

1. Remembering Halloween

Now that it is November and Halloween is just over, make a class book about what the students did.

If you took photographs of all the children individually, you can use these for the illustration - or the students can draw a self portrait in their Halloween costume.

Have the students write about their Halloween day - the party at school, their costume, going trick or treating, etc. Have each student do a rough draft and then type this onto individual pages, adding the photo or the student can draw the illustration.

A class photo taken on Halloween, or a montage of individual photos will make an interesting cover. The children will read this book all year with pleasure!



Yesterday was Halloween! I had a princess costume with a crown. We had fun at the party. We played silly games and had spooky looking food.

After dinner I went trick or treating with my brothers and my mom. It was a really good day!

Marie

2. On a November Day

You may have done a five senses walk earlier in the fall, but now it is November and the outdoors will look a lot different! You may have snow on the ground or bare trees - although if you live at the coast there may still be coloured leaves.

Take your camera for pictures of the students finding things for the five senses.

Have in mind what the children will be able to smell and taste before going out. You may have a day with there is a bonfire with someone burning leaves, or the smell of wood smoke from a chimney. How do wet leaves smell? If there aren't any smells, you might bring apples quartered for smelling and tasting. (Put them in individual baggies.) Tasting could also be peppermint candy that you have brought along - or hot chocolate back in the classroom.

A first day of snowfall is good, or late signs of fall and winter approaching. Animal or bird footprints in the snow, geese or ducks flying south, the feel of snow (we could taste snow - but that is perhaps not a good idea), and other seasonal things will make the excursion interesting.

Talk about the things you see, the sounds you heard, what you touched and how it felt, things you smelled and tasted. Did you see, hear, touch, smell or taste these same things on an earlier walk? How is November different? Are we wearing the same things? Why not? How does the air feel? How does the wind feel?

Back in the classroom brainstorm lists of things for each of the five senses. Have the students fill out the page, and illustrate with photos or drawings.

These pages also make a good bulletin board before making them into a book!

Name _____



We went for a walk on a
November Day.

I saw _____.

I heard _____.

I touched _____.

I smelled _____.

I tasted _____.

Name _____

We went for a walk on a November Day.

I saw _____.

I heard _____.

I touched _____.

I smelled _____.

I tasted _____.

3. My Favourite (Good) Food

This can be used as part of a health unit, when you discuss and teach the food groups and eating food that is good for you, or by itself it may give you some idea of the food each child prefers.


The pictures could be clipped from food magazines. Ask your class to bring in food magazines, and have them cut out foods that they especially like. You could also have the children tell you their favourite food, and look up 'images of _____' for pictures, or google the food for pictures. Print the pictures in black and white if colour is too expensive. Or..... the students can illustrate their food with simple drawings.

There are lots of variations on this: it could be favourite fruit, vegetable, or school lunch. As above mentioned, it could be food that is good for you, or simply favourite food.

If you are teaching the food groups with the pyramid, the students can put a favourite food from each group. It can be done with holiday dinners - the favourite food at Thanksgiving or Christmas or for their birthday. And, of course, it could be their least favourite food! (Hopefully, that they have tried.....)

Name _____

My Favourite Food



My favourite food is apple pie!
My Mom makes good apple pie.
I wish she would make it more often - and I will help peel the apples.

4. What is it?

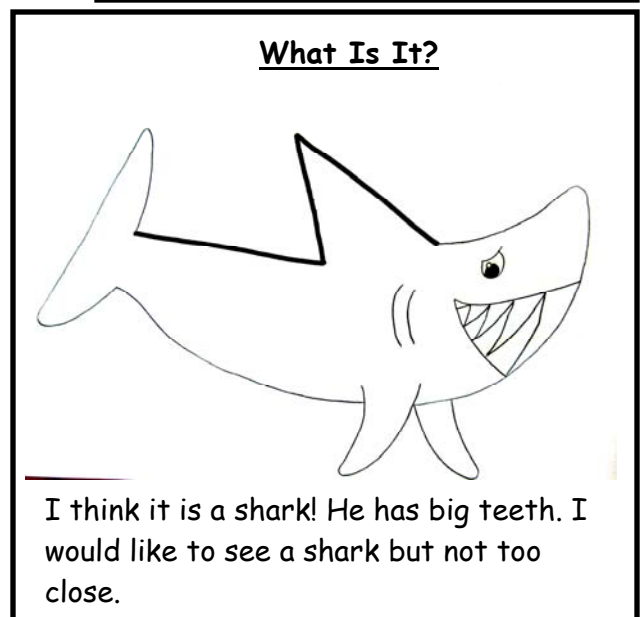
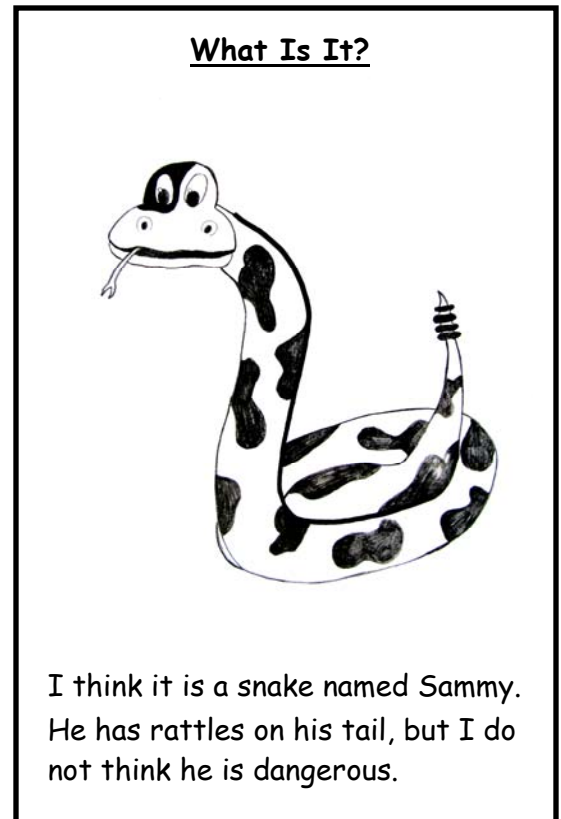
This is an old idea, but fun! If the children write about the completed picture, it combines art and writing and creativity in one exercise.

