

Are You for Real?

Assign everyone in the room an unfamiliar word. When asked, the student must give two definitions, one correct and one incorrect. The other students must consider the definitions given and determine which is correct. This can be used with unfamiliar words from any curriculum.

Beach Ball Review

You will need a beach ball or a bag ball for this activity. Use the beach ball to review lessons and concepts. Have the teacher begin by asking a question and then tossing the ball to a student who will answer the question as they toss it back to the teacher.

Deer in Headlights

Every time that a sign or noise is made, the students are required to turn and stare at something that is a certain color. If they are all looking at an object within "X" seconds, they will be given 1 minute of another activity they enjoy at the end of the day (another Brain Breaks activity)

You will need:

Some sort of noise or sign to start and any objects in the room which could be "called out".

Morning Routine

Have your children begin each day with some simple exercises such as jumping jacks, toe-touchers, etc. or with some basic stretching exercises to music.

Moving Monkeys

Every time the students are out of their seats, they must move as an animal would move. They must walk the same way that the animal does (both posture and speed)

Vary the animals used so as to move different body parts and in high, medium, and low space as well as in slow, medium, and fast motion.

The Human Bug

One student will sit on the ground. A second student will put his/her feet under the first student's arm (to connect) and they will now be one unit, or bug. They will then have to move using only the first student's feet and the last student's hands.

The Seat Exchange

Each time a student correctly answers a question, the student can move to a different seat in the classroom. Students can move only one seat at a time and only to a seat in front/back or to the left/right of his/her desk. The person who is replaced must move to the other person's seat. Students can switch seats with someone else in the class if they answer correctly. If they do not answer correctly, they may not switch.

Now We're Moving

Whenever the children move today, they should be assigned a specific method for their movement. Either you could choose, or you could use your children's ideas. i.e. Walk in slow motion. Skip. Move in low space. etc.

Air Writing

No materials are needed for this activity. The teacher will call out a letter, number, word, or shape and the students will draw it in the air using the index finger of their writing hand. This can be done either as a class or as small groups.

Balloon Letters

For this activity, you will need paper and crayons. Have the children individualize the alphabet by drawing bold letters. For each letter they will also include a drawing of an object that begins with the bold letter. For example, an "A" could have an arm coming out of its side. A "B" could have a picture of a ball in one of the holes of the letter. Have each child then associate a physical activity with their drawing. For example, flex your arm for "A", or bounce a ball for "B".

Chaos

You will need to have each vocabulary word spelled out using alphabet cards or having each letter printed on a separate slip of paper. Paper clip the letters for each word together. (Put the letters in random order.) The number of letters for each word should be written on top of that group of letters. (This is the # of students you will need for each word.) You will need masking tape lines on the floor, (or use tile squares on the floor if you have them) to make lines anywhere from 12" to 3", depending on the age/challenge level. (The thinner the lines, the more challenging the activity.) Assign the appropriate number of students for each word and have them line up side by side on their line. Pass the word to the first person in the line. Each student takes the top letter as they are passed down the line. When you give the signal, the students in each group have to: Figure out what the word is - and then- Put themselves in the correct spelling order without leaving the line.

Clue

Place clues to the story that you are reading or history timeline events, throughout the classroom. Number them so that they are in sequential order for the younger children. Do not number them for the older children. Have the children put the clues together in order to show the sequence of the storyline, or to predict the ending before they read it, or to show the sequence of the timeline. You will need visual clues, either written or material (such as a piece of clothing, an instrument, etc.) that indicate an aspect of the story.

Frozen Vocabulary

No materials are necessary for this activity. Before beginning make sure students are at least an arms length away from each other and have enough room for movement. Begin by having your students do an activity in place next to their desks. This can include jogging in place, jumping jacks, toe touches, etc. They will continue the physical activity until you call out a vocabulary word, at which point they have to "freeze". They may not resume activity until someone uses the word properly in a sentence.

Social Butterfly

The students will sit at their desks. They will each be assigned a letter of the alphabet by the teacher. One student will be picked to go around and ask a student his/her letter. Together they will then go to another student to find out his/her letter.

They will continue until they can spell a word. Then, another person will begin a new word. Students will never say anything out loud; therefore no one will know in advance what letters anyone else has or what word is being formed. Alphabet cards may be used.

Spelling Bee

For each word on the spelling lists, students must work as a group to spell the word using their bodies to form the letters. Students must work together to find the correct spelling and the best way to form each letter.

Correct Steps

Students will stand across the room from the teacher. Students will then be given a statement. They will decide if they think it is true or false. If they get it right, they take a step towards the teacher. If they get it wrong, they take a step away from the teacher. If 75% of the students get to the teacher within "X" number of questions, they should get some sort of prize (a few extra minutes at the end of the day for another game possibly).

Train Connection

No materials are needed for this activity. This is a "shadow" activity or "train" connection. Students line up putting their hands just on a right or left shoulder of the person in front of them and trail the adult around. It sounds simple but it can be quite complicated when the leader makes the path tricky and the train is long. Students love the challenge of trying to stay connected, especially when the train is very long and is following a zigzag path.

