

FIRST DAY OF SCHOOL GRAFFITI

Learning Objectives: Students will:

1. Respond to questions in written form
2. Express ideas from personal experiences
3. Use critical thinking to reach a conclusion

TEKS: SS 3.17, 4.23, 5.26, LA 3.15, 3.19, 4.17, 5.17

Materials Needed: Chart tablet, markers

Vocabulary: response, brainstorm, personal experiences

Teaching Strategy:

1. Write sentences, ideas, or questions on pieces of large chart paper and post them around the room. Suggested topics include:
 - a. The best way to stay cool in the summer is . . .
 - b. Brainstorm a list of cool things, such as popsicles, sprinklers, etc.
 - c. My favorite day last summer was . . .
 - d. One good thing about starting school is . . .
 - e. One goal I have for this year is . . .
 - f. If I were a teacher I would . . .
 - g. If I were a teacher I definitely would not . . .
2. Students will visit each poster individually or with a partner and post an answer or remark on the chart paper. Students should read and respond to each poster. Students may add a graphic to their answer if they want.
3. After all students have responded to each sentence, go over the responses for commonalities, patterns, or unusual answers. Some may need further explanation.
4. This may be used as a get-acquainted activity for class members to get to know each other better or a starter for further writing.
5. Ask students to guess how the teacher would respond to each question.

Extension for G/T: Students may write a paragraph or short story about their favorite of these ideas. Another story might be ways of staying cool from the perspective of their pet.
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Adapted from: *Why Didn't I Learn This in College?* By Paula Rutherford

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