

# **“Agtivities” Workshop**

**5<sup>th</sup> Edition**

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*You may also find this document on the NAAE Communities of Practice Community*

*Classroom Dynamics*

*[http://naae.ca.uky.edu:8080/clearspace\\_community/community/dynamics](http://naae.ca.uky.edu:8080/clearspace_community/community/dynamics)*

*Look Under Documents – 5<sup>th</sup> Edition Agtivity HandBook*

**Check out the website: <http://www.isd743.k12.mn.us/AgTableofContents.htm>**

**for over 400 great ag teacher created lesson ideas to use in your classroom**

*The following are instructional strategies that have been used in our classrooms. They are from various sources as listed at the end of the document. Some of the strategies have been altered from the original as we worked to make them fit better in our classrooms.*

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**Section 1**

**Step One: Plug the Student In**

Purpose: Help students identify with each other. Use to create team spirit and a community in your classroom

Question and Answer Profiles

1. Students work in groups of two, three, or four.
2. Students share information about themselves with the group.
3. The information is charted to determine likes and differences.

Ask students to look for common interest:

<i>Questions</i>	<i>First Person</i>	<i>Second Person</i>	<i>Third Person</i>
My Favorite Movie is...			
My Favorite Sport is...			
In my spare time I...			
My best subject is...			
If I could live anywhere, it would be...			

### Find Someone Who

1. Students are given a list of questions.
2. Each student finds other students in the room who can answer each one of the questions. Students initial or write their first names by their answers.
3. Students must get a different signature on each question.

Variation: use as a review after material has been studied. Instead of personal questions, use questions about the lesson, for example:

Find someone who

*Knows how to figure out how much grass is needed for a specific area.*

*Knows what breed of sheep has the finest diameter wool.*

<i>Find someone who</i>	<i>Sign Here</i>	<i>Person and Details</i>
<i>Likes the same sport as you</i>		<i>Mark (baseball)</i>
<i>Has a blue car</i>		<i>Matthew (Chevy)</i>
<i>Has two brothers</i>		<i>Rob (ages 8 and 10)</i>
<i>Plans to go to college in another state</i>		<i>Chris (Colorado)</i>
<i>Had an unusual summer job</i>		<i>Jessie (Strawberry Picker)</i>
<i>Plans on becoming a nurse</i>		<i>Jenny (pediatric)</i>

### Trivia Pairs (forming groups)

1. Each student is given only part of the information needed. They must find the other person or persons who have the additional information they need. These students make up the group that is to work together for the activity.
  - a. For Example: one student is given Ewe, one student lamb, and one student whether. They would have to find one another and form a study group.

#### Variations:

- Give out a sequence of events on separate slips of paper and have students form groups by putting events together.
- Give out names of commodities, livestock, greenhouse plants, flowers, etc. and other slips with information about each and have student find each other to form a group.
- Pass out titles of songs for students to hum until they find another student humming the same song.
- Use puzzle pieces with information writing on them for groups to form.
- In various parts of the room, place signs that say first child, middle child, only child, and last child, and ask students to go the part of the room that describes their birth order. Place student in smaller groups if one group is too large.

### Step Two: Powering 'em Up!

**Purpose:** Get the student INVOLVED! We need to get their minds moving and build connections so they retain information! This is easily done by finding out what they already know and where they need go from there.

KNLH: (Know, Need to Know, Learned, How Did You Learn It?)

1. Before the lesson, the teacher uses direct questioning to determine what student know about the content from prior instruction and personal experiences.
2. This is a great opportunity to correct misconceptions student may have about the information to be studied. This technique may also be used to build interest in the topic.
3. Direct the students to think about what they need to know. Ask them to come up with questions they have about what they are about to study. You can take the lists from each group and generate a master list that can be on display. When the inevitable question, "Why are we learning this," comes up you will have the list to refer to!
4. After the lesson, the students evaluate what they have learned and how they have learned it. This is also a great opportunity for the teacher to evaluate whether the lesson has answered student questions and misconceptions.

Know	Want to Know	Learned	How did you learn it?

### Step Three: Synthesizing

Purpose: This level helps move into cognitive areas of learning. Students need to know the purpose of learning.

#### Bookends

If you like to lecture, or have to lecture, this can be helpful.

1. Students focus on the teacher
2. The teacher gives information to the class for 15 minutes or less.
3. The students discuss the information in pairs (use appointments or other easy way to form study groups from the first step)
4. The teacher gives the students additional information for 15 minutes or less.
5. The students discuss the new information.
6. The teacher assigns a task for the class.

Suggestions:

1. I often do this if lecture is necessary. I have the students create a journal with 10 pieces of paper, fold in half, and staple like a book. When we do this activity I have them write the date, topic and some info. This allows them to listen more during the short lectures and then synthesize the info together for the short discussion periods.
2. This is great for new information!

#### Think, Pair, Share

1. Students listen while the teacher poses a question.
2. Students are given time to think of a response. (Have them write it too)
3. Students turn to a partner and discuss their responses.
4. Groups share their responses with the class.

When to use:

- When you want to give a great deal of information to the class, but you want to do it with a minimum of lecture.
- During a class discussion where you want all student to contribute.
- After a new concept has been introduced, to provide clarification.

#### Jigsaw

1. Divide students into as many groups as needed to cover different aspects of a chapter\lesson.
2. Assign each group a topic.
3. Have them read/research/and create a presentation they will deliver to the class with the important info.
4. Student can also be required to create an activity (crossword, matching, quiz, etc.) to go with their lesson.
5. Have groups report back to the class on their part of the lesson.

#### Expert Groups (variation of the jigsaw)

1. Groups divide the work or information into smaller chunks according to the number in the group.
2. Each member is assigned one part of the material.
3. Members join members from other groups who have the same assignment and agree on what is important and how to teach the material to respective learning groups.
4. Experts return to their learning groups to take turns teaching each other their parts of the assignment.
5. This jigsaw method makes each student more responsible, but takes more time.



### Numbered Heads Together

This works great for group review to make it more organized and effective.

1. In their study group, students number off, 1 to 4.
2. Announce a question and a time limit.
3. Students put their heads together and discuss answers to the question.
4. Call a number, and students with that number answer for their groups.

Advantage: All students must pay attention and be alert, because they never know which number will be called! Also, students are giving a GROUP answer, therefore they are not worried about looking wrong!

### **Step Four: Outsourcing**

#### Fat and Skinny Questions

- Fat Questions require lots of discussion and explanation. Fat questions take time to think through and answer in depth.
- Skinny questions require simple “yes”, “no”, or “maybe” answers.

1. Ask students to make up five fat questions and five skinny questions about a lesson.

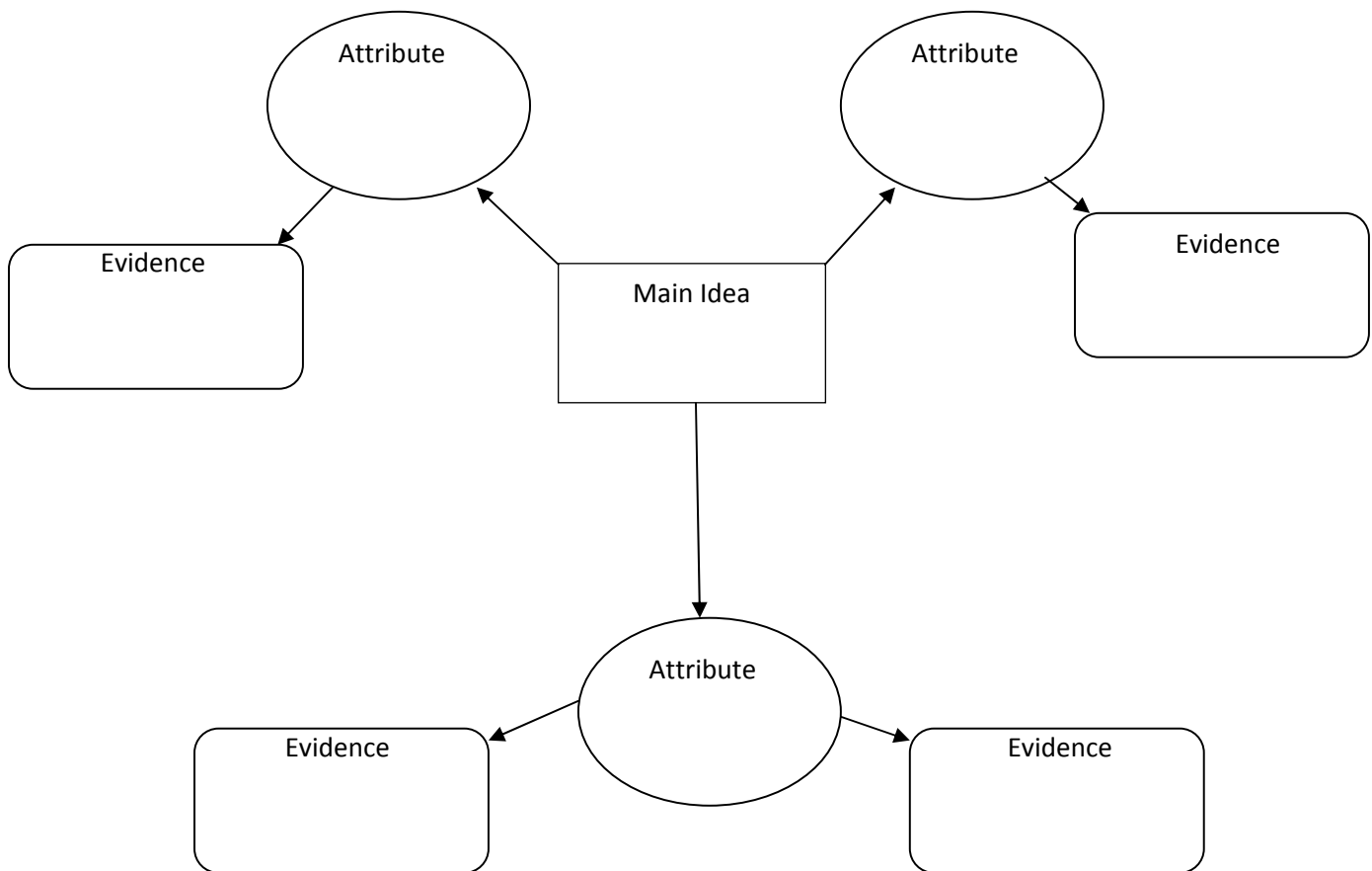
#### Variations

- You can have students switch papers and answer partner’s questions for review.
- Use the questions to make a game of jeopardy or other review games.

