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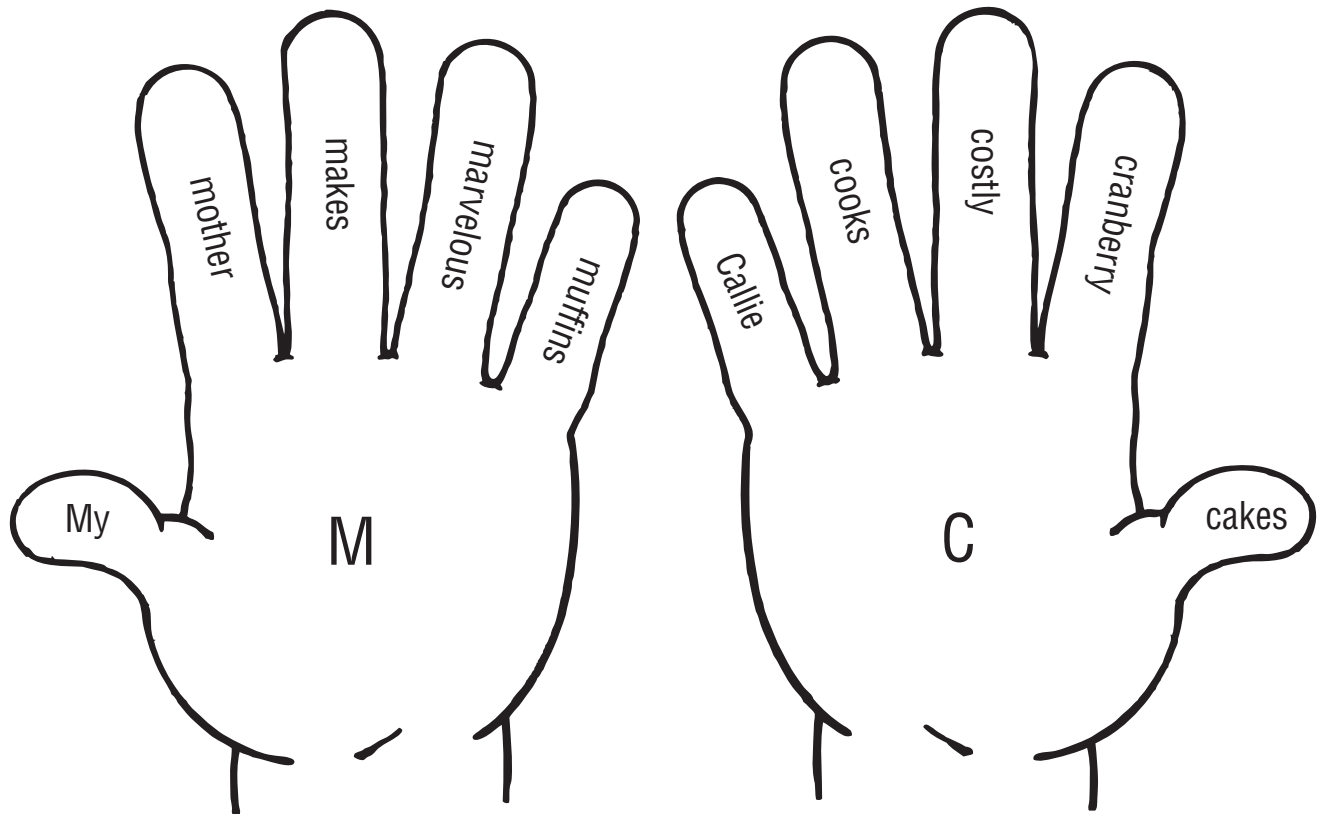
# All Hands On Alliteration

**Materials Needed:** two pieces of paper, scissors

**Directions:** Trace each of your hands onto a single piece of paper. Cut out each traced hand.

Choose two letters that are consonants and write one letter in the center of each hand. Use the space on the fingers to write words that start with the letter written in the center of each hand. The words should create an alliteration, or repetition of beginning sounds. Each alliteration should create a sentence.

**Examples:**



After you have finished, write your name on the back of each hand.

When everyone in the classroom is finished, your teacher will collect your papers in alphabetical order. Your teacher will first call out the letter “B,” and all students who have a hand with “B” words on it will turn in their papers. Your teacher will then call out the letter “C,” and so on through all of the consonants in the alphabet. Be sure to listen carefully so you do not miss your turn. Remember that being a good listener is an important part of following directions.

# Find and Color the Correct Fractions

**Materials Needed:** yellow crayon or colored pencil

**Directions:** Listen as the teacher slowly and clearly reads out each fraction. Color yellow only the squares that contain fractions that are in their simplest form. There is more than one correct answer on each line.

