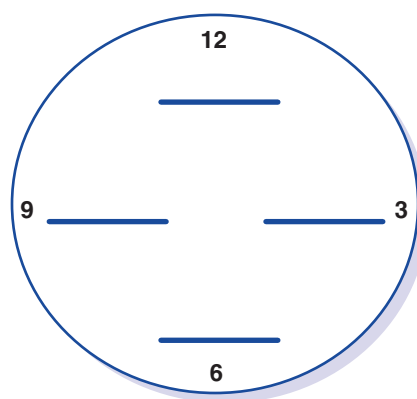


HOW: INSTRUCTIONAL ACTIVITIES

WHO:	Elementary/Middle/High
WHEN:	Before a lesson
CONTENT AREA(S):	Cross-curricular



- Have students draw the *appointment clock* on their paper. Put on fast-paced music and have students move around the classroom making appointments with four students in class, one appointment for 12 o'clock, a different student for 3 o'clock, a different one for 6 o'clock, and a final student for 9 o'clock. Have them write each student's name on the corresponding line. Then, as you teach lessons throughout the day or week, have students keep their appointments by discussing content with one another or re-teaching a concept previously taught.



Adaptation: Students can also make appointments using the following: A seasonal appointment clock, a timeline in social studies, or quadrants in mathematics.

Figure 10.1

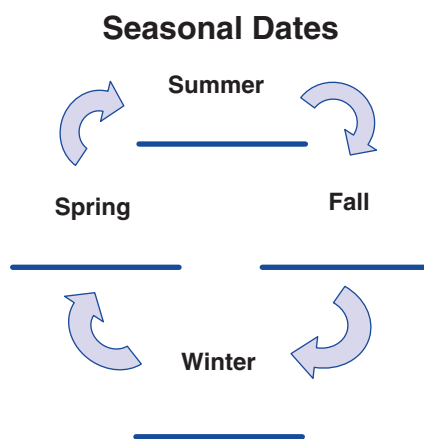
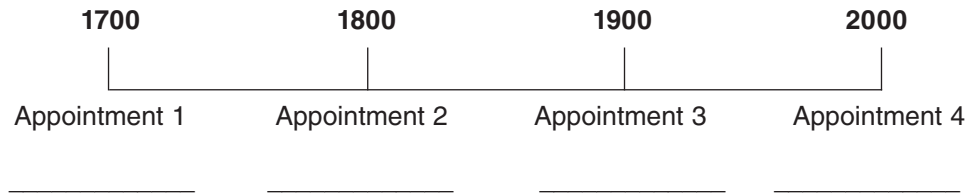


Figure 10.2

Appointment Timeline



Quadrant Appointments

Quadrant 2 <hr/>	Quadrant 1 <hr/>
Quadrant 3 <hr/>	Quadrant 4 <hr/>

Figure 10.3

WHO: Elementary
WHEN: During a lesson
CONTENT AREA(S): Mathematics

- Have the entire class skip-count aloud by 2s, 3s, 5s, 10s, 20s, and so on. Add movement by having them clap or take turns jumping rope while skip counting.

WHO: Elementary/Middle/High
WHEN: During a lesson
CONTENT AREA(S): Cross-curricular

- Rather than having students always raise their hand if they agree with an answer provided by a classmate, have them stand if they agree and remain seated if they disagree. Standing provides more blood and oxygen throughout the body and keeps students more alert.

WHO: Elementary/Middle/High
WHEN: During a lesson
CONTENT AREA(S): Cross-curricular

- When discussing content with their families (or students seated near them) for one or two minutes, have students stand and talk rather than remain seated.

WHO: Elementary/Middle/High
WHEN: During a lesson
CONTENT AREA(S): Cross-curricular

- Have students take turns standing and reading short passages aloud in a choral response. Because students are reading together, those students who may be struggling can still participate and will hear the passage read correctly by others. Make this activity more fun by having students read while standing on one foot, in a whisper, holding their paper in the air, without taking a breath, and so forth.

WHO: Elementary/Middle
WHEN: During a lesson
CONTENT AREA(S): Language arts

- To help students distinguish between common and proper nouns, use the following activity. Compile a list containing both common and proper nouns taken from content previously taught in class. Read each word aloud. Have students stand when a proper noun is called, since proper nouns are extremely important, and remain seated when a common noun is called, since common nouns are not as important.

WHO: Elementary/Middle/High
WHEN: During a lesson
CONTENT AREA(S): Music

- Have students sit in chairs that represent the lines (EGBDF) on the treble clef. Other students stand in spaces between the chairs and represent the spaces (FACE) on the treble clef. When a note is called out or played on an instrument, have students stand if seated or squat, if standing, if their position on the scale corresponds to the note played. Once they are familiar with the treble clef notes, engage them in the same activity using the lines and spaces on the bass clef.

WHO: Elementary/Middle/High
WHEN: During the lesson
CONTENT AREA(S): Mathematics