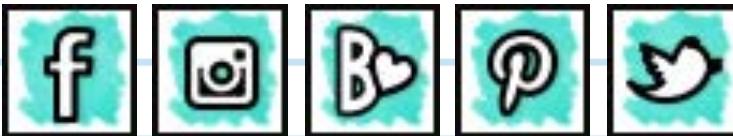


# Back to SCHOOL Activities

for the *secondary* classroom





# THE DARING ENGLISH TEACHER

## Terms of Use

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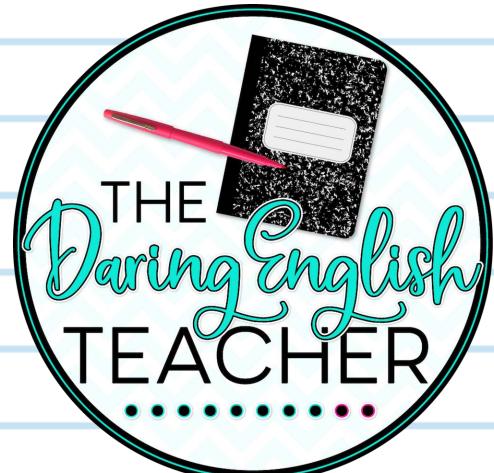
The Daring English Teacher

[TheDaringEnglishTeacher@gmail.com](mailto:TheDaringEnglishTeacher@gmail.com)

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# Back to School Activities

for the secondary classroom

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Share With Me  
on Social Media!

I would **absolutely LOVE** to see the **beautiful work** your students **create** with these back to school activities. Post pictures of your students working on these activities or the final product and mention me in the comments.

**Instagram:** @TheDaringEnglishTeacher

**Twitter:** @DaringEnglish

# Back to School Activities

for the secondary classroom

# Teacher Instruction Page

## Bulletin Board Activities

Almost all of the back to school activities in this packet can be used to create a colorful bulletin board. My personal favorites for creating a bulletin board are the **Social Media Profile** and **Classroom Quilt** activities. Simply have your students fill-out, color, and decorate their page, cut out either the smart phone or the quilt square, and staple them on the wall to create a bright, colorful bulletin board that is perfect for back to school night.

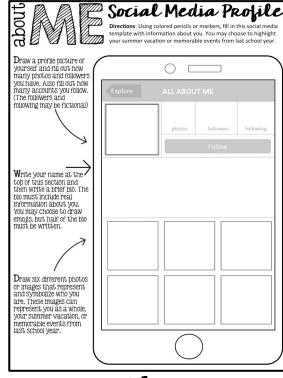
### All About Me Organizer



This worksheet is titled "All About Me" and includes sections for "Name:", "Nickname:", "Birthday:", and "About". There is a large "Favorites" section with boxes for "Movie:", "Book:", "TV Show:", "Sports/Interest:", "Band/Artist:", "Video Game/App:", "School Subjects:", and "Memory from Last Year:". A smartphone icon on the right contains the text "My goal for the school year is..." and "My biggest accomplishment:".

Have students fill out this organizer. Encourage them to decorate the boxes on the left hand side and use as much color as possible. They can utilize the smart phone screen to write in their current favorite songs or the ones from the summer or last school year.

### Social Media Profile



Students should fill out this social media profile with information about them. It should reflect who they are, what they did over summer, or what their last school year was like. When they are done, have them cut out the smart phone and display them on the wall.

### Share your Profiles Online

IG: @TheDaringEnglishTeacher

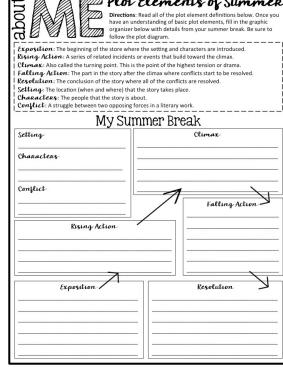
### Top 10 Lists



This worksheet is titled "Top 10 Lists" and includes sections for "Last School Year" and "Summer Break". It has ten numbered lines for each category, with the first line for each category pre-filled with "10".

Have students fill out this organizer with events, memories, or even things they learned. They should create a list of ten items. Students can share these lists with partners, small groups, or the entire classroom.

### Plot Elements of Summer



This activity is geared more toward an ELA class. This organizer introduces students to basic plot elements and asks them to fill out the organizer matching events from their summer vacation to the plot elements. Students can also use events from the last school year to complete this activity.

### Share With Me on Social Media!

I would **absolutely LOVE** to see the **beautiful work** your students **create** with these back to school activities. Post pictures of your students working on these activities or the final product and mention me in the comments.

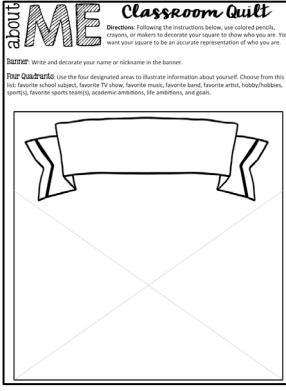
Instagram: @TheDaringEnglishTeacher

Twitter: @DaringEnglish

# **Back to School Activities**

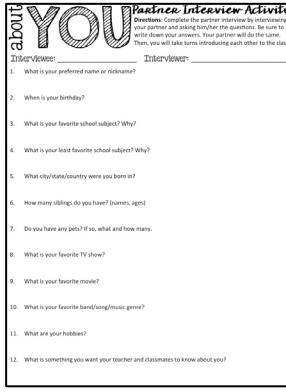
*for the secondary classroom*

# Glassroom Quilt



I love this activity. There are three different quilt squares for students to choose from –this also adds variety to your wall when you display them. Have students colorfully decorate the quilt square to represent who they are. Cut the squares out and create a classroom quilt bulletin board.

**Share your Classroom Quilts Online**  
IG: @TheDaringEnglishTeacher



# Partner Interview Activity

Have students partner up and interview each other. They should write down the answers to each question. Then, have the students introduce each other by briefly talking about the partner's answers. This also works great in small group settings. There are two options. One option includes only a verbal introduction. The second option includes a written introduction.

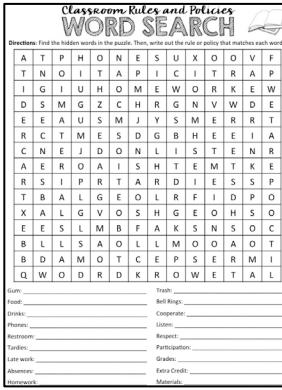
## Find Someone Who...



This is a classic ice-breaker activity. Print out this sheet for every student in your class. Give them some time (perhaps 15-20 minutes) to walk around the classroom, get to know each other, and find someone who... Share the results of this activity with the class.

# Teacher Instruction Page

## Rules and Policies Word Search



This activity is a great way to make sure your students know your rules and policies. Have students look for the hidden words in partners or small groups. Then, go over your classroom rule or policy for each item. Students will write the rules and policies on the lines provided. An answer key is at the end of the document.

## Group Scavenger Hunt



This is another activity I love. Divide your class evenly into medium size groups. Then, the students in the groups need to find all of the items on the list using just what each person has with them. There are a variety of items on the list to show students that everyone has something to bring to the table. As a fun option, you can reward the winning team (the team with the most items) with a small or fun prize!

## Personal Narrative



This packet also includes a personal narrative writing assignment complete with two separate rubrics to make grading easy. I like to assign personal narratives toward the beginning of the school year as a way to get to know my students on a more personal level.

# Back to School Activities

for the secondary classroom

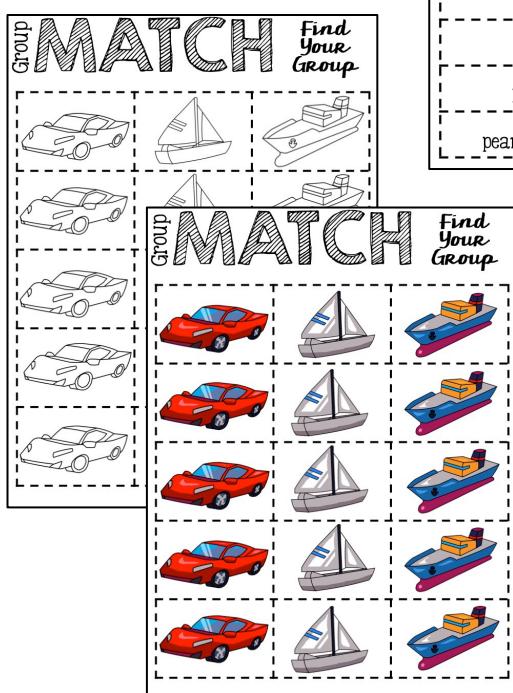
# Teacher Instruction Page

## Easy Partner and Group Matching

Almost all of the back to school activities in this packet can be used to create a colorful bulletin board. My personal favorites for creating a bulletin board are the Social Media Profile and Classroom Quilt activities. Simply have your students fill-out, color, and decorate the page, cut out either the smart phone or the quilt square, and staple them onto a bulletin board for a bright, colorful bulletin board that is perfect for back to school night.

### Student Reference Sheet

Partner & Group	<b>MATCH</b>
My name is:	My partner is:
The members in my group are:	
<hr/> <hr/>	
Partner & Group	<b>MATCH</b>
My name is:	My partner is:
The members in my group are:	
<hr/> <hr/>	



Have your students fill out this half sheet piece of paper and keep it in their notebooks for easy reference. They write their partner and group members in the designated spaces.

### Partner Match

<b>MATCH</b> Find Your Partner	
Romeo	Juliet
Jack	Jill
ketchup	mustard
salt	pepper
apples	oranges
bow	arrow
fork	spoon
rock	roll
Hansel	Gretel
peanut butter	jelly

Sometimes students should partner up with people that aren't their friends. This Find Your Partner resource makes that simple. Simply print out the pieces, cut them up, and distribute them to your students as they walk in your classroom.

Once class starts, give students just a few moments to find their match. Example: Romeo and Juliet are matching up together, as are ketchup and mustard.

Time Saving Tip: Laminate the pieces so that you can use these over and over again!

### Group Match

This group match resource makes getting students into groups easy! I've included enough pieces for you group students in groups up to five people. Print out the pieces and cut them up. Then, have students find their matching counterparts. If you want to switch things up on them, you can always ask them to form groups of X amount of people by making sure nobody has the same piece.

Time Saving Tip: Print out the full-color pieces and laminate them so that you can use these over and over again!

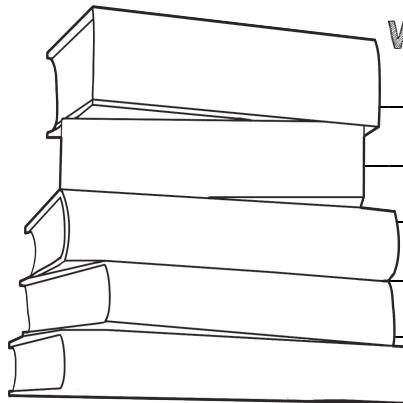
# ABOUT ME

# STUDENT SURVEY

Name: \_\_\_\_\_  
Preferred Name: \_\_\_\_\_ Class Period: \_\_\_\_\_  
Birthday: \_\_\_\_\_ Favorite Color: \_\_\_\_\_

WHAT DO YOU DO IN YOUR SPARE TIME? (HOBBIES, INTERESTS, ETC.)