**Line 1**

|                 |               |                 |               |                |
|-----------------|---------------|-----------------|---------------|----------------|
| $\frac{10}{12}$ | $\frac{3}{5}$ | $\frac{22}{44}$ | $\frac{1}{8}$ | $\frac{9}{10}$ |
|-----------------|---------------|-----------------|---------------|----------------|

**Line 2**

|               |                 |                |               |               |
|---------------|-----------------|----------------|---------------|---------------|
| $\frac{2}{3}$ | $\frac{17}{21}$ | $\frac{8}{16}$ | $\frac{2}{4}$ | $\frac{1}{2}$ |
|---------------|-----------------|----------------|---------------|---------------|

**Line 3**

|                 |                 |               |                |                 |
|-----------------|-----------------|---------------|----------------|-----------------|
| $\frac{11}{15}$ | $\frac{25}{30}$ | $\frac{2}{9}$ | $\frac{9}{36}$ | $\frac{10}{20}$ |
|-----------------|-----------------|---------------|----------------|-----------------|

**Line 4**

|                 |                |                |                |                 |
|-----------------|----------------|----------------|----------------|-----------------|
| $\frac{39}{41}$ | $\frac{2}{18}$ | $\frac{3}{27}$ | $\frac{7}{21}$ | $\frac{11}{29}$ |
|-----------------|----------------|----------------|----------------|-----------------|

**Line 5**

|               |                |                |                |                |
|---------------|----------------|----------------|----------------|----------------|
| $\frac{3}{9}$ | $\frac{5}{25}$ | $\frac{1}{18}$ | $\frac{2}{15}$ | $\frac{1}{57}$ |
|---------------|----------------|----------------|----------------|----------------|

**Line 6**

|                 |               |               |               |               |
|-----------------|---------------|---------------|---------------|---------------|
| $\frac{12}{36}$ | $\frac{2}{3}$ | $\frac{1}{4}$ | $\frac{5}{6}$ | $\frac{7}{8}$ |
|-----------------|---------------|---------------|---------------|---------------|

**Line 7**

|                |                |               |                |                |
|----------------|----------------|---------------|----------------|----------------|
| $\frac{1}{10}$ | $\frac{9}{81}$ | $\frac{4}{8}$ | $\frac{2}{12}$ | $\frac{1}{19}$ |
|----------------|----------------|---------------|----------------|----------------|

**Line 8**

|                 |                |                |                |               |
|-----------------|----------------|----------------|----------------|---------------|
| $\frac{33}{66}$ | $\frac{1}{13}$ | $\frac{2}{22}$ | $\frac{9}{17}$ | $\frac{2}{6}$ |
|-----------------|----------------|----------------|----------------|---------------|

# X

## Marks the Odd

**Directions:** Practice multiplication by completing the math chain. Only write the answer if the product is an even number. Write an X if the product is an odd number.

1.

$9 \times 9 = \underline{\quad}$

2.

$12 \times 12 = \underline{\quad}$

3.

$$\begin{array}{r} 11 \\ \times 3 \\ \hline \end{array}$$

5.

$8 \times 4 = \underline{\quad}$

4.

$2 \times 5 = \underline{\quad}$

6.

$10 \times 4 = \underline{\quad}$

7.

$7 \times 3 = \underline{\quad}$

8.

$$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$$

10.

$1 \times 9 = \underline{\quad}$

9.

$4 \times 4 = \underline{\quad}$

11.

$3 \times 9 = \underline{\quad}$

12.

$2 \times 2 = \underline{\quad}$

13.

$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$

15.

$11 \times 10 = \underline{\quad}$

14.

$10 \times 1 = \underline{\quad}$

# Not What You Think?

**Materials Needed:** crayons or colored pencils

**Part 1 Directions:** Follow the direction below each word to color the word the correct color.

|   |   |
|---|---|
| 1.<br><p>pink</p> <p>Color each letter blue.</p>    | 2.<br><p>orange</p> <p>Color each letter red.</p>   |
| 3.<br><p>blue</p> <p>Color each letter yellow.</p>  | 4.<br><p>yellow</p> <p>Color each letter brown.</p> |
| 5.<br><p>green</p> <p>Color each letter pink.</p>   | 6.<br><p>purple</p> <p>Color each letter black.</p> |
| 7.<br><p>brown</p> <p>Color each letter orange.</p> | 8.<br><p>red</p> <p>Color each letter purple.</p>   |

**Part 2 Directions:** Once you have colored the words, find a partner and try reading the color of each word out loud but not the word. Then try reading the word out loud rather than the color. Which was easier to read? On the line below, give your answer and explain why you answered this way.

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# Playing the “Word Stop” Game

**Directions:** To play this spelling game, use a list of words you want your students to learn. If no list is available, use the list choices below.

## List One

|          |         |
|----------|---------|
| Mercury  | Venus   |
| Earth    | Mars    |
| Jupiter  | Saturn  |
| Uranus   | Neptune |
| universe | meteor  |
| asteroid | comet   |

## List Two

|             |               |
|-------------|---------------|
| lines       | intersecting  |
| parallel    | perpendicular |
| angles      | point         |
| acute       | obtuse        |
| mathematics | infinity      |

Place students in groups of three or four. Have students sit or stand in a circle. Have students find out who is the youngest in each group. The youngest student will be the leader and begin the game.

You will say a spelling word. Once the word is said, the leader will tell the group the first letter of the word.

The player to the left of the leader will go next. The next player will say the second letter in the word. The next player will say the next letter and so on. If any student believes a word is being spelled wrong, he should say “Do over.” The player who says “Do over” will state the mistake, and play will continue as he or she says the word and respells the word up to the mistake that was made. The next player will continue from there unless the mistake was with the last letter of the word. Then the group will continue with the next step.

When a group has completed a word correctly, the next player will say “Word stop” to tell the group the word has been completed. Each member of the group will raise his or her right hand to let the teacher know the group is finished.

When you see that all groups have finished, ask one of the groups to spell the word for the class. Then choose another student to write the word on the board as it is being spelled.

After everyone agrees on the correct spelling, the next word is called and the game begins again. This time the leader is the person who said the words “Word stop.”

The spelling activity continues this way until all words have been spelled correctly.