

# Back To School Big Bundle

**Back To School**  
Social Studies!

30+ social studies activities for the first weeks of school

Field Fringe Craftivity Example  
The Nobel Peace Honor  
Five Components of an Interactive Notebook

**Back To School**  
Writing Edition!

30+ writing activities for the first weeks of school

Example...  
Signing Yearbooks  
Business Letters  
Drafting Process

**Back To School**  
Reading Edition!

30+ reading activities for the first weeks of school

**Back To School**  
Math Edition!

30+ math activities for the first weeks of school

**Back To School**  
Community Edition!

30+ community activities for the first weeks of school

**Back To School**  
Science Edition!

30+ science activities for the first weeks of school



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teacher

# Back To School

## Math Edition!

30+ math activities for the first weeks of school

**Math Class Attitude Survey**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Directions: Please answer each question as honestly as possible

1. Do you wish you had more time for math in school?  
A. Yes B. No C. I don't know
2. Do you have fun in math class?  
A. Yes B. No C. I don't know
3. Do you think math class is interesting?  
A. Yes B. No C. I don't know
4. Do you think math class is exciting?  
A. Yes B. No C. I don't know
5. Do you feel comfortable in math class?  
A. Yes B. No C. I don't know
6. Do you feel successful in math class?  
A. Yes B. No C. I don't know
7. Does math \_\_\_\_\_  
A. Yes B. No C. I don't know

**Multiplication Compare Cards**

100	100	200	200	200
300	400	400	500	500

**Teamwork Math Cards (Page \_\_\_\_\_)**

1,000	
$10 \times 100$	
$2 \div 20$	
$300 - 100$	

**Example\***

I am 12 years old.	I am in sixth grade.
<b>12</b>	<b>6</b>
I really can't wait to be 16, because then I will be able to drive a car.	I have two sisters and a brother. I have three siblings.
<b>16</b>	<b>3</b>
I was born on January 26. This is also my favorite number.	This is my number on my sport's teams. I play basketball, volleyball and soccer.
<b>26</b>	<b>14</b>

**The HUNGRY teacher**

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## **Math Windows**

### **Materials**

1. Some type of paper that can be drawn on (I have included a simple math window page for you to use as well. Found on the next page).
2. Colored pencils, crayons, and/or markers.
3. Example to show students (after math window page).

### **Activity**

1. Give students a piece of construction paper (I like to use white) and have the students divide their paper into 4-9 sections by folding or drawing the sections on their paper.
2. Show students the example or you could create your own example.
3. In each section of the paper have students write different numbers that are important to them. Under each number, in each section, students should illustrate each "window" with why that number is important to them.
4. The "Math Windows" could be displayed in your classroom or hallways and/or students can present their "windows" to the class.

## **Math About Me**

### **Materials:**

1. Something for students to create their "Math About Me" posters on.
2. Markers, crayons, and/or colored pencils.

### **Activity**

1. Students can create "Math About Me" Posters
2. They can share these math posters with their classmates and/or it can become a part of the math portfolios.
3. The Math About Me information might include birthday, address numbers, phone number, sports number, favorite number, number of pets, number of people in the family, etc.
4. When the students gather together to share their numbers, they see what numbers they have in common with their classmates, and everyone learns a little bit about one another.. This could also be used as a great bulletin board at the beginning of the year.

Name: \_\_\_\_\_


\*Example\*

I am 12 years old.

12

I am in sixth grade.

6

I really can't wait to be 16, because then I will be able to drive a car.

16

I have two sisters and a brother. I have three siblings.

3

I was born on January 26. This is also my favorite number

26

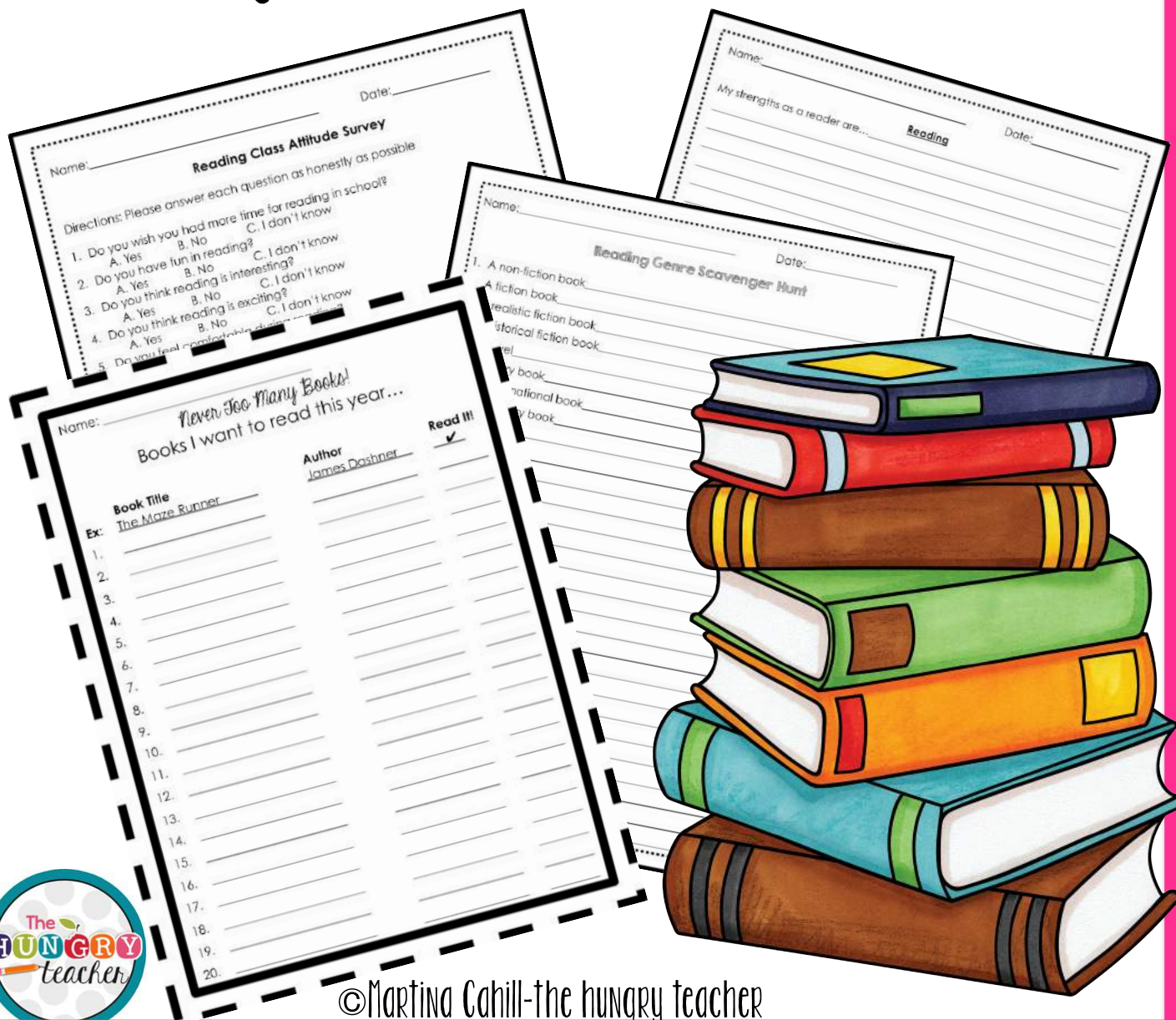
This is my number on my sport's teams. I play basketball, volleyball and soccer.