What do you enjoy reading?  
(books, magazines, fill in the  
books with your response)



Who lives in your home?

What is your greatest accomplishment?

My favorite school subject is \_\_\_\_\_  
because ...

I expect to earn a(n) \_\_\_\_\_ in this  
class because...

WHAT ARE YOUR GOALS (SCHOOL & PERSONAL)?

What can I do to help you be successful in my class?

What do you need to do to be  
successful in my class?

WHAT IS YOUR MOTTO?  
(FILL IN THE RIBBON)

# ABOUT

# ME

# STUDENT SURVEY

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

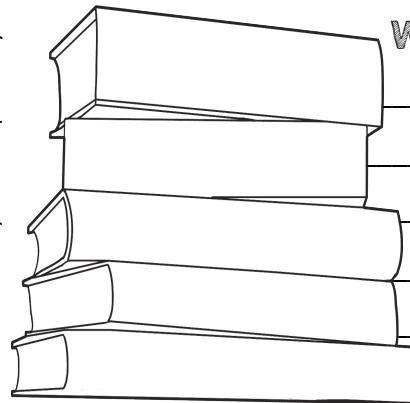
Preferred Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

Birthday: \_\_\_\_\_ Favorite Color: \_\_\_\_\_

PRONOUNS: (circle one): He/Him/His She/Her/Hers They/Them/Theirs

WHAT DO YOU DO IN YOUR SPARE TIME? (HOBBIES, INTERESTS, ETC.)

What do you enjoy reading?  
(books, magazines, fill in the  
books with your response)



Who lives in your home?

What is your greatest accomplishment?

My favorite school subject is \_\_\_\_\_  
because ...

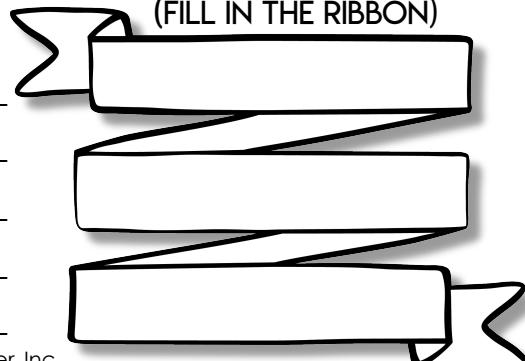
I expect to earn a(n) \_\_\_\_\_ in this  
class because...

WHAT ARE YOUR GOALS (SCHOOL & PERSONAL)?

What can I do to help you be successful in my class?

What do you need to do to be  
successful in my class?

WHAT IS YOUR MOTTO?  
(FILL IN THE RIBBON)

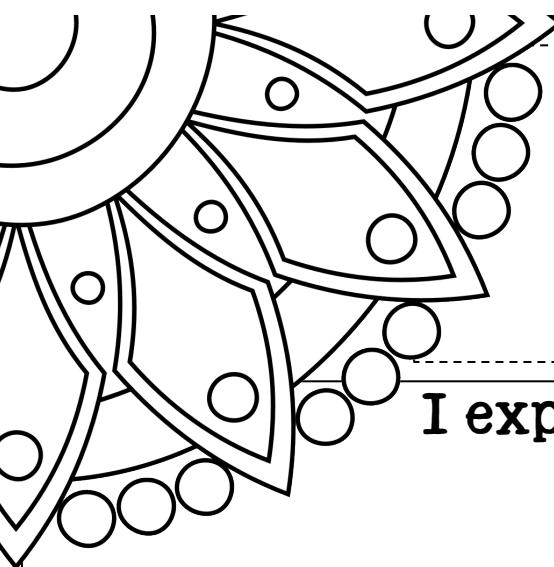
A vertical column of five blank horizontal lines for students to write their personal goals.

# about **ME**

## Student Expectations Survey

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

Preferred Name: \_\_\_\_\_ Class Period: \_\_\_\_\_



*My teacher can always expect that I will...*

**I expect that my teacher will...**

*the most difficult part of this class will be...*

**I EXPECT MY CLASSMATES TO...**

*I hope to learn...*



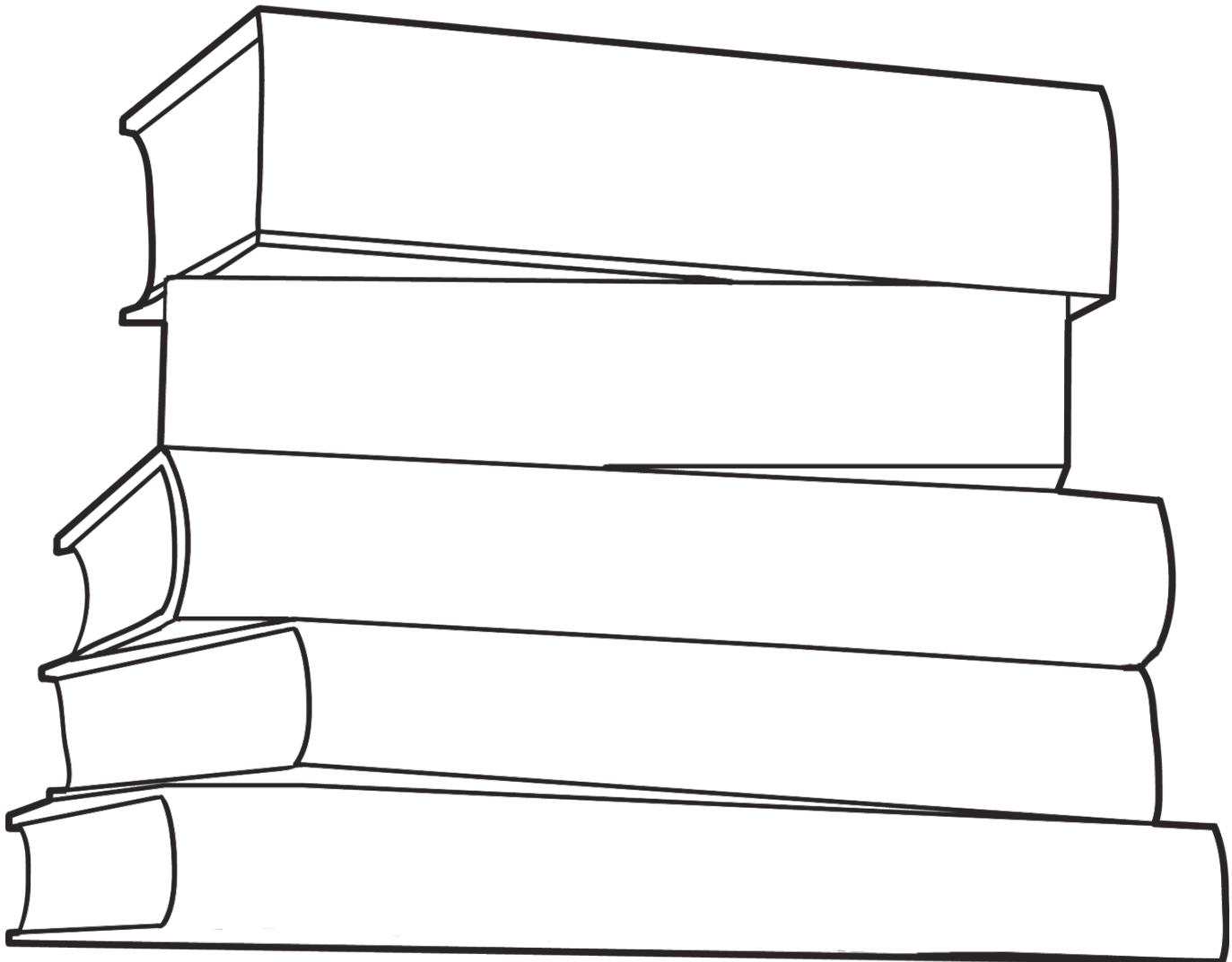
# about **ME**

## Reading Interest Survey

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

Preferred Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

**Directions:** Using colored pencils or markers, decorate the stack of books by completing the spines. Write your five favorite book titles, along with their corresponding authors, on each spine. When you are finished, write a brief response explaining which one is your favorite and why.



My all-time favorite book is \_\_\_\_\_

by \_\_\_\_\_ because \_\_\_\_\_

---

---

---

---

---

about

# ME

Name: \_\_\_\_\_  
Nickname: \_\_\_\_\_  
Birthday: \_\_\_\_\_

## Favorites

Movie:

Book:

TV Show:

Sport/Hobby:

Band/Artist:

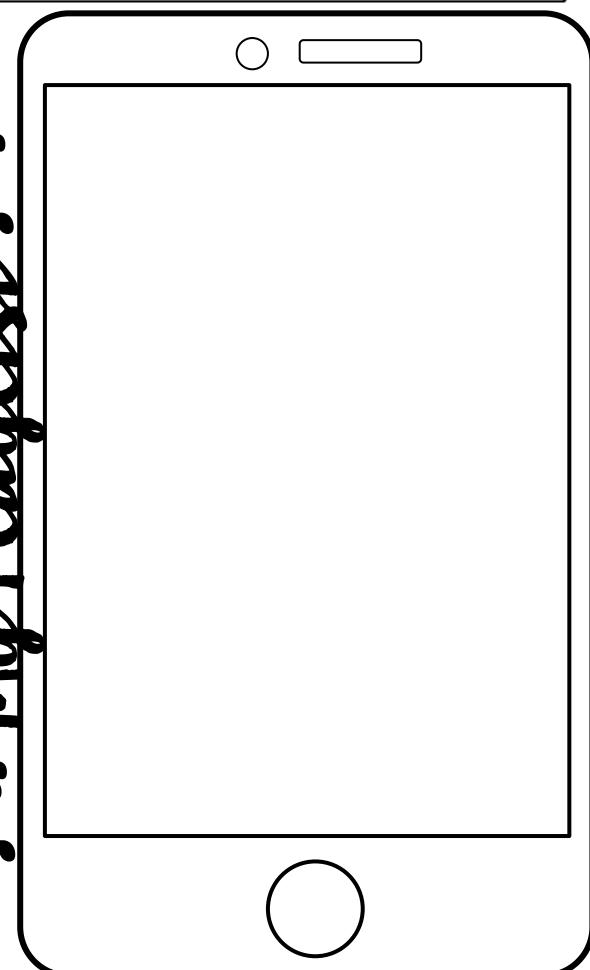
Video Game/App:

School Subject:

Memory from Last Year:

My goal for the school year is...