## Mindmaps

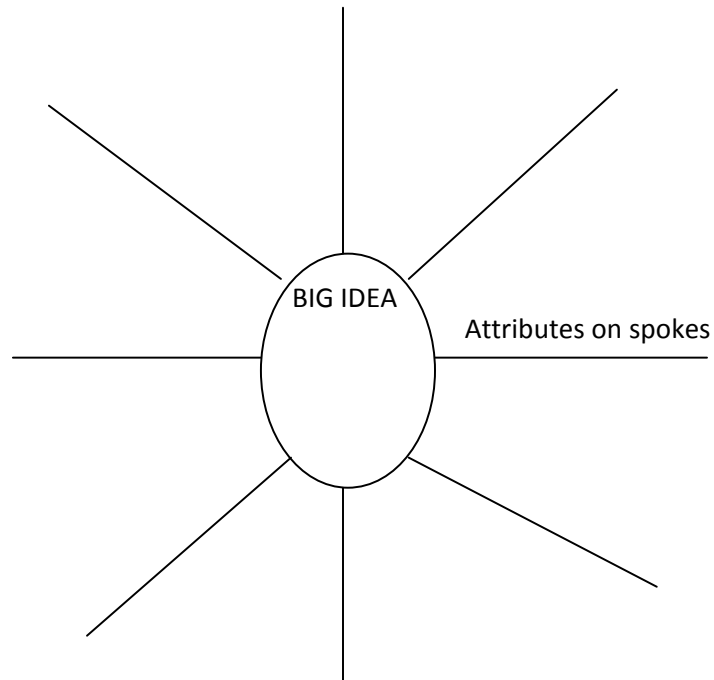
Creating visual pictures of a lesson is more useful than taking notes. Mindmaps show a lot of info in a smaller space and require students to break down information.

1. Main idea is written in the center box, with subordinating ideas in the surrounding circles. Additional ideas about the subordinating ideas are written in boxes that extend from the circles.
2. If student are doing mindmaps of textbook chapters you can require page numbers.



### Attribute Webs

1. Attribute Webs are a variation of a mindmap. It is a way to show attributes in a concrete form. A web begins with a main idea and attributes are placed on the spokes.
2. This a great way to review breeds of animals, commodities, plants, flowers, etc. You can have student research by placing pictures of a commodity for examples in the middle (cut and paste) and then placed the info about it around it. More FUN that just listing info!



### Minds on Matrix

This is an easy way to create a fun way to take notes on subjects with many different individual factors. Creating a matrix on word with the Insert Table function gives students a chance to take notes and have a neat chart to find their info.

\*\*\*A Matrix is a great way to review or test students!

<u>Commodity</u>	<u>Planting Depth</u>	<u>Days to Maturity</u>	<u>Top State of Production</u>	<u>Products Produced</u>
<b>Corn</b>				
<b>Soybeans</b>				
<b>Wheat</b>				
<b>Barley</b>				

Other tips:

- Use as a notes page in class discussion
- Use as a scavenger hunt on the web or textbook
- Use for any topic!

### **Step 5: Reflection on Learning**

Purpose: As Ag Teachers we try to offer the best real-world connection to our lessons as possible. Using a variety of reflection strategies is important to this factor. Reflection is how learning is reinforced and retained!

#### What, So What, Now What?

Students answer three questions about the lesson or unit after its completion.

The first question is “What have I learned?” Students are asked to list key ideas that they learned from the lesson or unit.

The second question is, “So what difference does it make?” Students reflect on why they have learned the info.

The third question is, “Now what can I do with the learning?” Students reflect on what the new info has to do with their world. This is guide for both students and teachers about the value of the lesson. The technique could also be used as an assessment of the learning or as a way to begin dialogue about the real-world application.

This can be used as a journal opportunity, group work, or individually. It is a great way to show student the use of information!

### PMI (Plus, Minus, and Interesting Observations)

- This technique allows students to evaluate a lesson by listing the positive things they have learned in the PLUS section, negative feelings in the Minus section, and interesting thoughts or ideas in the interesting section.

### Questions and Answers

Backward questions encourage kids to think creatively. This is a great way to review that requires students to think more about their answer.

1. You can have teams in groups to come up with answer or it can be an individual review assignment.
2. Go through the lesson and come up with single words from the lesson that you think the students should know.
3. Give the student the words, all at once if individually, or one by one for groups and have them write the question that goes with the term.

For example:

Crypt orchid – has one or both testicles retained in its inguinal canal or abdominal cavity.

## Section 2

### Team Challenges for the Classroom

Mixing up the classroom with some team building challenges has worked great for me. I have found that it builds a better classroom community and gets kids out of their seats! It is a Great end of the week activity for the last 15 minutes on a Friday OR a great activity right away on Monday morning!

The following are some that I use often.

#### Tower of Two

##### Materials

- 1 old magazine
- One 12-inch piece of masking tape

Instructions: You have three minutes to build a freestanding structure as tall as possible with only two materials: a magazine and masking tape. You will be notified when you have one minute remaining. You will receive two bonus points for every 6 inches of height.

#### Elevate a Beach Ball

##### Materials

- 25 sheets of newspaper
- 1 sheet of mailing labels
- 1 beach ball \*May not be altered by students

##### Instructions:

Give student materials and have them inflate the beach ball. They need to find space to work after directions are given.

You have 10 minutes to build a structure that holds a beach ball at least 3 feet above the floor level. The beach ball must stay on the structure for a minimum of ten seconds. You may test the structure with the beach ball during the 10 minute period. You will be notified when you have one minute remaining.



## Flights of Fancy

Create a Rocket Launcher

Set-up

- Tape a 12-inch square on a tabletop with masking tape.

Materials:

- 3 rubber bands, various sizes
- 2 clothespins
- 5 paper clips
- 3 Popsicle sticks
- 1 sheet of paper
- 1 index card
- 5 drinking straws
- 1 paper cup
- 10 miniature marshmallows

Team Instructions:

Each team should choose a color to represent your team. Put a color mark in your marshmallows with your color marker so your marshmallows can be identified. Your task is to create a rocket launcher that will fling marshmallows as far as possible. Your rocket launcher must fit within the taped-off square on the table. You have 10 minutes to build the launcher and launch the marshmallows. The rocket launcher may be modified at any time during the 10 minutes. Once a marshmallow is launched it may not be retrieved. You will be notified when there is one minute remaining. The farthest marshmallow with each color will be measured from the starting box.

### **Build the Alphabet**

#### Materials:

- 2 straws
- 5 paper clips
- 10 toothpicks
- 1 clothespin
- 1 12-inch square of aluminum foil.
- 1 12-inch length of string
- 5 recycled plastic lids
- 3 rubber bands
- Scissors (may not be altered)

#### Instructions:

Everyone is familiar with the alphabet, right? Your task today is to create the alphabet from the construction materials you see on the table. You must create as many letters as possible in 10 minutes. The letters must be created in alphabetical order – you can't jump ahead to easy letters. Team members may not speak during building time. You will be notified when you have 1 minute remaining.

### **Move Paper**

#### Materials:

- 100 pieces of 1 inch square paper
- Drinking straws (1 for each team member)
- 1 large bowl

#### Set up:

- Put the bowl in the middle of the table and scatter the paper around the table.

#### Instructions:

You have 3 minutes to move all the pieces of paper from the tabletop and into the bowl. You may use only the straws to move the paper. You may not touch the paper with any part of your body. You will be notified when you have one minute remaining. You will receive 15 bonus points if you move every piece of paper into the bowl.

### **Move It On Over**

#### Materials:

- 1 round, flannel-backed table cloth

#### Set up:

- Direct team members to lie on their backs in a circle, feet toward the center of the circle and in the air. Drape the tablecloth, vinyl side up, over the team's raised feet.

#### Instructions:

The tablecloth resting on your feet has two sides: A fuzzy side and a smooth side. Currently, the smooth side is facing up. Working together, your task is to flip the tablecloth completely over, using only your feet, so that the fuzzy side is up. You have five minutes to complete the task. If the tablecloth falls from your feet, I will place it back on your feet in the original starting position. You will be notified when you have one minute left. Your team will receive 10 bonus points if you successfully flip the tablecloth over.

### Create an Advertisement

#### Materials:

- 2 cups dry beans
- 1 cardboard tube
- 1 10x15 piece of cardboard
- 5 straws
- 1 sheet of paper
- 1 12-inch piece of string
- 1 egg carton
- 1 pen
- Scissors (cannot be altered)

#### Team Instructions:

Your task is to sell a product. You ten minutes to create a two or three dimensional advertisement for a product of your choice. Upon completion of your advertisement, you will have one minute to present your product to the judge. Remember, creativity counts! You will receive ten bonus points if the judge thinks he/she might buy the product some day.