14

# Back To School

## Reading Edition!

30+ reading activities for the first weeks of school



## **Reading Scavenger Hunt**

### **Supplies:**

1. Scavenger hunt hand-out for each student
2. Classroom library or library books spread out for students to look through

### **Activity:**

1. Explain to students that they are going on a scavenger hunt by using their reading knowledge to find books in your classroom or library.
2. Explain that they will get a scavenger hunt page and their job is to fill out all the blanks with the title's of books found around the classroom, library, or school.
3. Remind students of how to capitalize and underline the title of books.
4. Hand-out the scavenger hunt pages, and when all students are ready, allow them to start finding books on their scavenger hunt.
5. When all students are done filling out their scavenger hunts, have a discussion about the books they found and discuss any misconceptions students have about books and their categories/genres

## **Reading Scavenger Hunt WITH PEOPLE**

### **Materials**

1. "Reading Scavenger Hunt WITH PEOPLE" hand-out for each student.
2. Writing utensil for students.

### **Activity**

1. This is very similar to the previous reading scavenger hunt, except students will try to find a match to their scavenger hunt with people.
2. Explain that they will each get a "Reading Scavenger Hunt WITH PEOPLE" hand-out and then they have to find a person who matches the related book or text throughout the classroom and write their name on the line.
3. Explain that they can only use each person once or twice (you choose).
4. Give students the hand-out, remind them to keep their voices low, and to find as many matches on their reading people scavenger hunt until time runs out.
5. Come back as a class and have discussion on where and how they found their matches. Were there any spaces that were blank? Why?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Reading Genre Scavenger Hunt

1. A non-fiction book \_\_\_\_\_
2. A fiction book \_\_\_\_\_
3. A realistic fiction book \_\_\_\_\_
4. A historical fiction book \_\_\_\_\_
5. A novel \_\_\_\_\_
6. A poetry book \_\_\_\_\_
7. An informational book \_\_\_\_\_
8. A short story book \_\_\_\_\_
9. A fairytale \_\_\_\_\_
10. A myth \_\_\_\_\_
11. A fable \_\_\_\_\_
12. A folktale \_\_\_\_\_
13. A graphic novel \_\_\_\_\_
14. A fantasy book \_\_\_\_\_
15. A mythology book \_\_\_\_\_
16. A biography \_\_\_\_\_
17. An autobiography \_\_\_\_\_
18. A comic book \_\_\_\_\_
19. A textbook \_\_\_\_\_
20. A cookbook \_\_\_\_\_
21. A book about science \_\_\_\_\_
22. A book about math \_\_\_\_\_
23. A book series \_\_\_\_\_
24. A trilogy \_\_\_\_\_
25. A Newberry Medal book \_\_\_\_\_
26. A Newberry Honor book \_\_\_\_\_
27. A Caldecott Medal book \_\_\_\_\_
28. A Caldecott Honor book \_\_\_\_\_



## **Reading Buddies 2.0**

This is a different kind of reading buddies, where students help each other find books, and grow as readers, in different communities.

### **Supplies:**

1. Another classroom that you can be reading buddies with.

### **Activity:**

1. Explain to students that you are going to meet with another class to be book buddies. Explain that the purpose of these book buddies is to introduce other classes to books you have been reading.
2. Encourage students to bring their reading logs, reading notebooks, 40-book challenge lists, and ideas for how to help other students find books.
3. During the actual meeting, encourage students to show each others their lists, get on reading recommendation websites, and write down any new ideas.

## **Reading Pen Pals**

### **Supplies:**

1. Paper and pencil
2. Another class for students to be pen pals with. This actually works great with another classroom that's in your school.