♪♫ My Playlist ♫♪

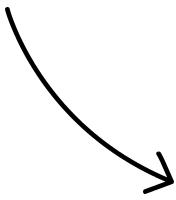


My biggest accomplishment:

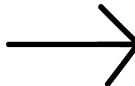
# about ME Social Media Profile

**Directions:** Using colored pencils or markers, fill in this social media template with information about you. You may choose to highlight your summer vacation or memorable events from last school year.

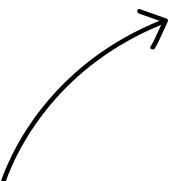
Draw a profile picture of yourself and fill out how many photos and followers you have.



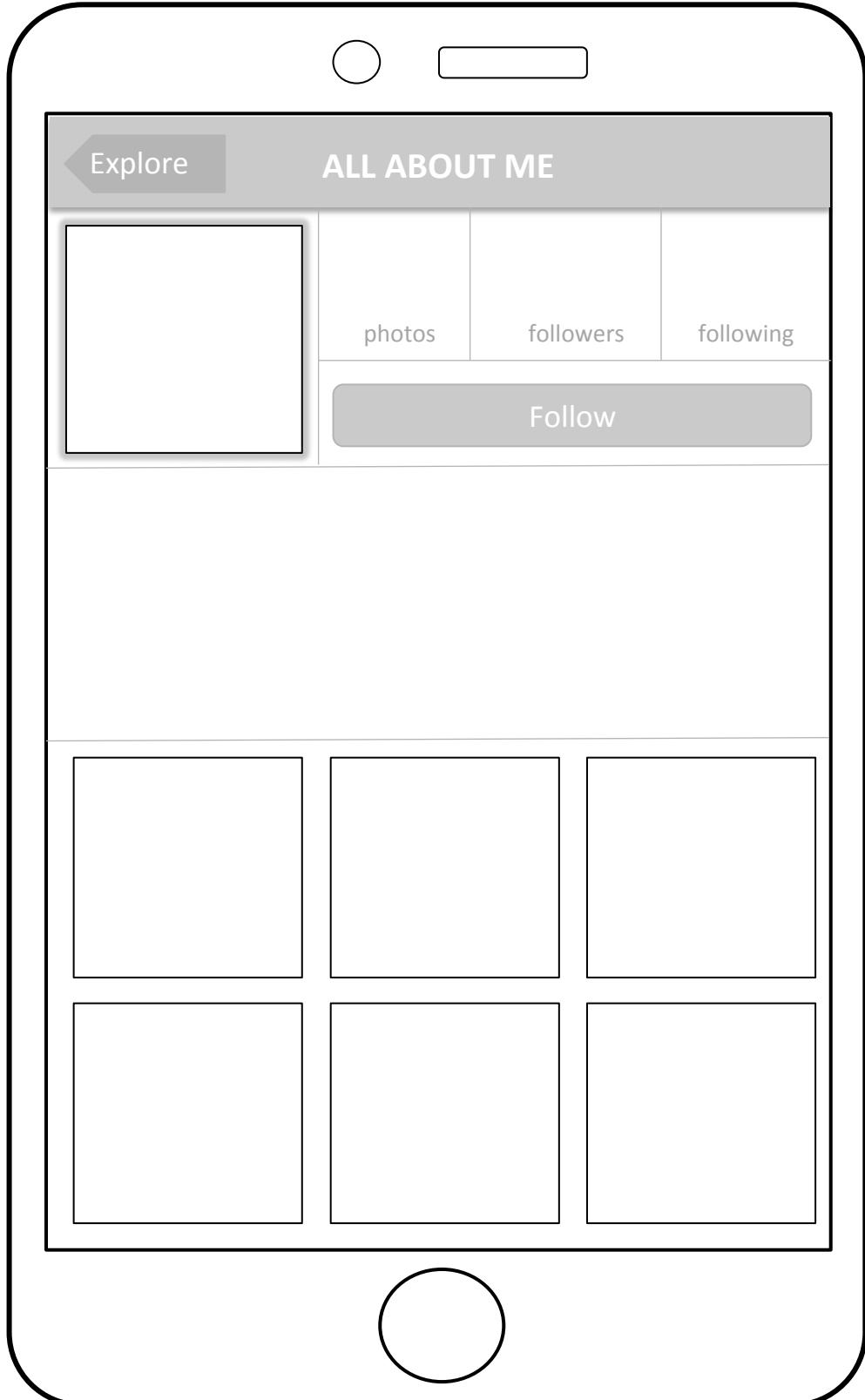
Decorate your phone case to match your personality or show your favorite color.



Write your name at the top of this section and then write a brief bio. The bio must include real information about you. You may draw emojis, but at least 3/4 of the bio must be written.



Draw six different photos or images that represent and symbolize who you are. These images can represent you as a whole, your summer vacation, or memorable events from last school year.



# Plot Elements of Summer

**Directions:** Read all of the plot element definitions below. Once you have an understanding of the basic plot elements, fill in the graphic organizer below with details from your summer break. Be sure to follow the plot diagram.

**Exposition:** The beginning of the story where the setting and characters are introduced.

**Rising Action:** A series of related incidents or events that build toward the climax.

**Climax:** Also called the turning point. This is the point of the highest tension or drama.

**Falling Action:** The part in the story after the climax where conflicts start to be resolved.

**Resolution:** The conclusion of the story where all of the conflicts are resolved.

**Setting:** The location (when and where) that the story takes place.

**Characters:** The people that the story is about.

**Conflict:** A struggle between two opposing forces in a literary work.

# My Summer Break

## Setting

## Characters

## Conflict:

## Rising Action

## Climax:

## Falling Action

## *Exposition*

# *Resolution*

# about **ME**

## Two Truths and a Lie

**Directions:** Think up two truths and one lie about yourself. Then go around the room and meet three new people. Write down their names and their three facts. Try to guess their lie.

### My Two Truths and a Lie

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Person 1: Name: \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

(circle their lie once you figure it out)

Person 1: Name: \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

(circle their lie once you figure it out)

Person 1: Name: \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

(circle their lie once you figure it out)

about

# ME

## Top 10 Lists

**Directions:** On every episode of one of the late night talk shows, the host reveals a top 10 list. The audience looks forward to this list. Create your own top 10 lists for both of the categories listed below. Typically, you will rank your items, with item number one being the best.

### Top 10 Moments From...

Last School Year

Summer Break

10. \_\_\_\_\_

10. \_\_\_\_\_

9. \_\_\_\_\_

9. \_\_\_\_\_

8. \_\_\_\_\_

8. \_\_\_\_\_

7. \_\_\_\_\_

7. \_\_\_\_\_

6. \_\_\_\_\_

6. \_\_\_\_\_

5. \_\_\_\_\_

5. \_\_\_\_\_

4. \_\_\_\_\_

4. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

1. \_\_\_\_\_

1. \_\_\_\_\_

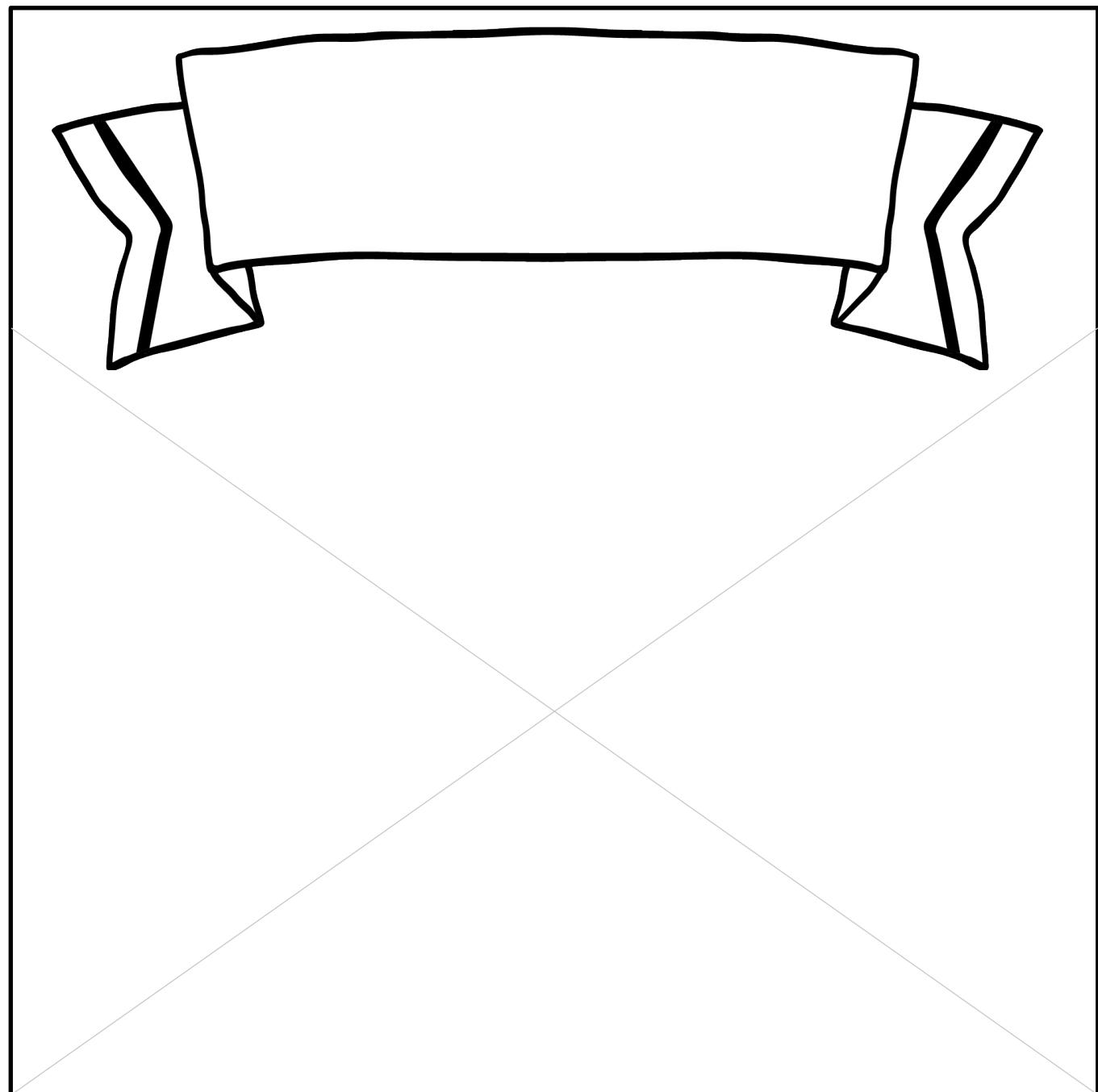
# about **ME**

## Classroom Quilt

**Directions:** Following the instructions below, use colored pencils, crayons, or markers to decorate your square. You want your square to be an accurate representation of who you are.

