

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grades
<b>Lesson Title:</b>	Collage I
<b>Focus:</b>	Student Choice, Team Work and Fun

**Materials:**

**Games:** Checkers, Chess, Old Maid, Bingo, Sorry, Monopoly, Connect 4, Mancala, etc.

**Arts and Crafts:** unpainted small wooden shapes, acrylic paint basic colors, magnet tape or buttons, paint brushed, spray finish

**Cooking:** peanut butter, honey cornflakes, powdered sugar, bowls and spoons, measuring cups, plastic bags

**Mini Sports:** hula hoops, Frisbees, outdoor equipment to make 8-10 stations

**Sports:** Basketball, basketball court

**Visual and Performing Arts:** CD Player, Music CD

### Opening

**State the objective**

The purpose of Fun Friday is to allow students to choose activities of interest to them and to focus on fun

**Preview of activities**

- Bring all students to the multipurpose room or snack area
- Review all of the activities that are going to be offered today during Fun Friday (have the leaders share this so students will know both what and who)
- Remind students that there will be 2 rotations—they will be able to choose 2 different things to do today
- Remind them that they will return to this spot at the end of the first activity to select activity #2
- Check to see if there are any questions

### Fun Friday Activities

**Schedule**

Students should be allowed to self-select two activities, one for each period. (Daily schedule: opening, Activity #1, reconvene students and have them make a second choice for Activity 2. Bring them back together at the end so they return to the program leader for theme and closing

Offer activities in the following categories (note you may only offer the number of categories as you have staff to lead)

- **Board or Card Games**
- **Arts and Crafts**
- **Cooking**
- **Mini Sports**
- **Conventional Sports**
- **Music, Performing Arts, and Art**

### Fun Friday Activities

**Board or Card Games**

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<p><b>Choice of</b> Checkers, Chess, Old Maid, Bingo, Sorry, Monopoly, Connect Four and any other board game</p>
<p><b>Arts and Crafts</b></p> <p><b>Wooden Magnets</b></p> <p>Materials: Purchase a variety of small wooden shapes. Purchase a variety of acrylic paints. Purchase a roll of magnet tape. You will also need small brushes, and acrylic spray to protect the paint when the magnet is finished. Students paint the wooden shape that they select. When they are dry, add a strip of magnet. Can use a hair dryer to help paint dry more quickly. Spray on top coat</p>
<p><b>Cooking</b></p> <p><b>Peanut Butter Balls</b></p> <p><b>Recipe:</b> ½ c. peanut butter, ½ c. honey, 1 c. crushed corn flakes, 2 T. powdered sugar\Crush corn flakes and set aside. Mix all other ingredients well. Roll into balls. Then roll again into powdered sugar. .</p>
<p><b>Mini Sports</b></p> <p><b>Obstacle Course</b></p> <p>On the school playground, create an obstacle course using the equipment that is on the playground. Add hula hoops to be used like a “tire” run, Frisbees to toss through hoops, cones to maneuver the ball around, and so forth. Have each child run through the course, beginning about 30 seconds apart.</p>
<p><b>Traditional Sports</b></p> <p><b>Basketball</b></p>
<p><b>Performing Arts</b></p> <p><b>The Chicken Dance</b></p> <p>Music that has a fast beat. Have students face forward and do the following movements:</p> <ol style="list-style-type: none"> <li>1. open and close hands like a bird’s bill 4 times</li> <li>2. flap arms like wings of bird 4 times *tuck hands under arm pits for this move</li> <li>3. Students wiggle their rear end like a tail on a bird four times</li> <li>4. Clap hands 4 times.</li> <li>5. Repeat and practice</li> <li>6. Put on the music and dance.</li> </ol>

### Closing

**Clean up**

- Invite the last group of students at an activity to help clean up and return the items for storage.
- Ask students what they will need to do to be sure to leave the area in better shape than when you got there.
- Thank students for their help when area is cleaned up.

**Debrief**

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on. LBNT allows students to express an opinion about the activity.

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<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grades
<b>Lesson Title:</b>	A Journey in Time...
<b>Focus:</b>	Imagination, Story Writing, Fun

**Materials:**

1 railroad board	1 – 7ft. Butcher Paper
Miscellaneous Art Supplies	Markers and Crayons
Writing Paper and Pencils	

### Opening and Directions

Welcome students. Let them know that today they will experience something that has yet to be created....at least for now. This Fun Friday is all about Time Travel. Students will be with their classes for these activities and will come together in the cafeteria/multipurpose to share what they have created.

