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| Title | Dr. Sleep |
| Goal | Kinesthetic Activity, Problem solving |
| Month | April |
| Time | 1 Activity Period |
| Materials | None |
| Summary of Activity | <p>Game begins by having all players close their eyes. I will then walk around the class and select 1 player to be Dr. Sleep. Once you have selected the doctor all players will open their eyes and begin shaking hands with all other players (players must shake hands, idle players should be counted asleep. Anyway, as all players are shaking hands, the doctor will “sleep” his/her victims by giving their hand a very light, (unnoticeable to others, besides the victim, squeeze. If you feel your hand get squeezed, you have been “sleped” and will need to display your best sleeping act. Once asleep you may not talk or in any way give up the identity of the doctor. The object of the game is for the doctor to eliminate all or a given number of players, before the awake players can identify him/her. If the doctor succeeds he/she and all his/her victims win the game. However, at any time, a player who is still alive may freeze the game and guess the identity of the doctor. If the guess is correct, the guesser and all those still alive are declared the winners. But, if the guess is wrong, that player is asleep. Game continues until the doctor wins or is identified by an awake player.</p> <p>VITAL to the GAME - A player must take care to <i>not</i> sleep exactly when they get squeezed as this would immediately identify the doctor. Therefore they should shake hands with a few more players before going into their big act. Remember, once your hand is squeezed the only way to win is to protect the identity of the doctor.</p> |
| Discussion Questions | What made this difficult? What made it easy? How did you figure it out? How can observation help you in school? |

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| Title | Touch the Can (Item) |
| Goal | Kinesthetic, Problem Solving |
| Month | April |
| Time | 1 Activity Period |
| Materials | Some item the kids can touch (notebook, folder, whatever you have) |
| Summary of Activity | <p>Get the group around the item. Tell the group they all must be touching the can at once, with their... (finger, toe, knee, elbow, shoulder...). Variations: Depending on the size of the group, use larger AND smaller items, and gradually get the group to come closer and closer together physically.</p> <p>Facilitator may have the group transport the object to a different area with a bizarre matching of body parts (imagine a group of 10 people carrying a plastic throwing disc across the room on their knees).</p> |
| Discussion Questions | <p>What made this difficult? What made it easy? Were you comfortable with this activity? Why or why not? Did a leader emerge?</p> |

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| Title | Dictionary Deception |
| Goal | Vocabulary |
| Month | April |
| Time | 1 Activity Period |
| Materials | List of words paper |
| Summary of Activity | <p>To start the game, the teacher chooses a word for which no student will know the meaning. The teacher writes the word on the chalkboard and writes the definition of the word on a sheet of paper from a small pad. Then the teacher hands a sheet from the same pad to each student. The student must write on that sheet his or her name and a definition of the word. The teacher collects all the definitions. One by one, the teacher reads the definitions. Students consider each definition. Then, as the teacher rereads them, the students vote for the definition that they believe is the <i>real</i> meaning of the word. Students earn a point if they guess the definition correctly; they <i>also</i> earn a point each time another student selects their (fake) definition as the true meaning of the word. The person with the most points at the end of the game wins.</p> <p>Some Words to Try</p> <ul style="list-style-type: none"> • <i>fabulist</i> (FA-beeyuh-list) -- a creator or writer of fables • <i>coppice</i> (KAH-pes) -- a thicket, grove, or growth of small trees • <i>inquiline</i> (IN-kweh-lign) -- an animal that lives habitually in the nest or abode of another species • <i>miliaria</i> (mi-lee-AR-ee-eh) -- an inflammatory disorder of the skin <p>Follow up with subject specific words</p> |
| Discussion Questions | <p>What made some of the definitions seem more realistic?</p> <p>How could you adapt this strategy to help you study for a vocab test?</p> |

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| Title | Categories |
| Goal | Vocabulary, Team Work |
| Month | April |
| Time | 1 Activity Period |
| Materials | List of words paper |
| Summary of Activity | <p>Divide the classroom into two or three groups. Each group chooses their "captain". The teacher writes on the board a word like "FRUIT" or "COLORS" or "ANIMALS", etc. Each group has to tell their captain to write down as many words as they can which belong to that category. They have 1 or 2 mins. Each group takes 1 point for each word. Correct Spelling is very important in this exercise!</p> <p>Move onto harder categories that connect to the curriculum (i.e., words about Asian culture)</p> |
| Discussion Questions | <p>Was your group able to come up with words easily?</p> <p>How can quick thinking help you in school?</p> |