

Getting to Know You

Intermediate

Ice Breakers

Ice Breaker #1

Getting to Know You PUZZLES

Teacher Directions:

- COPY PUZZLE template for each student
- HAVE STUDENTS CUT OUT THE PUZZLE AS ONE WHOLE (JUST TRIMMING THE OUTSIDE WHITE EDGES) DO NOT CUT THE PIECES OUT.
- DIRECT THE STUDENTS TO DECORATE THE BLANK SIDE OF THE PUZZLE TEMPLATE WITH IMAGES THAT REPRESENT THEMSELVES. ENCOURAGE STUDENTS TO FILL UP AS MUCH OF THE BLANK SIDE AS THEY CAN.
- WHEN A STUDENT FINISHES HAVE THEM CUT OUT THE PUZZLE PIECES. PROVIDE A ZIP-LOCK BAG FOR EACH STUDENT TO HOUSE THEIR PIECES.
- WHEN EVERYONE IS FINISHED, CONDUCT A "STAND UP, HAND UP, PAIR UP." IN PARTNERS STUDENTS WILL PUT TOGETHER EACH OTHER PUZZLES. ENCOURAGE STUDENTS TO EXPLAIN TO THEIR PEERS WHY THEY DREW THE IMAGES THEY DID.
- REPEAT WITH OTHER PARTNERS.

NAME:

Directions: Take time to read the directions

FOR



Ice Breaker #2

FOLLOW THE LEADER

Teacher Directions:

- COPY FOLLOW THE LEADER PRINTABLE FOR EACH STUDENT.
- ASSEMBLE STUDENTS INTO GROUPS OF 3-4
- STUDENTS NEED A PENCIL AND CRAYONS.
- PRINT A SET OF THE FOLLOW THE LEADER CARDS FOR EACH GROUP OF STUDENTS.
- HOUSE CARDS IN A CONTAINER WHERE STUDENTS CANNOT SEE THE INFORMATION ON EACH CARD. I USE A PLASTIC CUP INSIDE A TUBE SOCK. ☺
- INSTRUCT STUDENTS TO TAKE TURNS PULLING CARDS ONE AT A TIME. HAVE THEM READ THE CARD TO THEIR GROUP MEMBERS. NO ONE CAN SEE THE CARD EXCEPT THE PERSON WHO PULLED THE CARD. THEY ARE TO READ THE DIRECTIONS TO THE MEMBERS ONCE. THIS ACTIVE LEARNING WITHIN A GROUP.
- STUDENTS WILL PULL CARDS TO COMPARE STUDENT WORK. CLASS, WAS EVERYONE LISTENING? WE DO DIFFERENTLY WHEN



TANYA VILLACIS

PERFECT FOR BACK TO SCHOOL!

Thank you!

This purchase contains 8 "Getting to know you" team builders/ice breakers for intermediate students. Designed for easy prep and minimal materials, these activities are simple to build into your hectic first week of school or to use throughout the year. Your students will have so much fun completing these activities they won't even realize they're building a classroom family.

Graphic credit:



Build a CLASSROOM COMMUNITY!

Ice Breaker #1 Ice Breaker #2

Getting to Know You PUZZLES FOLLOW THE LEADER

Teacher Directions:

- COPY PUZZLE template for each student
- HAVE students cut out the PUZZLE A WHOLE (just trimming the outside w/ edges) DO NOT CUT THE PIECES OUT.
- DIRECT the students to decorate the BLANK side of the puzzle template w/ images that represent themselves. Encourage students to fill up as much the blank side as they can.
- When a student finishes have them cut out the puzzle pieces. Provide a zip bag for each student to house their pieces.
- When everyone is finished, conduct "Stand Up, Hand Up, Pair Up." In part

Teacher Directions:

- COPY Follow the Leader template for each student.
- ASSEMBLE students in groups of 3-4
- Students need a pencil and crayons.
- Print a set of the follow the leader cards for each student.
- House cards in a container where students can't see the information on each card. I use a plastic cup inside a tub.
- Invite students to take turns pulling cards one at a time. Have them read the card to their group members. NO ONE can see the card except the person who pulled the card. They are only allowed to read the directions to their group members. This activity promotes

Ice Breaker #3 Ice Breaker #4

In one word Blinded Partners

Teacher Directions:

- COPY In one word puzzle for each student.
- ASSEMBLE students into groups of 3-4
- Students need pencil and paper
- In groups students will select one that describes the group. The word must have a meaning. The word as there are group members. Each person must decide one bunting holds a letter to spell the word they selected. Encourage students to decorate their bunting with symbol drawings that relate back to the they selected.
- Provide tape and ribbon for each to assemble their banner.
- When everyone is done conduct a discussion on why each group chose word they did.