### **Activity:**

1. Explain to students that this is like Pen Pals, but the focus of the letters will be on the books they are reading.
2. For the first letter have them introduce themselves, as students, and then as readers.
3. Then have students write to their Pen Pals about the books they are reading, or have read, and why they think their pen pal should read it.
4. This is a great activity to continue throughout the year with other classes to build a community of readers throughout the school.



## Science Goals

Students discuss goals and strengths as scientists.

### **Supplies:**

1. Science goal sheet for each students (next page).

### **Activity:**

1. At the start of every school year, I have students fill out goal sheets for each subject. This allows you and them to see how they feel about subjects, what they are good at, and what goals they have for themselves.
2. We then place these in portfolios to be saved all year.
3. At the end of the year, students fill out similar reflection sheets to see how they have grown as scientists.
4. Have students fill them out and have a class discussion about what some of their goals and strengths are.

## Science Class Attitude Survey

Students complete surveys so you can assess their attitudes towards science

### **Supplies:**

1. Science class attitude survey for each student (after goal sheet)

### **Activity:**

1. Explain to students that you want to assess their attitudes about science and that you have a short survey you would like them to fill out.
2. Hand-out the surveys and have students fill them out.
3. When they are done, you could have a class discussion about the surveys to get an even better idea of their attitudes toward science or to clear up any misconceptions they may have.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Science**

My strengths as a scientist are... \_\_\_\_\_

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My goals as a scientist are... \_\_\_\_\_

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Some ways that I can achieve this goal are... \_\_\_\_\_

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My teacher and classmates can help me achieve this goal by... \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Science Class Attitude Survey

Directions: Please answer each question as honestly as possible

1. Do you wish you had more time for science in school?  
A. Yes      B. No      C. I don't know
2. Do you have fun in science class?  
A. Yes      B. No      C. I don't know
3. Do you think science class is interesting?  
A. Yes      B. No      C. I don't know
4. Do you think science class is exciting?  
A. Yes      B. No      C. I don't know
5. Do you feel comfortable in science class?  
A. Yes      B. No      C. I don't know
6. Do you feel successful in science class?  
A. Yes      B. No      C. I don't know
7. Does science class make you feel curious?  
A. Yes      B. No      C. I don't know
8. Des your teacher ask you questions about science?  
A. Yes      B. No      C. I don't know
9. Do you like to ask questions about science?  
A. Yes      B. No      C. I don't know
10. Do you like keeping a science portfolio?  
A. Yes      B. No      C. I don't know
11. Are the things you learn in science useful to you when you are not in school?  
A. Yes      B. No      C. I don't know
12. Do you think that knowing a lot about science will help you in the future?  
A. Yes      B. No      C. I don't know
13. Do you feel that the science you study is generally useful to you?  
A. Yes      B. No      C. I don't know
14. Do you think that being a scientist would be fun?  
A. Yes      B. No      C. I don't know
15. Do you think that being a scientist would make you feel important?  
A. Yes      B. No      C. I don't know

Anything else you want me to know? \_\_\_\_\_

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## How Many Pennies?

Students work together to make boats to hold as many pennies as possible.

### Supplies:

1. A lot of pennies (100-200). Other items can work as well.
2. A 6 inches by 6 inches piece of aluminum foil per group of students.
3. A bowl of water for each group of students.

### Activity:

1. Students will be working in groups to create a boat. The objective is to create a boat that will hold the most pennies.
2. Explain to students that they will each get a 6 inch by 6 inch piece of aluminum foil and a bowl filled with water.
3. Explain that they can make their boat however they want, but that they want it to hold the most pennies.
4. Have kids make their boats, put them in the water. Add pennies one at a time. Remind them to track how many pennies they get on their boats.
5. Discuss which designs worked best and why those designs worked best.

## Scientific Reasoning

Students Guess/Infer Items in a Bag and Support with Evidence

### Supplies:

1. An opaque bag with a variety of items inside (battery, a quarter, a paperclip, almond, band aid, etc) per each group of students
2. Recording sheet (next page) for each student

### Activity:

1. Explain to students that scientists don't usually have a procedure or even the correct tools in place. They have to experiment to see what they may need to change. They have to use their background information and the resources they do have. That is the beauty of science!
2. Then, explain that they are scientists, and they have to determine the items in their bags without looking in their bags.
3. Groups can begin. They should record what they think the items are and why they think that. When all groups are done, they can check if they are correct, record this, and then complete their conclusions.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Item	Hypothesis	Reasoning	Correct or Incorrect
Item 1			
Item 2			
Item 3			
Item 4			
Item 5			
Item 6			
Item 7			

**Conclusion:** \_\_\_\_\_

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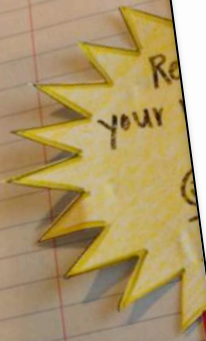
# Back To School