### Activity Set Up

1. Intro Story: Read story to students to jump start their imagination.
2. Reaction Discussion: Students will share their thoughts and feeling about the story.
3. Periods of Time: Go over the human periods of time. Let students vote on a period of time to travel to.
4. Group Activities: 3 activities: Controls, Scenery and Journey.
5. Rehearsal and Letter: Practice their journey presentation. They will also write a letter to someone they know explaining why they went.
6. Presentation: Recite their presentation for the student body.

### Activities

#### Introduction Story

Have students sit in a circle. In a soothing voice, ask students to close their eyes. Have them clear their mind, focusing on the center of their forehead. In the same soothing voice, read story below. Add emphasis to give off more excitement.

A man and an odd looking machine appear outside your classroom door. The man sitting in the machine stands up and looks your way. He holds a book in his hand. As he gives you a small welcoming nod, he points to the book and then places it down where he had sat. He lifts his head towards the sky with a big smile. The glow of the machine starts to dim as the man starts to disappear. It's like he vanished into thin air.

#### Reaction Discussion

**Instructions:**

Have students keep their eyes closed. Ask them the following questions. Let them share out but to keep their eyes closed.

- How do you feel about the unidentified machine outside?
- What do you think it is? Where do you think it came from?
- What do you think it does?

Let students know that you are going to check it out. What could this machine be? Why is it here? Once you have "returned"

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inform students that you think it's a time machine!

Where should we go?

### Periods of Time

Share with students the different periods in time. (see information below)

Once you have shared the information with the students, have them decide on where in time they would like to travel. Have them share out why they think that time period would be a good place to go.

### Group Activities

There will be 3 groups total. Each group will be responsible for 1 part of the presentation.

- Time Machine Controls: Students will create the controls to make the time machine work
- Scenery: Students will create a back drop for the presentation that captures and characterizes that time period, in which they have traveled.
- Journey Presentation: Students will create a presentation that expresses their journey through time through performing arts.

### Time Machine Controls

Students will create controllers to the time machine. Ask the following questions to jump start their creativity.

- How will you select the period of time in which you would like to travel?
- How does the machine set the date? How does it set the time?
- How to you select how long your stay will be?
- How will you start the machine?
- Does the machine run on power (steam, gas, water, magic)?
- Are there special gauges to monitor power level?
- How does it know where to land? Do you have to insert coordinates?
- Will it have a warning device that checks the safety of the landing?

Students will work together to draft up controls for their machine then transfer it over to the railroad board.

### Scenery

Students will create a back drop for the presentation that captures and characterizes that time period, in which they have traveled. Ask the following questions to jump start their creativity.

- What are distinct characteristics of this period in time?
- What location are you in? What type of climate and terrain?
- Are there buildings? What do they look like?
- Are there people? What are they wearing?
- Will it be night time or day time when they arrive?

### Journey Presentation

There are different performing arts styles in which the students can give their presentation. Performing arts include circus arts, dance, magic, music, musical theatre, opera, spoken word, and theatre. Ask students to share examples of

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each style. Some ideas for performances are a short skit, a musical, expressive story, and poetry. Props can be created. Presentations should be about 4 - 7 minutes long, depending on the grade level.

If students finish other activities controls and scenery, have them help put with the Journey presentation.

### Rehearsal

Once students are finished with their activities, have them practice their full presentation starting with the Time Machine Controls, Period of Time Scenery and Journey Presentation.

If time permits, have students write a short letter to someone they love about why they have decided to travel into time with their class.

### Live Presentation

Have students come together as a group, preferably 30 - 40 minutes before sign out. Each group will take 10 minutes to share their journey. Since this is an event that requires a lot of student lead presentations with the younger grade it may be beneficial to lead the presentations and introduce each class. Lean more toward student-led presentations with older students.

Debrief as a group.

### Closing

#### Clean up

- Invite the last group of students at an activity to help clean up and return the items for storage.
- Ask students what they will need to do to be sure to leave the area in better shape than when you got there.
- Thank students for their help when area is cleaned up.

#### Four Step Debrief

This strategy has four steps, each one designed to help the student “connect the dots” between the activities, the learning, and how that learning may be used in their everyday life both immediately and in the future.

Step 1: Describe: Student(s) describe what they did during the activity.

Step 2: Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity? What skills did you need to utilize to participate in this activity? How did you feel when participating in this activity?

Step 3: Generalize: How can you use the skills or your key learnings in your life?

Step 4: Apply: How can you use the skills or your key learnings in your work?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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### Periods in Time

#### **Jurassic Period**

This was a time of wild animals, un-tamed plant life, and unknown landscapes. There were no buildings, roads, signs, or anything that we have today. There were not even people to make these things yet. You will see a lot of green jungles and forests that have plants that are now extinct. You may also see huge plant eating lizards, dinosaurs, roaming around in groups and grazing on the different unknown plant forms. You will also see dinosaurs that are meat eaters and are very aggressive and dangerous. It will be pretty hot and humid in this time period and be sure to watch out for earthquakes and volcano eruptions.

