ball
 yellow ball	 yellow ball	 referee	 referee
 pink racket	 pink racket	 blue racket	 blue racket
 marcus	 marcus	 ramona	 ramona

		BLUE TAPE
	GREEN BALL	fold
fold		fold
fold		fold
fold	green ball	fold
BLUE TAPE		BLUE TAPE





TEAMS AND PLAYERS: Foldable A-board

		BLUE TAPE
	referee	fold
fold		fold
fold		fold
fold		fold
fold	yellow ball	fold
BLUE TAPE		BLUE TAPE

TEAMS AND PLAYERS: Foldable A-board

		BLUE TAPE
	pink racket	fold
fold		fold
fold		fold
fold	pink racket	fold
fold	pink racket	fold
fold	blue racket	fold
fold		fold
fold		fold
fold	blue racket	fold
fold	blue racket	fold
BLUE TAPE		BLUE TAPE

TEAMS AND PLAYERS: Foldable A-board

		BLUE TAPE
	Julian	fold
fold		fold
fold		fold
fold	Julian	fold
fold	Julian	fold
fold	ramona	fold
fold		fold
fold		fold
fold	ramona	fold
fold	ramona	fold
BLUE TAPE		BLUE TAPE

Positive Behavior TOOL

(PLUS supplies management tool)

THE PENCIL FAIRY

materials:

Option one: Masking Tape (color or clear), or Washi Tape (for more fun!) and a Sharpie

OR Option two: Print the pencil numbers (color or colored) and clear tape

-One NEW sharpened pencil for each student in the class -Pencil Awards

-Pencil Fairy Student Tracker -3 (to hold pencils) -Bin Labels

-“It is pencil sharpening day!” Posters

*Optional: fun new pencil and OPTIONAL bin to hold these pencils

prep:

If you do not want students to sharpen their own pencils, then create an area in your classroom where you will keep sharp and dull pencil bins. If students do sharpen their own pencils, then you will just need to decide what days/times they will be allowed to sharpen them.

Print the labels you wish to use and label these two bins. If you want to have a pencil reward bin to hold “fancy” and fun pencil rewards, print the label and attach it to a bin as well. Fill out the Pencil Fairy Student Tracker with each student’s initials—This will assign a pencil number to each student. Decide if you are using option one or two for labeling and prep the pencils using the option you chose. See pictures on next page. Print and laminate the “It is pencil sharpening day” poster you wish to use and print a couple copies of The Pencil Fairy Awards (color or b/w).

(***continued on next page)

POSITIVE BEHAVIOR TOOL

(PLUS supplies management tool)

THE PENCIL FAIRY

HOW TO:

Begin with a class meeting to explain how the Pencil Fairy works.

1. Explain to students that they will have a number and color. Their number is marked on their BRAND NEW pencil. Their job is to keep their pencil sharp, in good shape (eraser intact, not lost, broken in half, etc) and ready to use when needed (sharpened at the appropriate time).
 2. Explain that the Pencil Fairy will randomly visit the classroom unannounced (when students are out of the classroom) and check to see if their pencils are being taken care of. **AND IF**, the Pencil Fairy stops by and finds that your pencil is well taken care of, she might leave a Fairy Award (only on the desk of students whose pencil was in good shape) or you might get to visit the Pencil Fairy's bin (full of fun new pencils)...or the teacher can be creative with what the Pencil Fairy does.
 3. Explain that there will only be certain times when you can sharpen your pencil. I have included signs to hang during times when pencil sharpening is allowed. OR if you do not want students sharpening their own pencils, then let students know when they can leave their pencils in the "dull" pencil bin (recess, after-school on certain days, etc.) and then they are responsible for picking up their pencil from the "sharpened" bin the following day/time.
- If you decide to use the colored numbers, I have provided Pencil Fairy "tickets". You can use these on special days...in this case, the Pencil Fairy will pick one ticket out of a bag and check all the pencils with that color. Just another fun way to randomly check students. Use the Pencil Fairy Student Tracker to track who has gotten an award, who hasn't, how many, etc.

*These are just ideas! Use these resources as best suits your classroom!

How to number student pencils

VISUAL

Numbering the pencils will take you a little bit of time, but it will be WORTH IT!