## Social Studies!

30+ social studies activities for the first weeks of school

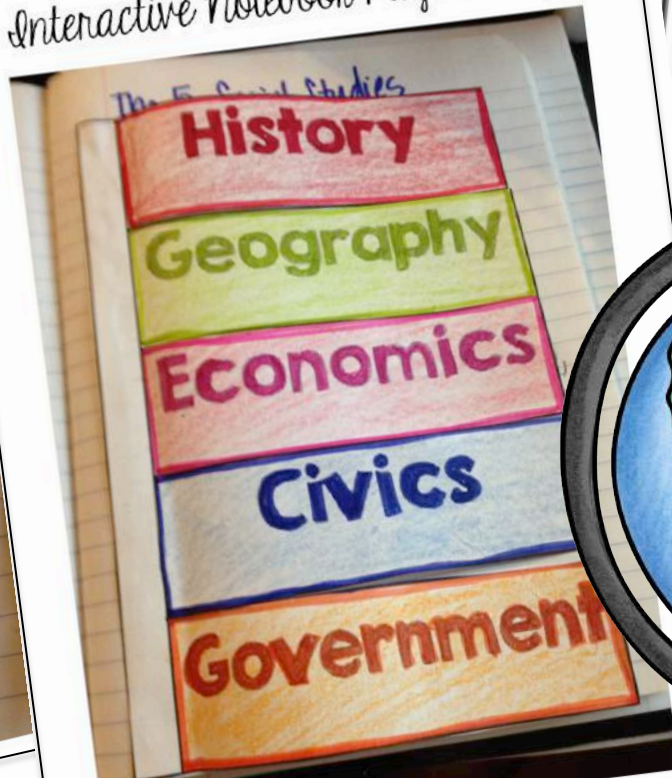
Nobel Prize Craftivity Example

The Nobel Peace Honor



Family "Coat of Arms" Template

Five Components of Social Studies  
Interactive Notebook Page Example



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## **Fishing for Headlines**

### **Supplies:**

- Newspapers that you can cut the headlines out of (one newspaper per group)
- Scissors
- If you wanted to create actual “fishing rods” you would need a magnet, sticks of some sort, string and paperclips. If you make “fishing poles,” just tie the string to the stick and then tie the magnet to the other end of the string. You would then need to attach paperclips to each heading.

### **Activity:**

1. This is a fun activity to encourage students to read articles from a newspaper.
2. For this activity, cut out the headings from a newspaper(s) and place them in bags or containers for each group of students.
3. Students then go “fishing” for headlines, either by using the fishing poles or just using their hands to blindly select a heading.
4. Students could try to infer what their article is about and then they should read their article.
5. Students could then share what they learned from their article and what they learned about newspapers and their headings.

## **The Five Components of Social Studies**

### **Supplies:**

- “The Five Components of Social Studies” interactive notebook page. (Found on next page).

### **Activity:**

1. This is a great activity for the beginning of the year to start the set-up of your social studies notebooks.
2. Start out by showing my example or have your own example of how to glue in the interactive notebook page.
3. Have students cut and paste the interactive notebook page into their notebooks.
4. Then, either as a class or with groups of students, have students fill out the interactive notebooks page to learn about the five components of social studies. This would be a great time for students to get familiar with their social studies textbooks if you have one.
5. Make sure to give them time to color the front flaps of their interactive notebook templates.

## Fishing for Headlines

### Supplies:

- Newspapers that you can cut the headlines out of (one newspaper per group)
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## The Five Components of Social Studies

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- "The Five Components of Social Studies" interactive notebook page. (Found on next page).

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3. Have students cut and paste the interactive notebook page into their notebooks.
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5. Make sure to give them time to color the front flaps of their interactive notebook templates.