### Perform a Skit

#### Materials:

- Household items, 1 for each team member
- Brown paper bags, 1 for each team member
- 1 roll of masking tape
- 1 marker or felt tipped pen

#### Set Up:

Gather materials. Number each paper bag in order, starting with number one. Place one household item in each bag and tape the bag closed. Give each team member a bag. Read the team instructions out loud.

#### Instructions:

You each have a bag. You may not look in the bag. You have four minutes of discussion time in which to develop a skit with a complete story line, including a beginning, middle, and end. You will be notified when you have one minutes of planning time remaining. You will then have four minutes to perform your skit. As your story develops you must open the bags in numerical order and use the item inside your presentation. You may not open the bag until the moment the items are to be used. Incorporate the items into your skit using their traditional purposes or made-up ones. You will receive twenty bonus points if you manage to use all of the items in your production.

### Blind Rope

#### What you need

- a. Blindfolds
- b. 40-50ft rope/extension cord

#### Instructions/Review

- b. Put students in groups of 5 if using in a classroom, otherwise you can use with an entire officer team or small group.
- c. Blindfold students and tell them there is a 50 ft (use correct length) and that they need to get the rope into a square.
- d. Give them time to complete tasks.
- e. When the students think they are finished have them take off their blindfolds. They can see how they did. Discuss who lead the group and how they worked as a team.
- f. You can have them do more shapes if you want.

## **E-Moments-FFA Lifeknowledge**

### **Party Hat Moment (Called Party Host Moment in book)**

Purpose: Review, Reinforcement

Supplies Needed: Party hats (Optional, but the sillier the better)

1. Explain the Party Hat Review: Discuss the topic you have covered in class, for example Historical Periods of Floral Design. Explain that the Party Host will answer the door each time a party guest arrives (by knocking on the door). Each guest will have to act like that period of history by acting, talking, etc.
2. Ask for a volunteer to be the Party Host.
3. Ask for 5 volunteers to be the Party Guests.
4. Give them all party hats.
5. Take the party guests in the hallway, shop, or office and explain give them each a topic to act out. Give them a few minutes to get their act together and explain to them they need to knock one at a time when they hear the classroom quiet down and come in the door.
6. Go back into the classroom. Explain to the party host that they will be answering the door and they will have to guess what the guests are acting out. If after a few minutes the party host doesn't get the answer, tell the classroom they can guess.
7. Go to the door and tell them guests you are ready and let the fun begin. This is a great way to review and it is funny!

### **Mother Goose Moment**

Purpose: Review, Retention

1. Review some nursery rhymes
  - Little Jack Horner
  - Mary had a little lamb
  - Three blind mice
  - Jack and Jill
  - Little Ms. Muffet

- Humpty Dumpty
- Little Boy Blue
- This Little Piggy
- Hickory Dickory Dock
- Baa, Baa Black Sheep

The first time you do this it is good to do one together as class or make up one and sing to the students.

Assign the students a rhyme or allow learners to choose their own. Students can keep some of the rhyme intact and change only some of it, they can rap, and they can totally re-write it.

Give student about 5-10 minutes to write and title their rhymes.

Give all students a chance to share with the class.

### Jeopardy Moment

Purpose: Review

Determine 4-5 Categories that you want to review. Write them on the board. Tape 4-5 3"x5" note cards underneath each topic on the board and write 100 on the first card, 200 on the second, and so on, for each topic (illustrated below. Also label with the category.

Dairy Cattle	Sheep	Beef Cattle	Hogs
100	100	And so on...	And so on...
Dairy Cattle	Sheep		
200	200		
Dairy Cattle	Sheep		
300	300		
Dairy Cattle	Sheep		
400	400		
Dairy Cattle	Sheep		

1. Assign each student, or groups if you have more students, a category and a number (100, 200, etc.) Have them get the card off the board and on the blank side of the card write the answer to the questions on the top of the card and then the question from the lessons you want to review.
2. Have the student's tape the questions back up with the score side showing.
3. Your game is ready. Divide students into groups, you can have 3-6 groups.
4. Start with one group and have them choose a category and a prize amount. Tell the students you will read the answer and they must give you the question, in question form. (what is...) Tell them they will get 30 seconds to write down the answer and after the 30 seconds is up they must all hold their answers up at the same time. The groups that have the correct answer get the points.
  - a. I have 1 x 1 foot white board pieces that I hand out to the groups. I give them an eraser and a dry erase marker; otherwise they can use a notebook.
  - b. It helps to have a score keeper, or you can write the group number on the card and then add them up at the end.
5. Go through all the questions and have students answer questions.
6. I often give 5 extra credit points to the group that wins and I add to their test on the subject.

**I usually use a Jeopardy PowerPoint in my classroom, if you have the access to PowerPoint and a projector it is slick.**



Here are two website to find the templates:

<http://edweb.sdsu.edu/courses/edtec570/jeopardy1.ppt>

<http://www.glenrosearkansasffa.org/BlankJeopardyTemplate.PPT>

### **Go Get It Moment(see modified Go Get it on page 74)**

Purpose: Introduction, Lesson Activity

1. Chunk information you want learners to retrieve. This could be paragraphs from textbooks, key points, discussion objectives, facts, etc.
2. Write the info on slips of paper or note cards.
3. Before class tape the cards under desks, chairs, tables, on the overhead, TV screen, water fountain, etc.
4. Explain to the students that there are bits of information they must find around the room in lots of sneaky places. Tell them they have 2 minutes to find as many of these cards as they can. Anyone who finds a card should come and stand in front of the room. Once the time is up have students read the info out loud.
5. This is an easy way to get kids moving!

### **Michelangelo Moment**

Purpose: Reinforcement, Retention

1. After a lesson or unit has been taught reinforce learning by having students create a model.
2. I use play-doh in my class and have various colors available. You can use clay, marshmallows and toothpicks, etc.
3. Give the student directions and let them model anything from the lesson that you feel is useful
  - a. Ideas
    - i. Model a cow and use toothpicks and paper to label external parts (or use colored pins and make a legend)
    - ii. Create a complete flower and label all parts of the flower.
    - iii. Create a model of heart using red and blue to show blood flow.

## **Eyewitness Moment Videos**

### **Activity Description:**

When showing a video have students write down a certain number of facts from the video or a video summary sheet. Have students pair up after the video. One person is the interviewer and one person is the interviewee. They must create a 1-2 minute dialog summarizing the video in the interviewer/interviewee format. Encourage them to create stage names for themselves and really juice it up. I give an example in front of the class with actions and accents and passion. Also review any key points from the video for students to emphasize. Have them use their video notes to guide them. Give students 10 minutes to practice. All groups should present. It is great review and fun.

### **Materials Needed:**

Nothing (possibly make some microphones out of paper or use markers or whatever is handy)

### **Activity Length:**

10 minutes to prepare

2 minutes to present each one

### **Other Comments/Hints/Suggestions:**

Pick the students partners for them or use your partner wheel.

Adapted from Great Teaching Strategies Book from Derner.

Eyewitness Moment may also be used for other review area (after notes, after a worksheet, etc.)

**Content Area: All**

**Activity Heading: 5 Question Review**

**Activity Description:**

After completing a unit or topic area have each student write down 5 questions and the answers from the material covered. Turn in to you. Go through and orally quiz the students from the questions the students made.

**Materials Needed:**

None

**Activity Length:**

2-5 minutes to write the questions

10-15 minutes to go through them

**Other Comments/Hints/Suggestions:**

To keep from getting repetitive questions split the room into two sections and assign one half certain areas from which to create their questions and assign the other group another area.

Also require the questions to be of various styles (multiple choice, true/false, fill in the blank).

**Content Area: All****Lesson Heading: Mind Map/Concept Map****Activity Description:**

To have students connect ideas about a topic/unit. This may also be used as a review. Get things started on the white board as a class. Create a large rectangle to signify the students' paper. In the middle write the topic/subject you are covering. Break the paper down into sub-sections. You may use what related to the topic. Then start having students give one example for each area. The key is to encourage them to use pictures and drawings rather than just words and pencils and pens are not allowed. Everything must be done in color. Have students connect key points with arrows and highlight particular words that should stand out. I require the students to have a total of 25 different items on their mind map. It is a good way to introduce a new topic or summarize their thoughts and get students into that mindset. After all the maps are completed have each student share their best item.