#### **Renaissance**

This was a time of kings, knights, art, dance, castles, and jousting. During this time men wore bright vibrant colors and would wear tights and beautiful tunics. Women typically wore dresses. The poor would wear plain dresses but rich women could afford to purchase detailed and beautifully made dresses. You would see castles with a kind a queen who ruled over their people. You may also see a tournament of knights where they would compete in different games like sword fighting and jousting. People would go to these games to watch for entertainment. There were lots of people and cities were very crowded and buildings were close together.

America - Cowboys and Native Americans

Ancient Greece

#### **Ancient Egypt**

Ancient Egypt was a time of pyramids, pharos, and tombs. In ancient Egypt you will see lots of people. The girls will be wearing shoulder length hair with ankle length tunics. Men wore short hair with knee length tunics. Only rich boys could go to school to learn to be scribes but girls did not get to go to school. Children mostly learned from their parents and private tutors if they had enough money. Egypt is located in the North East area of Africa, it is actually part of the Sahara Desert. Egypt is also located along the famous Nile river, which was used for transportation for both goods and people (slaves). There were some pharos (kings) who had giant pyramids to be their tomb for when they died and got wrapped as a mummy.

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<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grades
<b>Lesson Title:</b>	On the TV Screen
<b>Focus:</b>	Team Work and Fun

### Materials:

#### **Dancing with the Super Stars**

5 CD Players / Youth-Grade Appropriate Music

DWTSS students will be in pairs, however will have only 5 - 6 different songs they can dance to, depending on how many CD players are available.

American Idol (Noodle)

Styrofoam Pool Noodle

#### **Iron Chef Challenge**

Iron Chef is also done in groups of 5. A head of broccoli, half a container of cherry tomatoes, 1/4 bag of pumpkin seeds, 3 pieces of celery, 1/4 tub of raisins, 1/4 quart of yogurt, handful of baby spinach and a small head of cauliflower. Plastic party trays from a local dollar store work well for presentation platform.

#### **Glee Party**

5 CD Players / Youth-Grade Appropriate Music

Glee students will be in groups of 10, however will have only 5 - 6 different songs they can dance to, depending on how many CD players are available.

#### **Project Fashion Runway**

1 Toilet Paper Roll / 1 stack of Old News Paper / Markers / Masking or Clear Tape per group.

PFR will be done in groups of 5, where one student is the model.

\*All supplies are based on student body size except American Idol. Most stations will require that students work in group. Choose enough supplies for 2 rotations.

To make it easy and get exact numbers, have students fill out a survey choosing their two rotations in advance. This will also allow you to place staff to supervise accordingly.

### Opening

Now that students have received a snack and are chilling out, it's time to revel an **AWESOME FUN FRIDAY!** Getting the students excited will set the tone for the day and help them remain engaged. The Special Fun Friday is "On the TV Screen!" Students will compete in their favorite TV shows.

### Set Up

Assign staff to stations. If you have more staff members, place them in the DWTSS station so that they can separate the groups by song and move to another classroom or area to help facilitate. The Glee Party station would also be the same. This can happen in the cafeteria before students leave to their station. Have all materials ready to go for staff in the cafeteria/multipurpose room. Have a map of what station will be where. DWTSS may be best done in the cafeteria or multipurpose room. The allotted time for this Fun Friday is flexible. Rotations can be 45 minutes long, times 2 equals 1 hour and 30 minute. Talent show 1 and 2, following each rotation, will be roughly 30 minutes long. You can allot for more time if you are only doing 1 rotation.

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### Stations

#### Instructions:

1. Have classes meet in one area to give instruction regarding this TV Fun Friday.
2. Explain each activity to students:
  - a. Dancing with the Super Stars: Students will pair up with a partner of the opposite gender and create a dance. DWTSS group will select 4 pairs to show off their talent during the talent show.
  - b. American Idol Noodle: Students will put their singing skills to the test. No music, just voice. AIN group will select 3 American Idols to show off their talent during the talent show.
  - c. Iron Chef Challenge: Students will create a food presentation using the listed foods and will be judged on taste, look, presentation, reason behind dish and transportability.
  - d. Glee Party: Students will sing a famous song in "Glee" format of song and dance. GP group will select 2 groups to show off their talent during the talent show.
  - e. Project Fashion Runway: Student will create their own outfit using the materials given. PFR group will select 3 models to show off their outfits during the talent show.