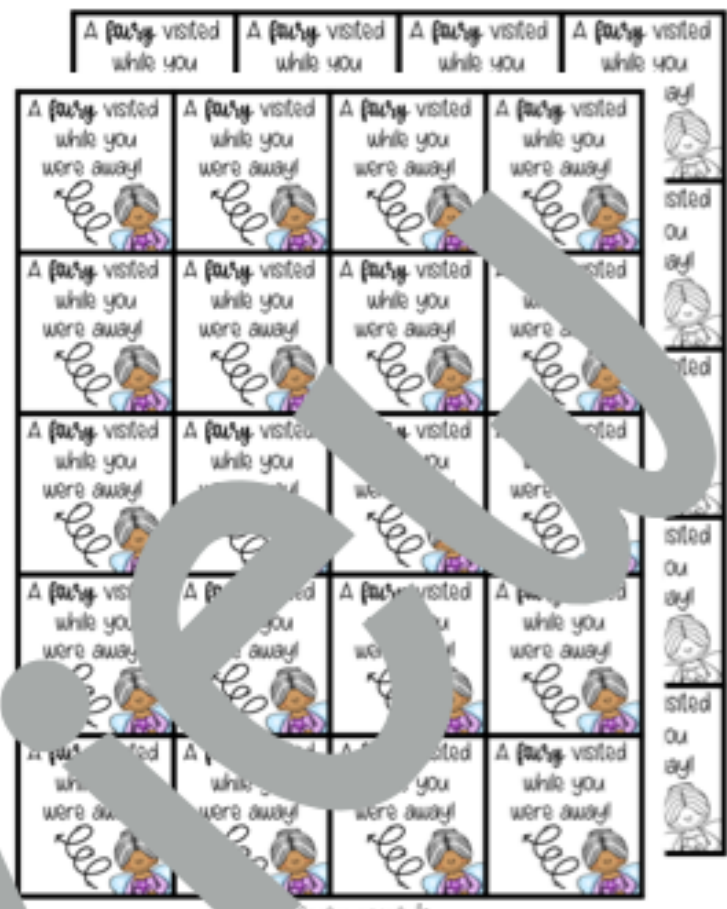
OPTION 1: Marking

OPTION 2: B/W or Colored Numbers

Pencil Fairy Student Tracker

Student Name	Student Name	Student Name	Date	Date	Date	Date	Date	Date	Date	Date
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30		
33	34	35	36	37	38		
1	2	3	4	5			
9	10	11	12	13			
17	18	19	20	21			
25	26	27	28	29	30		
33	34	35	36	37	38		



COMPREHENSION TOOL

COZY CORNERS

materials:

- Cozy Corner Posters (1-4 and A-D)
- a content in mind that you want students to learn or review
- ideas for grouping page
- printed pictures or words of the content you want students to learn or review
- tape

prep:

Print out all the Cozy Corner Posters 1-4 and A-D. Laminate them (this makes them reusable). (If lamination isn't available, I would put each poster in a sheet protector.)

Once you have decided on the content you want to review using this activity, pick 4 important vocabulary words or images that are associated with what the students are learning (or are learning). Print the four images or write the four vocabulary words on paper and tape one image/word to each poster.

how to:

Use Cozy Corners as a comprehension or review activity.

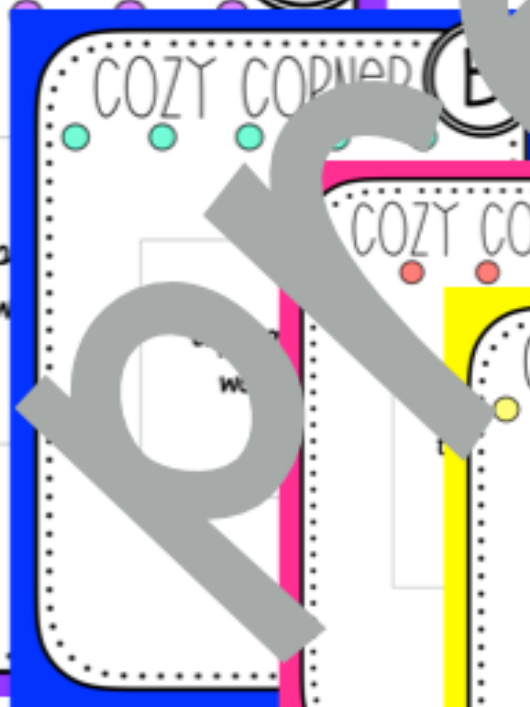
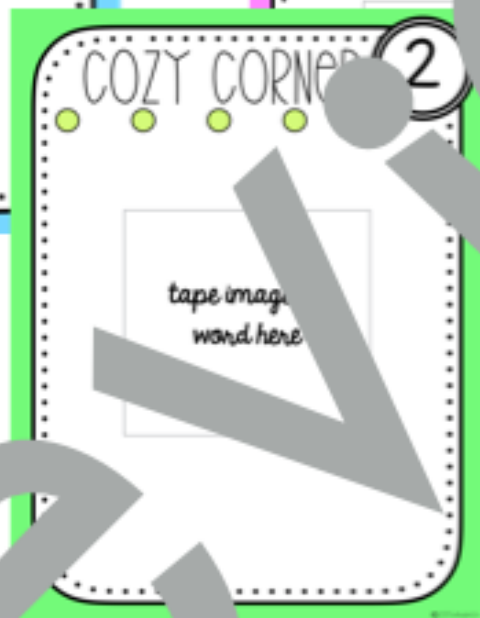
Once you have the four posters, each contains an image or word, review and show the students the image or word on each poster. After that, post each poster on the wall in 4 different corners (or areas) of the room. For example, if you were reviewing coins with Cozy Corners, you might ask questions like "Point to the poster that has a quarter." or "Who's standing in the corner with a dime?", etc. Once you have reviewed the posters a second time, begin the game.

Cozy Corners is a movement game, but have all students begin at their seats. Begin with a group of students in mind. For example, all the boys. If my four corners contained four different pictures of coins, I might say, "All the boys please find the corner with a penny?" All the boys would walk to the Cozy Corner poster with a penny on it and stand in that corner. I would then ask another question. For example, "Will all the students wearing white shoes please find the corner with the coin worth five cents?". This could mean that not all the girls will be walking to that corner, but also some of the boys who were standing at the penny corner. It continues like this until you have asked all the questions you wanted to ask.

*I have given a choice between posters 1-4 or A-D because you might choose to use A-D when reviewing numbers, etc, because using a numbered poster when the content is numbers could be confusing and vice-versa.

tips:

Prep your questions ahead of time. You may also jot down other ideas for grouping too. Perhaps there are groups that best fit the needs of your students. Planning ahead with ideas will help the game run smoothly!



cozy corners
grouping ideas



- all the boys
- all the girls
- students with jeans
- students with a (insert color) shirt
- students with (insert color) pants
- students in a dress/skirt
- students with a ponytail
- students with short hair (or long hair)
- students in a long sleeve shirt (or short sleeve)
- students who like (insert vegetable/fruit)
- students who are (insert age)
- students with a birthday in (insert month)
- students with a brother (or sister)
- students with a pet (insert kind of pet)
- students who like (insert season)
- students who buy lunch (or bring lunch)
- students who are wearing (insert color) shoes
- students who have (insert color) hair