**Materials Needed:**

8 ½ x 13 Paper

Colored Pencils (crayons and markers do not work well for this)

**Activity Length:**

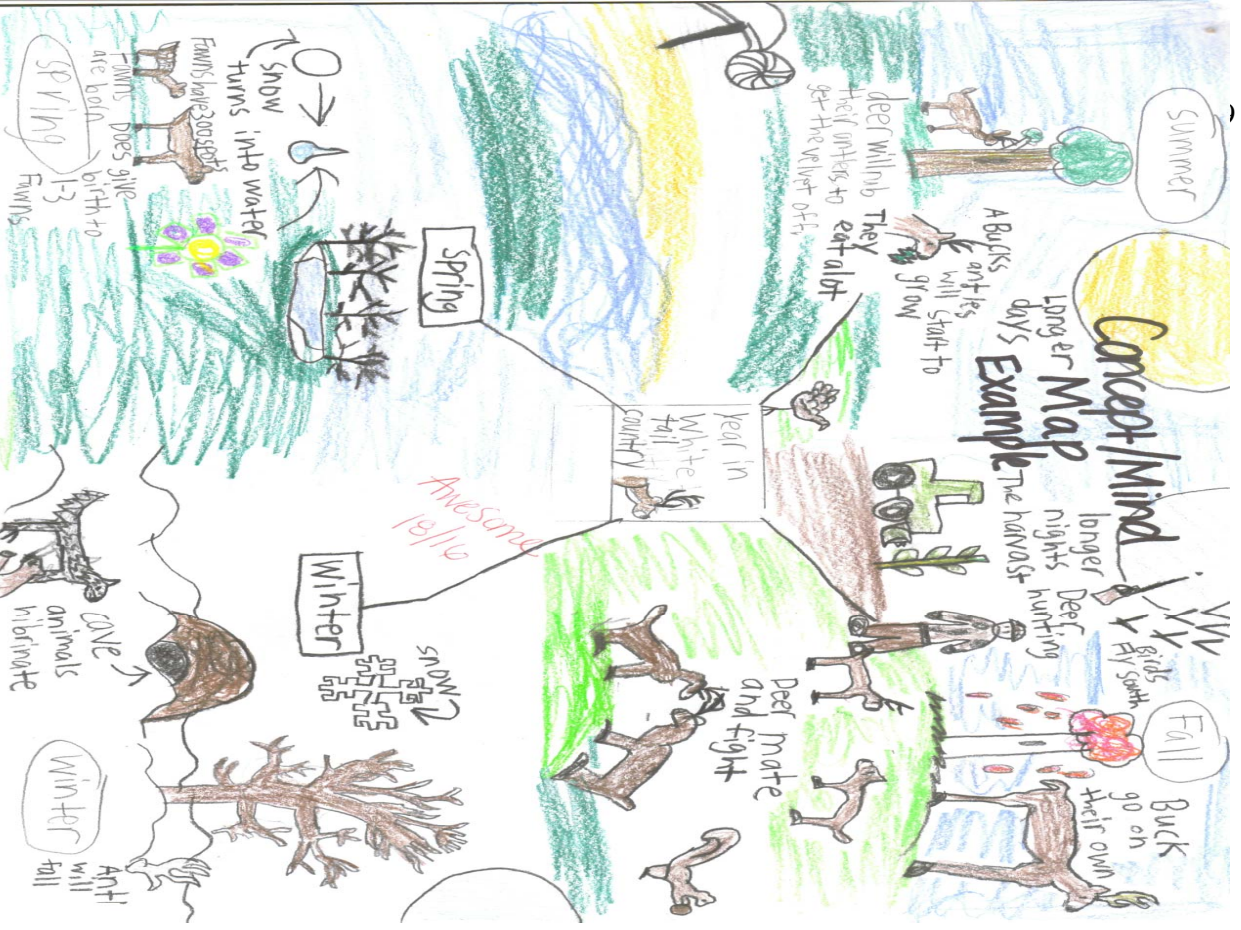
45-60 minutes to create

10 minutes to share

**Other Comments/Hints/Suggestions:**

You can use the mind map idea for many other areas of instruction. The key is to remind students that it is easier for their mind to remember things if they can relate a picture and color to it.

Require they have a certain number of items for each sub-section otherwise they may get all 25 of their facts in one area. This requires them to expand their thoughts.



Summer

Concept/Mind  
 Map  
 Example

Longer days  
 Buck's antlers will start to grow

deer will nibble their antlers to get the velvet off, they eat a lot

Deer hunt

longer nights  
 Deer hunting

Deer mate and fight

Fall  
 Buck go on their own

Winter

Deer animals hibernate

snow  
 snow  
 snow

Winter  
 Ant will fall

Spring

snow turns into water  
 Fawns are born  
 Fawns does give birth to 1-3 fawns

SPRING  
 Fawns

**Content Area: All**

**Activity Heading: Fact Sheets**

**Activity Description:**

Students create a Fact Sheet about a topic currently being discussed or introduced.

**Materials Needed:**

Computer Lab (Microsoft Word will work the best)

Previous Examples

**Activity Length:**

5 minutes to explain

40-60 minutes to complete.

**Other Comments/Hints/Suggestions:**

**Areas you could use this:**

Litter Training A Cat

Proper Health Care of A Horse

Famous Agriculture Inventors

Installing Landscape Edging

# Litter Train your Lagomorph!

Things to know about litter training your rabbit.

- \*
- \*
- \*
- \*
- \*
- \*
- \*



Steps to litter training!

- 1.
- 2.
- 3.

## What you will need to litter train your rabbit?

- ✓
- ✓
- ✓

Problems with litter training.

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Common Litter Pan for Rabbits

## FACT SHEET FORMAT EXAMPLE

**Content Area: All**

**Activity Heading: Memory Circle**

**Activity Description:**

Have students stand in a circle. Have each student recite a short fact about a topic just covered, then have the students go around the circle and recite all the facts prior to them and then their own. It tests the students' memory and they hear the information over and over helping them to learn it.

**Materials Needed:**

None

**Activity Length:**

20 minutes or so

**Other Comments/Hints/Suggestions:**

If you have a class bigger than 15 break them into 2 groups. Any more than 15 and the activity will get to boring for the students.



**Content Area: All**

**Activity Heading: Stump the Teacher**

**Activity Description:**

Students come up with questions and try to stump the teacher at the end of a unit or topic area. Each student must come up with at least one question to ask the teacher. Set a number prior to starting that if the students can stump you 5 times they may throw out one question on the test or something like that. Give a parameter as to where the questions may come from and focus them on the material currently being discussed.

**Materials Needed:**

Student notes, tests, worksheets, assignments

**Activity Length:**

3 minutes to come up with a question

15-20 minutes to go through them all

**Other Comments/Hints/Suggestions:**

Make sure you keep score.

Be prepared to get some questions wrong.

**Content Area: All**

**Activity Heading: Matching Game**

**What you need-**

\*Note cards or same sized paper with prepared information on them.

\*Save them and use them again next time.

\*Enough cards so that each student will have a card.

**Directions-**Prior to class on one set of cards write down a term or topic, on another card write the definition or completed topic idea. Hand out the cards randomly to students. Once all students have a card tell them they need to stand up and find their partner card. For example one card might say “Stamen” and one card might say “male parts of the flower, anther and filament”. The two students holding these cards would need to find each other. After everyone has made their match have each pair stand and read off their card for further review. It is ok if a student has more than one card, but every student will need at least one.

**Activity Length-**

5-10 minutes

**Suggestions for Using-**

- Use this for reviewing or introducing terms.
- Animal Science proper animal names
- Parts and Functions of the flower or plant
- Mammals, Reptiles, Amphibians, Fish, etc.

<b>Perennial</b>	<b>Grows back every year without replanting.</b> <b>Give examples</b>
<b>Annual</b>	<b>Has a one year life cycle. Needs to be replanted every year.</b> <b>Give examples</b>
<b>Pistil</b>	<b>Female parts of the flower</b> <b>Style, Stigma, Ovary, Ovule</b>
<b>Stamen</b>	<b>Male parts of the flower</b> <b>Anther, Filament</b>
<b>Petal</b>	<b>Attraction of birds and insects for the distribution of pollen.</b>

**Content Area: All****Activity Heading: Memory Game****What you need-**

- 2x2" or bigger pieces of paper

**Directions-**Prior to class fill out the two by two pieces of paper, or mark a larger sheet with the size squares you want and fill in the information. Make enough copies for students to work in groups of 2 or 3. Then it is just like the game concentration except they have to find the definition for the term or vice versa. You could also do it with pictures and terms. Have students flip over all the pieces of paper and keep going until all the matches have been made.

**Time Length-**

10-15 minutes depending on the number of matches

**Suggestions for Using-**

- Animal Science animal names
- Horticulture terms
- Engine parts
- Forestry tools
- Famous people in agriculture and their contribution

**Content Area:** All

**Activity Heading:** Bingo Notes

**What you need-**

- Bingo Card – I suggest listing all the items you want on the Bingo card on the board and instructing the students to fill in the Bingo card individually. Using the attached template blow it up to fit on bigger paper.

**Directions-**

Once students have the terms or items you will cover on the Bingo card go through your classroom lesson as usual. As you are delivering the lesson students should be filling in the Bingo card with important information relating to the terms you identified at the beginning. When a student gets a Bingo they must stand up and read off the term and something about the term you covered. Award a prize or something. If I am administering candy or something I require that all students in the class get at least one Bingo before anyone is allowed to have 2.

**Time Length-**

Varies depending on the length of notes you are going through. Do add about 15 minutes for the sharing/BINGO part.

**Suggestions for Using-**

- This is an alternative to using traditional notes. So use it in place of your notes or have them follow along with a PowerPoint.



**Content Area: All****Activity Heading: Write a Letter****What you need-**

Nothing, students will need paper and a writing object.

**Directions-**Inform students they are going to write a letter to someone (aunt, uncle, friend, etc.) about the subject you have just gone over in class. The letter should include an introductory paragraph of 3-5 sentences, a body of 5-6 sentences, and a closure paragraph of 3-5 sentences. Have them include specific details about the unit.

**Time Length-**

If you wish for the students to complete this during class and do a quality work allow for 25-30 minutes.

**Suggestions for Using-**

- At the end of any unit, or in the middle to gauge what the students remember. You could also use this in lieu of a test. Make sure you inform them of specific things you would like them to cover such as procedures, history, breeds, parts, or whatever topic you are covering.

**Content Area: All****Activity Heading: Question Card****What you need-**

- Pieces of Paper or Note cards

**Directions-**For every student in class make a card with a question from the previous days lecture or earlier discussed information. Randomly hand out the cards. Give students a couple of minutes to come up with the answer; you decide what if any resources they may use. Then have students stand, read off their question and share the answer they came up with. Do not let students write on the card and you can reuse them next time.