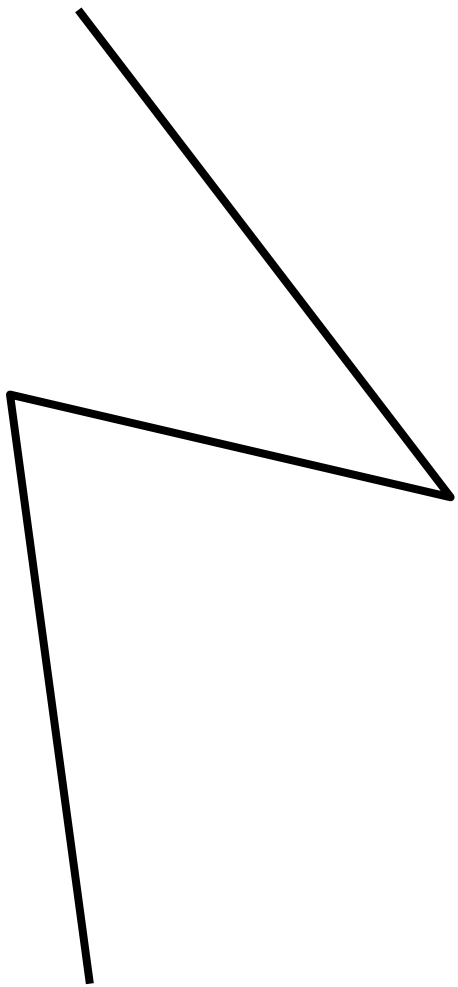
My examples are below, drawn by my oldest granddaughter and are from Successful Art Lessons. You can use the samples on the following pages, or make your own with every child's line different, and in that way they won't copy the ideas from another child.

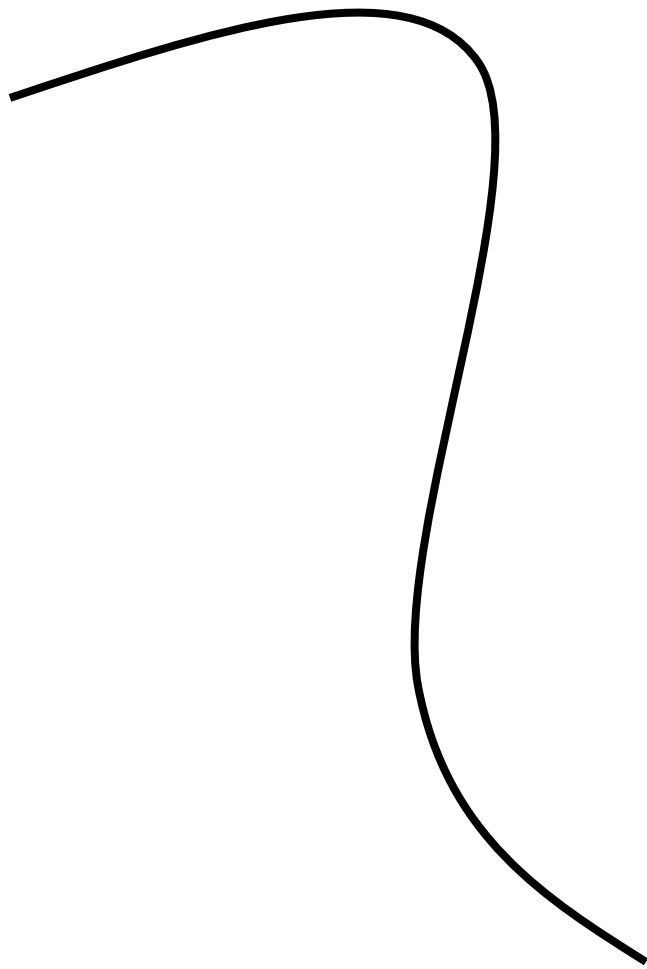
Make the line with a wide black felt pen so it stands out. Have the students turn the paper around until they see a picture in it. The ones here both turned out to be animals, but it could be hundreds of things.