**Banner:** Write and decorate your name or nickname in the banner.

**Four Quadrants:** Use the four designated areas to illustrate information about yourself. Choose from this list: favorite school subject, favorite TV show, favorite music, favorite band, favorite book, favorite food, favorite artist, hobby/hobbies, sport(s), favorite sports team(s), academic ambitions, life ambitions, and goals.



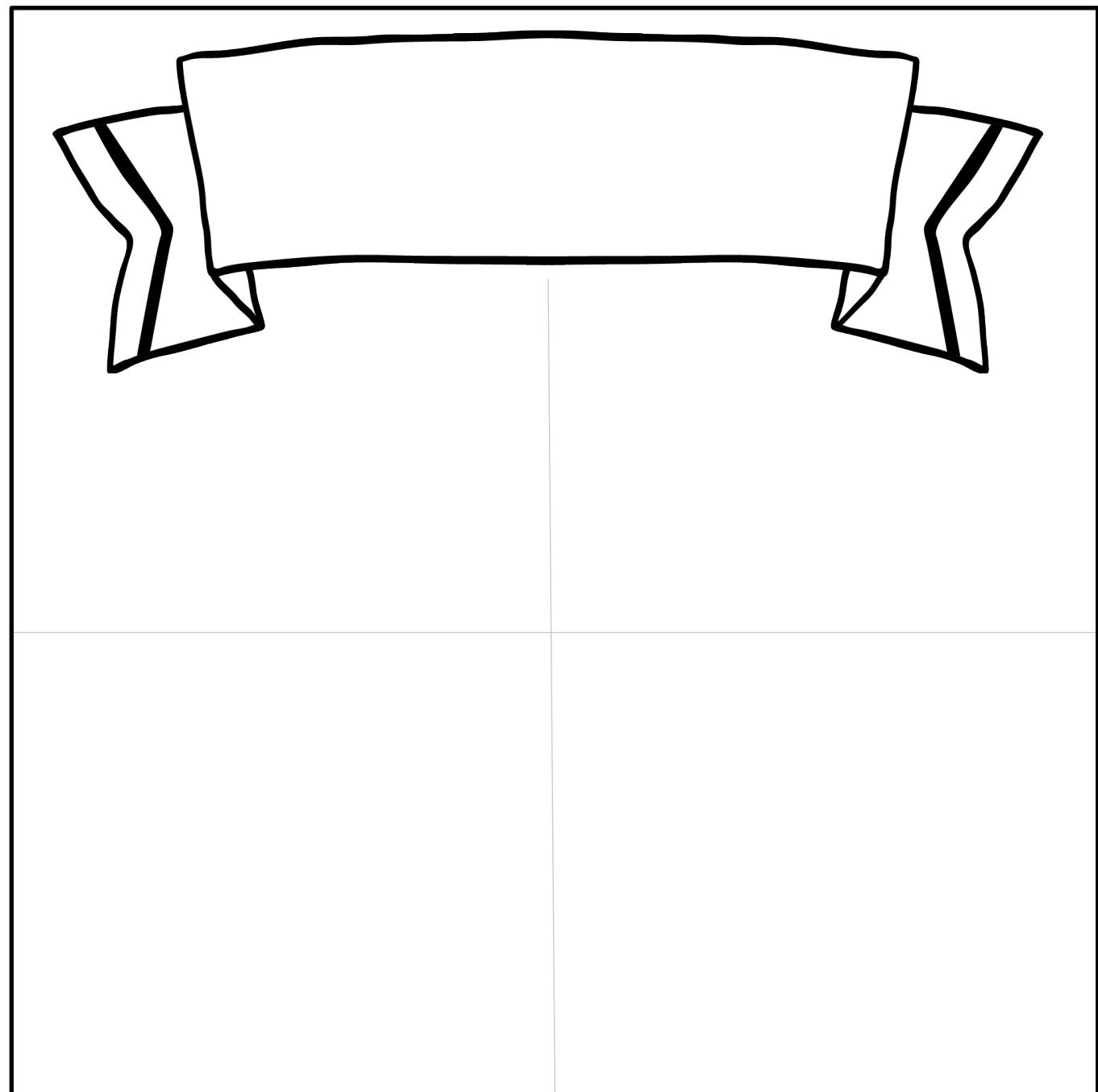
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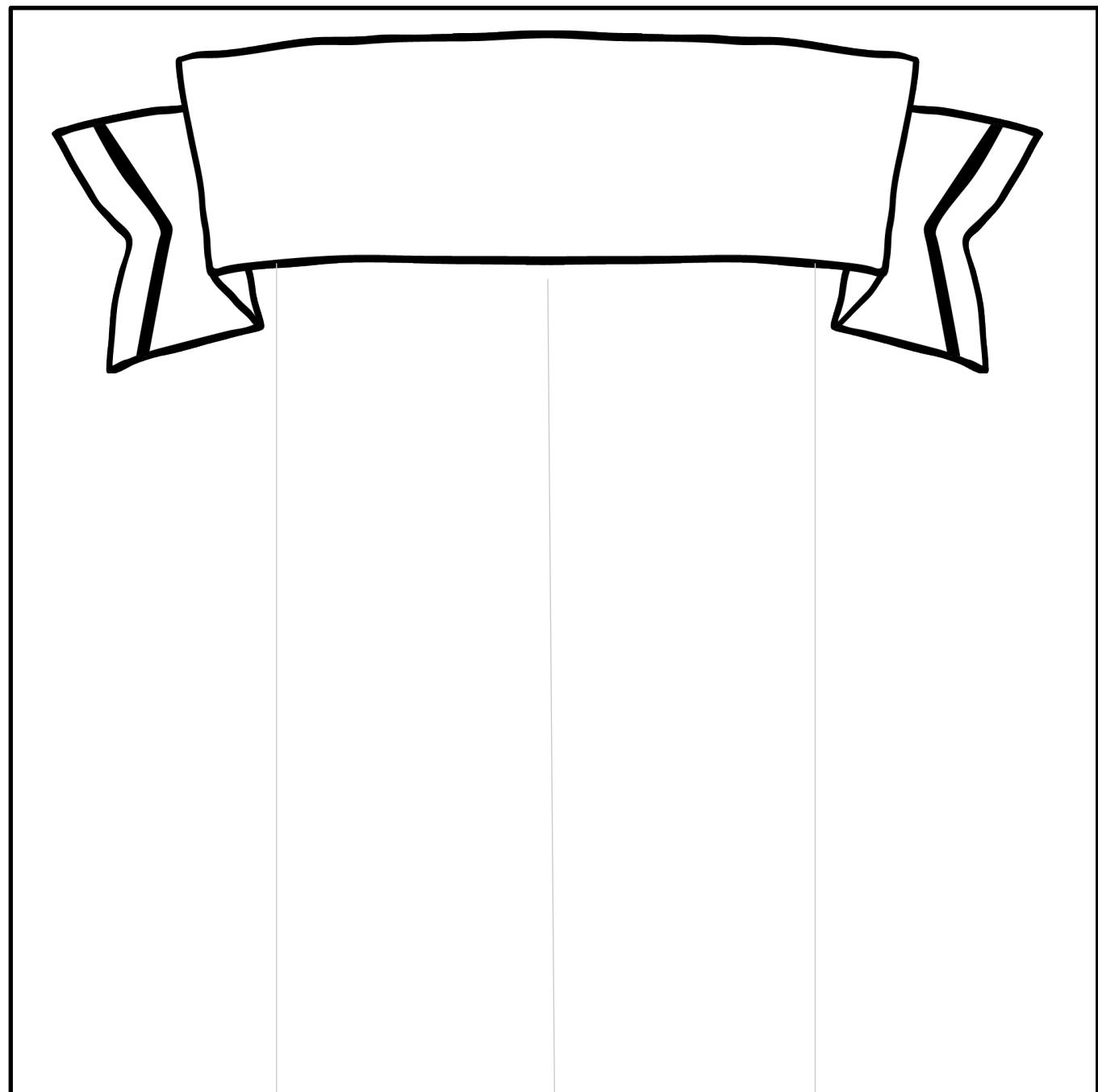
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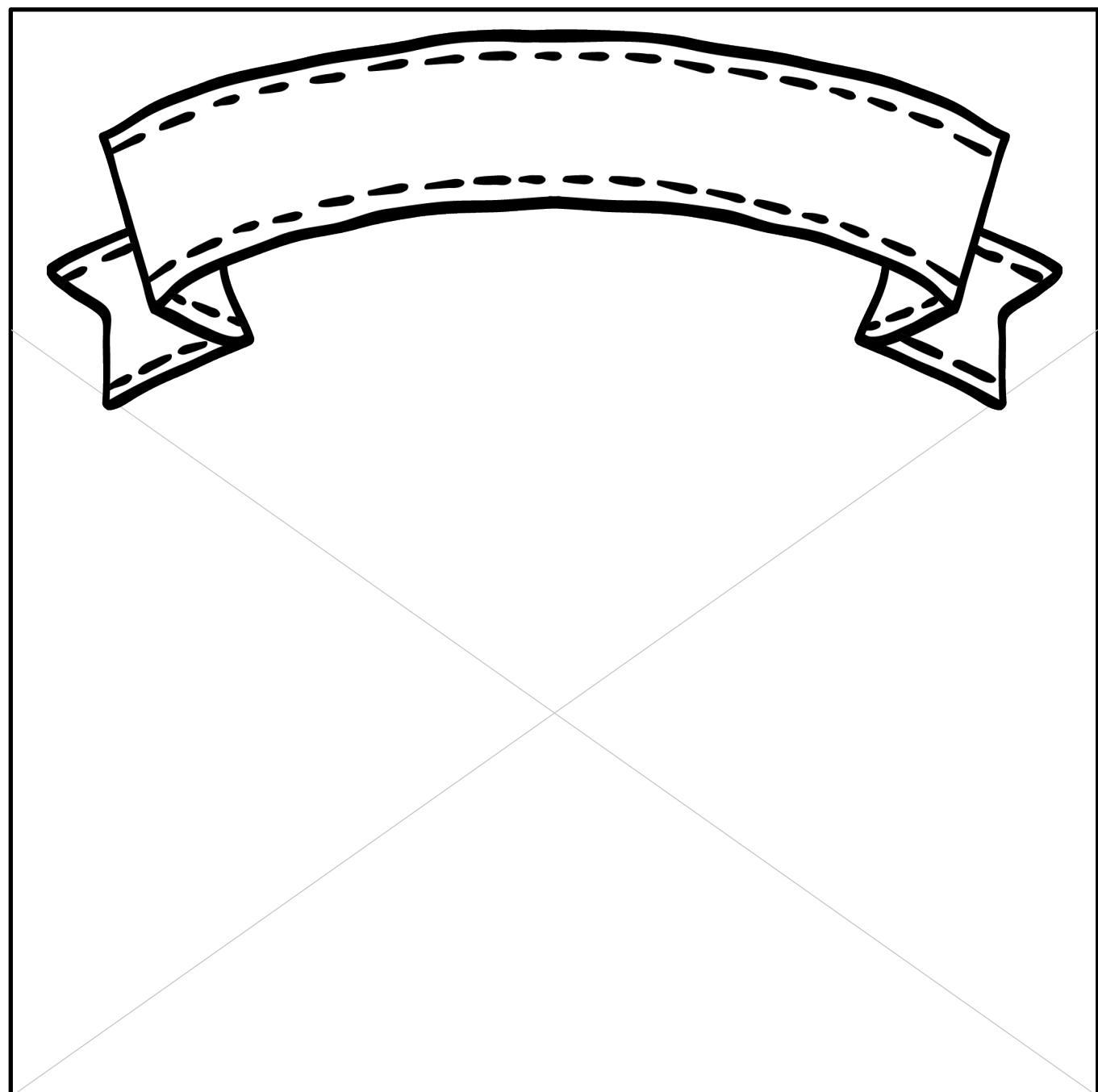
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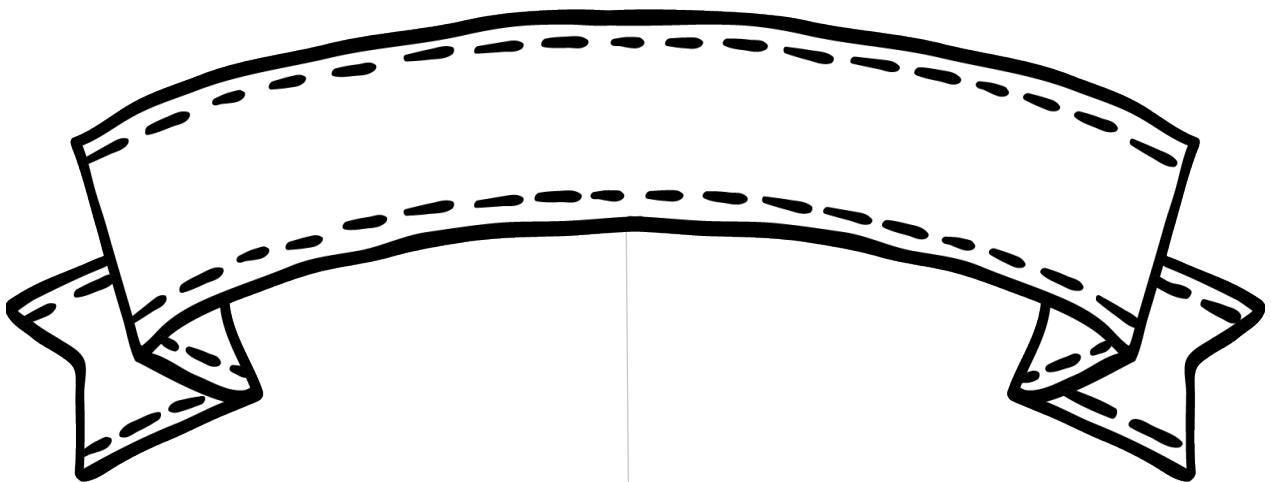
# about **ME**

