

# Teacher Share

## SOCIAL STUDIES

### Mingo

The name of this get-to-know-you game is a combination of the words *bingo* and *mingle*. To play, give each child a copy of a Mingo board (see page 12) and a pencil. Have children walk around the room and try to find someone who qualifies to initial or sign his or her name in each box. Play until someone gets four in a row (across, down, or diagonally), or until children fill their boards (better for having children get to know one another). To encourage children to mingle with as many classmates as possible, tell them that they can only sign someone's Mingo board one time.

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## SOCIAL STUDIES, ART

### Classroom Portrait Quilt

Here's a project that can help build class unity and identity. Give each student a 4- by 5-inch sheet of white drawing paper. Have children draw self-portraits on the paper. Remind them to include all their features—for example, eyes, ears, nose, and hair—and to concentrate on just the head and shoulders, not the whole body. Have children write their names on their portraits, then carefully cut them out and glue them to 4- by 5-inch pieces of colored construction paper. Have children arrange their portrait quilt squares side by side on a large sheet of craft or bulletin board paper. Label with the class name and display proudly in the hall or on the front door.

## Book Break

### Lilly's Purple Plastic Purse

by Kevin Henkes (Greenwillow, 1996)

This story opens with Lilly describing all the things she loves about school. Soon, though, she has a serious falling-out with her teacher. The relationship is artfully repaired in the end. Read and discuss the story. Let children share likes and dislikes about school. Reflect on these comments as you plan for the year ahead.



You can also use a class mascot as a story starter. Any time children are at a loss for a story idea (or just feel like a familiar topic), they can tell a story about the day from the mascot's point of view. Even simple events, such as watching a bird from a window, will take on new meaning when told from a fresh perspective.



## Teacher Share

LANGUAGE ARTS, SOCIAL STUDIES

### A Friend for Everyone

On the first day of school, introduce the class to someone who will be everyone's friend—a class mascot, a stuffed animal of your choice. (Or, have children vote on a mascot.) Ask the class how they think their new friend feels on the first day of school. Let children take turns having the mascot as an overnight guest in their homes. Include a journal so that families can record something about the visit.



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ART

### Pop-Up Name Tags

Have students make unique name tags for their desks or cubbies. Give each student an 8 1/2- by 11-inch sheet of oaktag. Have children fold and cut it in half widthwise. On one half of the paper have students write their names with markers in large, colorful letters, adding detailing as they like. Have them decorate the second half of the oaktag, then fold it in thirds to form a prism-like base. Have students tape the flaps in place, then glue their name tag to one side. This becomes a portable and very visible name tag. Students can take them along to classes outside the classroom so other teachers (art, music, etc.) can quickly learn their names.



Book Break

### No Good in Art

by Miriam Cohen (William Morrow, 1980)

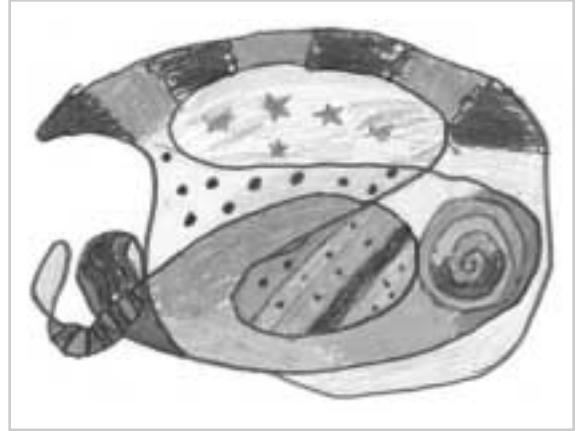
Like many young children, the boy in this story worries about being a first grader. Share the book to help calm your students' beginning-of-the-year fears. Then try a quick art project to give every child a feeling of success. (See "Line Design," page 11.)

## ART

**Line Design**

This quick but rewarding art project lets every child start the year with a successful experience. Give each student a sheet of white drawing paper and a black crayon. Have children place their crayons, ready to draw, at any spot on the paper. Explain that you will say “Begin” and count to five. As you count to five, tell children to move their crayons across the paper in any pattern they wish. The only rule—they may not lift the crayon during the entire five count. Model this for the class to see.

After students create their own line drawings, guide them in noticing the spaces and shapes they created with one line. Have children make the spaces and shapes stand out by filling them in with crayons, paints, and markers. They can use solid colors, stripes, spots, zigzags, and so on. Display students’ artwork for everyone to appreciate.

**Teacher Share**

## LANGUAGE ARTS, ART

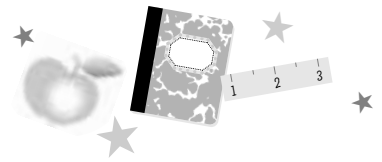
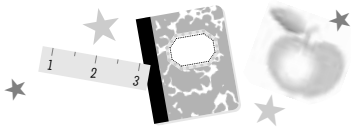
**Quick as a Cricket**

In *Quick as a Cricket* by Audrey Wood (Child’s Play International, 1990), a young boy compares himself to different animals—for example, “I’m as happy as a lark.” After reading the story, invite children to describe themselves in a similar way, comparing some trait or attribute an animal might have to one they find in themselves. Guide children by writing the prompt on the board: I’m as \_\_\_\_\_ as a(n) \_\_\_\_\_. Give each student a sheet of 11- by 17-inch white drawing paper. Have students copy and complete the sentence and illustrate it. Bind pages together for the first collaborative book of the year—a book that tells something special about each child in your new class.




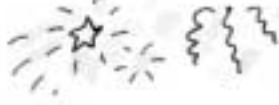



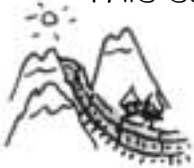
**Betsy Alexander**

Beverly Hills Elementary School  
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Name \_\_\_\_\_ Date \_\_\_\_\_

## Mingo

 <p>Flew on an airplane</p>	<p>Has a birthday this month</p>	 <p>Watched fireworks</p> 	<p>Read more than five books this summer</p>
<p>Made a new friend over the summer</p>	<p>Went to a birthday party this summer</p>	<p>Climbed a tree this summer</p>	<p>Played a board game this summer</p>
<p>Rode a bike this summer</p> 	<p>Went to camp this summer</p>	<p>Wrote to a friend or relative this summer</p>	<p>Played a sport this summer</p> 
<p>Tried a new food this summer</p>	<p>Went to an aquarium or museum this summer</p>	<p>Took a train somewhere this summer</p> 	<p>Traveled out of the state this summer</p>