**History**

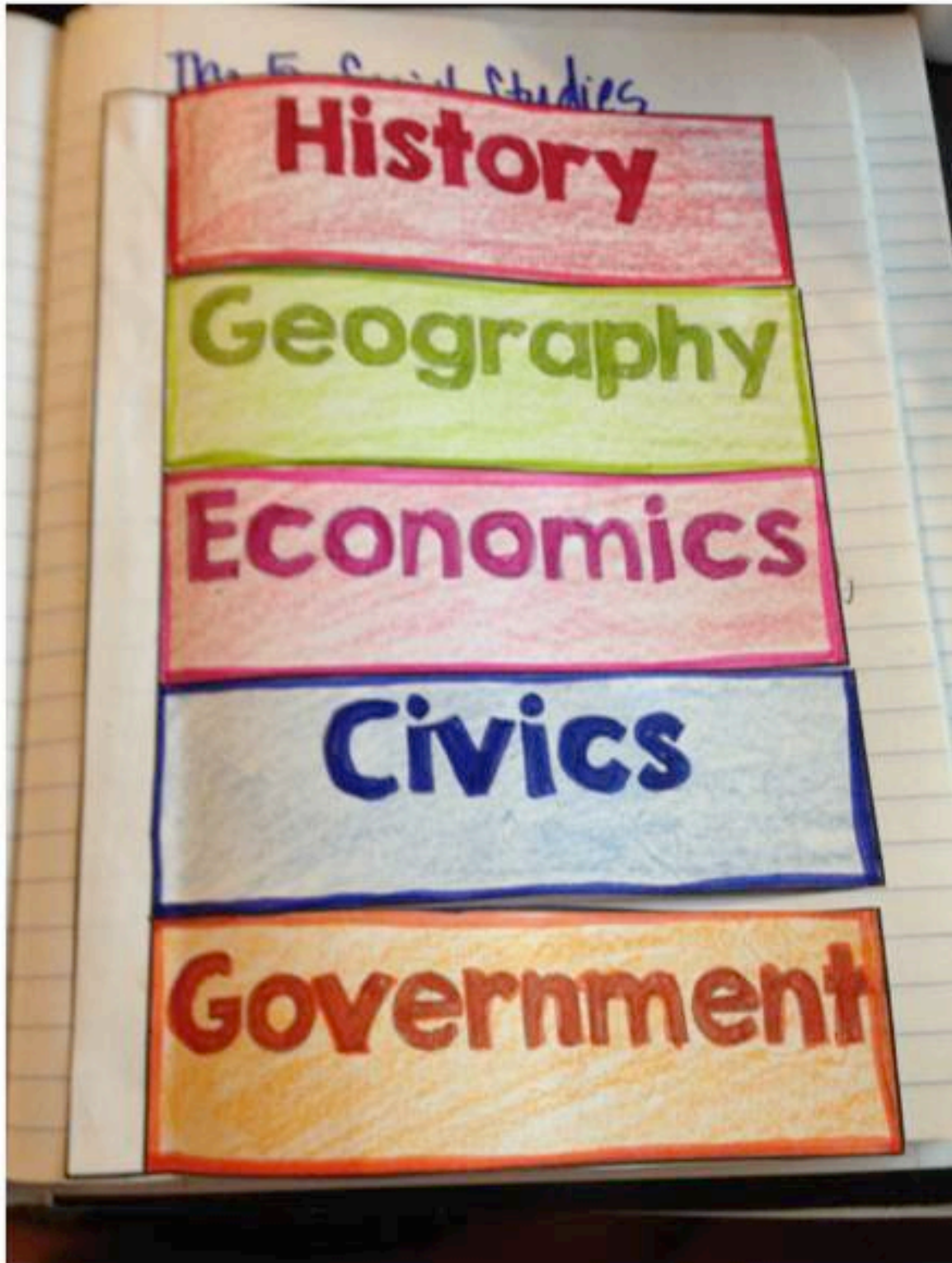
**Geography**

**Economics**

**Civics**

**Government**

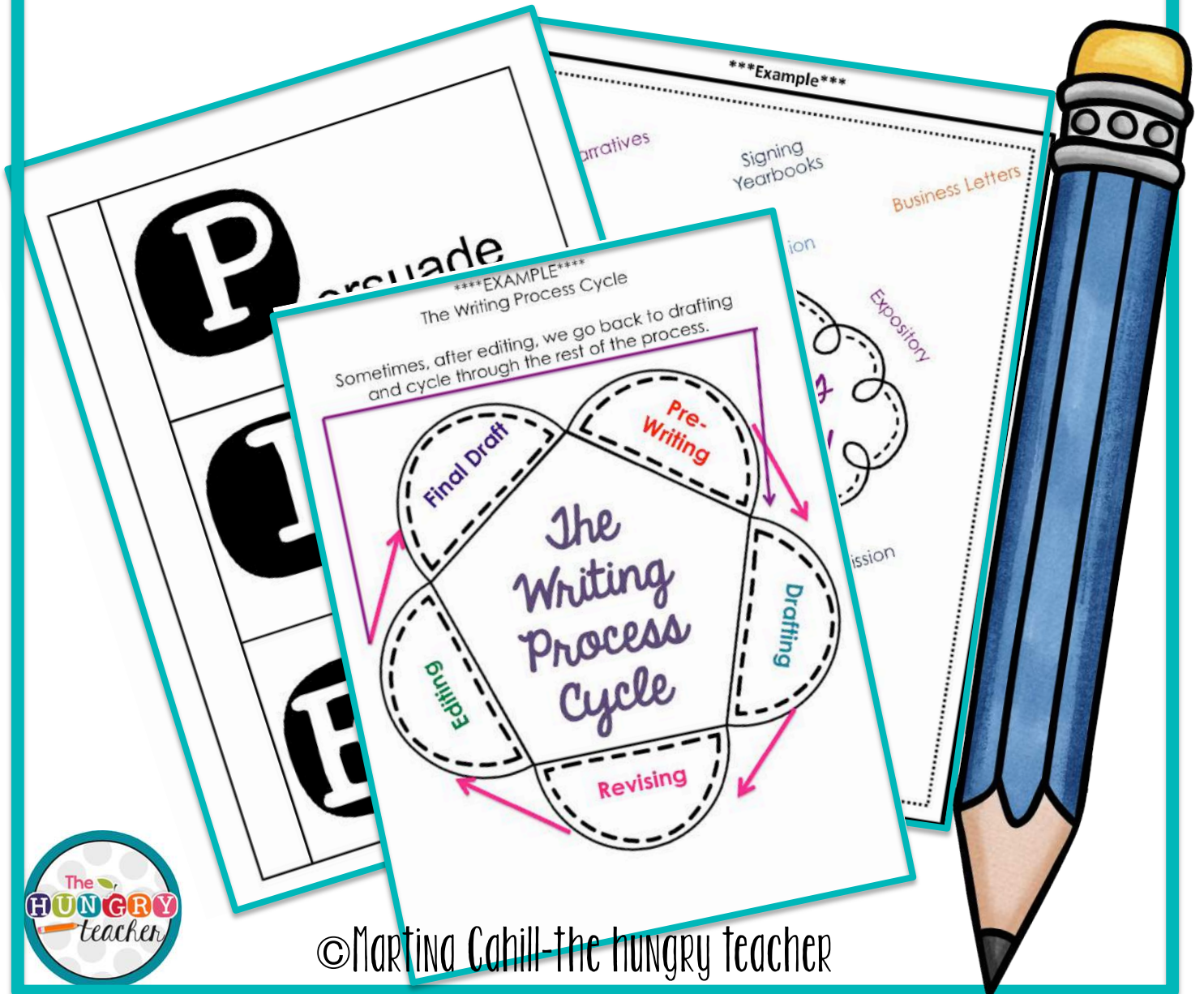
Five Components of Social Studies  
Interactive Notebook Page Example



# Back To School

## Writing Edition!

30+ writing activities for the first weeks of school



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## Writer's Workshop Guidelines

### Supplies:

1. Writer's notebooks and writing utensils
2. Interactive notebook page (next page) per student. Students will need scissors and glue for this option.
3. Chart paper and chart markers.