## Classroom Quilt

**Directions:** Following the instructions below, use colored pencils, crayons, or markers to decorate your square. You want your square to be an accurate representation of who you are.

**Banner:** Write and decorate your name or nickname in the banner.

**Four Quadrants:** Use the four designated areas to illustrate information about yourself. Choose from this list: favorite school subject, favorite TV show, favorite music, favorite band, favorite book, favorite food, favorite artist, hobby/hobbies, sport(s), favorite sports team(s), academic ambitions, life ambitions, and goals.



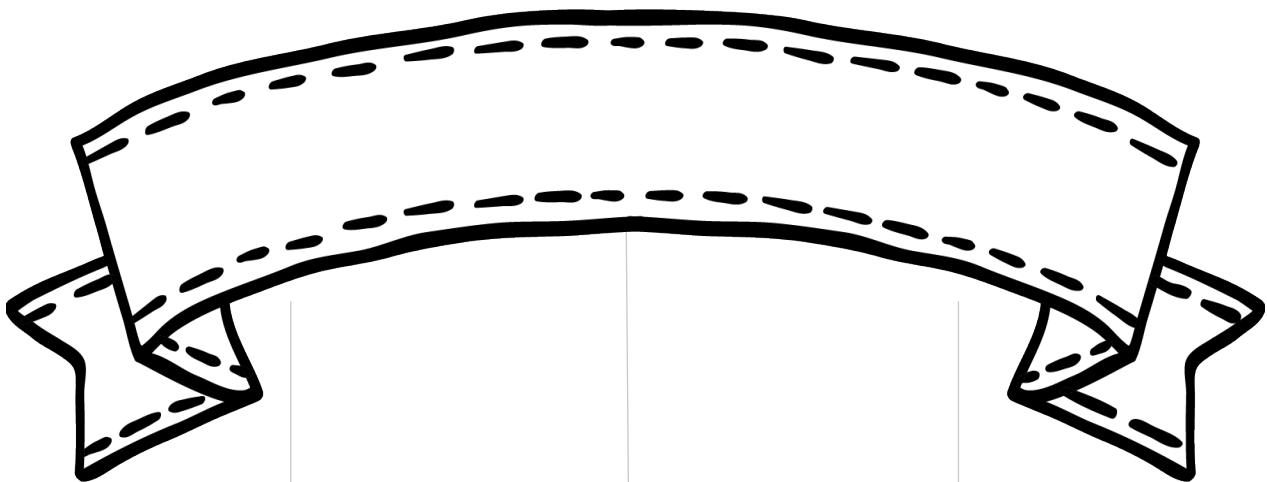
# about **ME**

## Classroom Quilt

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**Banner:** Write and decorate your name or nickname in the banner.

**Four Quadrants:** Use the four designated areas to illustrate information about yourself. Choose from this list: favorite school subject, favorite TV show, favorite music, favorite band, favorite book, favorite food, favorite artist, hobby/hobbies, sport(s), favorite sports team(s), academic ambitions, life ambitions, and goals.



# Classroom Rules and Policies

# WORD SEARCH



**Directions:** Find the hidden words in the puzzle. Then, write out the rule or policy that matches each word.

A	T	P	H	O	N	E	S	U	X	O	O	V	F
T	N	O	I	T	A	P	I	C	I	T	R	A	P
I	G	I	U	H	O	M	E	W	O	R	K	E	W
D	S	M	G	Z	C	H	R	G	N	V	W	D	E
E	E	A	U	S	M	J	Y	S	M	E	R	R	T
R	C	T	M	E	S	D	G	B	H	E	E	I	A
C	N	E	J	D	O	N	L	I	S	T	E	N	R
A	E	R	O	A	I	S	H	T	E	M	T	K	E
R	S	I	P	R	T	A	R	D	I	E	S	S	P
T	B	A	L	G	E	O	L	R	F	I	D	P	O
X	A	L	G	V	O	S	H	G	E	O	H	S	O
E	E	S	L	M	B	F	A	K	S	N	S	O	C
B	L	L	S	A	O	L	L	M	O	O	A	O	T
B	D	A	M	O	T	C	E	P	S	E	R	M	I
Q	W	O	D	R	D	K	R	O	W	E	T	A	L

Gum: \_\_\_\_\_

Trash: \_\_\_\_\_

Food: \_\_\_\_\_

Bell Rings: \_\_\_\_\_

Drinks: \_\_\_\_\_

Cooperate: \_\_\_\_\_

Phones: \_\_\_\_\_

Listen: \_\_\_\_\_

Restroom: \_\_\_\_\_

Respect: \_\_\_\_\_

Tardies: \_\_\_\_\_

Participation: \_\_\_\_\_

Late work: \_\_\_\_\_

Grades: \_\_\_\_\_

Absences: \_\_\_\_\_

Extra Credit: \_\_\_\_\_

Homework: \_\_\_\_\_

Materials: \_\_\_\_\_

# about YOU

## Partner Interview Activity

**Directions:** Complete the partner interview by interviewing your partner and asking him/her the questions. Be sure to write down your answers. Your partner will do the same. Then, you will take turns introducing each other to the class.

Interviewee: \_\_\_\_\_

Interviewer: \_\_\_\_\_

1. What is your preferred name or nickname?
2. When is your birthday?
3. What is your favorite school subject? Why?
4. What is your least favorite school subject? Why?
5. What city/state/country were you born in?
6. How many siblings do you have? (names, ages)
7. Do you have any pets? If so, what and how many.
8. What is your favorite TV show?
9. What is your favorite movie?
10. What is your favorite band/song/music genre?
11. What are your hobbies?
12. What is something you want your teacher and classmates to know about you?

# YOU

## Partner Interview Activity

**Directions:** Complete the partner interview by interviewing your partner and asking him/her the questions. Be sure to write down your answers. Your partner will do the same. Then, you will write a paragraph about the person that will introduce him/her to class.

Interviewee: \_\_\_\_\_

Interviewer: \_\_\_\_\_

1. What is your preferred name or nickname?
2. When is your birthday?
3. What is your favorite school subject? Why?
4. What is your least favorite school subject? Why?
5. What city/state/country were you born in?
6. How many siblings do you have? (names, ages)
7. Do you have any pets? If so, what and how many.
8. What is your favorite TV show?
9. What is your favorite movie?
10. What is your favorite band/song/music genre?
11. What are your hobbies?
12. What is something you want your teacher and classmates to know about you?

# about US

## Group Scavenger Hunt

**Directions:** In your team, use only the items that you have on you, with you, or in your backpack/purse. Find and collect as many items on the list as you can. When someone in your group has the item, check it off and write their name on the list. The team that has the most items on the list will win the hunt.

### Item

### Name

- |  |       |
|--|-------|
| <input type="checkbox"/> Pink pen:       | _____ |
| <input type="checkbox"/> Colored pencil: | _____ |
| <input type="checkbox"/> Eraser:         | _____ |
| <input type="checkbox"/> Protractor:     | _____ |
| <input type="checkbox"/> Calculator:     | _____ |
| <input type="checkbox"/> Watch:          | _____ |
| <input type="checkbox"/> Highlighter:    | _____ |
| <input type="checkbox"/> Library card:   | _____ |
| <input type="checkbox"/> Sheet music:    | _____ |
| <input type="checkbox"/> Athletic gear:  | _____ |
| <input type="checkbox"/> Water bottle:   | _____ |
| <input type="checkbox"/> Penny:          | _____ |
| <input type="checkbox"/> Phone charger:  | _____ |
| <input type="checkbox"/> Band-Aid:       | _____ |
| <input type="checkbox"/> Lip balm:       | _____ |
| <input type="checkbox"/> Lip gloss:      | _____ |
| <input type="checkbox"/> Post-it notes:  | _____ |
| <input type="checkbox"/> Mini stapler:   | _____ |
| <input type="checkbox"/> Novel:          | _____ |
| <input type="checkbox"/> Granola bar:    | _____ |
| <input type="checkbox"/> House key:      | _____ |
| <input type="checkbox"/> Padlock:        | _____ |
| <input type="checkbox"/> Pencil lead:    | _____ |
| <input type="checkbox"/> Mirror:         | _____ |
| <input type="checkbox"/> Floss:          | _____ |
| <input type="checkbox"/> Banana:         | _____ |

# about US

## Find Someone Who...

**Directions:** Find people in your class who fit the descriptions below. Once you find someone that fits the specific description, write their name on the line. To get to know each other more, add in some specific information about that person. For example, what concert did he/she go to?