Knots of People

No materials are needed for this activity. Divide the students into teams of 6-12 members, depending on how difficult you would like to make the exercise. Have each person join right hands with another person in the group, but it has to be someone who is not standing immediately to the left or right. Then have each person join left hands with another person in a group, but it has to be someone who is NOT standing immediately to the left or right and someone other than before. Now the groups have to untangle themselves without letting go of hands. They may have to loosen their grips a little to allow for twisting and turning. They may also have to step over or under other people. The first group to untangle their knot is the winner. There are 4 possible solutions to the knot.

- ~ One large circle with people facing either direction.
- ~ Two interlocking circles
 - ~ A figure eight
 - ~ A circle within a circle

Hallway Jive

You will need a playground ball for this activity. The first step is to divide the class in half and have the class line up in their groups, single file, one on each side of the hallway. Then have the two lines face one another. To begin this activity, have the child at the end of the line start by passing a ball to his/her partner (person facing him/her). That child will in turn toss the ball across to the person diagonal to his/her. It should appear that the ball is being passed in a zigzag pattern down the hall.

The key is to have every child catch and pass the ball. While the students are tossing the ball back and forth to one another the teacher could ask the students to recall information from the previous lesson as a way to review the information. The ball is tossed after each response by the student holding the ball. A new question is asked once the previous question has been answered correctly.

Find it in a Flash

The materials needed for this activity include a variety of flashcards, which depict colors, shapes, letters, etc. The teacher has a set of flash cards. He/she shows the students the card and one of the students must find five things in the classroom that correspond to the flash card. You can use any type of flash cards as long as the students will be able to find enough of the objects in the class.

Dr. Tape

Begin by making an "x" on the floor for each student using masking, duct, or other durable tape. Make sure there is enough room around each piece so a student standing on the tape

will not be able to touch others. As the students come into the playing area, have them find a piece of tape. Quickly call out body parts for them to place on the tape (for example, "Put your wrist on Dr. Tape." "Put your back on Dr. Tape" etc.) Also, include some movements such as: "Jump up and down on Dr. Tape." "Jog in place on Dr. Tape." "Do sit-ups on Dr. Tape."

Hopping Squared

No materials are needed, just a section of four floor tiles per child. Starting off, the teacher should instruct the class to stand up and spread out because they will be occupying a four square area. The teacher should explain to the class that the upper left square will be "square one" followed by the upper right square being "square two," the bottom left being "square three," and the bottom right being "square four." The teacher should then instruct the class to stand on their left foot in "square one." Then, as the teacher calls out square numbers (1,3,4,2,4, etc.) the students should hop on their left foot to the designated square. This will demand a sense of balance and body image while requiring the students to be attentive to the teacher's directions.

A Special Person

Divide the students into two groups; one group sitting at their desks, and the others standing in the back of the classroom. Read the "feel good" phrases listed below, giving the students enough time to touch as many people as they want to on the shoulder or back. (Make sure everyone is touched: if not, make sure you station yourself near the children who might not be touched so that you can sneak a touch.) After a given number of phrases, switch the groups and repeat. There should be no talking and the students should be shown the proper way to touch someone else so that no one feels uncomfortable. Soft music could be played during this exercise. The students can remain in their seats, but must have their heads down so that no one can see who is doing the touching.

Vocabulary Hot Potato

You will need one ball, no smaller than a tennis ball and no larger than a basketball. The teacher will gather up the students in an open area of the room. They will then be instructed to sit in a circle facing the center. The ball will be randomly given to one of the students. That student will then be given one word from the spelling list. The student with the ball will state the first letter of the word. Then that child will gently pass the ball to another child who will add the next letter to the preceding one. This will continue until the word is spelled correctly.

Lights Camera Action!

You will need index cards (half with verbs, half with adverbs) for this activity. Introduce action verbs as words that indicate some form of action. Then introduce "adverb" as a modifier that tells how the action is performed. Pass out index cards or spread them on the ground. Have the students each pick one card. They must then decide if the word that is written on the card is an action verb or an adverb. The children will each partner up with someone who has the other type of word and the two of them will act out the phrase (ex: hop quickly). The words must make sense together.

Spelling Bee Obstacle Course

There are several distinct objects that you need to make the game work. First you need to gather all of the items to set up the obstacle course. You will need two of each of the following: a desk, a chair, a basketball, and a hula hoop. These items will be placed in the following order: the basketball, then a space of about 10 feet, the desk, followed by another space of about 10 feet, the chair, followed by another space of 10 feet, and finally the hula hoop. The instructions are as follows:

1. First split your class up in two teams by having them count-off by 2s.
2. Then have them form two lines behind the basketballs.
3. Tell the children that you will be giving them a spelling word from this week's spelling list.
4. Inform them that they are to use the over, under, around, and through sequence. Demonstrate by going over the basketball, under the desk, around the chair, and through the hula hoop.
5. When the children complete the obstacle course, they must go to the blackboard and correctly spell the word you have given.
6. The team with the most points by the end of the time period will earn a reward of some type that hopefully would involve additional activity.