### Activity:

1. Writer's workshop can become such a positive and productive time of the day. I have found this to be especially true if students are able to take ownership in this workshop. With this in mind, this is a chance for you and students to make guidelines to reference throughout the year during writer's workshop.
2. Allow students to cut and paste the interactive notebook page into their notebooks.
3. As a class, come up with your writer's workshop guidelines and add them to the interactive notebook pages and your chart paper. Some ideas are: Keep everything in your writer's folder, revise in blue ink, edit in red ink, never erase except on the final copy, date every piece of writing, work hard, etc.

## The Writing Process Cycle

### Supplies:

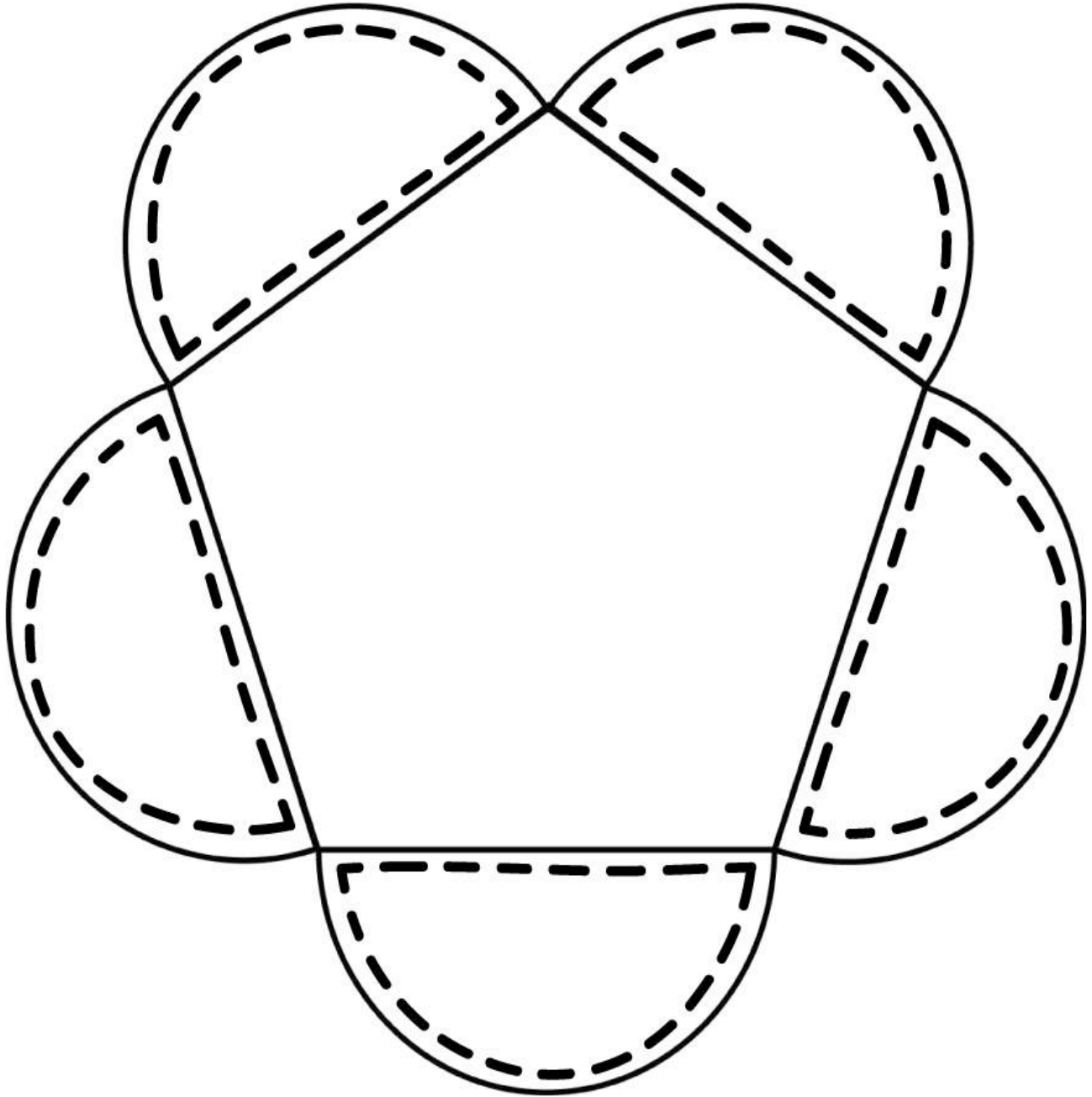
1. Writer's notebooks and a writing utensil per student
2. Interactive notebook page (after writing guidelines interactive notebook page) per student. Students will need scissors and glue for this option.
3. Chart paper and chart markers.

### Activity:

1. Explain to students that in writing, we are constantly making a cycle through the writing process. All writers go through this process, but we all go through the process differently. We often go through this process multiple times for just one writing piece, which is why it's a cycle. It is important for us to remember and it is also important to have this information accessible all year.
2. Hand out the interactive notebook pages and allow students time to cut and paste these into their notebooks.
3. Fill out the interactive notebook pages and the chart paper as a class (there is an example of the cycle after the interactive notebook page).
4. Make sure to reference the chart paper and notebook pages through the year.