## Find Someone Who...

has been to a concert: \_\_\_\_\_

visited a waterpark: \_\_\_\_\_

visited a theme park: \_\_\_\_\_

volunteers: \_\_\_\_\_

has never left the state: \_\_\_\_\_

went to another country: \_\_\_\_\_

rides horses: \_\_\_\_\_

enjoys reading: \_\_\_\_\_

plays a musical instrument: \_\_\_\_\_

has a birthday in April: \_\_\_\_\_

is an only child: \_\_\_\_\_

is the oldest sibling: \_\_\_\_\_

is the youngest sibling: \_\_\_\_\_

is the middle sibling: \_\_\_\_\_

plays video games: \_\_\_\_\_

can't whistle: \_\_\_\_\_

is wearing the color pink: \_\_\_\_\_

has a pet fish: \_\_\_\_\_

doesn't have a dog: \_\_\_\_\_

loves rollercoasters: \_\_\_\_\_

dislikes pizza: \_\_\_\_\_

plays a sport: \_\_\_\_\_

likes sushi: \_\_\_\_\_

# about **ME**

# Personal Narrative

**Directions:** Read all of the personal narrative prompts. Then, select a prompt and write an essay that addresses the prompt entirely.

**Personal Narrative Prompts** – Select one of the prompts below to write your narrative about.

1. Write about a time when you worked hard toward accomplishing a goal. Tell the story about the goal, why you set the goal, the steps you took to accomplish the goal, and how you felt once it was accomplished.
2. Write about the accomplishment in which you are most proud. In your narrative, explain your accomplishment, describe why this accomplishment makes you proud, and tell the story about how you achieved this accomplishment.
3. Write about a time when you experienced a hardship. In your narrative, elaborate on the hardship. Explain the events and your feelings surrounding it, how you have grown from the experience, and how the hardship was eventually resolved.
4. Write about your best childhood memory. In your narrative, tell the story of that memory. Be sure to include all of the sensory details to make your narrative come to life.
5. Write about an event from your past that has shaped the person who you are today. In your narrative, tell the story surrounding that event and explain how it has shaped the person that you are today.

**Personal Narrative Checklist** – Once you select a writing prompt for your narrative, fill in the blanks with details and check each item off of the list.

- Point of view: \_\_\_\_\_
- Conflict: \_\_\_\_\_
  - Is the conflict internal or external? \_\_\_\_\_
- Characters: \_\_\_\_\_
- Setting (when): \_\_\_\_\_
- Setting (where): \_\_\_\_\_

*Use the space below to begin brainstorming your essay.*

# Narrative Essay Grading Rubric

<i>Exposition</i>	<b>20</b>	<b>16</b>	<b>12</b>	<b>8</b>	<b>4</b>
	The author thoroughly develops and introduces the characters, setting, and conflict	The author introduces the characters, setting, and conflict	The author introduces two of the three items: characters, setting, conflict	The author introduces one of the three items: characters, setting, conflict	There is no exposition
<i>Resolution</i>	<b>10</b>		<b>6</b>		<b>2</b>
	The author concludes the narrative. The audience does not have any questions.		The author concludes the narrative. The audience may have some questions.		There is no conclusion
<i>Organization</i>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>
	The narrative is organized in a logical format and follows the plot diagram	There are a couple minor organizational errors in the plot diagram	There are a few organizational errors in the plot diagram	There are major organizational errors in the plot diagram	The paper lacks organization
<i>Plot</i>	<b>30</b>	<b>24</b>	<b>18</b>	<b>12</b>	<b>6</b>
	The author fully develops the plot. The events sequentially add information to create an interesting narrative	The author develops the plot. The events add information to create an interesting	The author somewhat develops the plot. The events add information to an the narrative	The author includes some details and events to somewhat develop the plot	The author does not include and details, ideas, or events
<i>Conflict</i>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>
	The author establishes a clear conflict	The author establishes a conflict	The author establishes a vague conflict	The author attempts to establish a conflict	The author does not include a conflict
<i>Grammar</i>	<b>20</b>	<b>16</b>	<b>12</b>	<b>8</b>	<b>4</b>
	There are no grammatical errors	There are a couple minor grammatical errors	There are a few minor grammatical errors	There are a few major grammatical errors	The grammatical errors make it difficult to read

*Comments:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Total Score*

# Narrative Essay Grading Rubric

<i>Exposition</i>					
	The author thoroughly develops and introduces the characters, setting, and conflict	The author introduces the characters, setting, and conflict	The author introduces two of the three items: characters, setting, conflict	The author introduces one of the three items: characters, setting, conflict	There is no exposition
<i>Resolution</i>					
	The author concludes the narrative. The audience does not have any questions.		The author concludes the narrative. The audience may have some questions.		There is no conclusion
<i>Organization</i>					
	The narrative is organized in a logical format and follows the plot diagram	There are a couple minor organizational errors in the plot diagram	There are a few organizational errors in the plot diagram	There are major organizational errors in the plot diagram	The paper lacks organization
<i>Plot</i>					
	The author fully develops the plot. The events sequentially add information to create an interesting narrative	The author develops the plot. The events add information to create an interesting	The author somewhat develops the plot. The events add information to an the narrative	The author includes some details and events to somewhat develop the plot	The author does not include and details, ideas, or events
<i>Conflict</i>					
	The author establishes a clear conflict	The author establishes a conflict	The author establishes a vague conflict	The author attempts to establish a conflict	The author does not include a conflict
<i>Grammar</i>					
	There are no grammatical errors	There are a couple minor grammatical errors	There are a few minor grammatical errors	There are a few major grammatical errors	The grammatical errors make it difficult to read

**Comments:** \_\_\_\_\_**Total Score**

Partner &

Group

# MATCH

My name is:

---

My partner is:

---

The members in my group are:

---

---

---

---

Partner &

Group

# MATCH

My name is:

---

My partner is:

---

The members in my group are:

---

---

---

---

# MATCH

Find  
Your  
Partner

Romeo

Juliet

Jack

Jill

ketchup

mustard

salt

pepper

apples

oranges

bow

arrow

fork

spoon

rock

roll

Hansel

Gretel

peanut butter

jelly

# MATCH

Find  
Your  
Partner

fire

ice

yin

yang

baseball

World Series

football

Super Bowl

tennis

racket

lock

key

Rocky

Bullwinkle

Tom

Jerry

Bonnie

Glyde

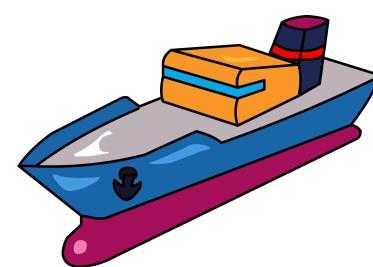
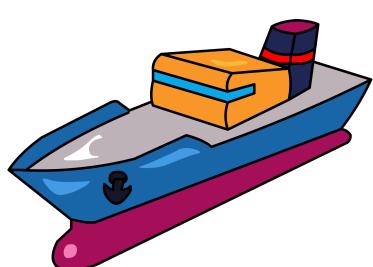
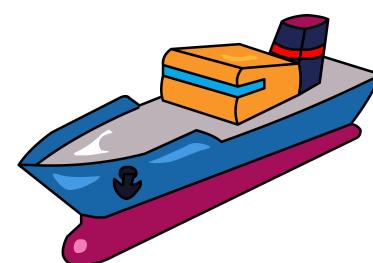
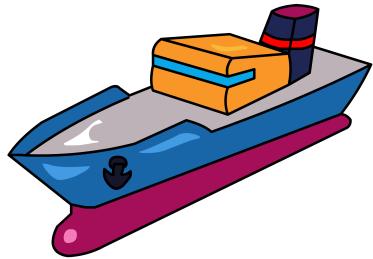
Mario