### Specific Instructions per Station

#### **Dancing with the Super Stars**

1. When students arrive to your station, have them chose a partner of the opposite gender. If not all students can do this, let same gender be partners.
2. Have student select the song they would like to create a dance to.
3. For student with like songs, group them in one area. Let them listen to the song on repeat and work on their dance moves. This could take anywhere between 25 minutes to 35 minutes, depending on the schedule you have created for this Fun Friday.
4. The groups will come together to see each pairs dance. Students will vote for 4 pairs to show off their talent during the talent show.

#### **American Idol Noodle**

1. Have students sit once they have arrived to your station.
2. Have them choose an appropriate song that they would like to sing. (no profanity or ill language).
3. Let them practice their song for about 15 minutes.
4. Have each student come to the front of the class and sing their song into the noodle.
5. Students will vote for 3 "American Idols" to show off their talent during the talent show.

#### **Iron Chef Challenge**

1. When students arrive to your station, have them get into groups of 5. Each group will get their supplies.
2. Groups will have 20 minutes to create their masterpieces.
3. Have each group come to the front of the class and share their masterpieces.
4. Students will vote for 1 "Iron Chef" to show off their masterpiece during the talent show.
5. 5 minute clean up.

#### **Glee Party**

1. When students arrive to your station, have them get into groups of 10.
2. Have them choose an appropriate song that they would like to sing. (no profanity or ill language).



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3. Let them practice their song for about 20 minutes.
4. Have each student come to the front of the class and sing their song into the noodle.
5. Students will vote for 2 "Glee Parties" to show off their talent during the talent show.

### **Project Fashion Runway**

1. When students arrive to your station, have them get into groups of 6, 5 designers and 1 model. Each group will get their supplies.
2. Groups will have 20 minutes to create their outfit.
3. Have each group come to the front of the class and share their outfit.
4. Students will vote for 3 models to show off their outfit during the talent show.
5. 5 minute clean up.

### **Talent Show**

Talent show will run for roughly 30 minutes. Call up one station at a time, one group after another before moving on to next station. If time permits, ask other groups to share out.

Once finished with Talent Show, move on to rotation 2. Commence with a rotation 2 talent show following the same guidelines.

### **Closing**

#### **Clean up**

- Invite the last group of students at an activity to help clean up and return the items for storage.
- Ask students what they will need to do to be sure to leave the area in better shape than when you got there.
- Thank students for their help when area is cleaned up.

#### **Three Whats**

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

#### **Reflection (Confirm, Tweak, Aha!)**

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
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<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grades
<b>Lesson Title:</b>	Read Across the World
<b>Focus:</b>	Promote literacy

### Materials:

- Books per grade level
- Construction Paper ( cut in half then into 4 even strips, 8 per construction paper) 1 strip per student
- Crayons and Markers

### Opening and Directions

Welcome students. Share with the students that being a good reader will help them to go far in their lives. In order to represent this, we will be having a read-a-thon. During the read-a-thon, every 5 pages read will translate into 1 mile traveled in the world. Students will have the opportunity to bring in a pillow, blanket, and their favorite books to read as much as they can to see how far they will go.

### Activity Set Up

Have access to appropriate grade level reading materials. A good source of reading material can be donated from the local or school library, be used from curriculum such as KidzLit or have students bring their favorite book(s) from home. Let students and parents know in advance that you will be having a Fun Friday where students may bring a small pillow, small blanket and their favorite books. Try to limit it to 3 - 4 books.

### Activities

#### Read-a-thon

Students will be in the classrooms. Students may find a space at a table or the floor to set up their reading area.

- Bookmarks (15 minutes)
- 5 minute clean up
- Individual Reading (30 minutes of reading by themselves)
- 10 minutes stretching break
- Buddy Reading (15 minutes reading softly to the person next to them, switch for an additional 15 minutes)
- 15 bathroom break
- Random Pop Reading (Individual reading for 30 minutes with a random 30 second read aloud, determined by frontline staff)
- Tally amount of pages read as a class.
- 10 minute clean up

### Pages into Miles

Hang a World map during sign out. Have each class submit pages read. Turn the amount of pages into miles. Every 5 pages read, equals one mile. Before doing this part of your Fun Friday, look up locations such as the ones below so that you can see how many miles away the destination and how many pages it takes to get there.

- Sydney, Australia

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- Rome, Italy
- Disney World Orlando, Florida
- Area 51, Roswell, New Mexico
- Great Wall of China, Xuanfu, China
- Taj Mahal, Agra, India
- Neuschwanstein Castle, Schwangau, Germany
- Harry Potter Tour, London, England in U.K.

### Closing

#### Clean up

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#### Reflection (Confirm, Tweak, Aha!)

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