Leave room on the picture for the title and writing below.

These pages put into a book are fun to look at and will be an interesting addition to your library. As with the previous class books, the printing and drawing should be neat. If some students are not yet printing or writing well, have them dictate the story to you.







5. My Teacher Is Missing!

This is a good project to leave for a substitute teacher. Grade Ones really find it difficult to imagine what the teacher does when she/he is not at school - to them the teacher lives there.


Read the book "Miss Nelson is Missing" by Harry Allard and James Marshall. Now they know that their nice substitute isn't their teacher in disguise, but where has the teacher gone?

This will be fun for the teacher to see when he/she returns.

It could be changed a bit if the 'real' teacher is ill and in the hospital, for example. The words could be "My teacher is not at school. I miss her/him! When my teacher isn't here _____."


I have done a page for he and she..... or make up your own sheet to suit the occasion.

My Teacher is Missing!



My teacher is not at school. I think she has gone for a holiday to Hawaii.

My Teacher is Missing!



My teacher is not at school. I think he has gone to the dentist. I hope it doesn't hurt.

My Teacher Is Missing!

My teacher is not at school. I think she

My Teacher Is Missing!

My teacher is not at school. I think he

6. What does my teacher do after school?

This is similar to the previous class book, but not for a substitute.

If you have a star of the week, you may be asking this student to talk about his/her life outside of school. Now here it can be your turn! But before you explain too much, do a class book with the children speculating on your life outside of 9:00 to 3:00. Some children may actually think you live at school!

Do this exercise with as little discussion as possible. After the children have finished, you can tell them what you really do! Perhaps some photos of your home and family may help them understand that you do have another life.

This class book is fun for you to keep!

What does my teacher do after school?



I think my teacher goes into the teachers' room and has a big cup of coffee! I hear teachers laughing there, so maybe they tell jokes.

What does my teacher do after school?



I think my teacher goes home after school. She takes a suitcase home with her, so she will be unpacking all the clothes.

7. What does the Principal do all day?

This could be anyone in the school, of course. The Principal is usually a Very Important Person to Grade One children, so the idea of the Principal's role may be rather skewed. This would be a cute book to give to the Principal, perhaps if he/she is moving to another school or retiring - or just as an amusing gift - for Christmas, perhaps.

This can be done with little discussion - as little as possible - so the children's ideas are fresh. You might take a small field trip to the office first without talking to the principal or secretary, and one after to have these important people talk about their duties.

This can, of course, be the secretary, the librarian, or any other person in the school.

What does the Principal do all day?



Mr. Smith does very important things in his office with the door shut. I don't know what he does in there.

What does the Principal do all day?



Mr. Smith phones parents and tells them about the good things the kids do. Sometimes he yells at kids who run in the hall.

8. How we feel today

This can come with the health or social studies lesson on feelings/emotions.

Have a lesson on the way people feel inside. Brainstorm the emotions, and list them on a chart, perhaps with a cartoon face showing each. These could be: happy, excited, mad/angry/cross/grouchy, sad/unhappy/disappointed/, worried, shy, proud, etc.

Talk about the feelings and how we change - sometimes we may feel all of these things. There is usually a reason why we feel the way we do.

How do your children feel today? You can talk about this before writing or after, depending on your class.

If some students want to say something private, you may leave these out of the class book, or have them do another page that isn't private.

Marie



Today I feel excited, because my cousin is coming to visit. We are good friends and we have fun together.

Paul



Today I feel tired and cross, because my baby brother cried all night. He kept me awake and I couldn't go to sleep.

9. Snow

This class book can be done in any of the winter months, of course, but is often written with the early snows of the winter season. If you live where snow lasts from October to March, both you and the children may get very tired of it!

If you begin each story with '(the child) said' and with the reason - 'because' - you are helping to teach those two important words and cause and effect, and you are also teaching quotation marks.

You can make lots of books with this pattern: winter, skating, reading, math, writing, foods, etc. You can also use just the 'like/because' part for simpler books.



Megan said, "I like snow because I like to make a snowman. I don't like snow because sometimes it is wet and I get my clothes all wet,



Aidan said, "I like snow because I like sledding. It is fun! I don't like snow because it is cold. I don't like wearing big coats.

10. In November

What did your class do in November? You might begin with a review of the calendar and the special things your class did and made and learned. You could write a list of things on a chart or calendar as reminders, and to help with ideas and the spelling of words.

This makes a nice book to keep and remember what happened. It could be done every month.

Name _____



In November Ms. Smith brought her dog to school to visit. His name is Angus. He was very good and I liked petting him.

Name _____



In November it snowed! We went out and looked at snowflakes with a magnifying glass. I got one on my tongue.