# Our Class Guidelines for Writing Workshop

# The Writing Process Cycle

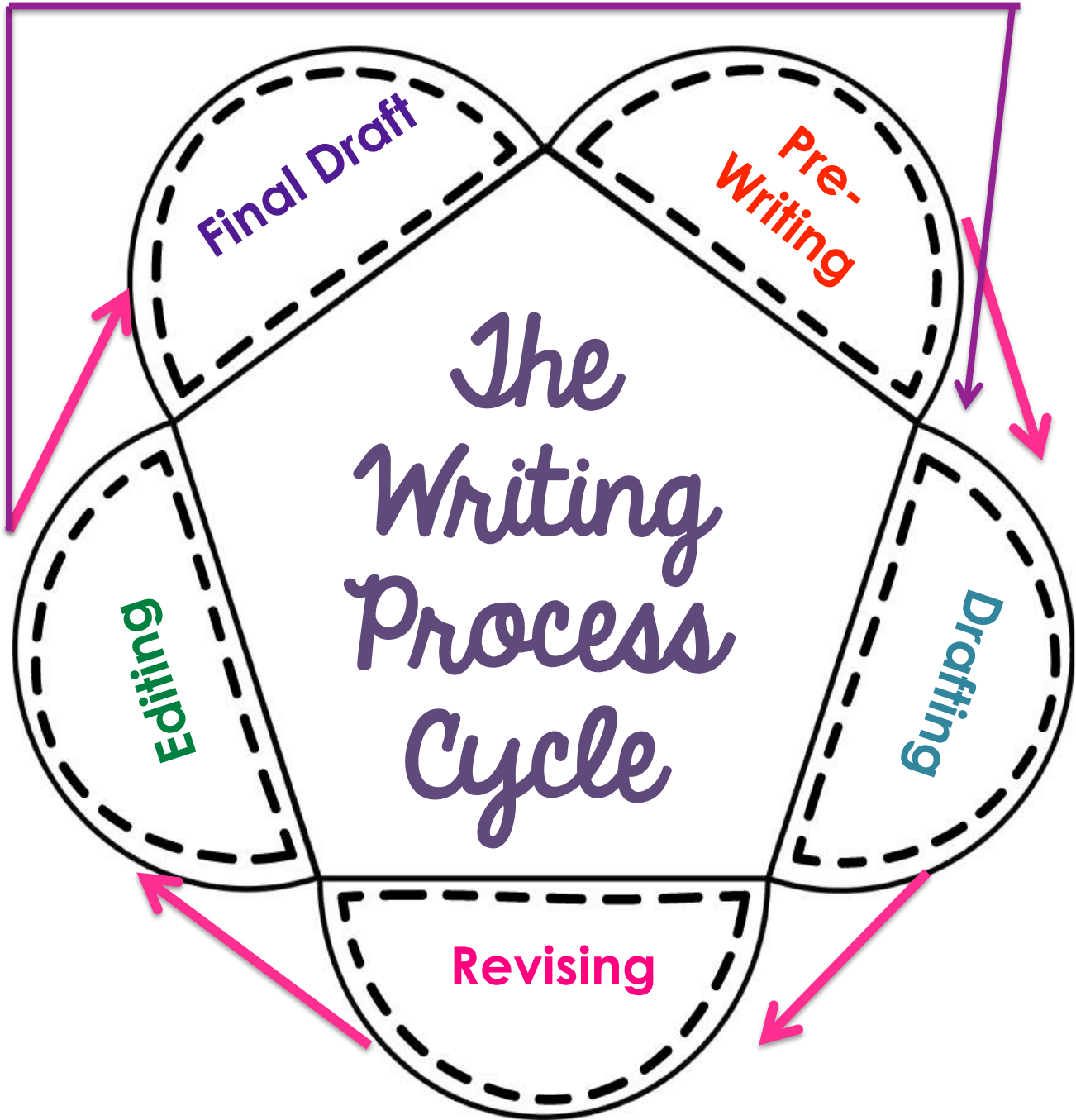




\*\*\*\*EXAMPLE\*\*\*\*

## The Writing Process Cycle

Sometimes, after editing, we go back to drafting and cycle through the rest of the process.



# Back To School

## Community Edition!

30+ teamwork activities for the first weeks of school

Find someone whose birthday is the same month as yours.	Find someone who is wearing the same color shirt as you.
Find someone whose first name starts with the same letter as your first name.	Find someone who was born in a different state than you.
Find someone who has the same amount of siblings you have.	Find someone whose favorite food is the same as yours.
Find someone whose favorite school subject is the same as yours.	
Find someone who teaches in your classroom ☺.	
Find someone who is the oldest child in their family.	
Find someone who has been at this school since kindergarten.	
Find someone who went to another state this summer.	
Find someone who reads books this summer.	
Find someone who has a dog or cat as a pet.	
Find someone who does any kind of exercise.	
Find someone whose favorite color is blue.	