Luigi

Group

# MATCH

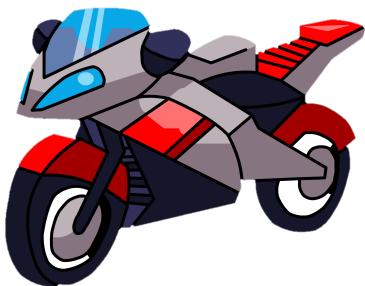
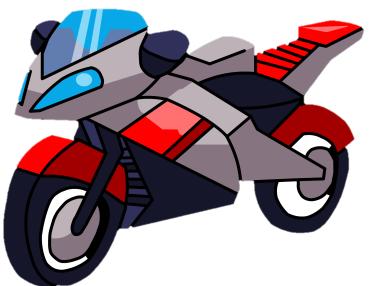
Find  
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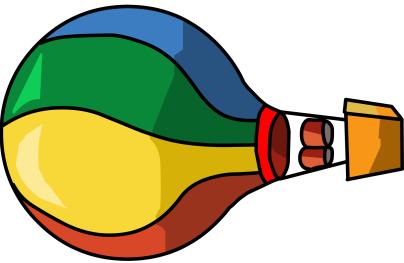
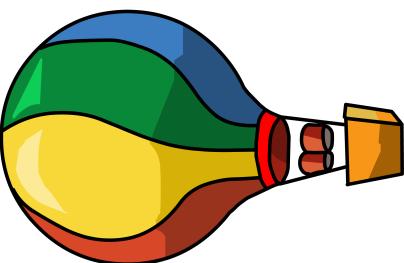
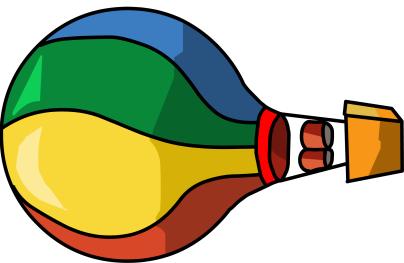
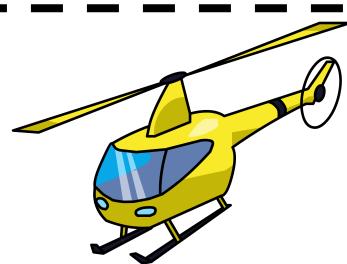
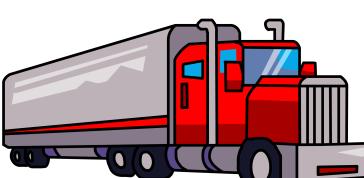
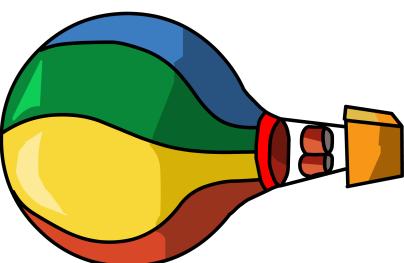
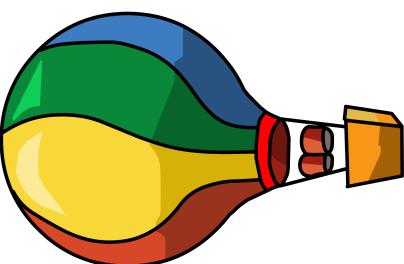
Find  
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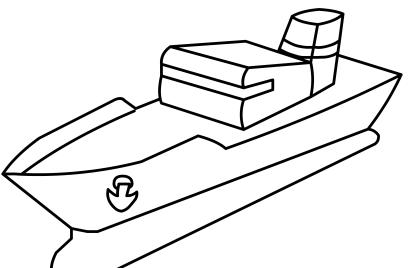
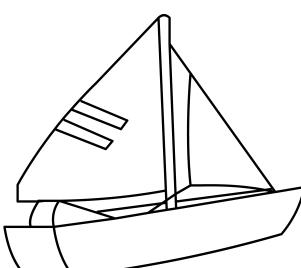
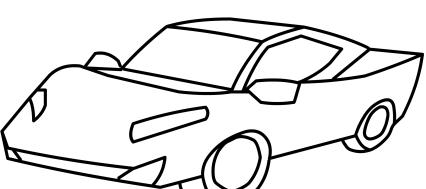
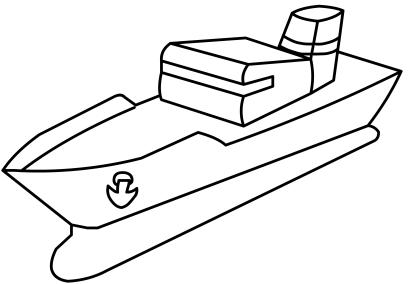
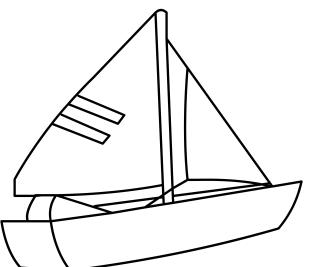
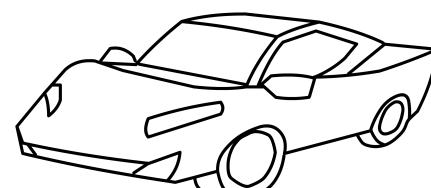
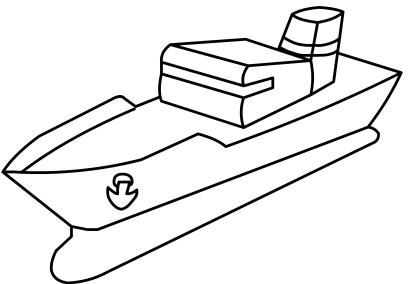
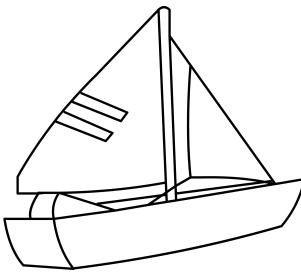
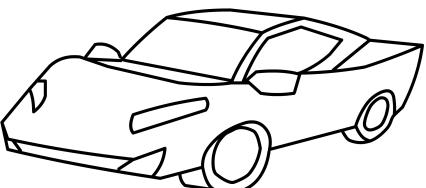
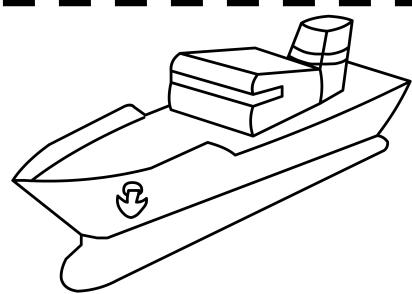
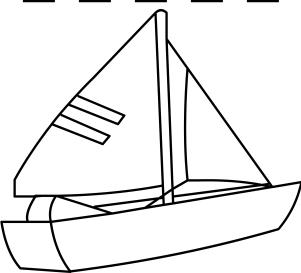
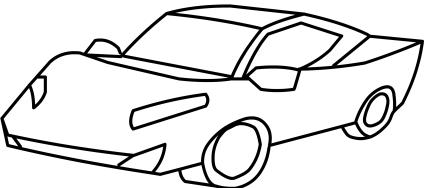
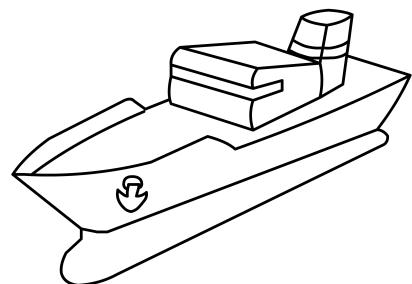
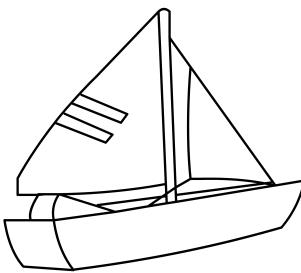
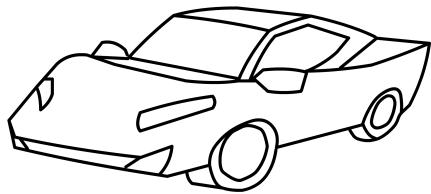
Find  
Your  
Group



Group

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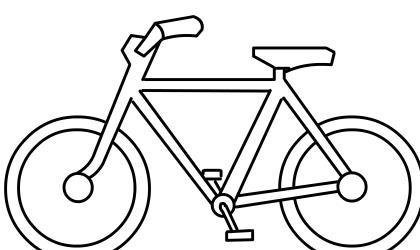
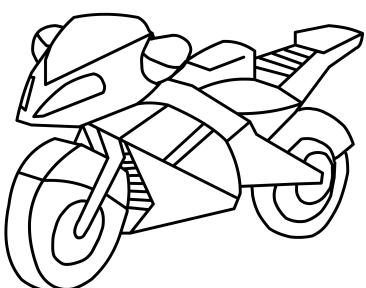
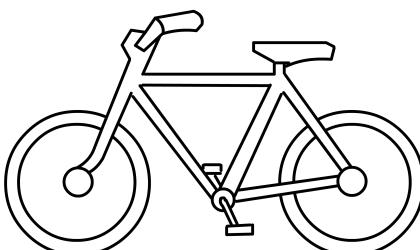
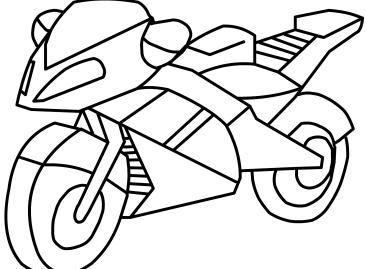
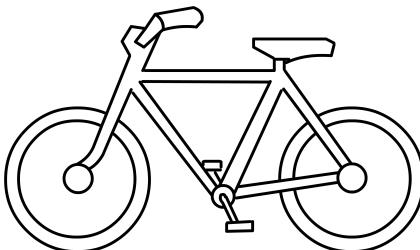
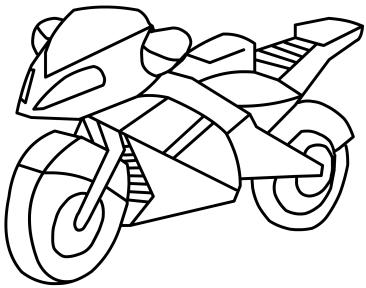
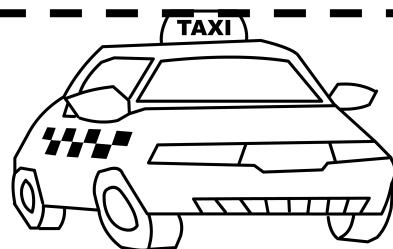
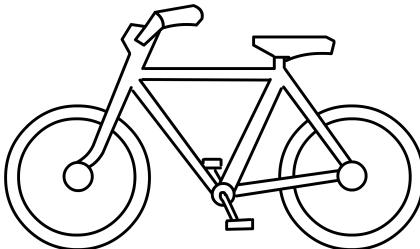
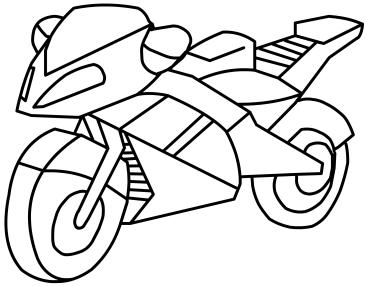
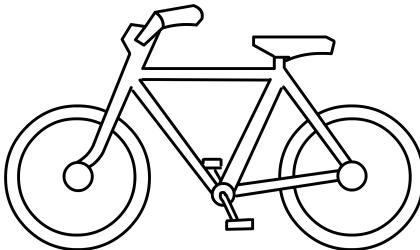
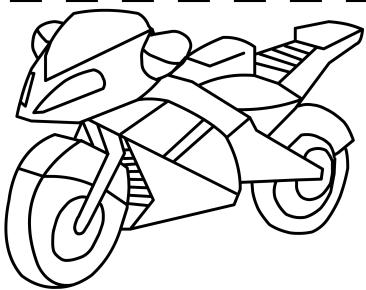
Find  
Your  
Group