Teacher Directions:

- Students need whiteboards/markers or paper and pencils.
- ASSEMBLE students in partners.
- EXPLAIN that one person will sit with their body not facing the projected screen. The other person needs to be able to see the picture because they are going to explain what is included in the picture. (Example statement: There is a girl standing in the bottom left corner holding a flower in her right hand. She has curly hair, wearing a skirt, etc.)
- ENCOURAGE students to be as detailed as possible. (Side note: I do not have the students use color for time purposes, but that is up to you)
- Allow about 4-5 minutes to finish.
- SWITCH roles and project new image.
 - I. Suggested pictures to use: http://www.bes+kiddy.com/children-drawing/*v5fyty-cguk I have used the picture with the caption of "family."
 - II. I use clipart to create my images (an ocean scene, a family in front of a house, etc.). The key is to have 4-5 major elements to the picture and some smaller details. Don't select a really busy photo. ☺

Ice Breaker #5 Ice Breaker #6

Journalists for the Teacher Models

Teacher Directions:

- Provide copies of the Hard Hitting Questions sheet for each student.
- Have the students do a "stand up, up, pair up" to find new partners. Partners must ask each other one question (doesn't have to be the selected question) and jot down the response their partner provided. Students provide a detailed response verbal and in written response.
- Options for when everyone is done way share out:
 - Separate students into groups on what they selected. Hold a free debate.
 - For techie classrooms with equalize have students use the video camera.

Teacher Directions:

- Put students in groups of 3-5.
- Provide each group with play-doh.
- Give students cards (depending on size), directing them what to replicate with their play-doh.
- Students will have questions; "How big is my I have my yes?" Don't answer anything. When each group is finished, instruct them to assemble the parts they have created to