Swat the Word

You will need two fly swatters (different colors), a chalkboard, and a vocabulary list with definitions. To play this game, simply write all of the vocabulary words on the chalkboard in a block pattern. The teacher is to keep the copy of all of the words and their corresponding definitions. Divide the class in half to form two teams. Give each team a fly swatter. Have the class clear their desks and line up in two single file lines in front of the chalkboard. The first one in each line begins at the chalkboard. The teacher reads a definition and when the student knows the answer, he/she hits the right word on the chalkboard with the flyswatter. Whoever hits the word first earns points for his/her team. Both students then pass the flyswatters to the next person in line and those students do the same thing as the teacher continues through the vocabulary list.

Macarena

I have the song saved to my desktop so I can just double click really quick and we Macarena for one minute.

Tic Tac Toe

The students play tic tac toe on their paper with the person who sits next to them. They try to see who can win the most in one minute.

Spin X 3

This is the one I pick on purpose when we are short on time, haha. They just stand up, spin around 3 times, and sit back down.

Seat Switch

They have 10 seconds to sit in someone else's chair. They then check the last problem that person did. They then have 10 seconds to return to their desk.

Open Mic

Students can share jokes. I also have a book that I can share from when the kids run out.

Would You Rather...

I share would you rather questions from a book.

10 Cherry Pickers

This is a work out. Here are the steps. 1) Jump up to the ceiling 2) jump down into push up position 3) jump into a frog position. That's it.

Dance Party

I turn on a fun song (Hanna Montana or something) and we dance for a minute.

Push Ups

10 Push Ups - Self explanatory

OR

Jumping Jacks

20 Jumping Jacks - Self explanatory

High Fives

High 5's to 5 people.

Rainstorm

Start by everyone tapping one finger on the desk, then two, then three, then four, then lightly tap whole hand, a little harder, a little harder, now pound! Now do it all backward. It should sound like a rainstorm hitting the building.

Pop!

This is a skip counting exercise. I say Pop! 2s, then we go in a circle, each child saying a number, but on each "2" they say Pop! 1, pop, 3, pop, 5, pop, 7, pop, etc.

Beach Ball Fun

Sit on desk and pass around a beach ball for 1 minute.

Zoom!

1. Students sit in a circle.
2. The first person says "Zoom!" and turns their head quickly to their neighbor.
3. The next person says "zoom" and turns their head quickly to their neighbor.
4. That person passes the zoom to the next person and it travels around the circle.

Try and beat the time it takes to get around the class.

Telephone

Classic telephone game. Students play with the friends at their table to make it go quicker.

Categories

Pick a category such as words with long a, verbs, junkfood, etc. Go around the room and each student says one word that fits in the category.

Get in Order

Say an order for the students to get it, such as height, birthdays, ABC first name, ABC last name, etc. Give them 1 minute to get there.

Challenge – do it without talking!

Repeat After Me Song

“Camp Song - Little Red Wagon”

You can't ride in my little wagon (Repeat)

The front seats broken (Repeat)

And the axle's dragging (Repeat)

CHUG!...CHUG!...CHUG! (Repeat)

SECOND VERSE, SAME AS THE FIRST
A WHOLE LOT LOUDER AND A WHOLE LOT
WORSE!

Shoulder to Shoulder

Say two body parts, “shoulder to hand”, elbow to knee”, etc. Students must find a partner and put those body parts together. Call out another pair. Students must find a new partner.

“Singing in the Rain”

Similar to Tooty ta, “I'm signing the in the rain, just singing in the rain, what a wonderful feeling, I'm ch-ch-ch-ch-chch-ch-ch hey! Ch-ch-ch-ch-ch-ch-ch-ch hey! Thumbs up, elbows back, knees bent, head up, tongue out!” Then sing it all again, looking silly. Sorry that's not a great explanation.

Bear, Man, Gun

Like Rock, Paper, Scissors but with hand motions. “Bear beats the man, man beats the gun, gun beats the bear, if you tie, you die. 1, 2, 3, turn!”

Jump Rope

Jump rope for 30 seconds... it gets tiring.

Kickboxing

Call out kickboxing moves for the students to follow. "Jab, Uppercut, Hook, Cross"

"Be Banana"

It's a song with movements.

Be Banana, Be, Be Banana

(Hands above head touching)

And you peel bananas, peel, peel bananas,

(move arms down slowly to peel banana)

And you eat bananas eat, eat bananas

(use hands to pretend eating bananas)

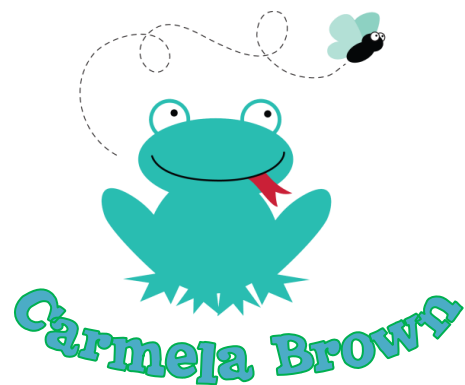
And you go bananas go, go, bananas

(Jump around like a monkey)

Sign Language ABCs

Sing the ABCs and sign the letters.

Brain
Breaks



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