**Time Length-**

About 5 minutes

**Suggestions for Using-**

- Anytime you would like to review specific things.



**What year were girls allowed to become members of the FFA?**

**What are the nationally recognized official FFA colors?**

**What is the first level of membership in the FFA?**

**What does CDE stand for? List 3 CDE's.**

**Where will the National FFA Convention be held this year?**

**Content Area: All****Activity Heading: Commercial****What you need-**

- Nothing

**Directions-**Tell students they will have 20 minutes to come up with a commercial about what you have just covered or a chapter or handout you have assigned. You may wish to be specific about what items you would definitely like them to include.

**Time Length-**

20-30 minutes to create the commercial

5-10 for presentation of commercials

**Suggestions for Using-**

- Different types of hydroponics models
- Growing a vegetable garden
- The value of parliamentary procedure

**Content area: All**

**Activity Heading: Pictogram**

**What you need-**

- Plain paper
- Colored Pencils

**Directions-**A pictogram is basically taking words and turning it into pictures. The basic principle is that if students can draw a picture to define or otherwise explain something then they have an understanding of the word or topic. Also a picture helps the student remember it longer because they connect that visual image with the word. So basically anytime you really want to drive home something have students draw a picture of it.

**Time Length-**

If you wish for students to complete these in class you will need to allow 30-60 minutes.

**Suggestions for Using-**

- Terms
- Principles of Landscape Design
- How an engine works
- Guidelines for Floral Design
- The symbols of FFA officer positions

# Pictogram Examples

Option 1: Word for word picture symbolism. (Can be cut out of magazines or drawn by the student.)

Example - Root; anchors the plant and absorbs water and minerals.



(Anchors)

the



(Plant)

and



(Absorbs)

(Water)



AND



(minerals)

Option 2: Student created drawing of the words.



**Content area: All**

**Activity Heading: Key Word Statement**

**What you need-**

- Pieces of paper with key words or phrases you will be using during class that day.

**Directions-**As students enter class hand each one of them a strip of paper with the key word or phrase. Once they are all seated tell them when they hear you say what is on their piece of paper they should raise their hand and explain what you said related to that key word or phrase.

**Time Length-**

Adds about 5 minutes to a lesson/lecture.

**Suggestions for Using-**

- Anytime

**Content Area:** All

**Activity Heading:** Create a song or poem

**What you need-**

- Nothing

**Directions-**After completing a unit, topic, video, or assignment have students pair up. Give them 25 minutes to come up with either a song or a poem about the information just covered. Require that they include certain things from the unit/topic and let them be creative. Have each pair present to the class.

**Time Length-**

15-25 minutes to create the song/poem

5 minutes to share

**Suggestions for Using-**

- Video Review
- Notes Review
- After reading a chapter
- Follow up to a handout or assignment

**Content Area:** All

**Activity Heading:** Write, Switch, Present

**Activity Description:**

To review a concept or to review for a test I choose the main themes from the unit or concept. I write those main themes on an 11 x 13 piece of paper. Example for Animal Nutrition the themes might be (protein, water, carbs, vitamins, minerals, etc.). I pair students off (the key is to have enough themes so that groups are not bigger than 2 ( you can throw in a terms or wild card (anything from the unit goes) theme if you run short). Place the theme sheets around the room. Have the pairs find a theme sheet. Tell them they have 2 minutes to write as much as they can about that theme. After the 2 minutes they switch to the next theme and they have 2 minutes to write as much as they can about that theme. As they progress along you may need to shorten the time because the themes will get filled up. They must read what the other pairs prior to them wrote so they are not repeating. Once they have gone all the way around the room to all the themes and they end up where they started. Give them 3 minutes to organize a summary of what everyone wrote about that them and present it.

**Materials Needed:**

Pre-Selected and prepared theme sheets

**Activity Length:**

Depends on number of themes (average 25 minutes)

**Other Comments/Hints/Suggestions:**

To take this to the next level you could make it a competition among the pairs. Whichever pair has the most overall accurate and detailed facts wins. They will need to initial next to each fact they write down. Also I will sometimes take away points from their total if they repeated a fact that a prior group indicated. When they return to their starting theme they have to add up all the other groups' information. This requires them to read it again and determine if it is an accurate and detailed enough to count. The winning team receives classroom reward points to be redeemed as they wish.

**Areas you could use this-**

1. Animal Nutrition
2. Principles of Design(Flora)
3. Plant Growing Characteristics (soils, nutrients, fertilizers, parts, functions)
4. Ecosystems (wetlands, prairie, oak savanna, conifer, dessert, mountains, tundra)
5. FFA (SAE, levels of membership, history, CDE, officers, symbols, terms)
6. Specific Animal Breeds (history, description, characteristics, health issues, past and present trends)
7. Companion Animals (turtles, ferrets, rabbits, hamsters, guinea pigs, birds)
8. Equine (tack, health, parts, uses, history, breeds, events, diseases)

**Content Area:** All

**Activity Heading:** 20 Questions

**Activity Description:**

Have each student pick a term or Ag product or something similar to the area you are studying. Have each student confidentially show you his or her item on a piece of paper. Randomly pick students to go to the front of the room while the remainder of the students asks yes or no questions to determine what the word is.

**Materials Needed:**

None

**Activity Length:**

10-30 minutes

**Other Comments/Hints/Suggestions:**

\*You can predetermine the words and have students pick out of a hat.

\*Do a practice one first so everyone knows what to do.

**Possible Areas to Use This-**

Flower/Plant/Wildlife/Forestry Identification (questions could be Is it a perennial? Fibrous root system? Nocturnal? Under 3 ft tall? Palmate shaped? Evergreen?)

This is also a good activity if you have some time left at the end of class or prior to vacation. You could do it with Ag products (tractor, horse, barley, etc.). Students enjoy it.



**Content area: All**

**Activity Heading: Almanac or Encyclopedia Moment**

**What you need-** Nothing

**Directions-** Making an analogy of two unlike things. I most recently used this with the parts of the flower and their functions. I asked the students to pick a topic of their choice and relate it to the part and functions of the flower. For example one partner pair chose A Basketball Team, the coach was the receptacle holding the team together much like the receptacle holds the flower together, the ball is the pollen so the point guard is the anther and the stigma is the actual basket. Other students picked a restaurant the customer was the stigma and receives the food, the petal is the menu that attracts the people. And they went on and on.

**Time Length-**

About 20 minutes to complete the task

5 minutes to share

**Suggestions for Using-**

- Flower or Plant Parts
- Cell Parts
- Animal Nutrients

**Content Area:** All

**Activity Heading:** Pictionary

**What you need-** Cards/pieces of paper with recently covered terms on one side.

**Directions-** Randomly distribute cards with terms out to students. Tell them to write the definition of the term on the other side. Then have each student stand and read their term and definition. After all terms have been shared put the cards/paper in a basket/bucket/whatever holding device. Then split the students into two teams. Have students alternate back and forth between teams drawing a card and drawing the picture for their team. Go until all terms have been drawn.

**Time Length-**

Varies as little as 10 minutes as much as 50 minutes

**Suggestions for Using-**

- Review of terms at the end of a unit
- Review at the end of a lesson
- Introduction to a lesson
- Wrap-up activity after an assigned reading section

**Content Area:** All

**Activity Heading:** Telephone

**What you need-** Nothing

**Directions-** Using a key statement or fact from a recent or new lesson you are about to teach tell one student the statement/fact. Then they whisper the statement to the next student and so on in a pattern until the entire room has heard it. The last student whispers it back to you and you repeat it. It is a good way to gain interest in a new lesson or start a discussion on a lesson from the previous day. Also a good time to talk about how things can get distorted when repeated.

One caveat- if you have a great deal of students in the class who will mess the telephone message up intentionally or insert inappropriate words this may not work.

**Length of time:** 2-8 minutes

**Suggestions for Using-** Review or introduction to any lesson.

**Content Area:** All

**Activity Heading:** Basketball Game

**What you need-**

- A kid size basketball hoop or make one and tape it to the wall in your classroom.
- Line markings on the floor for a 1 point shot, a 2 point shot, and a 3 point shot.
- A basketball or other soft ball
- Questions worth one, two, or three points.
- Arrange room like a basketball court with benches (tables and chairs, stands, etc.)
- A whistle and referee shirt (optional)
- Scoreboard or other score tracking device

**Directions-** This is a great way to review material or start a new unit. Divide the class into 2 teams. Have them sit at their benches. Place the questions cards in the room. Each group of questions divided by the point level (1,2,3). The first person on the bench chooses a card (have them draw to see who goes first). They bring the card back to the team and give them time to come up with an answer. You decide if you want them to have resource materials at their benches. Blow the whistle when their time is up (I recommend no more than 30 seconds to a minute). If they answer the question correct they can shoot the basket from the marking of the level of question. If they get it wrong the other team can steal the question. I would give them half the amount of time as the other group. Whichever team has the most points after all the questions are gone through wins (you decide a prize, I would give all the team members rewards points in my class to be cashed in later).

**Time Frame-** Depends on the number of questions. I would say probably 30-45 minutes.

**Suggestions for Using-**

- You could also modify this for just about any other game. Baseball (points equal bases), Football (points equal yards gone), and this possibilities are endless.