Group

# MATCH

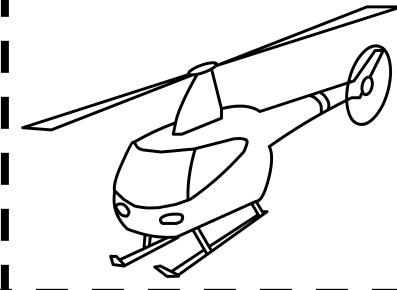
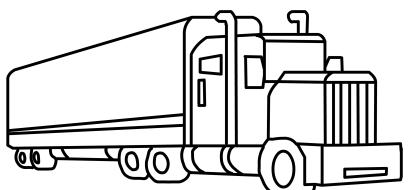
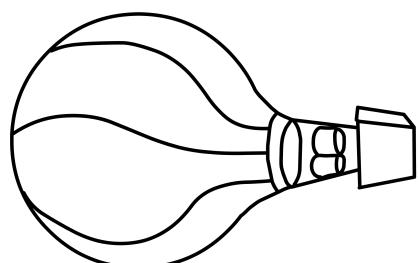
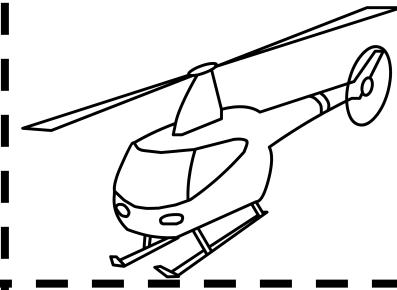
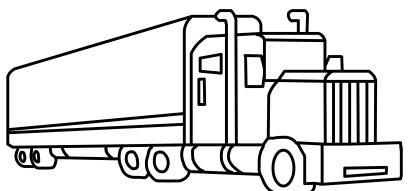
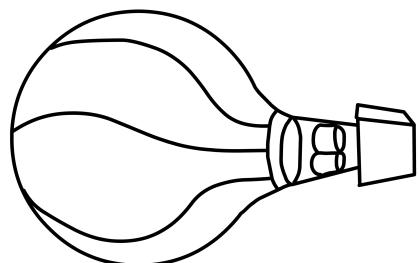
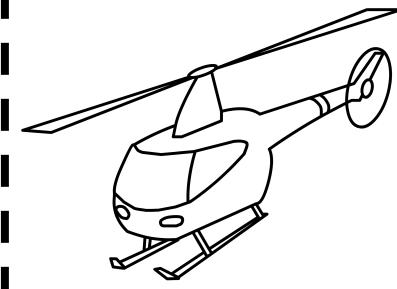
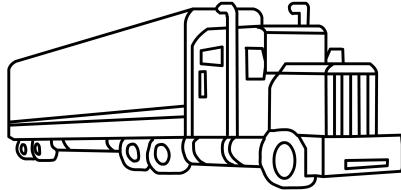
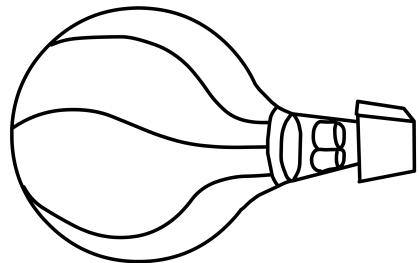
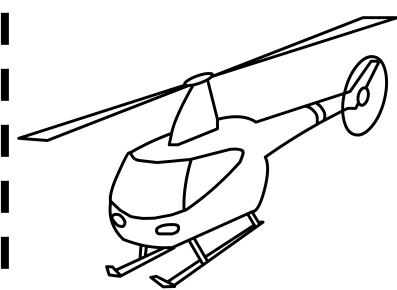
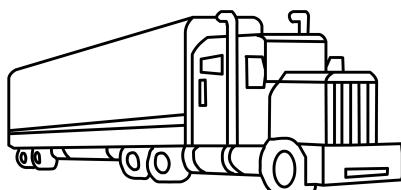
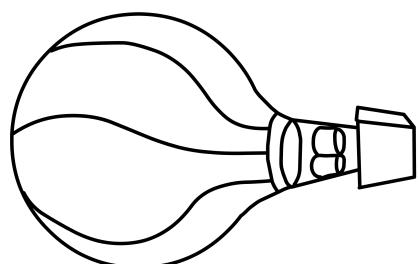
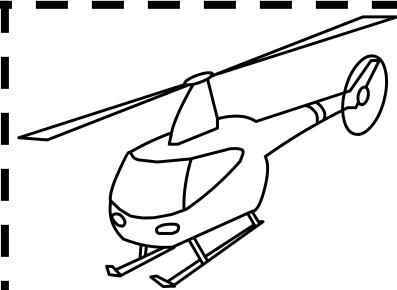
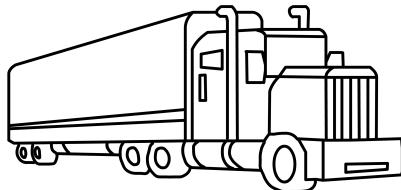
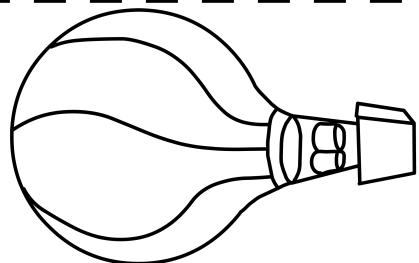
Find  
Your  
Group



Group

# MATCH

Find  
Your  
Group



# Classroom Rules and Policies

# WORD SEARCH



**Directions:** Find the hidden words in the puzzle. Then, write out the rule or policy that matches each word.

A	T	P	H	O	N	E	S	U	X	O	O	V	F
T	N	O	I	T	A	P	I	C	I	T	R	A	P
I	G	I	U	H	O	M	E	W	O	R	K	E	W
D	S	M	G	Z	C	H	R	G	N	V	W	D	E
E	E	A	U	S	M	J	Y	S	M	E	R	R	T
R	C	T	M	E	S	D	G	B	H	E	E	I	A
C	N	E	J	D	O	N	L	I	S	T	E	N	R
A	E	R	O	A	I	S	H	T	E	M	T	K	E
R	S	I	P	R	T	A	R	D	I	E	S	S	P
T	B	A	L	G	E	O	L	R	F	I	D	P	O
X	A	L	G	V	O	S	H	G	E	O	H	S	O
E	E	S	L	M	B	F	A	K	S	N	S	O	C
B	L	L	S	A	O	L	L	M	O	O	A	O	T
B	D	A	M	O	T	C	E	P	S	E	R	M	I
Q	W	O	D	R	D	K	R	O	W	E	T	A	L

Gum: \_\_\_\_\_

Trash: \_\_\_\_\_

Food: \_\_\_\_\_

Bell Rings: \_\_\_\_\_

Drinks: \_\_\_\_\_

Cooperate: \_\_\_\_\_

Phones: \_\_\_\_\_

Listen: \_\_\_\_\_

Restroom: \_\_\_\_\_

Respect: \_\_\_\_\_

Tardies: \_\_\_\_\_

Participation: \_\_\_\_\_

Late work: \_\_\_\_\_

Grades: \_\_\_\_\_

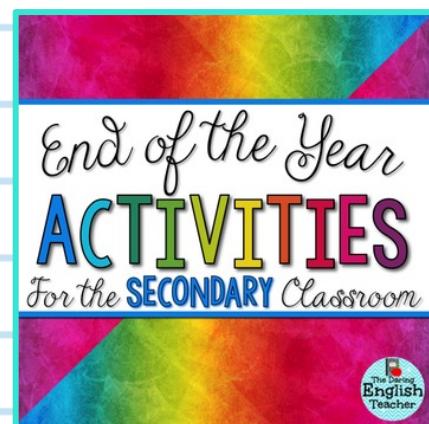
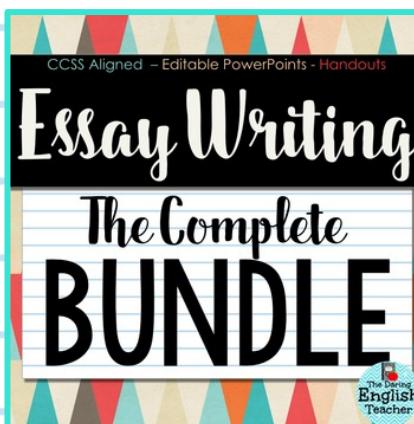
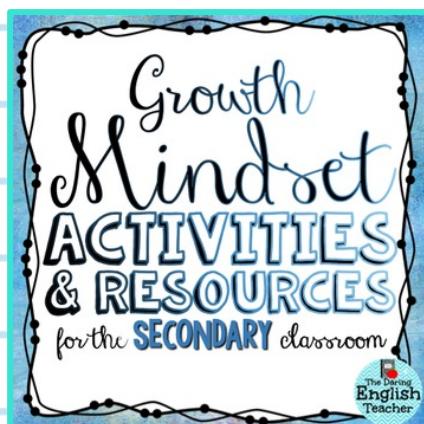
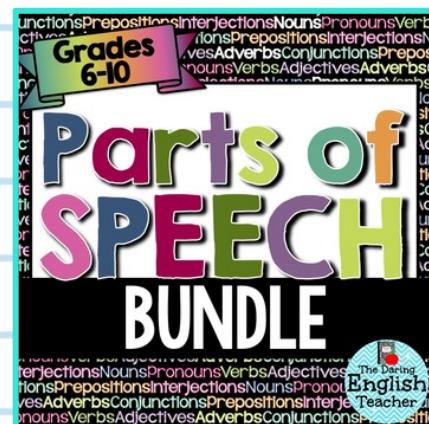
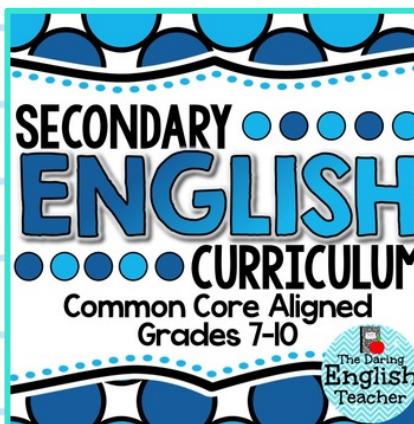
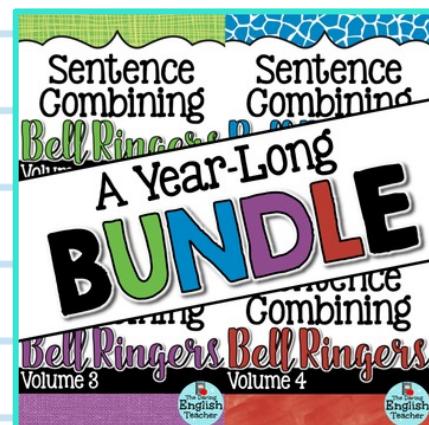
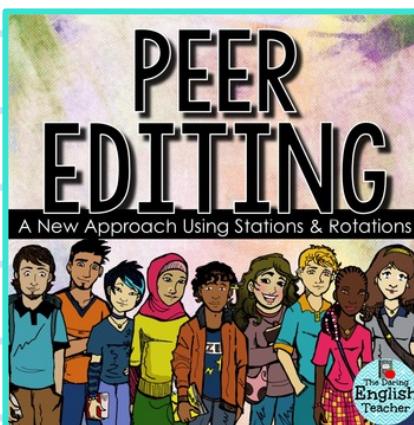
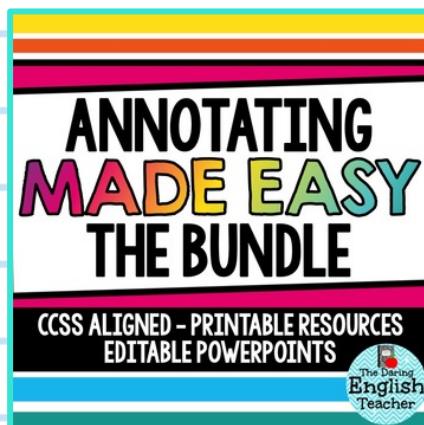
Absences: \_\_\_\_\_

Extra Credit: \_\_\_\_\_

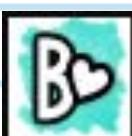
Homework: \_\_\_\_\_

Materials: \_\_\_\_\_

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