Ice Breaker #7 Ice Breaker #8

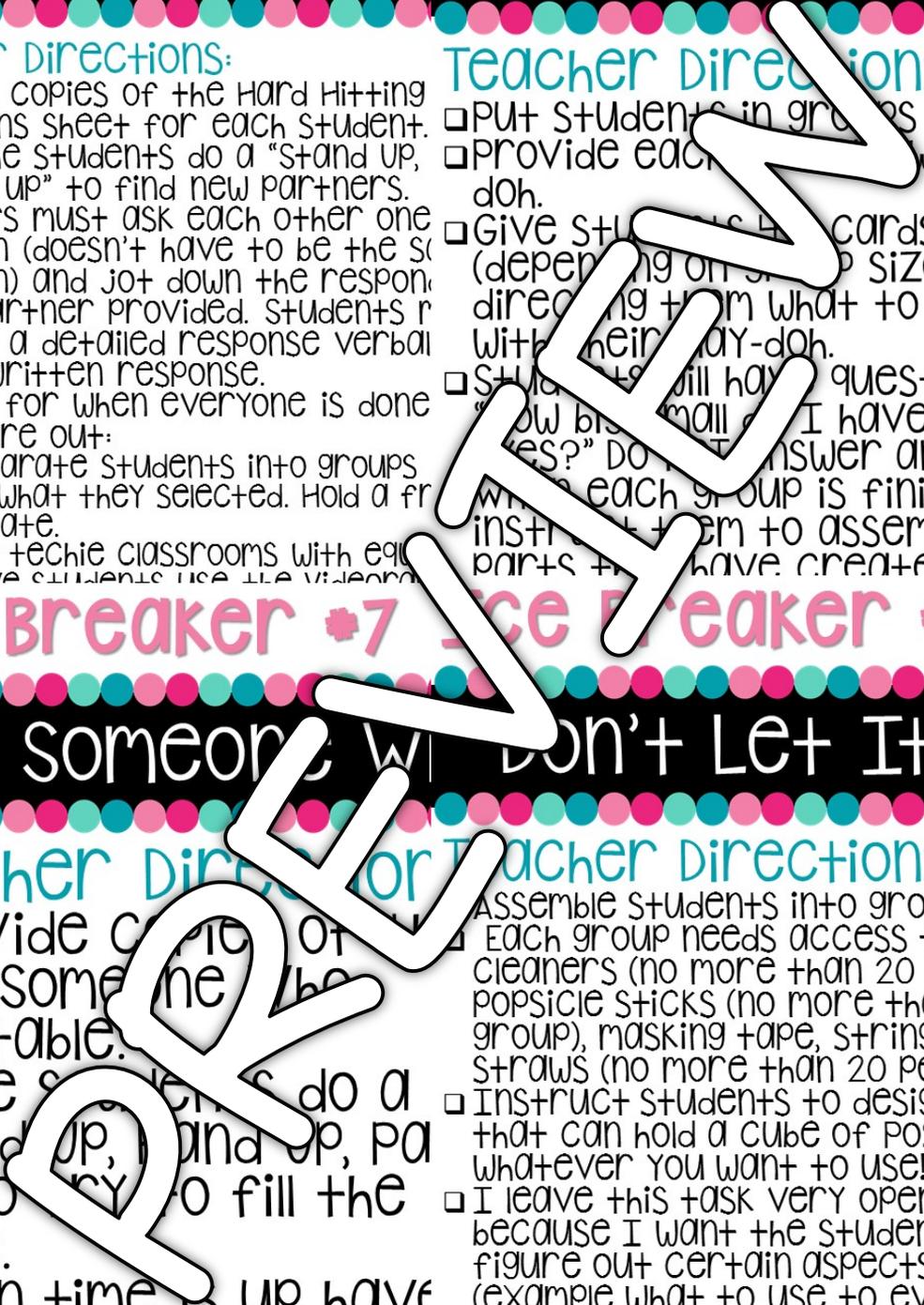
Find Someone Who Don't Let It Fall!

Teacher Directions:

- Provide copies of the Find Someone Who Printable.
- Have students do a stand up, pair up, pair up to fill the page.
- When time is up have students share what they learned about their classmates!

Teacher Directions:

- Assemble students into groups of 2-3
- Each group needs access to pipe cleaners (no more than 20 per group), popsicle sticks (no more than 20 per group), masking tape, string/yarn, and straws (no more than 20 per group).
- Instruct students to design a bridge that can hold a cube of Post-its (or whatever you want to use!)
- I leave this task very open ended because I want the students to figure out certain aspects together (example what to use to evaluate the bridge (for instance, student chairs))
- Afterwards, hold a class discussion on what worked and didn't work during the engineering process. Discuss the symbolic meaning to what a bridge does. Connect that meaning back to working in groups in class.