**Content Area:** All

**Activity Heading:** Top 10 Things Skit

**What you need-**

- Props of any kind, let the kids use anything in the room, or bring their own, or make their own.
- Resources if needed for the subject matter
- Reserve the school auditorium (optional)
- Have local experts in the topic area be judges of the skits (optional)

**Directions-** Students are split into groups of 3-4. They are given the assignment to create a skit titled “The Top Ten Things \_\_\_\_\_”. Explain they must cover the top ten things they think for whatever title you assigned. They must do it in an interactive choreographed way with props.

**Time Frame-** Depending on how you are using this, if as a review quick of material 20 minutes for create the skits and then however long to present. If as a formal assignment 45-90 minutes of preparation.

**Suggestions for Using-**

- Best used as a review OR assignment from a reading, video, Internet assignment, etc.
- Also could be useful when covering a special holiday (Top Ten Things Martin Luther King did to improve Equality, Top Ten Things you can do Every Day to celebrate Earth Day, Top Ten Things Agriculture contributes to society, Top Ten Things About Habitat Management, Top Ten Things to remember when creating Floral Designs, Top Ten Reasons to Join FFA, and on...

**Content Area: All**

**Activity Heading: DOTS**

**Uses: Review, Intro, and Opinion**

**Materials Needed:**

1. Sticky dots
2. Poster paper, roll of paper, printouts on 8 ½ x 11 sheets of paper.

**Directions**

1. Give students as many dots each as you need to complete the activity.
2. Have student place their dots on the papers as indicated by the lesson.

**Suggestions for Using:**

As an intro to the class – On the first day of class place posters around the room with the different lesson topics you are willing to teach during the duration of the course. Give students a few dots each and have them go around and mark the topics they know the least about OR the ones they are most interested in learning about in the class. The posters with the most dots are the ones that are most popular!

As a review – Put True and False questions around the room, designating how you have they are true OR false. You can give the students dots for the number of true statements that are posted and have them put their dots on those posters. At the end you will be able to see the understanding of the material and have a good review for the students by seeing how many dots are placed on the actual true statements.

Opinion Pole – Put up statements/facts up on the posters and have the student place their dots where they agree/disagree.

**Content Area:** All

**Activity Heading:** FRISBEE Review

**Uses:** Review

**Materials:**

1 Frisbee and a large area.

**Directions:** To review a topic have the students stand in a circle and as they pass the Frisbee and they ask a question and who ever answers it answers the questions and then asks another questions and passes the Frisbee. Keep repeating as needed.

**Content Area: All**

**Activity Heading: Top Hat Review**

**Uses: Review**

**Materials Needed:**

1. (Enough for how many student you teach) Large pieces of paper that are laminated and stapled together to a size that would fit on the heads of the students like a top hat.
2. Dry Erase Markers

**Directions:**

Have students each put a “top hat” on their head and then go around while they are seated and write a vocab word OR topic on each hat. Students then need to go around and they ask YES OR NO questions to try and figure out what is on their head. Once another student has told them they got the word OR topic they should take their hat and line them up in front of the class. When everyone is done go through each one with the entire class and then they all get the review!



**Content Area:** All

**Activity Heading:** Matching Slips

**What you need-**

- Typed slips of paper with statements, terms, or other information you have covered or are about to cover.
- Make enough copies of them all for students to work in pairs.
- Keep cut up slips in envelopes and stored together.

**Directions-** Hand out assorted cut-up slips to students in pairs. Tell the students to match the slips together as best they can. When they think they have them all, tell the students to raise their hand and you will check for accuracy. You could also tell the students to set their matches aside and then have them redo the slip after reading the assignment or after the lesson as another way to review and check for understanding. When checking tell them which matches are correct. They are not done until you have verified all the matches to be correct.

**Time Length-**

The length varies between as little as 5 minutes or as long as 15 minutes.

**Suggestions for Using-**

This is an excellent pre-reading strategy or prior to starting a new topic. It also lets you know what the students already know and what they are not familiar with.

**Content Area:** All

**Activity Heading:** Baseball Review

**Uses:** Review

**Materials Needed:**

- a. Index Cards

**Procedure:**

- a. Divide the group into two teams and choose team names
- b. Give each team 20 index cards.
- c. The team members' work together to write a question and answer on each card to test the other team's knowledge of the material covered so far.
- d. Set up the bases in different corners of the room. There is a "pitching team" and an "answering and running" team. The pitching team asks questions. If the running team member correctly answer within the specified time limit, that runner advances one base, and continues to advance if the next person answers the next question correctly. If a team member misses a question, that's an out.
- e. Once there are three outs, the teams switch. At the end of game, the team with most "runs" wins.
- f. If you feel this activity puts an individual on the spot, allow conferring with partners or the rest of team to help answer question.

**Content Area:** All

**Activity Heading:** What Have You Learned So Far

**Uses:** Review - This activity is designed for teams to list all the skills, concepts and topics they have learned so far in the course.

**Procedure:**

- a. The learners are encouraged to go back to their notes, texts, etc. Give a 5-10 minute timeframe so they have to work quickly.
- b. Reward the team with the most items and then have everyone stand. Do a ball toss and ask each person 1 thing they now know how to do.
- c. As each person answers, have he/she throw the ball, then sit down. The only rule is that you cannot repeat what someone else has already stated.

**Content Area:** All

**Activity Heading:** Silent Speed Ball

**Uses:** Review

**Procedure:**

- a. Have the students stand in a circle.
- b. The students quietly throw the ball to each other. If you missed the ball, you were still in the game. They would continue throwing until I yell stop! That student would answer the review question. If they answered correctly, they remained in the game. If they got it wrong, they sat down in their seat.
- c. This gives the teacher a bit of control to make sure a variety of students get asked a question.

**Content Area:** All

**Activity Heading:** Triple Play

**What you need-** Cards with questions from the previous unit/topic.

**Directions-** Students work in groups of 3. Two of the students sit across from each other. The other student stands behind one of the sitting students. The standing student holds up a card with the question facing one of the sitting students. That student reads the question to the other sitting student. The other sitting student answers with the standing student looking at the back of the card to verify the correctness of the answer. After each question rotate the positions of the three students.

**Time Length-**

Varies as little as 10 minutes as long as 20 minutes

**Suggestions for Using-**

- Review of terms at the end of a unit
- Review at the end of a lesson
- Introduction to a lesson
- Wrap-up activity after an assigned reading section

**Activity Heading:** Beach Ball Questions

**Activity Description:** Students in groups of 5-8 pass around a beach ball with predetermined questions written on the ball or otherwise attached to the ball. You could also simply number the ball and have corresponding questions so that you could reuse the ball for many different classes. Have the questions list typed ahead of time and assign a reader for each group and switch readers every few questions. Whatever question the students right thumb (or left or whatever hand part you choose) they have to answer. After they answer they have to pass the ball to someone else in the circle. You will want to set a predetermined amount of time they will pass it around. I suggest approximately 10 minutes.

**Materials Needed:**

- A beach ball or other larger ball
- Predetermined questions

**Activity Length:**

- Directions and Getting Organized (3-4 minutes)
- Game about 10-15 minutes give or take depending on the number of questions and level of engagement.

**Other Comments/Hints/Suggestions:**

- Make sure the numbers are fairly large (like 2") if you choose to go that route.
- It's ok to put the same question/number on there multiple times.
- If you have larger groups or a smaller class you would be the reader.
- Have the students create the possible question bank the day before

**Areas you could use this:**

- Review of material for a test/quiz
- Introduction to a new unit/reading provided they are allowed to use notes.
- Exploratory to see what they know
- Getting to know you questions for the first day or for FFA officers/meetings

**Content Area:** All

**Activity Heading:** Hot Seat

**Activity Description:** One student will sit in the “hot seat” while the other students ask questions on a certain topic. You will want to have students create the questions which you will preapprove or you will have a list of questions prepared for each hot seat topic. Allow students to ask questions for a period of 2 minutes and then switch who sits in the “hot seat”. You can keep on the same topic or switch with each person. You will want to require students to ask questions by assigning points to the questions they ask. The goal is get as many questioned asked and answered in the 2 minutes.

**Materials Needed:**

- A chair or “hot seat”
- Prepared questions or a lesson on creating questions for this activity
- Timer

**Activity Length:**

- Varies depending on the number of students
- 2 minutes per student in the hot seat
- 20 minutes of student preparation for making the questions(break up the question assignments and make sure the student in the hot seat did not create the questions being asked)

**Other Comments/Hints/Suggestions:**

- You’ll want to gage your class. This activity may not work in some classes where you have a group of obnoxious, aggressive students or students who do not respond well to pressure.
- You may wish to assign the hot seat topics to students the day before so that they can study and become the expert for their 2 minute drilling of questions.

**Areas you could use this:**

- Test Review
- Chapter Review
- Getting to know each other activity at an FFA Meeting/Officer Retreat
- CDE Studying

**Content Area:** All

**Activity Heading:** Charades

**Activity Description:** Students will act out terms, historical events, facts or other data in a game setting format. Divide the students into groups of no more than 3-4. Assign each group a particular area of a unit to pick information from. Have them create at least as many questions as there are students per group and a few extra. Then have the group choose a charade to act from one of the other groups' statements. Give them 30-45 seconds to act it out while the other groups guess for points. Keep going until everyone has had a turn and the questions are gone.

**Materials Needed:**

- Something to keep score
- Timer
- Paper to write the charade questions down.

**Activity Length:**

- Depends on the number of students.
- 10 minutes to come up with the charades

**Other Comments/Hints/Suggestions:**

- View all the questions prior to starting for appropriateness
- A team member will be disqualified for inappropriate actions when acting out
- No talking (obviously☺)

**Areas you could use this:**

- Review game
- FFA History
- Terms from any unit
- Sequences or steps of something
- Public Speaking gestures
- Famous people or agricultural inventions
- Agricultural technology



## **Classroom Management Strategies**

The following ideas are useful tips for creating a more conducive learning atmosphere while helping the teaching maintain order and productivity.