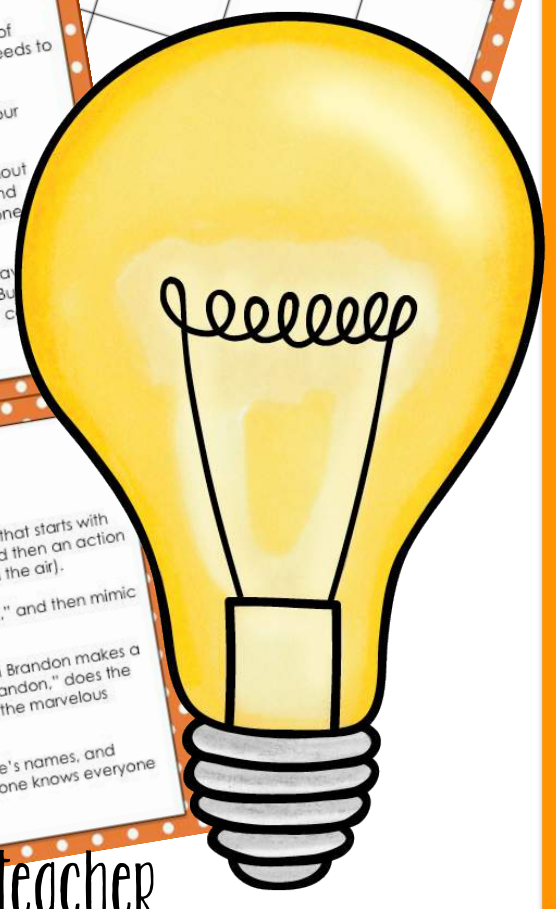
B	I	N	G	O

### The Log

1. You will need an item that serves as "a log." We have used a piece of wood or even the bottom seat on bleachers in the gym. It basically needs to be some type of elevated structure that students can stand on.
2. Next have the students line up in order from shortest to tallest on your "log."
3. Then explain to students that they have to reverse their order without touching the ground. The idea is that they have to support, help, and communicate with each other in order to switch their order. If anyone touches the ground everyone has to go back and start over.
4. Be patient! This activity usually takes awhile because students have to figure out a method and how to communicate with each other. But if you are patient, the students will be so proud and excited when they complete the task.

### The Name Game

1. Start out by getting in a circle.
2. Start out by saying your name with an adjective/action verb that starts with the same letter. For example I would say marvelous Martina and then an action that matches the adjective/action verb (like raising my arms in the air).
3. Then everyone else in the circle says "Hi, marvelous Martina," and then mimics the action I have done.
4. Then the next person goes. "Bouncing Brandon," and then Brandon makes a bouncing action. Then the whole class says "Hi, Bouncing Brandon," does the bouncing action, say "Hi, marvelous Martina," and then do the marvelous action.
5. The pattern continues with everyone repeating everyone's names, and actions until everyone gets to say their names (and everyone knows everyone's names!).



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## I Can't Funeral

1.) Start out by explaining to students that we all believe that there are things we "can't" do. Then explain that "I can't" shouldn't be a phrase we use in our classroom because there are so many other things we can say like "I'll try" or "I need help."

2.) Students will write down all the things they believe they "can't" do. After they have written down all the things they think they can't do, you could have a discussion on some strategies they could use instead of saying "I can't." Like ask a friend or use a resource like a book or the computers. You could make a chart paper of these strategies to be displayed in your classroom.

3.) Pick a day for your "I can't" funeral and encourage your students to wear black that day. We made a tombstone out of cardboard that said "Here lies the I Can't statements of the 5<sup>th</sup> grade class. RIP." The students took turns digging a hole (with permission from our principal) and we buried our "I Can't" statements in a shoebox. Any time a student says "I can't," you can just say "I can't is buried."

## The Facts Game - Beat the Teacher

1.) Start out by writing 20-30 interesting facts about yourself.

2.) Create a score keeping area. One place for your (the teacher) score and one place for your students' score. It's you vs. them.

3.) On the day you do this activity have students write three different facts about themselves on index cards.

4.) Then read all your facts and then have each student read their facts.

5.) Now the fun begins! I have to say a fact and the name of the person who said the fact. If I get it right then I get a point. If I guess right, the student whose fact I called out goes next. They have to try and remember a fact about me. If they get one right, the students get a point.

6. The pattern continues until you run out of facts.... Or time! ☺

**B**

**I**

**N**

**G**

**O**

**FREE**

## Blanket Buddies

- 1.) You will need a blanket that your students can stand on.
- 2.) Explain to students that the ground they are standing on is too cold and if they are on it for too long they will freeze. Because of this, you have provided them a blanket to stand on that will keep them warm.
- 3.) Explain to them that the blanket only works to help them if the whole class is standing on it. Allow students to figure out how they are all going to stand on it and then work out their plan.
- 4.) After students have completed this task explain to them that another class needs half of the blanket to keep them warm. Fold the blanket in half and then tell the students that they all have to fit on half of the blanket now. Enjoy watching them get cozy.

## Dynamic Duos

- 1.) You will need the dynamic duo matching card set (next page).
- 2.) Give each student one of the cards (or you could tell them which part of the dynamic duo they are).
- 3.) Then explain to students that they will have to find their dynamic duo match without doing any talking.
- 4.) Spread students out in your classroom or outside on the playground and then tell them to "go" whenever you are ready for them to start.
- 5.) Sit back and enjoy the show! (Make sure to watch out for the student who has to act out a meatball ☺).

Spongebob	Patrick
Spaghetti	Meatballs
Peanut Butter	Jelly
Chips	Salsa
Jack	Jill
Mickey Mouse	Minnie Mouse
Harry Potter	Ron Weasley
Salt	Pepper

Bert	Ernie
Rock	Roll
Chocolate Chip	Cookie
Grilled	Cheese
Ketchup	Mustard
Mario	Luigi
Calvin	Hobbes
Batman	Robin

# Root OR Affix of the Week

180 Bell Ringer Activities to Learn  
36 Different Roots and Affixes



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Check out my other back to school resources!

# Checklists for busy teachers

\*Editable\*

\*Editable\*



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# Middle Grade ELA

Bell  
Ringers  
{All 36 Weeks}



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# Checklists for back to school

for back to school



# BOOK QUOTE Posters FROM MIDDLE GRADE NOVELS

"We carry with us, as human beings, not just the capacity to be kind, but the very choice of kindness."

-R.J. Palacio, Wonder

"The trouble with anger is, it gets hold of you. And then you aren't the master of yourself anymore. Anger is."

Jeanne DuPrau

The City of Ember

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mrscahillclass.blogspot.com



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