

JUST FOR FUN!

(QUESTION) Ask & Pass

Each student finds a partner. The first partner reads their question on their card and then answers it for themselves. Then their partner reads their question and answers it for themselves. After they have both answered, they swap cards and go find a new partner.

(EMOTION, ANIMAL, MOVEMENT) Yes Let's!

Give each student one card. Instruct them to combine the Emotion, Animal, and Movement words to create a descriptive action. Select someone to go first by shouting out "Let's do the ..." and adding their trio of words. For example, "Let's do the Suspicious Cat Wave", and then act out what they picture this to look like. The rest of the group should then yell "Yes, let's!" and begin to imitate the student's movements. Allow about 10 seconds before inviting a second student to start the process over by saying "Let's do the ..." Repeat until every student has gone, you run out of time, or the activity is no longer fun.

Note: Music adds to the fun!

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(ICON) Icon Charades

Each student, without looking, places the card on their forehead, icon facing out (one person at a time). Then, their partner or team acts out (charades style) the icon until the person guesses it. Continue until everyone in the group has a turn.

(ANIMAL) Find Your Family

Have each student look at the animal word on the top of the front of the card but not show or tell anyone what their animal is. When you say "GO", have them find the other partner animals by making the sounds of and moving like their animal. Have them keep acting like their animals until all the families have been reunited. (This is a fun way to break students into small groups.)

SOCIAL EMOTIONAL LEARNING

(SELF-AWARENESS)

(EMOTION WORD) Emotional Charades

Circle students in small groups or have a volunteer come up to the front of the room. Have them draw a card, and then invite them to act out the emotion word on the card using only their face (you can add in body movement if that would be easier). Have the rest of the group or class see how many emotions they can correctly guess. Invite another student to take a turn. Use a time limit (45 seconds) or a card limit (2 cards) for each person's turn.

(EMOTION WORD) Emotional Storytelling: When I Feel, I Do...

Using the emotion word on their card, each student finishes the sentence for how they experience the emotion. For example: When I feel lonely I go into my room and listen to music. Alternate: Use for empathy. Have students say what may make a person feel this way.

SOCIAL EMOTIONAL LEARNING

(SELF-AWARENESS)

(EMOTION) Emotional Weather Forecast

Hand out a card to each student and get into groups of 5-6. Using the emotion word on the card, go around having each person give (start talking about) the weather forecast in the emotion word of their card. In the end talk about the impact of feelings on how we experience the everyday world.

(PICTURE) Something I like or a skill I bring...

Lay out all of the cards picture side up. Have the students choose one that represents something they like or a skill or gift that they bring to this class or group. Allow students an appropriate time to check out all the cards. Then choose whether you would like them to pair up or stay as one big team to share how their card reveals something they like or bring.

WRITING

(PICTURE) Pass the Pencil

Divide students into small groups of 4-5. Each group gets a card and turns to the picture side of card. Handout one pencil and piece of paper for each group. The first student writes one sentence, then passes the pencil to the next student. Continue several rounds or give a time limit. In the end, each group shares their picture and the story they created together.

MATH

(NUMBER) Add'em Up

Have each student find a partner. On the count of three they place the card out in front of them and the person that can add up the total of both numbers and shout the correct answer first, "wins". Have the students high five each other, swap cards, and go find a new partner. Repeat. (Alternate: Multiply)

SPELLING/VOCABULARY

(LETTERS) Spell it Out

Hand out one card to each student. Announce words from their spelling or vocabulary lists, and the students with the letters on their cards can come to the front of the room and stand in the correct order, or hold the cards up and speak the letters in order, to spell the word.

GEOMETRY

(SHAPE) I Spy with My Little Eye

Hold up a card and have students look at the shape. Then, invite them to look around the room to find something that closely matches that shape

(SHAPE or PICTURE) Memory Game

Lay 4-6 cards on the table in a certain pattern. Several team members are sent to look at the card order for a short period of time, after which they must go back to their team and share what they saw – both the correct order and the correct picture. The team tries to correctly draw what the “messengers” saw.