- Partner Wheels (2 different examples)
- Know Books
- Tips from the Trenches
- Pre/Post Learning Indicators

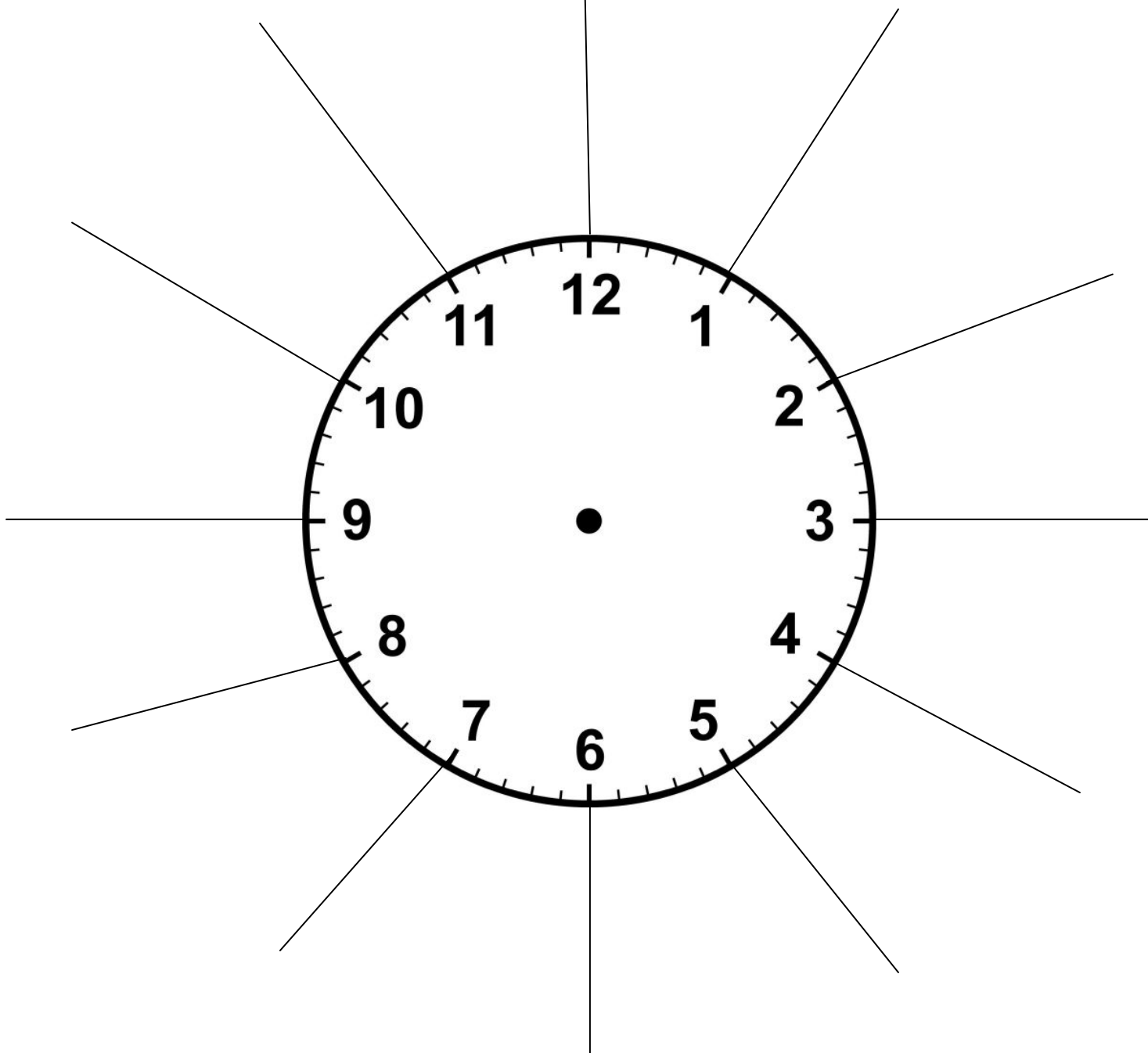
### Appointments (forming pairs)

This is my favorite way to have partner's set-up ahead of time and ready to go.

1. Give each student a picture of the face of a clock.
2. Each student sets appointments with other students in the classroom. Students put their first name by the appointment time. (I usually do this during the first week of school and student keep in their folders)
3. When the teacher calls out an appointment time, students work with the person who has signed up for that appointment time.

# Appointments for \_\_\_\_\_

(Your Name)



*Directions: Find someone to be your appointment for one of the hours, they sign their name and you sign your name in the same spot on THEIR clock. You need to have a different person at each appointment.*

### **Partner Wheel- Use in any class where students will work with partners.**

At the start of each new class I hand each student a partner wheel. Then I give them the following instructions...

You need to fill out each hour of your partner wheel with another student's name.

If Joey wants Susie to be his 4 o'clock partner on HIS 4 o'clock line he writes Susie and on Susie's 4 o'clock line she writes Joey.

I tell the students they may not repeat any students (unless it is a class smaller than 13). Then I let them scatter and fill out their wheel.

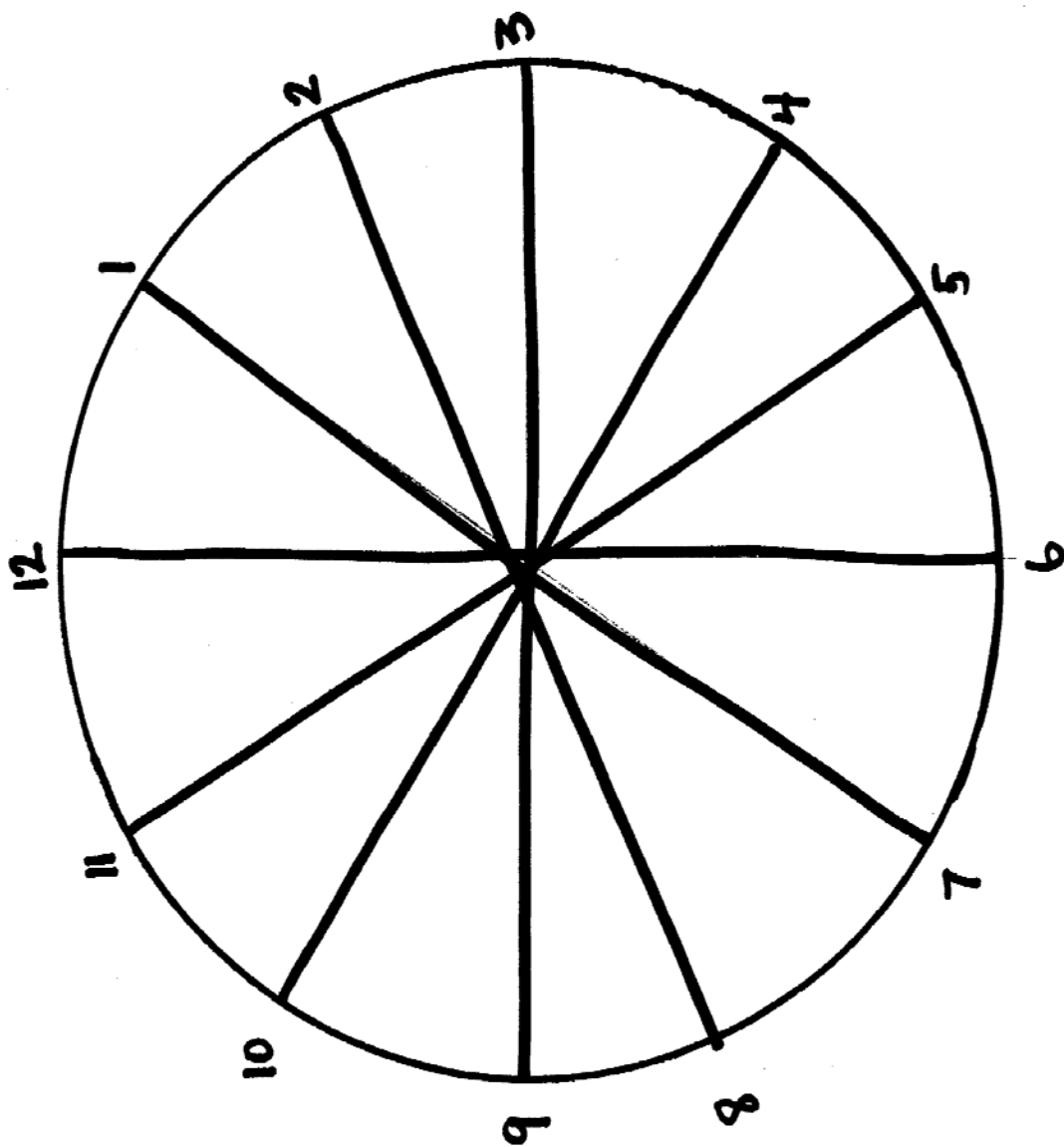
Then when I have an assignment that requires partners I will say ok work with your 2 o'clock partner they refer to their wheel, which they store in their classroom folder and abracadabra pairs are formed. It works awesome and I have never once had students complain.

A couple of hints:

- Wait a couple of days into class before doing this so if you have any adds or drops they are not messing up the wheel.
- If someone is gone the day you create the partner wheel make sure you still have the students circulate a wheel for him or her.
- Make the wheel a very bright neon color so it is easy to find each time.
- If you have an odd number of students in the class there will have to be people who are in groups of 3 on each line.
- Occasionally you may have to allow them to put the same person down at two different times in order to fill the wheel.
- I keep track of each time I pick on that classes calendar on the board so I do not repeat o' clock partners.
- If a student's partner is gone I have the students who are present pair up or have them join another group.