Ice Breaker #2

FOLLOW THE LEADER

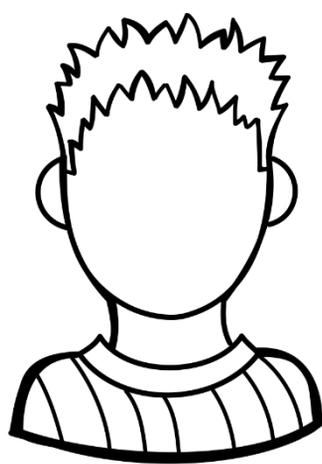
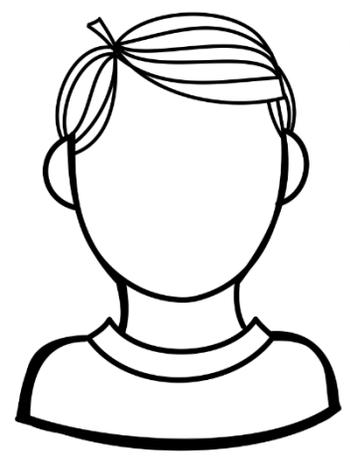
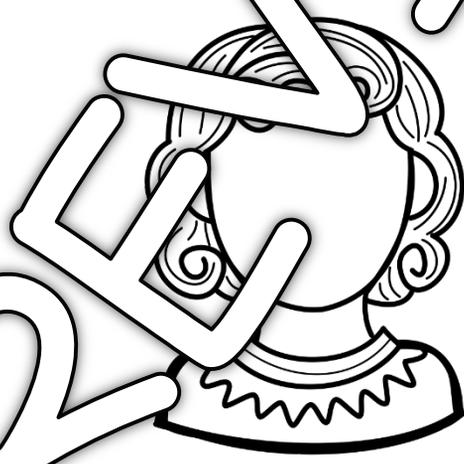
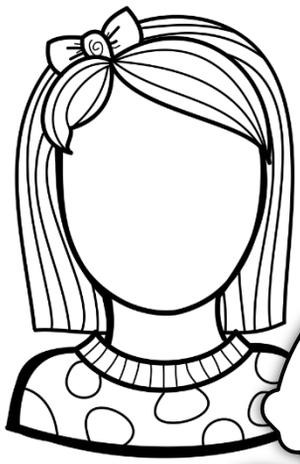
Teacher Directions:

- COPY FOLLOW THE LEADER printable for each student.
- ASSEMBLE students in a group of 3-4
- Students need a pencil and crayons.
- Print a set of the FOLLOW THE LEADER cards for each group of students.
- House cards in a container where students cannot see the information on each card. I use a plastic cup inside a tube sock.
- Instruct students to take turns pulling cards one at a time. Have them read the card to their group members. NO ONE can see the card except the person who pulled the card. They are only allowed to read the directions to their group member once. This activity promotes active learning within group settings.
- Students will pull cards until none is left.
- Compare student work together as a class. Was everyone listening? What can we do differently when working in groups?

Name: _____

Directions: Take turns pulling cards. When its your turn to pull a card, you can only read the directions ONCE to your group members, so make sure they are listening!

FOLLOW the Leader



Put blue eyes and a red smile line on the girl with pig-tails. Add a small circle nose. Color her shirt pink.

In the middle line, add green eyes and a mouth with braces on the boy to the far right. Include a baseball cap on his head.

Add brown eyes and reading glasses to the girl wearing a head band. Color the head band alternating red and yellow, starting with red.

Put blue eyes and a smile on the boy with curly hair. Be sure to have two missing teeth from his smile. Write "Go Panther" on his shirt.

Color the flower the girl's hair purple. Add oval shaped brown eyes and a pink smile to her face. Color her hair black.

Draw headphones on the boy with spiky hair and no bangs. Give him a face of your choice. Color his stripes green and orange, starting with orange.

Color the hair of the girl wearing a bow yellow. Give her blue eyes and a full smile. Color her polka dots pink and her collar black. Make her bow pink as well.

Draw star shaped earrings on the girl with curly bangs. Add green eyes and a smile that's not smiling or frowning. Color her shirt blue.

Draw sunglasses on the boy sitting to the left of the girl with pig-tails. Give him a smile with a red tongue sticking out. Color his hair brown.

THANK YOU

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The screenshot shows the TpT profile for Tanya Villacis. At the top, it says "Tanya Villacis" with a star icon, "Following (528)", and "United States - Florida - Punta Gorda". There are social media icons for Facebook, Pinterest, and LinkedIn. A "FREE DOWNLOAD" section offers a "PRINT AND GO Interactive Science..." product. A banner reads "BE SURE TO CHECK OUT MY Performance Tasks!". Below, there are sections for "My Products (157)", "CUSTOM CATEGORIES" (listing items like Bundles, Color by Numbers, etc.), "GRADES" (listing PREK-K, 1-2, 3-5), and "MY FEATURED ITEMS" (listing products like "I Have Who Has 5.NBT Numbers and Operations in...", "COMMON CORE ALIGNED 4.OA.3 Interpreting...", "CONDUCTION, CONVECTION, AND RADIATION Heat...", and "PRINT AND GO Interactive Science Printables...").

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