This activity has completely eliminated whining about partners, anyone feeling left out, and the stress of partnering up.

Attached is a copy of the partner wheel I use



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**Content Area:** All

**Activity Heading:** KNOW BOOKS

**What you need-** Approximately 5-10 pieces of plain white paper per student.

**Directions-** Know Books are great tools for organizing student thoughts, notes, and classroom answers throughout the semester/quarter/unit. Determine the amount of paper each student will need based on the amount of material you plan to cover. A semester/quarter class will need about 8-10 pieces of paper unless you require a significant amount of notes, then more. Have students fold the paper hamburger style (in half) and crease firmly at the edge. They can staple or not. Make sure the staples face in the book so they don't get snagged. Then give students 5-10 minutes to decorate the front of the book. I require the following on the front at a minimum student name, class name and KNOW BOOK, and some sort of picture/drawing related to the class. Then whenever students take notes, take an ungraded oral quiz, work in partners and answer ungraded questions they write it in the KNOW BOOK. A couple times each quarter/semester have them turn the book in to be graded. Grade it based on neatness, legible writing, adequate content. I also use KNOW BOOKs when I ask a general question to the class. I'll have all the students write down an answer and walk around then call on one with the correct answer. This makes all students accountable. They may also use them for short video notes/quizzes. I require students to keep the KNOW BOOK in their classroom folder which stays in the classroom so they ALWAYS have it.

**Time Length-**

15-20 minutes to set-up

**Suggestions for Using-**

- Have each entry dated and titled
- You may wish to have students number the pages

## Ellen's Top Classroom Management Procedures

1. Create an area in the room where students may store their individual papers, worksheets, KNOWBOOKS, partner wheels, etc. A plastic file folder container and administer a hanging folder and manila folder to each student. This keeps their work close and organized.
2. USE Partner Wheels and KNOWBooks (see page 70)
3. Have an area in the classroom, preferably the main white board, where you have a section for each class you teach. Include the daily lesson outline and upcoming assignment due dates, quizzes, tests, trips, announcements. This eliminates the "what are we going to do today" question and the "you never told us there was a quiz".
4. Create an area in the room for students to turn work in based on the class. Only accept work in the basket. This keeps students from leaving work on your desk and it getting lost.
5. Change up the seating arrangement every couple of weeks. This gives students a new perspective and outlook.
6. If your school allows it have students fill out one standard permission slip at the beginning of every class. Transfer it over throughout the year. Attach a due date and points so that students turn it in. This eliminates that last minute hassle of forgotten permission slips for field trips.
7. Use some type of bonus/reward system for recognizing student behaviors.
8. Have something for students who finish assignments early to work on. Either a packet of brain teasers, a 1000 piece puzzle set up in the room. Anything that keeps them busy and engaged.
9. When designing your daily lessons make sure the lesson alternates between an active and a passive activity.
10. Take pictures of the students frequently in FFA and the Classroom. Post them somewhere in the room. Also clip out relevant news articles or articles featuring students or the Ag Program.
11. Create an area in the room where your students can go to access all things FFA; sign-up for CDE's, look at CDE rules and resources, FFA scrapbook, permission slips, catalogs, meeting minutes, student handbook, etc.
12. Color code your copies. For example quizzes are always orange, projects are salmon, ungraded daily work brown, graded daily work green, etc. This helps you organize items from the turn in basket much more quickly. This technique is especially useful for those with OCD type compulsions, like me!
13. If possible have an area in the classroom where all the materials a student needs to complete a project will be located; scissors, colored pencils, tape, etc. Mark your desk items with your name and emphasize these stay on your desk. They will need to share what is in the classroom.
14. Smile and laugh with your students every day!

## Natasha's Classroom Set and Management

*This is what works for me...you probably do a lot of it already...but if not...here you go!*

1. Create an Organizational System for each Class. I use large cabinets in the back of the room with slots that fit a binder. Each student uses this area to put their classroom items, books, notebooks so it is all here and ready for them each day!
2. Have a Classroom, College Info, and FFA Bulletin Board.
  - a. Classroom Board – Info on assignments, due dates, etc.
  - b. College Info – For all the flyers you get to put up and to post scholarship info when available
  - c. FFA – THIS SAVES MY LIFE!
    - i. I have the contest signup sheets posted the first day of school. I do note that past members of teams have seniority! It has 5 spots under each team to sign up and the date of the contest. When the students go to each CDE we write their place big in RED over their team and post a picture of the team next to it throughout the year!
    - ii. Hanging Shelf System – I put permission forms, clothing order, FFA Jackets info in these shelves right next to the board so student can pick up things there they need without having to ask me for everything!
    - iii. White Board – I put a white board posted next to the bulletin Board so I can write current info on the board
    - iv. Calendar – I put a laminated calendar that I can change for each month to put info on for events throughout that month as well!
    - v. Member Accomplishment/Activity Charts
      1. For each grade we have a chart where we can fill in their names and mark what meetings they have attended, when they have paid dues, completed fundraising, etc. These are great to show non-members what kids are up to and for members to feel proud of what they have done! (these charts are available from the core)
  - d. Meeting Reminders
    - i. We post two posters that have been laminated in the hallways by the office and lunchroom that state when the next meeting is, what we will be discussing, and what we are doing for fun and food after the meeting
3. TURNING papers/assignments in!
  - a. I have five clear file shelves on my wall with the hour of each class on them with a bright sign that states, "TURN PAPERS IN HERE" in the front of my room! (You can never be too obvious). All papers must be turned in to these shelves to get corrected. This is only for my sanity!
4. USE COLOR
  - a. I have all kinds of blue and gold areas of my classroom that I have painted! I especially painted the front of my room by my smart board extra fun so the kids want to look at me when I teach!
5. Organize all the STUFF...
  - a. I have one file folder for FFA where I have tabs for each month so I can stay organized.
  - b. I have another for papers to correct with a tab for each hour of the day.



### Ideas Gathered from Previous Workshops

At the end of all of our workshops we try to leave time for a sharing session where others explain things they are doing in their classroom that is effective and engaging. This next section is a listing of some of those ideas.

1. Ag Careers Party Host
2. Modified **E-moment Go get it** on cards or pieces of paper put the answers to questions you will be asking in class, hide the cards around the room, ask a student a question and have them go get the answer from one of the cards in the room.
3. Treasure Hunt (parts of the cell, steps in making a motion, photosynthetic process)with clues around the School or Room.
4. Rumen Hunt
5. Courtyard/Nature Area Plant ID Hunt
6. Have students create a dance to go along with the photosynthetic process
7. Talk Show/Game Show on any number of topics (biotechnology, careers, animal health, habitat requirements of wildlife, water quality) Create a set and have students interview show guests or have a game show format (family feud, wheel of fortune) Record the shows and replay them for future classes.
8. Playing Card Review – Hand out the cards from a deck (either hand out all cards so that students have more than one or only grab as many as you need), during a discussion, lecture or review ask the class a question. Draw a card from a separate deck (if you only used as many cards as students make sure your matching deck matches the ones you handed out) the student with the matching card answers the question. Make sure you put the card back in the deck otherwise that student will think they are off the hook for the remainder of class.
9. Stump the Teacher – Weld of the Week
10. Commercial – tool demo commercial, climates and resorts, ag issues ad.
11. Trouble Board – Situate the room like a trouble board. Have two teams with students lined up. The first person in the starting group will roll the dice. The teacher will ask them a question that corresponds with the number on the dice (a roll of 6 would be the most difficult question and a 1 would be a fairly easy question) if they answer correctly they move one spot(Use chairs in the classroom as spots or markers on the floor, make sure the play board is big enough to fit a lot of students ). Only ask questions once. The next group to go will do the same thing. The goal is to get your entire team around the board by rolling the dice and answering questions. When someone from your team answers correctly go to next chair. Get whole group around board, only those not on the board can answer.
12. The ABC's- Have students share facts/information from a unit while going through the ABC's. The first student would have to say something about the unit that started with an A. The second B, and you know the rest of the alphabet.

13. Lewis and Clark Story Book on the digestive systems of livestock. Giving detailed accounts of the journey.
14. Terms- assign students in groups of 3-4 people with big sheets of paper. Each student group is given a term to create a drawing explaining the term.
15. To cover a unit/topic break students into groups and do a newscast. One person is the anchor, weather, sports, and live reporter. Each is responsible for putting their own personal spin into the newscast for their subject.
16. Similar to the guess the character, play Who am I? yes or no questions only. Could be used for any variety of topics; breeds, diseases, cell parts, wildlife id, tree id, FFA officer positions.
17. Post concepts that will be taught during that unit around the room. When talking about that concept point to it in the classroom. After a period of time take the concept down, then when discussing it still point to the area of the room where the concept was. The students will remember by association.
18. Jenga Game- Type up a series of numbered questions from a unit or topic. Make a separate answer key to the numbered questions and copy these back to back. On a Jenga game write numbers that correspond to the questions. The student will identify a Jenga piece they want to pull out, another person in their group will read the question. If the student answers correctly they are allowed to try and pull out the Jenga piece. You will want to have several Jenga games for large classes. Create several question/answer sheets for different topics and use the Jenga games over and over.

## **SOURCES**

“Team Challenges” by Kris Bordessa.

“Strategies for Great Teaching” by Mark Reardon and Seth Derner

“The Accelerated Learning Handbook” by Dave Meier

